Note to user: This concept map is designed to help pre-service and in-service teachers develop a research strategy to locate library materials relevant to their daily lessons. It should not be used in place of the Ontario curriculum. Please visit the Ontario Ministry of Education website – www.edu.gov.on.ca – to access the Ontario curriculum online.

Grade Nine (ages 14-15)

Geography - Academic

Geographic Inquiry and Skill Development

A1. Geographic Inquiry Throughout this course, students will:

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

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

A1.3 Assess the credibility of sources and information relevant to their investigations (e.g., by considering how the data are constructed to support the
A1.4  Interpret and analyze data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry (e.g., interpret graphs and charts of various statistical indicators to analyze quality of life in Canada and compare it with that in other countries; use graphic organizers, such as cross-classification tables or ranking ladders, to interpret potential economic, political, social, and environmental impacts of a development project)

A1.5  Use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analyzing and evaluating data and information, formulating conclusions, and making judgements about geographic issues relating to Canada (e.g., use the concept of spatial significance to evaluate competing land-use options, such as fruit farming and urban development; apply the concept of patterns and trends to temperature and precipitation data to assess how the climate of a region has changed over time; use the concept of interrelationships to assess how changes in technology affect industry, employment, and the consumption of natural resources; use the concept of geographic perspective to analyze the environmental, social, political, and 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 judgments or predictions about the issues they are investigating

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

A1.8  Use accepted forms of documentation (e.g., footnotes, author/date citations, reference lists, bibliographies, credits) to acknowledge different types of sources (e.g., websites, blogs, books, articles, films, data)
A1.9 Use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their inquiry; terminology related to geography and to the concepts of geographic thinking).

A2. Developing Transferable Skills Throughout this course, students will:

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

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

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

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).

Interactions in the Physical Environment
B1. The Physical Environment and Human Activities FOCUS ON: Interrelationships; Geographic Perspective By the end of this course, students will:

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

B1.2 Analyze interrelationships between Canada’s physical characteristics and various human activities that they support (e.g., mountainous landforms support recreation; water bodies and flat land facilitate urban development and transportation)

B1.3 Assess environmental, economic, social, and/or political consequences for Canada of changes in some of the Earth’s physical processes (e.g., warming in the North is leading to a shorter, less reliable ice season and changes in plant and animal populations [environmental], threatening traditional Inuit culture [social], expanding opportunities for resource exploitation [economic], and creating conflict between nation states over territorial claims [political])

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

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

B2. Interrelationships between Physical Systems, Processes, and Events FOCUS ON: Patterns and Trends; Interrelationships By the end of this course, students will:

B2.1 Analyze interrelationships between physical processes, phenomena, and events in Canada and their interaction with global physical systems
B2.2 Describe patterns (e.g., spatial distribution of earthquakes, floods, ice storms) and trends (e.g., increased frequency of forest fires in British Columbia and northern Ontario, increased rainfall in most parts of Canada) in the occurrence of a variety of natural phenomena and events in Canada.

B3. The Characteristics of Canada’s Natural Environment FOCUS ON: Spatial Significance; Patterns and Trends By the end of this course, students will:

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

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

Managing Canada’s Resources and Industries

C1. The Sustainability of Resources FOCUS ON: Interrelationships; Geographic Perspective By the end of this course, students will:

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

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

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

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

C2. The Development of Resources FOCUS ON: Interrelationships; Geographic Perspective By the end of this course, students will:

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

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

C2.3 Assess the renewability and non-renewability of various natural resources in Canada
C2.4 Assess the feasibility of using selected renewable and alternative energy sources (e.g., solar, wind, tidal, hydro) to augment or replace existing power sources in various parts of Canada.

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

C3. Industries and Economic Development FOCUS ON: Spatial Significance; Patterns and Trends By the end of this course, students will:

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

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

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

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

Changing Populations

D1. Population Issues FOCUS ON: Interrelationships; Patterns and Trends By the end of this course, students will:

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

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

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

D2. Immigration and Cultural Diversity FOCUS ON: Spatial Significance; Geographic Perspective By the end of this course, students will:

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

D2.2 Evaluate strategies used to address the needs of various immigrant groups within communities (e.g., provision of language training, celebration of traditions from various cultures, provision of cultural and social support services in several languages, addressing hate crimes through community policing and education)
D2.3 Analyze social, political, and economic impacts of Canada’s immigration and refugee policies

D3. Demographic Patterns and Trends FOCUS ON: Spatial Significance; Patterns and Trends By the end of this course, students will:

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

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

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

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

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

Livable Communities

E1. The Sustainability of Human Systems FOCUS ON: Interrelationships; Geographic Perspective By the end of this course, students will
E1.1 Analyze the effects of food production practices, distribution methods, and consumer choices on the sustainability of Canada’s food system

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

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

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

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

E2. Impacts of Urban Growth FOCUS ON: Spatial Significance; Geographic Perspective By the end of this course, students will

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

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

E2.3 describe strategies that urban planners use to control urban sprawl (e.g., green belts, high density residential infill, gentrification), and analyze examples of their implementation
E3. Characteristics of Land Use in Canada FOCUS ON: Spatial Significance; Patterns and Trends

By the end of this course, students will:

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

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

E3.3 Analyze a land-use map or official plan for a specific community, and describe the spatial significance of the community’s land-use pattern.
Grade Nine (ages 14-15)

Geography - Applied

Geographic Inquiry and Skill Development

A1. Geographic Inquiry Throughout this course, students will

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

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

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

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

A1.5 Use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analyzing and
A1.6 Evaluate and synthesize their findings to formulate conclusions and/or make judgements or predictions about the issues they are investigating.

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

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

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

A2. Developing Transferable Skills Throughout this course, students will:

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

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

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

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)

Interactions in the Physical Environment

B1. Natural Processes and Human Activity FOCUS ON: Interrelationships; Geographic Perspective By the end of this course, students will

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

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

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

B1.4 Explain how human activities in their local region can have an impact on natural processes (e.g., vehicle use, chimney emissions, and barbecue and lawn mower usage contribute to smog and can change the acidity of lake water; blasting and drilling may trigger land instability; removing trees and paving over land change the amount of water going into the soil and back into the air; expansion of highways can lead to more animals being struck by vehicles and can also disrupt animal migration patterns and separate animals from their food supplies, thus endangering their populations)

B2. Influence of the Natural Environment on Human Activity
FOCUS ON: Spatial Significance; Interrelationships By the end of this course, students will

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

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

B3. Characteristics of Canada’s Natural Environment FOCUS ON: Spatial Significance; Patterns and Trends By the end of this course, students will:

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

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

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

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

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

Managing Canada’s Resources and Industries

C1. Managing Resources FOCUS ON: Interrelationships; Geographic Perspective By the end of this course, students will:

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

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

C1.3 Analyze their personal use of natural resources

C1.4 Develop a personal plan of action that supports the idea of stewardship of resources

C2. Canadian Industries FOCUS ON: Patterns and Trends; Geographic Perspective By the end of this course, students will:

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

C2.2 Describe Canada’s major exports and imports, and assess some of the environmental, economic, social, and political implications of Canada’s current export and import patterns
C2.3 Assess the economic, environmental, social, and political significance of a specific industry for their local area or another area of their choice

C3. The Use of Natural Resources FOCUS ON: Spatial Significance; Interrelationships By the end of this course, students will:

C3.1 Identify the natural resources needed to produce and distribute a product that is used in the everyday lives of people living in Canada (e.g., raw materials, resources used in production and transportation)

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

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

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

Changing Populations

D1. Population Trends and Their Impacts FOCUS ON: Patterns and Trends; Geographic Perspective By the end of this course, students will:

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

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

D1.3 Describe ways in which Canadian society can respond to the needs of a changing population
D1.4 Analyze population trends in their local community or area, assess related needs, and recommend appropriate responses to those needs

D2. Immigration Trends FOCUS ON: Interrelationships; Patterns and Trends By the end of this course, students will:

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

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

D3. Population Characteristics FOCUS ON: Spatial Significance; Patterns and Trends By the end of this course, students will:

D3.1 Describe key characteristics of different types of population settlements in Canada (e.g., towns, cities, census metropolitan areas, megalopolises, First Nations reserves), and explain their distribution (e.g., near rivers, highways, natural resources)

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

Livable Communities

E1. Sustainable Communities FOCUS ON: Interrelationships; Geographic Perspective By the end of this course, students will:

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

E1.2 Identify various ways in which communities in Canada dispose of their waste material (e.g., landfilling, composting, incineration, primary and secondary sewage treatment), and describe potential environmental impacts of these methods
E1.3 Describe ways in which communities can improve their environmental sustainability (e.g., expansion of recycling programs, promotion of infill development, expansion of mass transit systems, addition of bike lanes to major roadways, support of local market gardens, preservation or addition of green space, promotion of programs to make houses and industries more energy efficient)

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

E2. Impacts of Land Use FOCUS ON: Spatial Significance; Interrelationships By the end of this course, students will:

E2.1 Analyze interrelationships between the built and natural environments

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

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

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

E3. Patterns of Land Use FOCUS ON: Spatial Significance; Patterns and Trends By the end of this course, students will

E3.1 Describe different types of land use within their community (e.g., commercial, transportation, industrial, residential, institutional, recreational, agricultural, open space), and explain reasons for their location
E3.2 Describe spatial distribution patterns for human systems and services in their community (e.g., infrastructure components, such as transportation and energy networks, communication towers, water and waste facilities)

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

A1. Historical Inquiry Throughout this course, students will:

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

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

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

A1.4 Interpret and analyze evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry (e.g., develop criteria for evaluating the relative importance of consequences of the Great Depression; compare the points of view in two or more primary sources on prohibition; assess the effectiveness of the argument in a secondary source on CanadianAmerican relations under Prime Minister Diefenbaker; use a concept map to help them assess the short- and long-term consequences of residential schools for Aboriginal people).
A1.5 Use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 1914 (e.g., use the concept of historical significance to assess the impact of Vimy Ridge on the evolution of Canadian identity; use the concept of cause and consequence when assessing the social, economic, and political context of the Winnipeg General Strike; use the concept of continuity and change when analysing the evolution of the relationship between Canada and Great Britain; use the concept of historical perspective when assessing the motives of the Woman’s Christian Temperance Union)

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

A1.7 Communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., a seminar on Canadian-U.S. relations; an essay on turning points for Aboriginal people since 1960; a debate on whether Prime Minister Trudeau’s policies contributed to a “Just Society”; a presentation on the changing roles of women in Canada; a video on social conditions during the Great Depression; a role play on negotiations to patriate the constitution; a project to write the text for a wiki on developments in Canadian culture in the second half of the twentieth century; a blog from the perspective of a soldier in Afghanistan) A1.8 use accepted forms of documentation (e.g., footnotes or endnotes, author/date citations, reference lists, bibliographies, credits) to acknowledge different types of sources (e.g., archival sources, articles, art works, blogs, books, films or videos, oral evidence, websites)

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

A2. Developing Transferable Skills Throughout this course, students will:

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

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

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

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

Canada: 1914–1929

B1. Social, Economic, and Political Context FOCUS ON: Historical Significance; Historical Perspective By the end of this course, students will:

B1.1 Analyze historical statistics and other primary sources to identify major demographic trends in Canada between 1914 and 1929 (e.g., trends related to immigration to Canada, Aboriginal populations, migration between provinces and to urban centres, the number of women in the labour force and the type of work they performed, birth rates or life expectancy), and assess their significance for different groups in Canada

B1.2 Identify some major developments in science and/or technology during this period, and assess their significance for different groups in Canada (e.g., the impact of: new military technologies on Canadian soldiers; developments in mechanization on Canadian farmers; developments in transportation and
communication, such as those related to cars, radios, or motion pictures, on the recreational activities of some Canadians; insulin and/or other medical developments on the health of people in Canada)

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

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

B2. Communities, Conflict, and Cooperation FOCUS ON:
Historical Significance; Cause and Consequence By the end of this course, students will

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

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

B2.3 Describe some major instances of social and/or political conflict in Canada during this period, including conflict between French and English Canada (e.g., differing views on the need for conscription; the Ontario Schools Question and the
response to Regulation 17; Henri Bourassa’s nationalism versus the imperialist perspectives of some English Canadians; labour unrest, including the Winnipeg General Strike; the King-Byng affair; the activities of the Ku Klux Klan and the Orange Order of Canada), and analyse some of their causes and 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., the Union government; One Big Union or other labour unions; the Maritime Rights movement; the League of Indians; temperance organizations; the United Farmers of Ontario; women’s suffrage organizations; the Famous Five)

B2.5 Describe attitudes towards and significant actions affecting ethnocultural minority groups in Canada during this period (e.g., with reference to racism and antisemitism, segregation, discrimination in jobs and housing, residential schools, restrictions imposed by the Indian Act or the Chinese Immigration Act of 1923, groups helping new immigrants), and explain their impact

B3. Identity, Citizenship, and Heritage FOCUS ON: Continuity and Change; Historical Perspective By the end of this course, students will:

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

B3.2 Describe some significant changes in the arts and popular culture in Canada during this period (e.g., changes in fashion and popular music; changes in Canadian art, as reflected in the work of the Group of Seven; the increasing popularity of movies; the increasing influence of American culture; the international reputation of Canadians in sports; the introduction of the poppy as a symbol of war and remembrance; prohibition), and explain the contributions of some individuals and/or events to these changes (e.g., Mazo de la Roche, Stephen
Canada, 1929–1945

C1. Social, Economic, and Political Context FOCUS ON: Cause and Consequence; Historical Perspective

C1.1 Describe some key social changes in Canada during this period (e.g., social changes brought about by unemployment or the dustbowl during the Depression; left- and right-wing social movements; the increasing influence of American culture), and explain their main causes as well as their impact on different groups in Canada

C1.2 Identify some major developments in science and/or technology during this period (e.g., inventions such as Pablum, penicillin, Massey-Harris’s self-propelled combine harvester; military technologies such as sonar, radar, walkietalkies, or the atomic bomb), and assess their significance for 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

C1.4 Describe the main causes of some key political developments and/or
government policies in Canada during this period (e.g., Mackenzie King’s Five
Cent speech; the formation of the Cooperative Commonwealth Federation or
Social Credit; the establishment of the Canadian Broadcasting Corporation [CBC]
or the National Film Board [NFB]; provincial Sexual Sterilization Acts targeting
people with disabilities; social welfare policies; the Dominion Elections Act of
1938; Quebec women receiving the vote; wartime propaganda; the decision to
intern Japanese Canadians; the 1944 Racial Discrimination Act), and assess their
impact on different groups in Canada

C2. Communities, Conflict, and Cooperation FOCUS ON: Cause
and Consequence; Continuity and Change By the end of this course,
students will:

C2.1 analyze some significant ways in which Canadians cooperated and/or came
into conflict with each other during this period (e.g., the Antigonish movement; the
League for Social Reconstruction; the riot at Christie Pits; internment camps for
“enemy aliens”; Christie v. York, 1940), with a focus on explaining key issues that
led to those interactions and/or changes that resulted from them

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

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

C2.4 Explain some of the ways in which World War II affected Canada and Canadians (e.g., with reference to economic recovery, censorship, rationing), including how the war changed the lives of various groups in this country (e.g., young men who fought and those who did not; farmers; women in the workforce and at home; “enemy aliens”; veterans, including men who were in the merchant navy)

C3. Identity, Citizenship, and Heritage FOCUS ON: Historical Significance; Historical Perspective By the end of this course, students will:

C3.1 Describe contributions of various individuals, groups, and/or organizations to Canadian society, politics, and/or culture during this period (e.g., R. B. Bennett, Norman Bethune, Thérèse Casgrain, Moses Coady, Lionel Conacher, the Dionne quintuplets, Maurice Duplessis, Foster Hewitt, Mackenzie King, Dorothy Livesay, Elsie MacGill, Tommy Prince, Sinclair Ross, Kam Len Douglas Sam, Portia May White; the Antigonish movement, the CBC, the Edmonton Grads), and assess the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada

C3.2 analyze responses of Canada and Canadians to some major international events and/or developments that occurred during this period (e.g., the Red Scare; the Holodomor; the Spanish Civil War; the Nanking Massacre; aggression by fascist Italy, Nazi Germany, and/or imperial Japan; the Holocaust; the Manhattan Project), and assess the significance of these responses, including their significance for Canadian identity and heritage

C3.3 analyze the impact of the Holocaust on Canadian society and on Canadians’ attitudes towards human rights (e.g., with reference to changes in Canadians’ responses to minority groups; more open refugee policies, including those affecting Holocaust survivors and other displaced persons; Canada’s signing of the United Nations Universal Declaration of Human Rights; the evolution of laws against hate crimes

Canada, 1945–1982
D1. Social, Economic, and Political Context FOCUS ON: Historical Significance; Cause and Consequence By the end of this course, students will:

D1.1 Analyze historical statistics and other primary sources to identify some key demographic trends and developments in Canada during this period (e.g., with reference to the sources and numbers of postwar immigrants and/or refugees, the arrival of war brides, continued urbanization and the growth of suburbs, changes in birth rates and life expectancy, patterns in interprovincial migration, the development of teen subcultures, the changing status of established ethnocultural groups), and assess their consequences.

D1.2 Identify some major developments in science and technology during this period (e.g., developments in aeronautics, including the Avro Arrow; automatic postal sorters; goalie masks; developments in contraception, nuclear energy, plastics; medical developments such as thalidomide and pacemakers; television; developments in space technology such as satellites and the Canadarm), and assess their significance for different groups in Canada.

D1.3 Describe some key trends and developments in the Canadian economy during this period (e.g., the Rand decision and the growth of unions 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.

D1.4 Describe some key political developments and/or government policies in Canada during this period (e.g., government responses to the Red Scare/Cold War; Newfoundland’s joining Confederation; social welfare legislation; the establishment of the Massey Commission or the Royal Commission on the Status of Women; the founding of the New Democratic Party; the 1969 White Paper; revisions to the Immigration Act; the decision to invoke the War Measures Act in 1970; the Canadian Charter of Rights and Freedoms; the establishment of Environment Canada), and assess their significance for different groups in Canada.

D1.5 Analyze the impact on the lives of Canadians of key social welfare programs that were created or expanded during this period (e.g., unemployment insurance, family allowance, medicare, the Canada and Quebec Pension Plans, old age security, social assistance).
D2. Communities, Conflict, and Cooperation FOCUS ON: Continuity and Change; Historical Perspective By the end of this course, students will

D2.1 Describe some significant instances of social conflict and/or inequality in Canada during this period (e.g., the Asbestos Strike in Quebec; the Richard Riot; racial segregation; the October Crisis and the imposition of the War Measures Act; protests against the war in Vietnam or the James Bay project; conflict over the National Energy Program, Aboriginal title and land claims, or the patriation of the constitution), and analyze them from multiple perspectives

D2.2 Describe some significant examples of social and/or political cooperation in Canada during this period, including a variety of social movements (e.g., the civil rights movement; the second-wave women’s movement; cultural nationalist and countercultural movements; environmental movements; Aboriginal activism; labour unions; centennial year celebrations, including Expo ’67; multicultural policies and organizations), and analyze them from multiple perspectives

D2.3 Analyze 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; challenges to the ways in which women’s unpaid work was valued; changes in the family and family structures, including birth and divorce rates; political participation and representation; the impact of Bill C-150 (1968–69); challenges facing Native women; the domestic worker scheme and immigration of women to Canada)

D2.4 Describe some key developments related to Canada’s participation in the international community during this period, with a particular focus on the context of the Cold War (e.g., with reference to the Korean War; the Gouzenko affair; the establishment of the North American Air Defense Command [NORAD] or the North Atlantic Treaty Organization [NATO]; the Suez Crisis; the Non-proliferation of Nuclear Weapons Treaty; peacekeeping; membership in La Francophonie; the creation of the Canadian International Development Agency [CIDA]; Canada’s response to famine in Biafra or the genocide in East Timor), and assess whether these developments marked a change in Canada’s approach to or role in international relations
D2.5  Describe some key developments in Canada’s relationship with the United States during this period (e.g., with reference to NORAD, the Dew Line, the St. Lawrence Seaway, the development of the Avro Arrow program and its subsequent cancellation, the Auto Pact, the Cuban Missile Crisis, the Vietnam War and the International Commission of Control and Supervision, environmental concerns such as acid rain), and explain how they challenged or reinforced the nature of that relationship

D3. Identity, Citizenship, and Heritage FOCUS ON: Historical Significance; Cause and Consequence By the end of this course, students will:

D3.1  Describe contributions of various individuals, groups, and/or organizations to Canadian society and politics during this period (e.g., Doris Anderson, Rosemary Brown, Frank Arthur Calder, Harold Cardinal, Matthew Coon Come, Tommy Douglas, Terry Fox, René Lévesque, Chief George Manuel, Madeleine Parent, Lester B. Pearson, Joey Smallwood, Pierre Trudeau, Jean Vanier; Greenpeace, the National Action Committee on the Status of Women, the National Indian Brotherhood, the Nova Scotia Association for the Advancement of Coloured People), and explain the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada

D3.2  Explain ways in which various individuals, events, groups, and/or organizations contributed to the arts and popular culture in Canada during this period (e.g., Kenojuak Ashevak, Alex Colville, Chief Dan George, Joy Kogawa, Margaret Laurence, Gordon Lightfoot, Marshall McLuhan, Norval Morrisseau, Daphne Odjig, Oscar Peterson, Bill Reid, Maurice Richard, Gabrielle Roy, Mordecai Richler, Buffy Sainte-Marie, Gilles Vigneault; the Canada Council, the CBC, the Canadian RadioTelevision Commission, Cape Dorset artists, the Guess Who, the Stratford and/or Shaw Festivals; Expo ’67, the 1972 Hockey Summit Series), and assess the significance of these contributions for the development of identity and/or heritage in Canada

D3.3  Explain some significant events, developments, and/or issues that affected First Nations, Inuit, and/or Métis people in Canada during this period (e.g., forced relocation of some Inuit communities; the recognition in the constitution of existing Aboriginal and treaty rights; the continuing operation of residential
schools; the formation of the National Indian Brotherhood/Assembly of First Nations; the Berger commission; the Calder case; the James Bay project and the resulting protests; the efforts of Mary Two-Axe Early and others to secure equality for First Nations women; the creation of the Inuit Circumpolar Council), and assess the impact of these developments on identity, citizenship, and/or heritage in Canada.

D3.4 Describe the main causes and consequences of the Quiet Revolution and of some other key events that occurred in or affected Quebec between 1945 and 1982 (e.g., with reference to the leadership of Maurice Duplessis, Jean Lesage, and René Lévesque; the Royal Commission on Bilingualism and Biculturalism; “Maître Chez Nous”; the October Crisis; the formation of the Parti Québécois; Bill 101; the patriation of the Constitution; the 1980 referendum), and explain the significance of these events for the development of identities in Canada.

D3.6 describe some key developments in immigration and in refugee and immigration policy in Canada during this period, and explain their significance for Canadian heritage and identity (e.g., with reference to the points system; origins and numbers of immigrants and refugees, including displaced persons after World War II; the domestic workers scheme; the growth of ethnic neighbourhoods in Canada’s largest cities; the development of various cultural festivals).

Canada, 1982 to the Present

E1. Social, Economic, and Political Context FOCUS ON: Historical Significance; Continuity and Change By the end of this course, students will:

E1.1 Describe various social and cultural trends and developments in Canada since 1982 (e.g., demographic changes, including changes in the family and in immigration; the development of Hollywood North; developments related to multiculturalism, including ethno-cultural festivals; the growth of social and cultural advocacy groups), and assess their significance for people in Canada.

E1.2 Identify some major developments in science and technology since 1982 (e.g., computers, the Internet, cellphones and “smartphone” technology, digital music, electric and hybrid cars, fossil fuel extraction technologies, cloning, stem
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

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, the creation of Nunavut, pay equity legislation, Bill C-31 amending the Indian Act, Operation Support following 9/11, the Kyoto Accord, the decision to send troops to Afghanistan, new political parties such as the Reform Party and the Green Party, the Ontario government’s recognition of the Franco-Ontarian flag and its creation of French-language school boards, the long gun registry, the Civil Marriage Act of 2005, policies related to Arctic sovereignty), and assess their significance for different people in Canada

E2. Communities, Conflict, and Cooperation FOCUS ON: Continuity and Change; Historical Perspective By the end of this course, students will:

E2.1 Describe some significant ways in which Canadians have cooperated and/or come into conflict with each other since 1982 (e.g., conflict over the 1992 cod moratorium; political protests such as those against the G20 meetings in Toronto or the rise in university tuition in Quebec; strikes; racism and hate crimes; continuing legal conflict and/or political protests over Aboriginal title and land claims; the Idle No More movement; continuing tension between Quebec and the federal government; cooperation in response to natural disasters such as the 1998 ice storm or the Saguenay and/or Red River floods; cooperation among members of social reform movements), and analyze these interactions from various perspectives

E2.2 analyze aspects of regionalism in Canada since 1982, including new and ongoing challenges in the relationship between Ottawa and various regions (e.g.,
with reference to have and have-not provinces, economic development, revenues from natural resources, development of the Alberta oil sands, the cod moratorium, regional political parties, regional cultures)

E2.3 Identify some key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Métis, and Inuit peoples since 1982 (e.g., Bill C-31 [1985]; the Meech Lake Accord; disputes over land at Oka, Ipperwash, and/or Caledonia; land claims by the Lubicon Lake Nation; Delgamuukw v. British Columbia [1997]; the Nisga’a Final Agreement [1998]; the creation of Nunavut; R v. Powley [2003]; the McIvor decision; the Truth and Reconciliation Commission of Canada; the Idle No More movement; Justice Phelan’s 2013 ruling on the Constitution Act, 1867), and analyze them from various perspectives

E2.4 Describe some key developments and issues that have affected the relationship between Quebec and the federal government since 1982 (e.g., the Meech Lake and/or Charlottetown Accords; the creation of the Bloc Québécois; sovereignty association; relations between Canadian prime ministers and Quebec premiers; the 1995 referendum), and analyze them from various perspectives

E2.5 Describe some ways in which Canada and Canadians have participated in the international community since 1982, with a focus on Canada’s response to international conflict (e.g., with reference to South African apartheid; the Gulf War; events in Bosnia, Somalia, Rwanda; the War on Terror) and Canadians’ cooperation in humanitarian work (e.g., the International Court of Justice; THE ONTARIO CURRICULUM, GRADES 9 AND 10 | Canadian and World Studies Grade 10, Academic the Canadian International Development Agency; response to natural disasters such as the Indian Ocean tsunami in 2004, earthquakes in Haiti or Japan, famine in Ethiopia; the role of Canadian non-governmental organizations), and explain some key factors that have affected this participation

E3. Identity, Citizenship, and Heritage FOCUS ON: Historical Significance; Cause and Consequence By the end of this course, students will:
E3.1 Describe contributions of various individuals, groups, and/or organizations to Canadian society and politics since 1982 (e.g., Lincoln Alexander, Louise Arbour, Shawn Atleo, Maude Barlow, Lucien Bouchard, Clément Chartier, Jean Chrétien, Nellie Coursneyea, Romeo Dallaire, Phil Fontaine, Stephen Harper, Audrey McLaughlin, Preston Manning, Judy Rebick, Jeannine Sauvé, David Suzuki, Sheila Watt-Cloutier; the Bloc Québécois, the Green Party, Métis Nations of Ontario, the Reform Party), and explain the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada.

E3.2 Explain ways in which various individuals, groups, organizations, and/or events have contributed to the arts and popular culture in Canada since 1982 (e.g., Susan Aglukark, Denis Arcand, Margaret Atwood, Donovan Bailey, Adam Beach, Edward Burtynsky, Leonard Cohen, Sidney Crosby, Celine Dion, Paul Demers, Drake, Atom Egoyan, Michael J. Fox, Tomson Highway, Lawrence Hill, Clara Hughes, Jarome Iginla, Michaëlle Jean, Wab Kinew, Zacharias Kunuk, Deepa Mehta, Michael Ondaatje, Robbie Robertson; Afro Connexion, Arcade Fire, Cirque de Soleil, Nickelback; the Calgary or Vancouver Olympics, Caribana [Caribbean Carnival]), and assess the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada.

E3.3 Assess the significance of public acknowledgements and/or commemoration in Canada of past human tragedies and human rights violations, both domestic and international (e.g., the Holocaust; the Holodomor; the Armenian, Rwandan, and Srebrenican genocides; the Chinese Head Tax; the Komagata Maru incident; Ukrainian- and Japanese-Canadian internment; residential schools; the arrest of Viola Desmond; the demolition of Africville; forced relocation of Inuit families).

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; policies to protect Canadian culture; the International Joint Commission; Canada’s response to 9/11; Canada’s refusal to participate in the Second Gulf War; Canada’s participation in the mission in Afghanistan; issues related to border control; the Omar Khadr case; Arctic sovereignty), and explain the impact of Canadian-American relations on Canadian identity and heritage.
Grade Ten (ages 15-16)
Canadian History Since World War I- Applied

Historical Inquiry and Skill Development

A1. Historical Inquiry Throughout this course, students will

A1.1 Formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914 (e.g., factual questions: What was the Persons Case?; comparative questions: What were some similarities and differences in the experiences of soldiers in World War I and World War II?; causal questions: What issues led to the creation of the Canadian Radio-Television Commission [CRTC]?)

A1.2 Select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources (e.g., primary sources: art works from the time, books and/or articles from the library, diaries, letters, maps, period newspapers, photographs, songs from the time, statistics; secondary sources: current newspaper or magazine articles, information from websites, reenactments of historical events, textbooks, videos), ensuring that their sources reflect different perspectives.

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

A1.4 Interpret and analyze evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry (e.g., use a ranking ladder to help them determine the significance of factors contributing to the Great Depression; critically select significant events for a timeline on Canada-U.S. relations; compare the points of view in different primary sources relating to the same event).

A1.5 Use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analyzing, evaluating evidence about, and formulating conclusions and/or judgments regarding historical issues, events, and/or developments in Canada since 1914 (e.g., use the concept of historical significance when assessing the impact of technological developments on the everyday lives of Canadians; use the concept of
129 Canadian History since World War I cause and consequence when ranking the importance of factors contributing to the Great Depression; use the concept of continuity and change when determining turning points in relations between Quebec and the rest of Canada; use the concept of historical perspective when evaluating evidence about residential schools)

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

A1.7 Communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., a photo essay on the history of a large Canadian city in the twentieth century; an oral presentation on racism and/or antisemitism in Canada; a debate on immigration policy; a video on the Winnipeg General Strike; a role play on changing social values in the 1920s; a poem or rap about the war in Afghanistan; a blog about border security since 9/11)

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

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

A2. Developing Transferable Skills Throughout this course, students will:

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

A2.2 Apply in everyday contexts skills and work habits developed through historical investigation (e.g., use skills to assess the credibility of a source, use appropriate organizers to manage their evidence and ideas; apply work habits such as creating and following a plan, taking responsibility when collaborating with peers)
A2.3 Apply the knowledge and skills developed in the study of Canadian history when analyzing current social, economic, and/or political issues (e.g., to determine perspectives in media reports on a current event; to understand the significance of a new political policy; to understand ways in which a current social trend is similar to or different from past trends), in order to enhance their understanding of these events and their role as informed citizens

A2.4 Identify some careers in which the skills learned in history might be useful (e.g., actor, community worker, musician, politician, tour guide)

Canada, 1914–1929

B1. Social, Economic, and Political Context FOCUS ON: Historical Significance; Historical Perspective By the end of this course, students will:

B1.1 Describe some key social developments in Canada during this period (e.g., changes in immigration, the broadening of citizenship rights for many women, the treatment of “enemy aliens” during World War I, the challenges facing returning veterans, the rise of the flapper in popular culture), and assess their impact on the lives of different people in Canada

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 impact that military technology such as the Ross rifle had on Canadian soldiers in World War I; the significance of developments in transportation such as airplanes and automobiles for rural Canadians or people involved in manufacturing; the impact of the development of insulin on Canadians with diabetes)

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

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., with reference to the internment of “enemy aliens”; the participation of women in the wartime economy; the conscription crisis; the Union government; new legislation such as the Wartime Elections Act, the Income Tax Act, and the War Measures Act)
B2. Communities, Conflict, and Cooperation FOCUS ON: Cause and Consequence By the end of this course, students will:

B2.1 Identify some of the causes of World War I (e.g., European alliances and rivalries, militarism), and explain some of the consequences of Canada’s military participation in the war (e.g., the passing of the conscription bill; the development of war industries; the military consequences and human costs of battles such as Ypres and Vimy Ridge; issues facing veterans; Remembrance Day)

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., with reference to the social gospel movement, the women’s suffrage movement, labour unions, the Winnipeg General Strike, the Ku Klux Klan), and explain the reasons for these interactions as well as some of their consequences

B2.3 Describe some significant challenges facing immigrants and other ethnocultural minorities in Canada during this period (e.g., racism and antisemitism; segregation and discrimination in jobs and housing; immigration policy, including the 1919 Immigration Act; the quality of life on reserves; restrictions imposed by amendments to the Indian Act in 1920; residential schools), and explain some of their consequences

B2.4 Describe how some specific events, developments, and/or attitudes affected the relationship between French and English Canada during this period (e.g., conscription during World War I, the Ontario Schools Question and the response to Regulation 17, the nationalism of figures such as Henri Bourassa and Abbé Lionel Groulx, the ideas of groups such as the Orange Order)

B3. Identity, Citizenship, and Heritage FOCUS ON: Continuity and Change; Historical Perspective By the end of this course, students will:

B3.1 Describe how some individuals and organizations during this period contributed to the development of identity, citizenship, and/or heritage in Canada (e.g., Billy Bishop, J. Armand Bombardier, Robert Borden, Henri Bourassa, Lionel
Connacher, Fred O. Loft, Tom Longboat, Nellie McClung, Mary Pickford; the No. 2 Construction Battalion, One Big Union, the Royal Canadian Mounted Police,

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, women’s suffrage, access to employment, changing social mores in the 1920s, the participation of women in sports), and describe the impact of these developments on Canadian citizenship and/or heritage.

B3.3 Explain the significance for the development of Canadian identity, citizenship, and/or heritage of some key international events and/or developments in which Canada participated in this period (e.g., the battle of Vimy Ridge; Canada’s attending the Paris Peace Conference and signing the Treaty of Versailles; membership in the League of Nations and the Commonwealth of Nations; Canadians’ participation in international sporting events such as the Olympics; the success of Canadian actors in Hollywood).

Canada, 1929–1945

C1. Social, Economic, and Political Context FOCUS ON: Cause and Consequence

By the end of this course, students will:

C1.1 Identify some key social developments in Canada during this period (e.g., increasing levels of poverty, the dislocation of farm families on the Prairies, the increasing influence of American culture), and explain their main causes as well as their impact on the lives of people in Canada.

C1.2 Identify some major developments in science and/or technology during this period, and assess their impact on the lives of Canadians (e.g., the impact of Pablum on children’s health, of developments in aeronautics and radar on Canada’s armed forces during World War II).

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.

C1.4 Describe the main causes of some key political developments and/or government policies in Canada during this period (e.g., the development of new political parties; R. B. Bennett’s social welfare policies; the passing of the Padlock
Act in Quebec; victory bonds; government policies on wartime rationing, propaganda, and censorship; the decision to intern Japanese Canadians during World War II), and explain how they affected the lives of people in Canada

C2. Communities, Conflict, and Cooperation FOCUS ON: Continuity and Change By the end of this course, students will:

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; the On-to-Ottawa Trek; antisemitic and racial conflicts such as the riot in Christie Pits or those related to the ruling by the Supreme Court in the Christie case [1940]; the hostility towards some ethnocultural minorities during World War II), 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; the Statute of Westminster, 1931; placing high tariffs on American magazines; trade and other economic ties; military involvement in World War II)

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; the experiences of young men enlisting in the armed services, munitions workers, farmers, men in the merchant marine, women, Japanese Canadians)

C3. Identity, Citizenship, and Heritage FOCUS ON: Historical Significance; Historical Perspective By the end of this course, students will:

C3.1 Describe how some individuals, organizations, and symbols contributed to the development of identity, citizenship, and/or heritage in Canada during this period (e.g., individuals: R. B. Bennett, Norman Bethune, Emily Carr, the Dionne quintuplets, Maurice Duplessis, Foster Hewitt, Mackenzie King, Guy Lombardo, Elsie MacGill, Tommy Prince; organizations: the Canadian Broadcasting Corporation [CBC], the Edmonton Grads, the National Film Board; symbols: the Bennett buggy, the Bren Gun Girl)
C3.2 Describe responses of Canada and Canadians to some major international events and/or developments that occurred between 1929 and 1945, including their military response to World War II (e.g., the Red Scare, the Holodomor, the Nanking Massacre, aggression by Nazi Germany, the Battle of Hong Kong, the Holocaust, D-Day, the Manhattan Project, the liberation of the Netherlands, the contributions of individuals such as Norman Bethune or Paul Triquet), and explain the significance of these responses for Canadian identity and/or heritage.

C3.3 Explain the significance of the Holocaust for Canada and Canadians (e.g., with reference to antisemitism in Canada in the 1930s and 1940s, Canada’s reaction to anti-Jewish persecution in Nazi Germany, the role of Canadians in liberating Nazi concentration and death camps, postwar refugee policy and attitudes towards survivors, the evolution of human rights and anti–hate crime legislation).

Canada, 1945–1982

D1. Social, Economic, and Political Context FOCUS ON:
Continuity and Change By the end of this course, students will:

D1.1 Describe some key demographic trends and developments in Canada during this period (e.g., origins of immigrants and refugees, the arrival of war brides, the baby boom, the growth of suburbs, increased urbanization, the changing status of established ethnocultural groups), and compare them to trends/developments earlier in the century.

D1.2 Identify some major developments in science and/or technology during this period, and explain how they changed the lives of people in Canada (e.g., the popularization of television changed recreational habits; developments in medicine contributed to increased life expectancy; the development and use of satellites expanded communications across the country; innovations in the design of the snowmobile changed the way many people in rural and northern Canada travelled in the winter; the advent of commercial fertilizers and pesticides helped farmers but also had consequences for the environment).

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.
D1.4 Describe some key political developments and/or government policies in Canada during this period (e.g., the response to the Cold War, including joining the North Atlantic Treaty Organization [NATO]; Newfoundland’s joining Confederation; the Massey Commission; the creation of the CRTC; the Royal Commission on Bilingualism and Biculturalism; social welfare legislation; the Canadian Charter of Rights and Freedoms), and assess how they affected the lives of people in Canada

D2. Communities, Conflict, and Cooperation FOCUS ON: Historical Significance; Historical Perspective By the end of this course, students will:

D2.1 Describe some key factors that affected the relationship between French and English Canada during this period (e.g., with reference to the Quiet Revolution, bilingualism and biculturalism, the flag debate, Expo ’67, the formation of the Parti Québécois, the October Crisis, the Montreal Olympics, Bill 101, negotiations to patriate the Constitution), and assess their significance for both French and English Canadians

D2.2 Identify some major social movements in Canada during this period (e.g., civil rights, women’s, Aboriginal, environmental, peace, sovereignty, labour, or youth movements), and explain their goals and perspectives

D2.3 Describe some key developments related to Canada’s participation in the international community during this period, with a particular focus on the context of the Cold War (e.g., with reference to membership in the United Nations, the North American Air Defense Command [NORAD], and/or NATO; the Gouzenko Affair; the Korean War; the Suez Crisis; the arms race and the Non-proliferation of Nuclear Weapons Treaty; peacekeeping), and assess their significance

D2.4 Describe some key developments in Canada’s relationship with the United States during this period (e.g., with reference to NORAD and the Dew Line, the St. Lawrence Seaway, the influence of American cultural industries, the Vietnam War, environmental concerns such as acid rain), and explain their significance
D3. Identity, Citizenship, and Heritage FOCUS ON: Historical Significance; Cause and Consequence By the end of this course, students will:

D3.1 Describe ways in which some individuals, symbols, and/or events during this period contributed to the development of identity, citizenship, and/or heritage in Canada (e.g., individuals: Doris Anderson, Kenojuak Ashevak, Rosemary Brown, Frank Arthur Calder, Leonard Cohen, Tommy Douglas, Terry Fox, Chief Dan George, Daniel G. Hill, René Lévesque, Norval Morriseau, Madeleine Parent, Lester B. Pearson, Maurice Richard, Buffy Sainte-Marie, David Suzuki, Pierre Trudeau, Jean Vanier, Gilles Vigneault; events: the convening of the Massey Commission, the demolition of Africville, the 1972 Hockey Summit Series; symbols: the Canadian flag, the Ontario flag)

D3.2 Describe some significant developments and/or issues that affected First Nations, Métis, and Inuit people in Canada during this period (e.g., the continuing existence of residential schools; enfranchisement in 1960; Aboriginal title and land claims; the White Paper and the “Red Paper”; the founding of the Assembly of First Nations; the Calder case; the James Bay project; efforts to secure equality for First Nations women and explain the impact of these developments/issues on identity, citizenship, and/or heritage in Canada

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

D3.4 Describe some key developments in immigration and immigration policy in Canada during this period, and assess their significance for Canadian heritage and identity (e.g., with reference to the points system, origins of immigrants and refugees, the development of Canada as a multicultural society, cultural festivals)
E1. Social, Economic, and Political Context FOCUS ON: Historical Significance; Historical Perspective By the end of this course, students will:

E1.1 Describe some key social trends and/or developments in Canada since 1982 (e.g., changes in families, such as higher divorce rates, lower birth rates, same-sex marriage; changes in immigration; an increasingly multicultural society; continuing movement from rural to urban areas; the growth of social advocacy groups, including environmental and human rights groups), and assess their significance for the lives of different people in Canada

E1.2 Identify some major developments in science and/or technology since 1982 (e.g., personal computers, the Internet, cellphones, electric and hybrid cars, recycling technologies, cloning, genetically modified foods, new fossil fuel extraction technologies, developments in alternative energy, artificial hearts), and assess their impact on the lives of different people in Canada

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

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, new political parties such as the Reform Party and the Green Party, the introduction of the Goods and Services Tax and/or the Harmonized Sales Tax, Aboriginal rights in section 25 of the Constitution Act, fishing moratoria, the Montreal Protocol, the Kyoto Accord, the Civil Marriage Act), and assess their impact on the lives of different people in Canada

E2. Communities, Conflict, and Cooperation FOCUS ON: Continuity and Change By the end of this course, students will:

E2.1 Describe some significant issues and/or developments that have affected the relationship between Quebec and the federal government since 1982 (e.g., the
Meech Lake and/or Charlottetown Accords, the creation of the Bloc Québécois, the 1995 referendum, the Clarity Act, the Calgary Declaration), and explain some changes have resulted from them

E2.2 Describe some significant issues and/or developments that have affected relations between governments and First Nations, Inuit, and Métis peoples in Canada since 1982 (e.g., the Meech Lake Accord; disputes over land at Oka, Ipperwash, and/or Caledonia; the Nisga’a Final Agreement (1998); Ottawa’s apology for the residential school system; the creation of Nunavut; the New Credit Settlement; the Idle No More movement), and explain some changes that have resulted from them

E2.3 Describe some significant issues and/or developments that have affected the relationship between Canada and the United States since 1982 (e.g., cruise missile testing, the softwood lumber conflict, free trade agreements, Canadian cultural nationalism, American branch plants, Arctic sovereignty, 9/11, border security, the Omar Khadr case), and explain some changes that have resulted from them

E3. Identity, Citizenship, and Heritage FOCUS ON: Historical Significance; Cause and Consequence By the end of this course, students will:

E3.1 Describe ways in which some individuals and organizations have contributed to society and politics and to the development of identity, citizenship, and/or heritage in Canada since 1982 (e.g., Lincoln Alexander, Louise Arbour, Shawn Atleo, Maude Barlow, Lucien Bouchard, June Callwood, Jean Chrétien, Matthew Coon Come, Romeo Dallaire, Phil Fontaine, Stephen Harper, Michaëlle Jean, Craig Kielburger, Brian Mulroney, Jeanne Sauvé, Jean Vanier; the Assembly of First Nations, the Reform Party, the Romanow Commission)

E3.2 Describe ways in which individuals, organizations, and/or events have contributed to the arts and/or popular culture in Canada since 1982 (e.g., Susan Aglukark, Donovan Bailey, Adam Beach, Edward Burtynsky, Austin Clarke, Sidney Crosby, Celine Dion, Drake, Michael J. Fox, Nelly Furtado, Karen Kain, Wab Kinew, K’naan, Avril Lavigne, Rick Mercer, Michael Ondaatje, Shania Twain, Hayley Wickenheiser; Arcade Fire, the NHL, Nickelback; the Calgary Stampede, Caribana [Caribbean Carnival], the Calgary and Vancouver Olympics,
Cirque du Soleil), and explain their significance for cultural identity, including multiculturalism, in Canada

E3.3 Explain the significance of responses by Canada and Canadians to some key international events and/or developments since 1982 (e.g., the Gulf War; events in Bosnia, Somalia, Rwanda; the War on Terror and the mission in Afghanistan; famine in Ethiopia; the AIDS crisis; the refugee crisis in Darfur; natural disasters such as the Indian Ocean tsunami or the earthquake in Haiti; climate change)

E3.4 Describe some of the ways in which Canada and Canadians have, since 1982, acknowledged the consequences of and/or commemorated past events, with a focus on human rights violations that occurred in Canada or elsewhere in the world (e.g., apologies for the Chinese Head Tax, the internment of Japanese Canadians, and/or residential schools; memorial days such as Remembrance Day, Persons Day; government recognition of the Holocaust and Holodomor and of genocide in Armenia, Rwanda, and/or Srebrenica; plans to build a human rights museum and/or a memorial to Africville; Black History or Aboriginal History Month), and explain the significance of these commemorations for identity and/or heritage in Canada
A1. Political Inquiry Throughout this course, students will:

A1.1 Formulate different types of questions to guide investigations into issues, events, and/or developments of civic importance (e.g., factual questions: What form of government does Canada have? What are my rights and responsibilities as a citizen in my local community?; comparative questions: What are the similarities and differences in the positions of stakeholder groups on an issue related to local transit in Ontario?; causal questions: If I were to implement this plan of action, what impact might it have on my community?)

A1.2 Select and organize relevant evidence, data, and information on issues, events, and/or developments of civic importance from a variety of primary and secondary sources (e.g., primary sources: interviews, photographs, podcasts, speeches, statistics, surveys; secondary sources: investigative news stories, textbooks, most websites), ensuring that their sources reflect multiple perspectives.

A1.3 Assess the credibility of sources relevant to their investigations (e.g., the reliability of the evidence presented in a source; the purpose, intended audience, and context of a source; the bias, values, and expertise of the speaker/author).

A1.4 Interpret and analyze evidence, data, and information relevant to their investigations using various tools, strategies, and approaches appropriate for political inquiry (e.g., use a 5W’s chart to help them begin to analyze the information they have gathered; analyze their evidence for the points of view of different stakeholders and record them on a web chart; assess the validity and rank the importance of the points made in their sources; collaborate with their peers to discuss, clarify, and compare positions on the issue).

A1.5 Use the concepts of political thinking (i.e., political significance, objectives and results, stability and change, political perspective) when analyzing and evaluating evidence, data, and information and formulating conclusions and/or judgments about issues, events, and/or developments of civic importance (e.g., use the concept of political significance when analyzing the impact of the Canadian Charter of Rights and Freedoms on Canadian society; use the concept of objectives
and results when analyzing the intended and unintended impact of a community-planning decision; use the concept of stability and change when analyzing the results of an election; use the concept of political perspective when evaluating the positions of different stakeholder groups on how best to foster healthy schools and determining the values and beliefs that underpin these positions)

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

A1.7 Communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the intended audiences and purpose (e.g., a blog on the results of environmental action in their school; a web page on a social justice issue such as child poverty and links to relevant organizations; a discussion group on how best to foster healthy schools; a poster that highlights people’s civic responsibilities; a news report on a plan to build a big box store in the local community; a presentation on cultural celebrations of various people within the local community; a protest song to commemorate or raise awareness about a violation of human rights; a petition calling for clean, safe water on First Nations reserves; a debate on alternative electoral processes; a work of art on the value of volunteer work)

A1.8 Use accepted forms of documentation (e.g., footnotes or endnotes, author/date citations, bibliographies, reference lists) to acknowledge different types of sources (e.g., articles, blogs, books, films or videos, songs, websites)

A1.9 Use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their topics; terms related to civics/citizenship education and to the concepts of political thinking)

A2. Developing Transferable Skills Throughout this course, students will:

A2.1 Describe some ways in which political inquiry can help them develop skills, including the essential skills in the Ontario Skills Passport (e.g., skills related to reading texts, writing, computer use, oral communication, numeracy, decision making, problem solving) and those related to the citizenship education framework, that can be transferred to the world of work and/or to everyday life
A2.2 Demonstrate in everyday contexts attributes, skills, and work habits developed in civics and citizenship education (e.g., listen respectfully to the position of others during conversations; collaborate with peers to organize an event in their school; assess the credibility of information in a news story; voice informed opinions when engaging in discussions)

A2.3 Apply the concepts of political thinking when analyzing current events and issues involving Canada and the world (e.g., to understand the significance of an issue currently before a human rights commission; to analyze the motives and objectives of a group proposing a course of action in response to a current social, political, or environmental issue; to predict changes that a new government might make; to understand the perspectives of people engaged in a protest currently in the news)

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 councilor, news reporter, researcher for a non-governmental organization [NGO])

Civic Awareness

B1. Civic Issues, Democratic Values FOCUS ON: Political Significance; Political Perspective By the end of this course, students will:

B1.1 Describe some civic issues of local, national, and/or global significance (e.g., bullying in schools; violence in local communities; accessibility of buildings in the local community for people with disabilities; availability of recreational facilities in the local community; casino development; voter turnout; issues related to freedom of information, taxation, water quality; Aboriginal treaty rights; the impact of consumer choices; human rights issues related to racism, child labour, the rights of girls or women, homophobia, or classism; intervention in foreign conflict), and compare the perspectives of different groups on selected issues

B1.2 Describe fundamental beliefs and values associated with democratic citizenship in Canada (e.g., rule of law; freedom of expression; freedom of religion; equity; respect for human dignity, the rights of others, and the common good; social responsibility), and explain ways in which they are reflected in citizen
actions (e.g., voting, various protest movements and/or demonstrations, various ethnic or religious celebrations or observances, organ donation, environmental stewardship, volunteer work)

B1.3 Explain why it is important for people to engage in civic action, and identify various reasons why individuals and groups engage in such action (e.g., to protect their rights or the rights of others, to advocate for change, to protect existing programs, to protect the environment, to achieve greater power or autonomy, out of a sense of social justice or social responsibility, for ethical reasons, to protect their own interests)

B1.4 Communicate their own position on some issues of civic importance at the local, national, and/or global level (e.g., equitable availability of extracurricular activities in schools, a local land-use conflict, poverty or violence in the local community, electoral reform, the debate over Sharia law in Ontario, the level of Canada’s contribution to international development assistance, food security, Aboriginal land rights), explaining how their position is influenced by their beliefs/values

B2. Governance in Canada FOCUS ON: Stability and Change; Political Perspective By the end of this course, students will:

B2.1 Identify the political parties in Canada and their position on the political spectrum, and explain how the beliefs/values that underpin them may affect their perspectives on and/or approaches to issues of civic importance (e.g., social programs, taxation, trade, Aboriginal self-government, the status of Quebec, economic development, environmental protection, criminal justice)

B2.2 Explain, with reference to issues of civic importance, the roles and responsibilities of different levels of government in Canada (e.g., federal, provincial and territorial, municipal, Aboriginal governments) and of key figures at each level (e.g., members of Parliament [MPs], senators, members of provincial Parliament [MPPs], premiers, mayors, municipal councillors, chiefs, band councillors, Métis Senators)

B2.3 Describe, with reference to both the federal and provincial governments, the functions of the three branches of government in Canada (i.e., executive, legislative, judicial) and the roles/responsibilities of key positions within
governments (e.g., the governor general, a lieutenant governor, the prime minister, a premier, cabinet ministers, a leader of the opposition, a speaker, the chief justice of the Supreme Court of Canada), and explain how the branches help ensure political and social stability in Canada

B2.4 Explain, with reference to issues of civic importance, how various groups and institutions (e.g., lobby groups, unions, the media, NGOs, international organizations) can influence government policy

B2.5 Identify Canada’s form of government and demonstrate an understanding of the process of electing governments in Canada (e.g., the firstpast-the-post electoral system, riding distribution, voters’ lists, how elections are called, campaigning, candidates’ and party leaders’ debates, advance polls, election day procedures)

B3. Rights and Responsibilities FOCUS ON: Political Significance; Objectives and Results By the end of this course, students will:

B3.1 Demonstrate an understanding that Canada’s constitution includes different elements, and analyze key rights of citizenship in the constitution, with particular reference to the Canadian Charter of Rights and Freedoms (e.g., voting rights, mobility rights, language rights, equality rights, right to privacy, rights of Aboriginal people)

B3.2 Analyze key responsibilities associated with Canadian citizenship (e.g., voting, obeying the law, paying taxes, jury duty, protecting Canada’s cultural heritage and natural environment, helping others in the community)

B3.3 Explain how the judicial system and other institutions and/or organizations help protect the rights of individuals and the public good in Canada (e.g., with reference to the courts, trials, juries, sentencing circles, human rights tribunals, commissions of inquiry, the media, NGOs and social enterprises)

B3.4 Analyze rights and responsibilities of citizenship within a global context, including those related to international conventions, laws, and/or institutions (e.g., the United Nations Universal Declaration of Human Rights [1948], Convention on the Rights of the Child [1989], Rio Declaration on Environment and Development
[1992], or Declaration on the Rights of Indigenous Peoples [2007]; the International Criminal Court)

B3.5 Identify examples of human rights violations around the world (e.g., hate crimes, torture, genocide, political imprisonment, recruitment of child soldiers, gender-based violence and discrimination), and assess the effectiveness of responses to such violations (e.g., media scrutiny; government sanctions; military intervention; regional, national, and/or international tribunals; boycotts; pressure from governments and/or NGOs)

Civic Engagement and Action

C1. Civic Contributions FOCUS ON: Political Significance; Stability and Change By the end of this course, students will:

C1.1 Assess the significance, both in Canada and internationally, of the civic contributions of some individuals (e.g., Sean Atleo, Maude Barlow, Mohandas K. Gandhi, Elijah Harper, Craig Kielburger, Martin Luther King, Jr., Cardinal Paul Émile Léger, Stephen Lewis, Nelson Mandela, Aung San Suu Kyi, David Suzuki) and organizations, including NGOs and social enterprises (e.g., Amnesty International, L’Arche Canada, Democracy Watch, Free the Children, International Federation of Red Cross and Red Crescent Societies, Inuit Circumpolar Conference, Métis Nation of Ontario, Ontario Federation of Indian Friendship Centres, Samara Canada, Spread the Net, SoChange, World Wildlife Federation, Youth in Philanthropy Canada)

C1.2 Describe a variety of ways in which they could make a civic contribution at the local, national, and/or global level (e.g., by serving on student council or on an organization offering support to students who are being bullied; by reducing the amount of solid waste they generate and by properly disposing of hazardous waste; by volunteering at a food bank, retirement home, hospital, humane society, or recreational facility in the local community; by donating blood; by participating in community clean-up or tree-planting days; by raising funds for a charity or a development NGO; by writing to or speaking with their city or band councillor, MPP, or MP to request action on an issue)

C1.3 Explain how various actions can contribute to the common good at the local, national, and/or global level (e.g., engaging in a non-violent protest can heighten awareness of an issue and pressure for change; buying fair trade products helps
ensure that producers are fairly compensated for the products they produce; the organized boycotting of products can pressure corporations to change irresponsible practices; donating to a development NGO can help improve the lives of people affected by a natural disaster or enhance health care in developing countries; canvassing or fundraising for an organization that works for social justice can raise people’s awareness of issues related to inequity or human rights abuses)

C2. Inclusion and Participation FOCUS ON: Political Significance; Political Perspective By the end of this course, students will:

C2.1 Analyze ways in which various beliefs, values, and perspectives are represented in their communities (e.g., with reference to different racial, ethnic, and/or religious groups; people with various political beliefs and/or social values; people from different age groups; men and women; First Nations, Inuit, or Métis people; people in lesbian, gay, bisexual, and transgender [LGBT] communities; environmentalists; people with disabilities; people from different professions and/or economic circumstances; recent immigrants and new Canadians; business people), and assess whether all perspectives are represented or are valued equally

C2.2 Describe ways in which some events, issues, people, and/or symbols are commemorated or recognized in Canada (e.g., by war memorials and Remembrance Day services; through citizenship awards such as the Order of Canada; by depicting them on postage stamps or currency; in museums; on public plaques; by naming streets or public spaces after them; through observances such as Black History Month, Fête nationale du Québec, Flag Day, Holocaust Day, Holodomor Memorial Day, Human Rights Day, Labour Day, National Aboriginal Day, Persons Day, Pride Week, Victoria Day), and analyze the significance of this recognition

C2.3 Describe various ways in which people can access information about civic matters (e.g., websites of governments, political parties, NGOs, or other groups and/or institutions; social media; meetings organized by elected representatives; newspapers or newscasts), and assess the effectiveness of ways in which individuals can voice their opinions on these matters (e.g., by contacting their elected representatives, being part of a delegation to speak on an issue under consideration by city council, organizing a petition, voting, making a presentation to a commission of inquiry, participating in a political party or interest group; by
expressing their views through the media, including social media, or at a town-hall meeting; through court challenges; through art, drama, or music)

C3. Personal Action on Civic Issues FOCUS ON: Political Significance; Objectives and Results By the end of this course, students will:

C3.1 Analyze a civic issue of personal interest, including how it is viewed by different groups

C3.2 Propose different courses of action that could be used to address a specific civic issue (e.g., a public awareness campaign, a plan for local action, a campaign to pressure for political action), and assess their merits

C3.3 Develop a plan of action to implement positive change with respect to a specific civic issue, and predict the results of their plan

C3.4 Develop criteria that could be used to assess the effectiveness of their plan of action if it were implemented