

2013

REVISED

The Ontario Curriculum  
Grades 9 to 12

# Social Sciences and Humanities



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# PREFACE

This document replaces *The Ontario Curriculum: Social Sciences and Humanities, Grades 9–10, 1999* and *The Ontario Curriculum: Social Sciences and Humanities, Grades 11–12, 2000*. Beginning in September 2014, all social sciences and humanities courses for Grades 9–12 will be based on the expectations outlined in this document.

## SECONDARY SCHOOLS FOR THE TWENTY-FIRST CENTURY

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

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

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

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

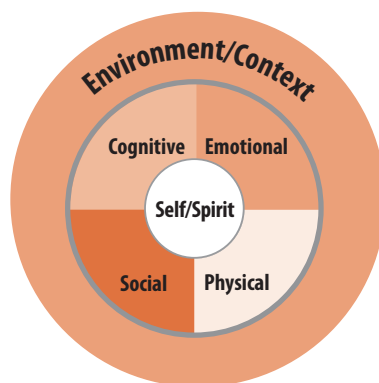
Educators play an important role in promoting children and youth's well-being by creating, fostering, and sustaining a learning environment that is healthy, caring, safe, inclusive, and accepting. A learning environment of this kind will support not only students' cognitive, emotional, social, and physical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

A variety of factors, known as the "determinants of health", have been shown to affect a person's overall state of well-being. Some of these are income, education and literacy, gender and culture, physical and social environment, personal health practices and coping skills, and availability of health services. Together, such factors influence not

only whether a person is physically healthy but also the extent to which he or she will have the physical, social, and personal resources needed to cope and to identify and achieve personal aspirations. These factors also have an impact on student learning, and it is important to be aware of them as factors contributing to a student's performance.

An educator's awareness of and responsiveness to students' cognitive, emotional, social, and physical development is critical to their success in school. A number of research-based frameworks, including those described in *Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings* (2007) and *Stepping Stones: A Resource on Youth Development* (2012),<sup>1</sup> identify developmental stages that are common to the majority of students from Kindergarten to Grade 12. At the same time, these frameworks recognize that individual differences, as well as differences in life experiences and exposure to opportunities, can affect development, and that developmental events are not specifically age-dependent.

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



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

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

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

1. Best Start Expert Panel on *Early Learning*, *Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings* (2007) is available at [http://www.children.gov.on.ca/htdocs/English/topics/earlychildhood/early\\_learning\\_for\\_every\\_child\\_today.aspx](http://www.children.gov.on.ca/htdocs/English/topics/earlychildhood/early_learning_for_every_child_today.aspx), and Government of Ontario, *Stepping Stones: A Resource on Youth Development* (2012), is available at [http://www.children.gov.on.ca/htdocs/English/topics/youthopportunities/steppingstones/youth\\_policy.aspx](http://www.children.gov.on.ca/htdocs/English/topics/youthopportunities/steppingstones/youth_policy.aspx).

## The Role of Mental Health

Mental health touches all components of development. Mental health is much more than the absence of mental illness. Well-being is influenced not only by the absence of problems and risks but by the presence of factors that contribute to healthy growth and development. By nurturing and supporting students' strengths and assets, educators help promote positive mental health in the classroom. At the same time, they can identify students who need additional support and connect them with the appropriate services.<sup>2</sup>

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

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2. The Ministry of Education is making materials available to Ontario schools and school boards to support educators in this regard.



# INTRODUCTION

## THE IMPORTANCE OF THE SOCIAL SCIENCES AND HUMANITIES CURRICULUM

The discipline of social sciences and humanities in the Ontario secondary school curriculum encompasses five subject areas: equity studies, family studies, general social sciences, philosophy, and world religions. Although these subject areas are very different from one another, they all systematically explore the ways in which individuals influence and are influenced by families, communities, cultures, institutions, and societies, and by ideas, norms, and values.

The social sciences – represented in this curriculum by courses in equity studies, family studies, and general social sciences – explore individual and collective human behaviour and needs as well as patterns and trends in society. Courses in this area shed light on a variety of social structures, institutions, relationships, and power dynamics. The humanities – represented in the curriculum by courses in philosophy and world religions – explore fundamental questions and ideas about human nature and the human condition. In all five subject areas encompassed by the secondary program in social sciences and humanities, students are exposed to social theories, specialized concepts, and research findings, as well as a range of tools related to investigation and analysis, to help them understand themselves, their families, their communities, and society as they strive to find meaning in the world around them.

Students in social sciences and humanities develop a critical lens through which they can build their awareness of and make decisions with respect to critical issues in our increasingly complex, multifaceted, and diverse society. Study of this discipline helps to build understanding about individuals, families, and diverse groups – what people think, how they live, and how we all interact with one another and the world around us. Knowledge and understanding developed through the study of social sciences and humanities can help inform discussion on critical social, cultural, economic, technological, environmental, and wellness issues, and can provide a strong foundation for vibrant, healthy, and engaged citizenship.

Study in social sciences and humanities requires systematic inquiry: through sustained practice, students develop their planning, processing, problem-solving, and decision-making capabilities, often while exploring issues of deep personal relevance. The essential questions with which students engage in these courses are often thought provoking and open ended, and have no single correct answer. The questions stimulate inquiry, debate, and further questions, and can be re-examined over time. Systematic inquiry in social sciences and humanities can help students analyse problems and determine appropriate actions that they can take as individuals, or that can be taken by families, diverse groups, and even societies in response to complex local or global challenges.

Social sciences and humanities courses provide students with essential knowledge and transferable skills that are applicable in various areas of their lives – in their personal and family lives as well as in their postsecondary studies and in the workplace. Individual courses provide students with a foundation for a variety of possible postsecondary destinations: positions in the retail and service industries; college programs in community services (e.g., early childhood education, child and youth work, and developmental services work), creative endeavours (e.g., the fashion industry, fashion design, garment construction, and food preparation), or business (e.g., human resources); and university programs in fields such as anthropology, business studies, education, environmental studies, family and child studies, food and nutrition sciences, gender studies, health sciences, human resources, philosophy, psychology, religious studies, social work, and sociology.

The discipline of social sciences and humanities, and its related knowledge and skills, has connections with many other disciplines taught in secondary school. Through their studies in social sciences and humanities courses, students are able to bring a broader perspective, integrate useful knowledge, and apply critical-thinking skills when studying other subjects such as history, geography, arts, and English.

## IDEAS UNDERLYING THE SOCIAL SCIENCES AND HUMANITIES CURRICULUM

Effective learning in all subjects of the social sciences and humanities curriculum depends on the development of skills and understanding in four areas:

- ***Disciplined Inquiry and Critical Literacy:*** Social sciences and humanities courses focus on the use of disciplined, structured inquiry to understand human beings, human behaviour, and human nature. These courses promote the use of reason as part of the structured inquiry process, while also recognizing the limitations of reason as a way of learning, knowing, and understanding. They encourage students to identify and question assumptions and values that underlie individual behaviour and family and social/cultural life. Developing their critical literacy skills enables students to challenge texts, reading “underneath, behind, and beyond” texts and questioning how they influence us and others and whose interests they serve.
- ***Problem Solving:*** Social sciences and humanities courses require students to engage actively in solving problems confronted by individuals, families, diverse groups, institutions, and societies. The problems that students confront in these courses vary from the abstract and theoretical to the everyday and concrete. These problems are often morally and politically complex, with solutions that are sometimes controversial because they affect diverse individuals and groups differently.
- ***Understanding of Self and Others:*** Students in social sciences and humanities courses are provided with rich opportunities to enhance their self-understanding and understanding of others through an examination of their personal belief systems and also of the foundations and implications of different viewpoints and lived experiences of others. Through a juxtaposition of their own perceptions, attitudes, values, and beliefs with those of others, students develop an understanding and appreciation of the contexts through which their own and others’ world views are formed.

- **Local and Global Mindedness:** Social sciences and humanities courses develop students' awareness that people do not live in isolation; each person affects and is affected by his or her social, cultural, economic, and environmental context. Students examine the norms underlying different familial, societal, institutional, and cultural practices. Students are encouraged to be mindful of their responsibilities with respect to the environment and of the importance of making morally and ethically responsible decisions. Students explore how theories and concepts can influence social action, and how such action can affect the well-being of individuals, families, and communities throughout the world.

## ROLES AND RESPONSIBILITIES IN THE SOCIAL SCIENCES AND HUMANITIES PROGRAM

### Students

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

Developing a fluency with social science and humanities concepts, research and inquiry skills, and critical thinking and other appropriate habits of mind requires a sincere commitment to active engagement and sustained practice. Students can further contribute to their own learning by exploring the connections between the concepts addressed in their social sciences and humanities courses and their own lived experience and current events.

### Parents

Parents<sup>3</sup> have an important role to play in supporting student learning. Studies show that students perform better in school if their parents are involved in their education. By becoming familiar with the curriculum, parents can better appreciate what is being taught in the courses their daughters and sons are taking and what they are expected to learn. This awareness will enhance parents' ability to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress. Knowledge of the expectations will also enhance parents' ability to work with teachers to improve their children's learning.

Effective ways in which parents can support their children's learning include attending parent-teacher interviews, participating in parent workshops, and becoming involved in school council activities (including becoming a school council member). Parents who encourage and monitor homework or project completion further support their children in their social sciences and humanities studies.

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

Parents can contribute to students' success in the social sciences and humanities classroom by helping their children make connections between ideas and issues in the curriculum and other areas of life. To support their children's learning, parents may wish to demonstrate an active interest in current events and issues relating to social sciences and humanities, and to provide their children with opportunities to question and reflect on the impact of these events and issues on their immediate lives, their families, their communities, and society in general. Parents can also provide valuable support by encouraging children to take part in activities that develop responsible citizenship (e.g., volunteering at a community organization, or writing letters to the editor or their member of Parliament on issues of concern).

In many social sciences and humanities courses, students will have opportunities to work with a variety of equipment and materials. To ensure students' safety and their full participation in the experiential learning components of these courses, parents should inform teachers of their children's allergies and/or food restrictions. Parents can also help ensure that their children come to school prepared to participate safely in hands-on activities such as sewing or food-preparation activities.

## Teachers

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

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

Teachers can help students understand that problem solving of any kind often requires a considerable expenditure of time and energy and a good deal of perseverance. Teachers can also encourage students to explore alternative solutions and to take the risks necessary to become successful problem solvers.

Social sciences and humanities teachers provide students with frequent opportunities to practise their skills and apply new learning and, through regular and varied assessment, give them the specific feedback they need in order to further develop and refine their skills. By assigning tasks that promote the development of higher-order thinking skills, teachers help students assess information, develop informed opinions, draw conclusions, and become thoughtful and effective communicators.

Social sciences and humanities can play a key role in shaping students' views about life and learning. By developing an understanding of the contextualized nature of their ideas, values, and ways of life, students come to appreciate and honour, rather than fear, the diversity with which they are surrounded. It is the teacher's responsibility to help students see the connections between the knowledge and skills they develop in the social sciences and humanities classroom and their lived realities. Teachers should also encourage students to understand the importance of, and to use the transferable skills they develop in, this discipline. Although many students may choose not to pursue careers that are directly related to the social sciences and humanities, through these courses they develop directly applicable, vocationally relevant skills, including critical-thinking, problem-solving, research, and communication skills.

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

## Principals

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

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

## Community Partners

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

Schools and school boards can play a role by coordinating efforts with community partners. They can, for example, help organize visits by students to community centres, libraries, museums, science centres, or farmers' markets; facilitate contact between students and advocacy or volunteer groups working in areas of interest to students; and work with leaders of existing community programs to find ways to promote such programs, and to publicize the issues underlying them, within schools.

In choosing community partners, schools should build on existing links with their local communities and create new partnerships in conjunction with ministry and school board policies. These links are especially beneficial when they have direct connections to the curriculum. For example, schools could develop links with different faith groups in the community, inviting members of those groups to participate in presentations to enrich the world religions courses. In addition, local ethnocultural groups could be asked to demonstrate specialized food preparation skills in a food and nutrition class or traditional fabrics and apparel in fashion classes.

# THE PROGRAM IN SOCIAL SCIENCES AND HUMANITIES

## OVERVIEW OF THE PROGRAM

All five of the subject areas in the secondary social sciences and humanities program – equity studies, family studies, general social sciences, philosophy, and world religions – are concerned with how students view themselves, their families, their communities, and the broader society, and how they come to understand and respond to the world around them. Through practical experience, discussion, debate, research, reflection, and the development of critical and creative thinking skills, social sciences and humanities courses help students become self-motivated problem solvers equipped with the skills and knowledge that will enable them to face their changing world with confidence.

## Courses in Social Sciences and Humanities, Grades 9–12

Five types of courses are offered in the social sciences and humanities program: university preparation, university/college preparation, college preparation, workplace preparation, and open courses. Students choose between course types on the basis of their interests, achievement, and postsecondary goals. The course types are defined as follows:

*University preparation courses* are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

*University/college preparation courses* are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

*College preparation courses* are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to specific apprenticeship or other training programs.

*Workplace preparation courses* are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to many apprenticeship or other training programs.

*Open courses* are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.



Courses in Social Sciences and Humanities, Grades 9–12*				
Grade	Course Name	Course Type	Course Code**	Prerequisite
<b>Equity Studies</b>				
11	Gender Studies	University/College	HSG3M	None
11	Equity, Diversity, and Social Justice	Workplace	HSE3E	None
12	Equity and Social Justice: From Theory to Practice	University/College	HSE4M	Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies
12	World Cultures	University/College	HSC4M	Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies
<b>Family Studies</b>				
9 or 10	Exploring Family Studies	Open	HIF1O/2O†	None
<b>Fashion and Housing</b>				
10	Clothing	Open	HNL2O	None
11	Understanding Fashion	College	HNC3C	None
11	Housing and Home Design	Open	HLS3O	None
12	The World of Fashion	University/College	HNB4M	Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies
<b>Food and Nutrition</b>				
9 or 10	Food and Nutrition	Open	HFN1O/2O†	None
11	Food and Culture	University/College	HFC3M	None
11	Food and Culture	Workplace	HFC3E	None
12	Nutrition and Health	University	HFA4U	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies



Grade	Course Name	Course Type	Course Code**	Prerequisite
<i>Food and Nutrition (continued)</i>				
12	Nutrition and Health	College	HFA4C	Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies
12	Food and Healthy Living	Workplace	HFL4E	None
<i>General Family Studies</i>				
11	Dynamics of Human Relationships	Open	HHD3O	None
12	Families in Canada	University	HHS4U	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies
12	Families in Canada	College	HHS4C	Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies
12	Human Development throughout the Lifespan	University/College	HHG4M	Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies
12	Personal Life Management	Open	HIP4O	None
<i>Raising and Caring for Children</i>				
11	Working with Infants and Young Children	College	HPW3C	None
11	Raising Healthy Children	Open	HPC3O	None
12	Working with School-Age Children and Adolescents	College	HPD4C	Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

Grade	Course Name	Course Type	Course Code**	Prerequisite
<b>General Social Sciences</b>				
<b>11</b>	Introduction to Anthropology, Psychology, and Sociology	University	HSP3U	The Grade 10 <b>academic</b> course in English, or the Grade 10 <b>academic</b> history course (Canadian and world studies)
<b>11</b>	Introduction to Anthropology, Psychology, and Sociology	College	HSP3C	None
<b>12</b>	Challenge and Change in Society	University	HSB4U	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies
<b>Philosophy</b>				
<b>11</b>	Philosophy: The Big Questions	University/College	HZB3M	None
<b>12</b>	Philosophy: Questions and Theories	University	HZT4U	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies
<b>World Religions</b>				
<b>11</b>	World Religions and Belief Traditions: Perspectives, Issues, and Challenges	University/College	HRT3M	None
<b>11</b>	World Religions and Belief Traditions in Daily Life	Open	HRF3O	None

\* Each course has a credit value of 1.

\*\* Course codes consist of five characters. The first three characters identify the subject; the fourth character identifies the grade (i.e., Grade 9 courses are represented by 1, Grade 10 by 2, Grade 11 by 3, and Grade 12 by 4); and the fifth character identifies the type of course (i.e., U refers to “university”, M to “university/college”, C to “college”, E to “workplace”, and O to “open”).

‡ These courses may be taken at either the Grade 9 or the Grade 10 level. Only one credit may be earned in each of these courses.

## Course Chart for Social Sciences and Humanities, Grades 9–12

This chart maps out all of the courses in the discipline by subject and grade, and indicates possible movement from course to course. It does not attempt to depict all possible movements from course to course. For an explanation of course codes, see the second note to the chart on page 16.

Grade 9	Grade 10	Grade 11	Grade 12
Equity Studies			
		Gender Studies (HSG3M)	Equity and Social Justice: From Theory to Practice (HSE4M)***
		Equity, Diversity, and Social Justice (HSE3E)	World Cultures (HSC4M)***
Family Studies			
Fashion and Housing			
Exploring Family Studies (HIF1O)	OR Exploring Family Studies (HIF2O)	Understanding Fashion (HNC3C)	The World of Fashion (HNB4M)***
	Clothing (HNL2O)	Housing and Home Design (HLS3O)	
Food and Nutrition			
Exploring Family Studies (HIF1O)	OR Exploring Family Studies (HIF2O)	Food and Culture (HFC3M)	Nutrition and Health (HFA4U)**
Food and Nutrition (HFN1O)	OR Food and Nutrition (HFN2O)	Food and Culture (HFC3E)	Nutrition and Health (HFA4C)***
			Food and Healthy Living (HFL4E)

Grade 9	Grade 10	Grade 11	Grade 12
<i>General Family Studies</i>			
Exploring Family Studies (HIF1O)	OR Exploring Family Studies (HIF2O)	Dynamics of Human Relationships (HHD3O)	Families in Canada (HHS4U)**  Families in Canada (HHS4C)***  Human Development throughout the Lifespan (HHG4M)***  Personal Life Management (HIP4O)
<i>Raising and Caring for Children</i>			
Exploring Family Studies (HIF1O)	OR Exploring Family Studies (HIF2O)	Working with Infants and Young Children (HPW3C)  Raising Healthy Children (HPC3O)	Working with School-Age Children and Adolescents (HPD4C)***
<i>General Social Sciences</i>			
		Introduction to Anthropology, Psychology, and Sociology (HSP3U)*  Introduction to Anthropology, Psychology, and Sociology (HSP3C)	Challenge and Change in Society (HSB4U)**

Grade 9	Grade 10	Grade 11	Grade 12
<b>Philosophy</b>			
		Philosophy: The Big Questions (HZB3M)	Philosophy: Questions and Theories (HZN4U)**
<b>World Religions</b>			
		World Religions and Belief Traditions: Perspectives, Issues, and Challenges (HRT3M)	
		World Religions and Belief Traditions in Daily Life (HRF3O)	

\* **Prerequisite:** The Grade 10 **academic** course in English, or the Grade 10 **academic** history course (Canadian and world studies)

\*\* **Prerequisite:** Any Grade 11 or 12 **university or university/college preparation** course in social sciences and humanities, English, or Canadian and world studies

\*\*\* **Prerequisite:** Any Grade 11 or 12 **university, college, or university/college preparation** course in social sciences and humanities, English, or Canadian and world studies

## Half-Credit Courses

The courses outlined in the Grade 9 to 12 social sciences and humanities curriculum document are designed as full-credit courses. However, *with the exception of Grade 12 university and university/college preparation courses*, they may also be delivered as half-credit courses.

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

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

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

## CURRICULUM EXPECTATIONS

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

Two sets of expectations – overall expectations and specific expectations – are listed for each *strand*, or broad area of the curriculum. (The strands are numbered A, B, C, etc.) Taken together, the overall and specific expectations represent the mandated curriculum.

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

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

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

The diagram on page 21 shows all of the elements to be found on a page of curriculum expectations.

Each course in the social sciences and humanities is organized into **strands**, numbered A, B, C, and so on.

A **numbered subheading** introduces each overall expectation. The same heading is used to identify the group of specific expectations that relates to the particular overall expectations (e.g., “C1. The Effects on Individuals” relates to overall expectation C1 for strand C and to the specific expectations under that heading).

The **overall expectations** describe in general terms the knowledge and skills students are expected to demonstrate by the end of each course. Two to four overall expectations are provided for each strand in every course. The numbering of overall expectations indicates the strand to which they belong (e.g., C1 through C3 are the overall expectations for strand C).

## C. THE IMPACT OF NORMS, ROLES, AND INSTITUTIONS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. The Effects on Individuals:** demonstrate an understanding of the impact of norms, roles, and social institutions on individuals throughout the lifespan;
- C2. The Effects on Intimate Relationships:** demonstrate an understanding of the impact of norms, roles, and social institutions on intimate relationships;
- C3. The Effects on Family and Parent-Child Relationships:** demonstrate an understanding of factors that can affect decisions about whether to have and how to care for children, and of the impact of norms, roles, and social institutions on family and parent-child relationships.

### SPECIFIC EXPECTATIONS

#### C1. The Effects on Individuals

By the end of this course, students will:

- C1.1** assess ways in which norms, values, and expectations (e.g., cultural or social norms and expectations, gender expectations, familial values and expectations) influence individual decisions throughout the lifespan (e.g., with regard to educational choices, career choices, choices about sexuality and relationships)  
*Teacher prompt:* “What is the interrelationship between financial considerations, gender expectations, and personal goals with respect to educational choices? Which factor do you think has the greatest influence on an individual’s educational choices? Why?”
- C1.2** explain how multiple roles (e.g., student, volunteer, employee, friend, son/daughter, sibling, caregiver) can create personal conflict  
*Teacher prompts:* “How do conflicting roles contribute to the stress that people feel when they are both caregiver and son/daughter?”  
“What is meant by the term *sandwich generation*? Why do people in the sandwich generation often experience personal conflict?”
- C1.3** analyse the impact of social institutions (e.g., the family; the media; educational, religious, economic, and political institutions) on the socialization of individuals throughout the lifespan

*Teacher prompts:* “How does the economy affect the socialization of young children?”  
“How do various social institutions affect the identity formation of individuals?”

#### C2. The Effects on Intimate Relationships

By the end of this course, students will:

- C2.1** analyse ways in which social norms and expectations (e.g., cultural and religious norms; expectations of peers, friends, and parents) can influence the establishment and maintenance of healthy intimate relationships  
*Teacher prompt:* “How does the expectation of abstinence before marriage in some religions affect dating/courtship relationships in a secular society?”
- C2.2** explain mate-selection, courtship, and marriage customs (e.g., arranged and free-choice marriages; use of matchmakers; civil, religious, and tribal marriage ceremonies; polygamy and monogamy) in various cultures, religions, and historical periods  
*Teacher prompts:* “What do recent statistics show about the rates of religious and civil weddings in Canada?” “In societies that permit polygamy, how can access to resources affect whether marriages are monogamous or polygamous?”

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

**Teacher prompts** illustrate the kinds of questions teachers might pose in relation to the requirement specified in the expectation. They are illustrations only, not requirements. Teacher prompts follow the specific expectations and examples.

## STRANDS IN THE SOCIAL SCIENCES AND HUMANITIES CURRICULUM

The expectations for the Grade 9 to 12 social sciences and humanities courses are organized into distinct but related strands. The first strand (strand A) focuses on research and inquiry skills, which are similar for all courses; the remaining strands, which vary in number from course to course, represent the major content areas for each course. The structure of Grade 12 philosophy differs somewhat from this pattern. In this course, strand B, Philosophical Foundations, includes philosophical reasoning and critical-thinking skills that are to be taught and assessed in conjunction with the content strands (strands C–H).

### Strand A: Research and Inquiry Skills

A well-rounded education in social sciences and humanities is about much more than just providing students with knowledge of facts. A deep understanding of and fluency in the subject cannot be evaluated solely in terms of students' ability to use specialized terminology, memorize isolated facts, or repeat a theory. Rather, students must be given opportunities to develop the skills and habits of mind needed to analyse, synthesize, and evaluate information. Not only do these skills underpin critical thinking and allow students to extend their understanding of social sciences and humanities, but they are also useful in students' everyday lives and will help them in pursuing their postsecondary goals, whether in social sciences and humanities or some other area of endeavour.

The first strand in all courses in social sciences and humanities outlines required learning related to research and inquiry skills. The expectations in this strand describe the skills that are considered to be essential for all types of research and inquiry in the discipline. These skills apply to, and should be developed in conjunction with, the content of all the other strands of the course.

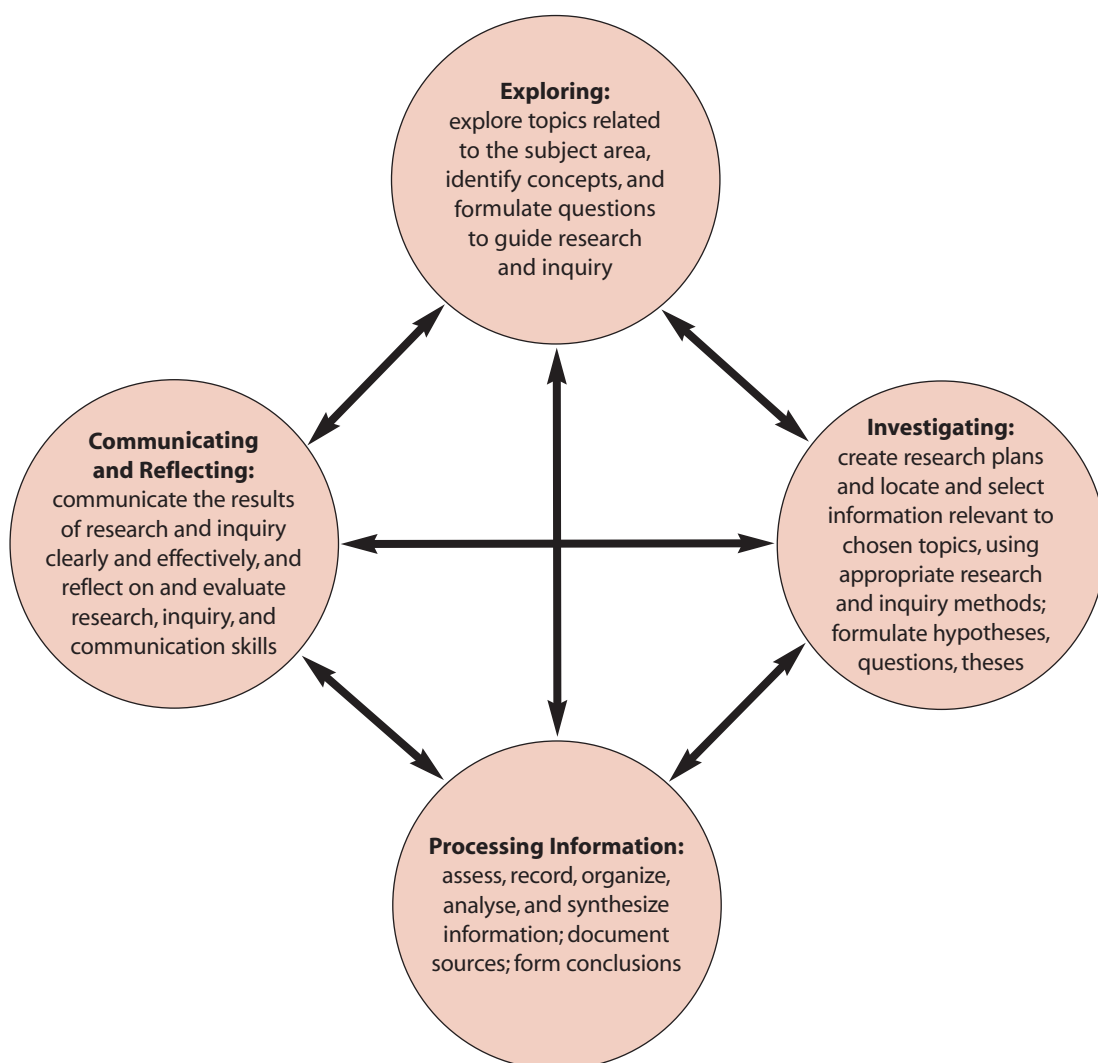
The research and inquiry skills are organized under subheadings related to the four stages of inquiry – exploring, investigating, processing information, and communicating and reflecting.

- *Exploring skills* include the ability to identify and refine topics, identify key concepts, and formulate effective questions to guide inquiry.
- *Investigating skills* include the ability to create research plans; develop research tools; locate relevant sources; and formulate hypotheses, research questions, or thesis statements.
- *Processing information skills* include the ability to assess sources, organize and synthesize findings, document sources, and formulate conclusions.
- *Communicating and reflecting skills* include the ability to use appropriate modes of communication for a specific purpose and audience. This set of skills also includes the ability to reflect on the research process in order to identify steps for improvement.

Skills in these four areas are not necessarily performed sequentially. As the figure on page 23 illustrates, inquiry may begin in any one of the areas, and students will tend to move back and forth among the areas as they practise and refine their skills. In addition, each inquiry is unique and will require a particular mix and sequence of skills.



## Interaction among the Four Areas of Research and Inquiry



Teachers should ensure that students develop their research and inquiry skills in appropriate ways as they work to achieve the curriculum expectations in the other strands of the course. In some courses, it may be appropriate for students to develop research and inquiry skills as they complete a major research project. In others, students might develop these skills as they read and interpret texts, assess texts for bias and perspective, and communicate their findings. In either case, skills development must be assessed and evaluated as part of students' achievement of the overall expectations for the course.

### The Content Strands

Because of the diversity of courses in social sciences and humanities, the content strands in each course are distinct, reflecting the skills and understandings that are inherent to each area. Although the strands vary, they all connect to the four key ideas underlying the social sciences and humanities curriculum (see pages 8–9).

# ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

## BASIC CONSIDERATIONS

*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010* sets out the Ministry of Education's assessment, evaluation, and reporting policy. The policy aims to maintain high standards, improve student learning, and benefit students, parents, and teachers in elementary and secondary schools across the province. Successful implementation of this policy depends on the professional judgement<sup>4</sup> of educators at all levels as well as on their ability to work together and to build trust and confidence among parents and students.

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

## Fundamental Principles

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

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

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

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;

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

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

## Learning Skills and Work Habits

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

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

## Content Standards and Performance Standards

The Ontario curriculum for Grades 9 to 12 comprises *content standards* and *performance standards*. Assessment and evaluation will be based on both the content standards and the performance standards.

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

The performance standards are outlined in the achievement chart, which is provided in the curriculum documents for every subject or discipline (see pages 28–29). The achievement chart is a standard province-wide guide and is to be used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline. It enables teachers to make consistent judgements about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents.

The purposes of the achievement chart are to:

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

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

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

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

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

### Evaluation

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

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

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

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

## Reporting Student Achievement

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

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

## THE ACHIEVEMENT CHART FOR SOCIAL SCIENCES AND HUMANITIES, GRADES 9–12

The achievement chart, on pages 28–29, identifies four categories of knowledge and skills and four levels of achievement in social sciences and humanities. The components of the chart are explained on the pages following the chart. (See also the section “Content Standards and Performance Standards”, on p. 25.)

## THE ACHIEVEMENT CHART: Social Sciences and Humanities, Grades 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Knowledge and Understanding</b> – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
<b>Knowledge of content</b> (e.g., facts, terms, definitions, safe practices and procedures, use of technologies)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
<b>Understanding of content</b> (e.g., concepts, theories, ideas, processes; relationship between theory and action)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
<b>Thinking</b> – The use of critical and creative thinking skills and/or processes				
	The student:			
<b>Use of planning skills</b> (e.g., formulating questions, identifying problems, generating ideas, gathering and organizing information, focusing research, selecting strategies)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
<b>Use of processing skills</b> (e.g., analysing, detecting point of view and bias, interpreting, evaluating, synthesizing, forming conclusions)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
<b>Use of critical/creative thinking processes</b> (e.g., goal setting, decision making, problem solving, invention, critiquing, reviewing)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
<b>Communication</b> – The conveying of meaning and expression through various forms				
	The student:			
<b>Organization and expression of ideas, information, and understandings in oral, visual, and/or written forms</b> (e.g., oral: role plays, interviews, presentations, debates; visual: demonstrations, multimedia presentations, posters, graphic organizers; written: pamphlets, journals, reports, web pages)	organizes and expresses ideas, information, and understandings with limited effectiveness	organizes and expresses ideas, information, and understandings with some effectiveness	organizes and expresses ideas, information, and understandings with considerable effectiveness	organizes and expresses ideas, information, and understandings with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Communication for different audiences</b> (e.g., peers, adults, younger children, community members) <b>and purposes</b> (e.g., to inform, instruct, persuade) <b>in oral, visual, and/or written forms</b>	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
<b>Use of conventions</b> (e.g., research conventions such as surveys, documentation conventions, communication conventions), <b>vocabulary, and terminology of the discipline in oral, visual, and/or written forms</b>	uses conventions, vocabulary, and terminology with limited effectiveness	uses conventions, vocabulary, and terminology with some effectiveness	uses conventions, vocabulary, and terminology with considerable effectiveness	uses conventions, vocabulary, and terminology with a high degree of effectiveness
<b>Application</b> – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
<b>Application of knowledge and skills</b> (e.g., concepts, procedures, processes, methodologies, technologies) <b>in familiar contexts</b>	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
<b>Transfer of knowledge and skills to new contexts</b> (e.g., other subjects; experiences in the family, community, society; using theory to help understand personal experiences)	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
<b>Making connections within and between various contexts</b> (e.g., past, present, future; environmental, personal, social, religious, cultural, socio-economic contexts)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.



## Categories of Knowledge and Skills

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

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

The categories of knowledge and skills are as follows:

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

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

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

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

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

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

## Criteria and Descriptors

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

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

### ***Knowledge and Understanding***

- knowledge of content
- understanding of content



### **Thinking**

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

### **Communication**

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

### **Application**

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

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

## **Levels of Achievement**

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

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

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

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

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

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

# SOME CONSIDERATIONS FOR PROGRAM PLANNING IN SOCIAL SCIENCES AND HUMANITIES

## INSTRUCTIONAL APPROACHES

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

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

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

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

## A Differentiated Approach to Teaching and Learning

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

## Lesson Design

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

## Instructional Approaches in Social Sciences and Humanities

Instruction in social sciences and humanities should help students acquire the knowledge, skills, and attributes that they need in order to achieve the curriculum expectations and be able to think critically throughout their lives about issues related to the subjects in social sciences and humanities. Effective instruction in these subjects motivates students and instils positive habits of mind, such as curiosity and open-mindedness; a willingness to think, question, challenge, and be challenged; and an awareness of the value of listening or reading closely and communicating clearly. To be effective, instruction must be based on the beliefs that all students can be successful and that learning in social sciences and humanities is important and valuable for all students.

## HEALTH AND SAFETY IN SOCIAL SCIENCES AND HUMANITIES

As part of every course, students must be made aware that health and safety are everyone's responsibility – at home, at school, and in the workplace. Students must be able to demonstrate knowledge of the equipment and products being used and the procedures necessary for their safe use. In addition, simple precautions such as wearing closed-toe shoes, tying back long hair, and removing loose jewellery (or taping it down in the case of MedicAlert bracelets) contribute to a safe environment when students are engaging in some of the hands-on components of social sciences and humanities courses.

Teachers must model safe practices at all times and communicate safety requirements to students in accordance with school board and Ministry of Education policies and Ministry of Labour regulations.

In planning learning activities to help students achieve the social sciences and humanities curriculum expectations, teachers need to ensure that students have opportunities to consider health and safety issues. In food and fashion courses, for example, use of hot equipment and sharp or hot tools must be carefully monitored, and such items must be securely stored when not in use. Food safety protocols must be in place in all food classrooms to avoid food spoilage, cross-contamination, and allergic reactions. Appropriate routines need to be in place in both food and fashion classrooms to help students avoid physical injury. Social sciences and humanities teachers must work together with all other teachers using dedicated facilities and with their school administration to ensure that the physical layout of food and fashion classrooms contributes to students' safety.

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

## **PLANNING SOCIAL SCIENCES AND HUMANITIES PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS**

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

*Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (Draft 2011)* describes a set of beliefs, based in research, that should guide program planning for students with special education needs in all disciplines. Teachers planning social sciences and humanities courses need to pay particular attention to these beliefs, which are as follows:

- All students can succeed.
- Each student has his or her own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Universal design<sup>5</sup> and differentiated instruction<sup>6</sup> are effective and interconnected means of meeting the learning or productivity needs of any group of students.

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

6. Differentiated instruction, as discussed on page 34 of this document, is effective instruction that shapes each student's learning experience in response to his or her particular learning preferences, interests, and readiness to learn.

- Classroom teachers are key educators for a student’s literacy and numeracy development.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

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

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

- no accommodations<sup>7</sup> or modified expectations; or
- accommodations only; or
- modified expectations, with the possibility of accommodations; or
- alternative expectations, which are not derived from the curriculum expectations for a course and which constitute alternative programs and/or courses.

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in his or her Individual Education Plan (IEP). More detailed information about planning programs for students with special education needs, including students who require alternative programs and/or courses,<sup>8</sup> can be found in *The Individual Education Plan (IEP): A Resource Guide, 2004* (referred to hereafter as the *IEP Resource Guide, 2004*). For a detailed discussion of the ministry’s requirements for IEPs, see *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000* (referred to hereafter as *IEP Standards, 2000*). (Both documents are available at [www.ontario.ca/edu](http://www.ontario.ca/edu).)

### Students Requiring Accommodations Only

Some students with special education needs are able, with certain accommodations, to participate in the regular course curriculum and to demonstrate learning independently. Accommodations allow the student with special education needs to access the curriculum without any changes to the course expectations. The accommodations required to facilitate the student’s learning must be identified in his or her IEP (see *IEP Standards, 2000*, p. 11). A student’s IEP is likely to reflect the same accommodations for many, or all, subjects or courses.

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

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

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

There are three types of accommodations:

- *Instructional accommodations* are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia. Some examples are the use of graphic organizers, photocopied notes, or assistive software.
- *Environmental accommodations* are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting.
- *Assessment accommodations* are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions (see page 29 of the *IEP Resource Guide, 2004* for more examples).

If a student requires “accommodations only” in social sciences and humanities courses, assessment and evaluation of his or her achievement will be based on the regular course curriculum expectations and the achievement levels outlined in this document. The IEP box on the student’s provincial report card will not be checked, and no information on the provision of accommodations will be included.

## Students Requiring Modified Expectations

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

It is important to monitor, and to reflect clearly in the student’s IEP, the extent to which expectations have been modified. The principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student is eligible to receive a credit for the course. This decision must be communicated to the parents and the student.

Modified expectations must indicate the knowledge and/or skills that the student is expected to demonstrate and that will be assessed in each reporting period (*IEP Standards, 2000*, pp. 10 and 11). Modified expectations should be expressed in such a way that the student and parents can understand not only exactly what the student is expected to know or be able to demonstrate independently, but also the basis on which his or her performance will be evaluated, resulting in a grade or mark that is recorded on the provincial report card. The student’s learning expectations must be reviewed in relation to the student’s progress at least once every reporting period, and must be updated as necessary (*IEP Standards, 2000*, p. 11).



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

## PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent of the students in Ontario's English-language schools is a language other than English. In addition, some students use varieties of English – also referred to as dialects – that differ significantly from the English required for success in Ontario schools. Many English language learners were born in Canada and have been raised in families and communities in which languages other than English, or varieties of English that differ from the language used in the classroom, are spoken. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited.

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

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

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

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



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

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

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

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

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

- modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, and scaffolding; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students’ first languages);

- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity);
- use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

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

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

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

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

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

## ENVIRONMENTAL EDUCATION AND SOCIAL SCIENCES AND HUMANITIES

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

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

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

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

There are many opportunities to integrate environmental education into the teaching of social sciences and humanities. Family studies courses provide opportunities for students to explore ways in which varying notions of “need” affect how various individuals, families, communities, and societies use – or overuse – resources. Students come to understand the environmental impact of their choices – and those of the broader society – with respect to food, clothing, housing, and other aspects of life. In general social sciences and equity studies courses, students examine the impact of climate change on individuals and diverse groups and communities, including the disproportionate impact on the poor and marginalized. In world religions courses, students explore the ways in which environmental stewardship and responsible environmental practices are woven into the tenets of a number of religions and belief traditions. Philosophy courses provide opportunities for students to reflect on the ethics associated with differing attitudes and actions with respect to the environment.

A resource document – *The Ontario Curriculum, Grades 9–12: Environmental Education – Scope and Sequence of Expectations, 2011* – has been prepared to assist teachers in planning lessons that integrate environmental education with other subject areas. It identifies curriculum expectations and related examples and prompts in disciplines across the Ontario curriculum that provide opportunities for student learning “in, about, and/or for” the environment. Teachers can use the document to plan lessons that relate explicitly to the environment, or they can draw on it for opportunities to use the environment as the context for learning. The document can also be used to make curriculum connections to school-wide environmental initiatives. This publication is available on the Ministry of Education’s website, at [www.edu.gov.on.ca/eng/curriculum/secondary/enviro9to12curr.pdf](http://www.edu.gov.on.ca/eng/curriculum/secondary/enviro9to12curr.pdf).

## HEALTHY RELATIONSHIPS AND SOCIAL SCIENCES AND HUMANITIES

Every student is entitled to learn in a safe, caring environment, free from violence and harassment. Research has shown that students learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships – the relationships between students, between students and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted. Healthy relationships do not tolerate abusive, controlling, violent, bullying/harassing, or

other inappropriate behaviours. To experience themselves as valued and connected members of an inclusive social environment, students need to be involved in healthy relationships with their peers, teachers, and other members of the school community.

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

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

The study of healthy relationships occurs throughout the social sciences and humanities curriculum. For example, the Dynamics of Human Relationships course provides opportunities for students to explore the topic of healthy relationships and to develop strong social skills and communication strategies. This course also explores the barriers to forming strong, healthy relationships and provides students with important information about how to recognize and respond to unhealthy relationships. The equity studies courses provide opportunities for students to develop their understanding of the ways in which power dynamics are an integral component of all relationships. These courses also allow students to explore the ways in which core aspects of identity – including sex, gender and gender identity, and ethnocultural and religious background – contribute to power dynamics that can facilitate or hinder the formation of healthy relationships.

The knowledge, skills, and habits of mind that are addressed in all courses in social sciences and humanities encourage open-mindedness as well as respect for and deep understanding of self and others, providing a foundation for forming and maintaining healthy relationships.

## **EQUITY AND INCLUSIVE EDUCATION IN THE SOCIAL SCIENCES AND HUMANITIES PROGRAM**

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

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

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

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

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

When planning social science and humanities curriculum materials, lessons, assessment strategies, and student groupings, teachers must ensure that they know their students and plan with full awareness of their students' needs. Accommodations consistent with the board's religious accommodations guidelines must be made for students from various faith communities – for example, same-sex partnering for small-group activities may be required, dietary restrictions must be accommodated in food courses, and cultural variations with respect to modesty must be respected in fashion courses. Ethnocultural connections can be readily incorporated into courses throughout the social sciences and humanities.

In order for these connections to be authentic, teachers should make them as specific as possible and move beyond obvious or stereotypical illustrations. For example, rather than referring only to the more obvious items of clothing associated with Aboriginal peoples, such as moccasins, fashion teachers might explore a wider range of clothing associated with specific groups (e.g., the wampum belts of the Mohawk and other First Nations, the sashes of the Métis people, the deerskin dresses of Haudenosaunee women, or the quillwork accessories of the Mi'kmaq).

The four courses in equity studies, which constitute a new subject area in the social sciences and humanities curriculum, reflect the aims of the equity and inclusive education strategy. These courses – on equity and social justice, gender studies, and world cultures – provide students with tools for understanding, analysing, and challenging inequity in various areas, including interpersonal relationships, the family, the school, the workplace, and the larger society, as well as in the global arena. The courses explore the construction of identity, the differences among diverse individuals and groups, the nature of power dynamics, the barriers that prevent some people from participating fully in society, the contributions of various individuals and groups to social justice in Canada and around the world, and the importance of personal engagement and social action. Together, the courses promote an understanding of and respect for diversity, and a critical awareness of the status quo and of continuing challenges to an inclusive, fair, and just society.

## FINANCIAL LITERACY IN SOCIAL SCIENCES AND HUMANITIES

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

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

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

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



Throughout social sciences and humanities courses, there are clear connections to financial literacy. Social sciences and humanities students learn the skills required to manage their personal and family finances, to be critical consumers, and to understand the ways in which larger economic factors can enhance or limit the ability of individuals and families to meet their needs. Students also explore ethical questions inherent in issues related to wealth distribution, needs and wants, and capitalist economies.

A resource document – *The Ontario Curriculum, Grades 9–12: Financial Literacy – Scope and Sequence of Expectations, 2011* – has been prepared to assist teachers in bringing financial literacy into the classroom. This document identifies the curriculum expectations and related examples and prompts in disciplines across the Ontario curriculum through which students can acquire skills and knowledge related to financial literacy. Teachers can use this document to plan integrated lessons focusing on financial literacy within disciplines. This publication is available on the Ministry of Education’s website, at [www.edu.gov.on.ca/eng/document/policy/FinLitGr9to12.pdf](http://www.edu.gov.on.ca/eng/document/policy/FinLitGr9to12.pdf).

## LITERACY, MATHEMATICAL LITERACY, AND INQUIRY/RESEARCH SKILLS

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

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

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

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

As these quotations suggest, literacy involves a range of critical-thinking skills and is essential for learning across the curriculum. Literacy instruction takes different forms of emphasis in different subjects, but in all subjects, literacy needs to be explicitly taught. Literacy, mathematical literacy, and inquiry/research skills are critical to students’ success in all subjects of the curriculum and in all areas of their lives.

Many of the activities and tasks that students undertake in the social sciences and humanities curriculum involve the literacy skills relating to oral, written, and visual communication. For example, students use language to understand sources, to analyse and evaluate arguments and evidence, and to present findings in oral, visual, and written forms. In all social sciences and humanities courses, students are required to use appropriate and correct terminology and are encouraged to use language with care and precision in order to communicate effectively.

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

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

The social sciences and humanities program also builds on, reinforces, and enhances mathematical literacy. For example, students are exposed to various concepts related to measurement. Accurate measurement of materials is addressed in food and fashion courses. Students in a range of courses draw on numeracy skills when conducting and interpreting surveys and questionnaires or working with statistical data. In addition, students use and produce diagrams, charts, tables, and graphs for various purposes.

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

## CRITICAL THINKING AND CRITICAL LITERACY IN SOCIAL SCIENCES AND HUMANITIES

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

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



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

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

Students use critical-thinking skills in social sciences and humanities when they make reasoned judgements about what to do or what to believe about problems that do not have clear solutions. Because social sciences and humanities is concerned with human thought and behaviour (at both the individual and the cultural/societal level), much of its content is inherently “fuzzy”, with many possible interpretations that may be equally valid. Students need support to develop skills that enable them to make critical judgements, considering alternative points of view, assessing evidence, and drawing logical conclusions. To support this development, teachers should infuse the curriculum with opportunities for critical thinking. It is of vital importance that teachers encourage students to explore issues, interpret information, and develop thoughtful responses in all social sciences and humanities courses.

Students need support in developing their critical-thinking skills, they need to see these skills modelled in the classroom, and they need to be assessed and evaluated on these skills (and not just on the products of such thinking). Expectations that focus on critical-thinking skills – analysing, interpreting, assessing, evaluating, synthesizing, and reflecting – are included throughout the social sciences and humanities curriculum. When assessing and evaluating these expectations, teachers should focus not on the product (i.e., the conclusion) but on the effectiveness with which the student has used critical-thinking skills in arriving at that conclusion.

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

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

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

Another aspect of critical thinking is metacognition, which involves developing one’s thinking skills by reflecting on one’s own thought processes. Metacognitive skills include the ability to monitor one’s own learning. Acquiring and using metacognitive skills has emerged as a powerful approach for promoting a focus on thinking skills in literacy and across all disciplines. In social sciences and humanities, students reflect on their own learning most explicitly when applying the expectations in the research and inquiry strand to the content strands. When developing their research and inquiry skills, students are required to reflect on what they have learned, how they have come to know what they have learned, and what other resources they may need to consult to reach an informed conclusion.

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

## **THE ROLE OF THE SCHOOL LIBRARY IN THE SOCIAL SCIENCES AND HUMANITIES PROGRAM**

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

The school library program enables students to:

- develop a love of reading for learning and for pleasure;
- become independent, thoughtful, critical researchers;

- obtain access to programs, resources, and integrated technologies that support all curriculum areas;
- understand and value the role of public library systems as a resource for lifelong learning.

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

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

In addition, teacher librarians can work with teachers of social science and humanities courses to help students:

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

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

## **THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY IN THE SOCIAL SCIENCES AND HUMANITIES PROGRAM**

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning. ICT tools include multimedia resources, databases, websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather, and to write, edit, and present reports on their findings. ICT can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom.

A wide range of technologies can be easily integrated into the social sciences and humanities curriculum. In food and nutrition courses, for example, students' learning is enhanced through the use of Canadian nutrient databases and nutrition analysis software. In fashion and housing courses, computer assisted design (CAD) software provides opportunities to enrich students' learning. Statistical analysis software and Statistics Canada databases can be used in all courses, especially when addressing expectations related to research and inquiry.

Whenever appropriate, students should be encouraged to use ICT to support and communicate their learning. For example, students working individually or in groups can use computer technology and/or websites to gain access to museums, galleries, and archives in Canada and around the world. They can also use portable storage devices to store information, as well as CD-ROM and DVD technologies and digital cameras and projectors to organize and present the results of their research and creative endeavours to their classmates and others.

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

ICT tools are also useful for teachers in their teaching practice, both for whole-class instruction and for the design of curriculum units that contain varied approaches to learning in order to meet diverse student needs. A number of educational software programs to support learning in social sciences and humanities are licensed through the ministry and are listed at [www.osapac.org/db/software\\_search.php?lang=en](http://www.osapac.org/db/software_search.php?lang=en).

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

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

The Essential Skills identified in the OSP are:

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

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

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

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

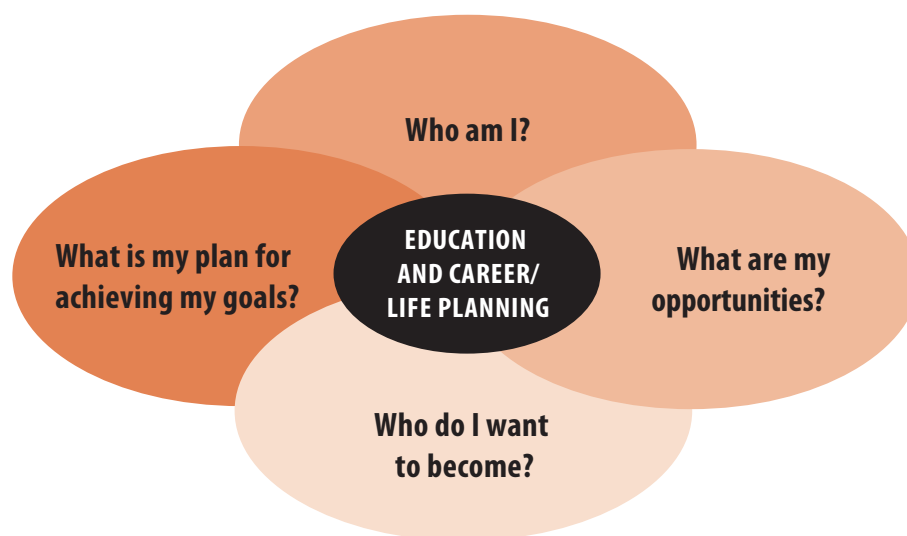
For further information on the Ontario Skills Passport, including the Essential Skills and work habits, visit <http://skills.edu.gov.on.ca>.

## EDUCATION AND CAREER/LIFE PLANNING THROUGH THE SOCIAL SCIENCES AND HUMANITIES CURRICULUM

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

- ensure that all students develop the knowledge and skills they need to make informed education and career/life choices;
- provide classroom and school-wide opportunities for this learning; and
- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.

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



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

## COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING

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

Experiential learning opportunities associated with various aspects of the social sciences and humanities curriculum help broaden students' knowledge of employment opportunities in a wide range of fields, including food and nutrition sciences, early childhood education, the fashion industry, and social policy and research.

Students who choose to take a two-credit cooperative education program with a social sciences or humanities course as the related course are able, through this package of courses, to meet the Ontario Secondary School Diploma additional compulsory credit requirements for Groups 1, 2, and 3.

Policies and guidelines regarding workplace opportunities, including job shadowing, work experience, and cooperative education, are outlined in *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*, available on the ministry website, at [www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf](http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf).

For guidelines to ensure the provision of Workplace Safety and Insurance Board (WSIB) coverage for students who are at least fourteen years of age and are on work placements of more than one day, see Policy/Program Memorandum No. 76A, "Workplace Safety and Insurance Coverage for Students in Work Education Programs" (September 2000), at [www.edu.gov.on.ca/extra/eng/ppm/76a.html](http://www.edu.gov.on.ca/extra/eng/ppm/76a.html). Teachers should also be aware of the minimum age requirements outlined in the Occupational Health and Safety Act for persons to be in or working in specific workplace settings.

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

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



## ETHICS IN SOCIAL SCIENCES AND HUMANITIES

The social sciences and humanities curriculum provides varied opportunities for students to learn about ethical issues, explore ethical standards, and demonstrate ethical responsibility. Many such opportunities arise in the Research and Inquiry strand, where students are required to follow ethical guidelines in developing and implementing research plans. It is crucial that teachers provide support and supervision to students at all stages of the research process, ensuring that students engaged in research are aware of potential ethical concerns and address them in acceptable ways. For example, when students are planning research that involves human participants, teachers need to monitor their plans to ensure that relevant discipline-specific ethical standards and principles are reflected in the research design. In social sciences and humanities research, the *Tri-council Policy Statement: Ethical Conduct for Research Involving Humans* (2005) provides the set of ethical standards to which research must adhere. Teachers must continue to supervise students' activities to ensure that all aspects of their research projects adhere to these ethical standards and that they respect the dignity, privacy, and confidentiality of their research participants (e.g., when conducting surveys or interviews). It is particularly important for teachers to ensure that students are aware of ethical considerations specific to working with vulnerable populations. In addition, teachers must closely supervise the choice of research topics to ensure that student researchers are not inadvertently exposed to information and/or perspectives for which they are not emotionally or intellectually prepared (e.g., personal interviews that lead to disclosure of abuse).

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





# COURSES





# EQUITY STUDIES

## OVERVIEW

Equity studies examines various aspects of diversity, including those related to gender, race, ethnicity, religion, socio-economic background, and ability. The four equity studies courses differ in their focus. Yet, regardless of whether the topic is social justice, gender studies, or world cultures, all of these courses, at their core, address similar fundamental issues: the social construction of identity; the nature and impact of power relations; the importance of respecting diversity; and the role of personal engagement and social action.

Students explore the idea that identity is constructed through a complex interplay between the individual and social groups and institutions – the family, peers, cultural and religious groups, the media, educational institutions, and so on. Through this exploration, students learn that values are not neutral and often reflect the norms, values, and interests of the dominant group in society. This recognition leads to an examination of the nature of power relations and of their impact on individuals and groups within Canada and elsewhere in the world. Students explore power dynamics and various manifestations of oppression, including racism, homophobia, religious intolerance, and gender-based violence. Understanding the nature of power relations within and between groups helps students develop a critical framework for analysing social phenomena from an equity and social justice perspective.

Throughout these courses, students explore differences among individuals and groups and develop an appreciation for the importance of valuing and respecting these differences. Students develop their understanding of policies and laws that support human rights while recognizing the existence of continuing challenges to equity and social justice. By exploring the contributions of individuals and groups towards the creation of a more just society, students come to realize the importance of personal engagement and social action. In each course, students move from theory to practice by developing and implementing an initiative to address an equity-related issue.

# Gender Studies, Grade 11

University/College Preparation

**HSG3M**

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This course enables students to explore the social construction of gender. Students will learn about the dynamic nature of gender roles and norms; sexism and power relations; and the impact of representations of women and men in the media, popular culture, and the arts. Students will analyse a range of gender equity issues, including gender-based violence and workplace equity, in both Canadian and global contexts. Students will develop and apply research skills and will design and implement a social action initiative relating to gender equity.

**Prerequisite:** None

# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to gender studies, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to gender studies (*e.g., self-esteem in adolescent girls; experiences of male primary school teachers or female auto mechanics*) to identify topics for research and inquiry
- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics
- A1.3** formulate effective questions to guide their research and inquiry  
*Teacher prompt:* "If you were studying the portrayals of girls and women in music videos, how might you select which videos to analyse? What behaviour or symbols might you examine in the videos? What other elements of the videos might provide evidence of how women are viewed?"

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method; identify sources of information; develop research tools such as surveys, questionnaires, or interviews*), ensuring that their plans follow guidelines for ethical research

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews; observations; surveys and questionnaires; original documents and media such as film, photographs, songs, advertisements*) and/or secondary sources (*e.g., critical analysis in journals; book reviews, magazine articles, textbooks*)

*Teacher prompts:* "What is the difference between a primary and a secondary source? How can you determine whether a source is primary or secondary?" "Why is it important to base your research on a variety of sources?"

- A2.3** based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

### A3. Processing Information

Throughout this course, students will:

- A3.1** assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, voice*)

*Teacher prompts:* "What strategies can you use to determine the relevance of the information you have gathered?" "If two information sources contradict each other, how might you determine which is more reliable?" "What values are embedded in these sources? Whose voices are represented and whose are absent?" "Whose interests are advanced if you believe the main message of this source?"

**A3.2** record and organize information and key ideas using a variety of formats (*e.g., notes, graphic organizers, summaries, audio/digital records*)

**A3.3** analyse and interpret research information (*e.g., compare results of surveys and interviews; determine whether common themes arise in different sources*)

**A3.4** demonstrate academic honesty by documenting the sources of all information generated through research

**A3.5** synthesize findings and formulate conclusions (*e.g., weigh and connect information to determine the answer to their research question*)

#### A4. Communicating and Reflecting

Throughout this course, students will:

**A4.1** use an appropriate format (*e.g., oral presentation, written research report, poster, multimedia presentation, web page*) to communicate the results of their research and inquiry effectively for a specific purpose and audience

**A4.2** correctly use terms relating to sex and gender equity (*e.g., power relations, gender norms, intersectionality, gender representation, transgender, sexism*)

**A4.3** clearly communicate the results of their inquiries (*e.g., write clearly, organize ideas logically, use language conventions properly*), and follow APA conventions for acknowledging sources (*e.g., generate a reference list in APA style, use in-text author-date citations*)

**A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

**Teacher prompts:** “How might the methods you used have affected the results you obtained?”  
“What steps might you take to enhance your research/inquiry skills?”

## B. FOUNDATIONS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. The Social Construction of Gender:** demonstrate an understanding of how attitudes, behaviours, roles, and norms relating to gender are socially constructed, and of the complexity of gender as a concept and as a lived experience;
- B2. Power Relations, Sex, and Gender:** analyse sexism and the dynamics of power relations with respect to sex and gender in a variety of contexts;
- B3. Representations of Gender:** analyse representations of women and men in media, popular culture, and the arts, and assess the effects of these representations.

### SPECIFIC EXPECTATIONS

#### B1. The Social Construction of Gender

By the end of this course, students will:

- B1.1** explain key terms and concepts relating to gender studies (*e.g., sex and gender, female, male, transsexual, intersex, gender performance, gender roles, gender norms, gender stereotypes, transgender, masculinity/masculinities, femininity/femininities, gender binary, intersectionality, hypermasculinity, emphasized femininity, sexism, patriarchy, patriarchy, gender hierarchy, sexual minorities, sexual orientation, homophobia, two-spirited, misogyny, misandry*)

**Teacher prompts:** “What is the difference between *sex* and *gender*?” “What is meant by the term *gender performance*?” “In what ways does some gender research challenge understandings of sex as a simple binary between male and female?” “What did Simone de Beauvoir mean when she wrote, ‘One is not born a woman, one becomes one’?”

- B1.2** explain how gender norms are socially constructed and may be culturally specific (*e.g., the influence of one’s culture, ethnic group, or heritage, and of the media and popular culture; family expectations; peer pressure; religious expectations*), and describe possible tensions between an individual’s gender performance (*e.g., attitudes, behaviours, roles*) and societal norms

**Teacher prompts:** “How do individuals come to know the gender norms of their communities?” “In what ways do norms and expectations typically differ for boys and girls, and young men

and young women, regarding acceptable behaviour and expression of emotion? Regarding career choices? What factors influence the maintenance of or changes to such norms/expectations?” “Do you ever find yourself in conflict with the gender norms accepted in your family or community? If so, explain the circumstances and your response.” “How might an individual’s personal preferences and choices affect his or her self-presentation of gender?”

- B1.3** analyse ways in which gender intersects with other aspects of identity (*e.g., indigeneity, race, socio-economic status, sexual orientation, ability*) to create diverse gender role expectations and experiences

**Teacher prompts:** “What does Patricia Monture-Angus, a Mohawk woman, mean when she writes, ‘To artificially separate my gender from my race and culture forces me to deny the way I experience the world’?” “How might factors such as socio-economic status or (dis)ability influence a person’s experience of gender?” “Why might it make more sense to use the terms *masculinities* and *femininities* rather than *masculinity* and *femininity*?”

- B1.4** describe a range of gender roles in a variety of cultures and historical periods (*e.g., in Western and non-Western countries; within various religious traditions; in rural and urban environments; in First Nation, Métis, or Inuit cultures; in middle-class Canada after World*

War II), and explain how and why these roles have changed over time

**Teacher prompts:** “In what ways are gender roles today similar to and different from those in your parents’ or grandparents’ generation?” “In what ways are your gender expectations and roles and those of your peers similar to or different from those of adolescents in places such as rural Kenya or a large city in India? What might account for these similarities and differences?” “What is the meaning and significance of the term *two-spirited* among many First Nations?”

- B1.5** assess ways in which socially constructed gender roles and norms reflect the realities of women’s and men’s lived experiences locally and globally

**Teacher prompts:** “Why might some people choose to challenge gender roles while other people accept them?” “What types of factors are linked to diverse gender performances?” “In what ways can gender norms and expectations limit what is possible for men and women? What are some specific instances of women and men challenging gender expectations and norms over the past decade?” “How and why are women who do not want children judged differently than men who do not want children?”

## B2. Power Relations, Sex, and Gender

By the end of this course, students will:

- B2.1** analyse the ways in which power and privilege are unequally distributed between and among males and females in homes, schools, workplaces, and community settings (e.g., with reference to financial decision-making, domestic chores, child and senior care, teacher attention, leadership opportunities, assigned duties, access to community resources)

**Teacher prompts:** “Do male and female students have equal access to sports facilities and resources in your school and community? If not, what are the implications of this difference? What are its effects?” “What proportion of single-parent households are headed by women? What proportion of these households live below the poverty line?” “What does the fact that more than 500 Aboriginal women are missing in Canada reveal about the position of Aboriginal women within Canada and their position in relation to Canadian women as a whole?”

- B2.2** explain the differences as well as the links between individual and systemic forms of sexism and discrimination, and describe ways in which these forms manifest themselves

**Teacher prompts:** “What are some of the ways in which individuals might exhibit sexist behaviour at home, at school, or in their everyday life? How can these behaviours be avoided or discouraged? Who would you turn to if you experienced sexism?” “How are sexist jokes related to systemic forms of sexism?” “What do the terms *glass ceiling*, *pay equity*, and *employment equity* mean? When and why were these terms coined? To what extent and in what ways are they still relevant today?” “What is meant by the term *patriarchal dividend*? How is this term related to systemic sexism and discrimination?”

- B2.3** analyse ways in which sexism can manifest itself in contemporary Canadian society (e.g., in the family, sports and athletics, politics and government; through the climate at work or school; through jokes and language; in terms of employment opportunities or access to economic resources), and assess ways to address these manifestations of sexism

**Teacher prompts:** “Do you think Canada is a sexist society? Why or why not?” “How do the Indian Act and Bill C-31 discriminate against Aboriginal women?” “What forms does sexism take in schools? What steps do or should schools take to address sexism?”

- B2.4** explain variations in power relations between men and women within patriarchal and matriarchal societies (e.g., in matriarchal or matrilineal societies such as the Oneida, Cayuga, Mohawk, Seneca, Tuscarora, or Onondaga First Nations and the Mosuo and Naxi indigenous peoples of China), with reference to a variety of social roles and responsibilities (e.g., parental roles, decision making, economic responsibilities, leadership roles, training and educational options)

## B3. Representations of Gender

By the end of this course, students will:

- B3.1** analyse representations of gender in media and popular culture (e.g., with reference to video games, toys, music and music videos, movies and television shows, advertisements, comics, blogs, online media)

**Teacher prompts:** “How does the marketing of children’s toys contribute to perpetuating traditional gender roles?” “Where in the media can you find positive images of women in positions of authority (e.g., judges, surgeons, news anchors) and positive images of nurturing males?” “How varied are the gender roles for lesbian, gay, bisexual, and transgender (LGBT) characters on television or in the movies?” “In what ways do media representations of male gender roles differ according to race, ethnicity, socio-economic status, or sexual orientation?”



“What range of gender roles in families is portrayed in children’s books?” “What does the representation of gender roles in the media suggest about the relative power of women and men?”

- B3.2** analyse the impact on individuals (*e.g., with reference to their self-concept, aspirations, notions of appropriate behaviour, relationships, sense of belonging or alienation*) of stereotypical representations of gender in media and popular culture

**Teacher prompts:** “What effects can dolls and action figures have on girls’ and boys’ behaviour?” “Do you think gender representations in the media and popular culture reinforce ‘hypermasculinity’ and ‘hyperfemininity’? Give reasons for your answer.” “What effects do the images of men and women in comic books and graphic novels have on female readers? On male readers?”

- B3.3** analyse images of female and male bodies and representations of beauty and fashion in media and popular culture, and describe their impact (*e.g., how images of underweight, digitally altered fashion models can contribute to unhealthy eating habits among girls and women; how images showing celebrities who have had a variety of cosmetic procedures can affect individuals’ self-image or the choices they make*)

**Teacher prompts:** “How diverse are images of women and men in the beauty and fashion industry with respect to race, ethnicity, or body shape?” “What are the common characteristics of images of models in fashion magazines? How are these characteristics achieved? What impact can these images have on readers, especially those who may perceive themselves as not ‘fitting the mould’?” “How can media images of unrealistic bodies lead to unhealthy behaviours in males and females?” “What types of fashions are evident in music videos? Do such styles affect the way you dress? Why or why not?” “Where in the media or popular culture can you find positive, healthy images of women and men?”

- B3.4** describe how visual art works, literature, and film can raise awareness of gender equity and changing gender expectations in society (*e.g., art work by Judy Chicago, Guerrilla Girls, Joyce Wieland, Joanne Tod, Barbara Kruger, Cindy Sherman, Shelley Niro, Rebecca Belmore; literature by Caryl Churchill, Margaret Atwood, David Sedaris, Nawal El Saadawi, David Alexander Robertson, Madison Blackstone; films by Deepa Mehta, Stephen Daldry, Tracey Deer*)

## C. GENDER ISSUES AND GENDER-RELATED POLICY IN CONTEXT

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Securing Rights and Social Supports:** demonstrate an understanding of concerns and objectives of women's rights movements and men's movements, and explain issues related to the rights of sexual minorities;
- C2. Local and Global Challenges:** analyse a range of social, political, economic, and environmental issues relating to gender in Canadian and global contexts;
- C3. Gender-Based Violence and Its Prevention:** demonstrate an understanding of homophobic and gender-based violence in both Canadian and global contexts, and of violence-prevention strategies.

### SPECIFIC EXPECTATIONS

#### C1. Securing Rights and Social Supports

By the end of this course, students will:

- C1.1** describe the relevant social context of and issues of concern to contemporary and historical women's movements (*e.g., issues such as women's suffrage, property ownership, birth control and reproductive rights, equal pay for equal work and equal pay for work of equal value, violence against women and children, education for girls and women in developing nations, the contribution of women's unpaid domestic and volunteer work to the family and the economy, discrimination in development assistance*), and evaluate the achievements of these movements

**Teacher prompts:** "What were the reasons for establishing the Royal Commission on the Status of Women in Canada?" "How and why has feminism been critiqued for excluding issues of concern to women who were not white and/or privileged?" "What changes have resulted from the debates within the women's movement relating to marginalization of women of colour, women with disabilities, and lesbians?" "What

specific issues confront, or have confronted, First Nation, Métis, and Inuit women?" "What issues do young feminists address today through groups such as the Miss G\_\_ Project and ReBELLEs?"

- C1.2** evaluate the objectives of various men's movements (*e.g., men's liberation movements; men's health, pro-feminist, and anti-sexist movements*) in relation to gender equity and changing gender roles

**Teacher prompts:** "Can men be feminists?" "What role do you think men should have in the women's movement? How can men be effective allies in the anti-sexist movement?" "What type of approach to gender relations is advocated by the National Organization for Men Against Sexism?"

- C1.3** describe issues associated with the recognition of the rights of sexual minorities (*e.g., same-sex marriage laws, adoption rights for same-sex families, rights of hijras in India*), and explain how they relate to gender issues

**Teacher prompt:** "What are some of the assumptions about appropriate gender roles that might affect people's views on same-sex marriage or adoption rights for same-sex families?"

## C2. Local and Global Challenges

By the end of this course, students will:

- C2.1** analyse a range of social and political issues relating to gender equity in both Canadian and global contexts (*e.g., issues related to employment, poverty, health care, sports, violence; the use of rape as a tool of war; infanticide and fetal sex selection; access to education and training; political representation*)

**Teacher prompts:** “How has the preference for male children in some societies led to a skewing of sex ratios? What is the possible impact of such skewing for women and men in those societies?” “What is meant by the term the *feminization of poverty*? What are some factors that account for the disproportionate number of women who live in poverty?”

- C2.2** describe the effects of globalization and international trade and economic policies on gender-related issues in both Canadian and global contexts (*e.g., sex trafficking and tourism; mail-order brides; the proportion of women in sweatshops; the impact of changing economies on women’s and men’s social roles; the impact of Western advertising and consumerism on gender roles in newly industrializing countries; deindustrialization and the loss of traditionally male-dominated jobs in manufacturing; an increase in male employment in the service and retail sectors*)

**Teacher prompts:** “What policies encourage nannies from developing countries to work in Canada? What are the effects of these policies on nannies and their families in their countries of origin?” “In what ways do international aid and banking programs discriminate against women?”

- C2.3** analyse the relationship between gender and environmental issues in both Canadian and global contexts (*e.g., with reference to the work of Wangari Maathai or Vandana Shiva; the relationship between chemical use and birth defects/infertility; the impact of desertification on arable land, family farms, and the roles of women and men; differences in the impact of climate change on men and women*)

**Teacher prompts:** “What is meant by the term *ecofeminism*?” “Where would you find data to determine the relationship between the use of pesticides and fertility rates?” “What effects has oil sands development in Alberta had on women in the Lubicon First Nation?” “What evidence exists of the impact on boys and men of increased levels of estrogen in drinking water?”

## C3. Gender-Based Violence and Its Prevention

By the end of this course, students will:

- C3.1** analyse the impact of gender-based violence (*e.g., bullying; harassment; child and spousal abuse; sexual assault, including date rape; gay bashing*)

**Teacher prompts:** “What forms can gender-based violence take?” “What is the impact of emotional or psychological abuse, including bullying? How is it similar to or different from the impact of physical abuse?”

- C3.2** analyse how the media and popular culture portray gender-based violence and aggression (*e.g., in video games, popular music and music videos, television shows, sports*), and assess the possible impact of these portrayals

**Teacher prompts:** “Who are the perpetrators of violence most commonly depicted in the movies and television shows you watch and the video games you play? Who are the victims? What, if any, patterns do you notice? What impact do you think these patterns may have?” “How do news reports represent female victims of violent crimes? How are these representations affected by factors such as the victim’s race, religion, or occupation (*e.g., whether the victim is a sex trade worker*)?” “Do you think playing violent video games desensitizes participants to violence and aggression in real life? Why or why not? Do you think that first-person shooter games have a greater impact on players than other video games? Why or why not?”

- C3.3** explain how social institutions or systems (*e.g., criminal justice, legal, social service, immigration, and international development systems*) can perpetuate or decrease homophobic and gender-based violence and harassment in both Canadian and global contexts

**Teacher prompts:** “Why do critics argue that violence against women is significantly under-reported? Why might a woman be reluctant to report domestic abuse, sexual harassment, or sexual assault? What are her options if she reports abuse? How are these options affected by factors such as poverty?” “It is only in the past few decades that marital rape has been recognized as a crime in many countries. Why did it take so long for these laws to be implemented? Why do some countries still not recognize it as a crime?” “What is the ‘don’t ask, don’t tell’ policy in the U.S. military? What message does this policy send to potential new

recruits?” “Why are groups lobbying to have gay bashing declared a hate crime?” “What is meant by the term *honour killing*? What does this practice reveal about the status of women in cultures where it is accepted?”

- C3.4** demonstrate an understanding of a range of awareness and prevention strategies relating to forms of gender-based violence, including sexual assault and gender-based bullying and harassment (e.g., the *White Ribbon Campaign*; the *Sisters in Spirit* initiative of the Native Women’s Association of Canada; the *I Am a Kind Man* campaign; the *Take Back the Night* campaign; information on websites such as those of the Ontario Women’s Directorate, Kids Help Phone, the Metropolitan Action Committee on Violence Against Women and Children [METRAC], sexual assault or rape crisis centres)

**Teacher prompts:** “Which agencies in your community can provide you with information on strategies to prevent gender-based violence?” “What violence-prevention resources are available in your school? What are the most effective ways to talk to students about violence prevention?” “Why is it important to create prevention and awareness programs that focus on the perpetrators of gender-based violence as well as its victims or potential victims?” “What is the purpose of the White Ribbon and the I Am a Kind Man campaigns? Why have their organizers chosen to focus the campaigns on men? What are some of the prevention strategies they recommend?” “What are some ways in which women and men can work together to prevent gender-based violence?”

## D. IMPLEMENTING CHANGE

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Changes in the Workplace:** demonstrate an understanding of changes in occupations and the workplace with respect to gender issues, and of the reasons for continuing occupational segregation;
- D2. Agents of Change:** describe strategies, initiatives, and accomplishments of individuals and organizations, including both Canadian and international organizations, with respect to gender equity;
- D3. Social Action and Personal Engagement:** design, implement, and evaluate an initiative to address an issue related to gender equity or gender-based violence awareness/prevention.

### SPECIFIC EXPECTATIONS

#### D1. Changes in the Workplace

By the end of this course, students will:

- D1.1** describe, with reference to both Canadian and global contexts, accomplishments of and barriers faced by women and men in areas in which females or males have been traditionally underrepresented (*e.g., politics, law, sports, arts and culture, science, health, education, economics, religion, the military, childcare and homemaking*)

- D1.2** assess the extent of changes that have occurred in the world of work (*e.g., on-site day-care, changes in leadership styles, different ways of doing business, flexible work days, parental leaves*) as a result of women and men entering areas in which they have traditionally been underrepresented

**Teacher prompt:** “The areas of medicine and law have shifted from being overwhelmingly male-dominated to having a slight preponderance of women. To what extent have these fields changed as a result of this demographic shift? To what extent have they remained essentially the same, with workers having to adapt to fit existing work norms and expectations? Has this pattern been replicated in other areas of work?”

- D1.3** assess the contribution of Canadian legislation as well as government and employment policies to gender equity in the workplace (*e.g., pay equity legislation, employment equity legislation, human rights codes, maternity and parental leave policies, equity and antidiscrimination policies*), and explain how these policies were achieved

**Teacher prompts:** “Why do Canadian women continue to earn less than men despite at least two decades of pay equity legislation? Why do women from some visible minorities, including Aboriginal women, earn even less than other women?” “What kinds of access or equity issues in the workplace might be of concern to transsexual individuals? How might legislation or policies address these concerns?” “What role has unionization played in improving wages and benefits for women?” “In what ways have women’s organizing and lobbying resulted in better working conditions and improved health and safety for women workers?” “What are some of the limitations of legislative and policy changes in achieving equity in the workplace?”

- D1.4** explain individual and systemic factors that contribute to the ongoing occupational segregation of men and women in certain jobs or professions (*e.g., the construction industry, computer programming and engineering, nursing, elementary school teaching, politics*) and how this segregation might be reduced

**Teacher prompts:** “Why do you think so few women are employed in the construction industry or engineering?” “Why don’t more men work in nursing or in elementary school teaching?” “Would it be a good idea to have approximately equal numbers of men and women working in all jobs? Why or why not?”



## D2. Agents of Change

By the end of this course, students will:

**D2.1** describe the accomplishments of Canadian individuals and organizations in promoting gender equity and changing gender expectations (e.g., *the Famous Five*, *Kay Macpherson*, *Ursula Franklin*, *Jeannette Corbiere Lavell*, *Judy Rebick*, *Sally Armstrong*, *Voice of Women*, *the Women's Legal Education and Action Fund*, *the White Ribbon Campaign*, *the Native Women's Association of Canada*, *the DisAbled Women's Network*, *the Congress of Black Women*, *the National Action Committee on the Status of Women*, *the Black Daddies Club*, organizations supporting female and male survivors of sexual assault)

**Teacher prompts:** “What is the mission of the Native Women's Association of Canada? How are Aboriginal women's issues represented by other Aboriginal organizations?” “How have partnerships between organizations, such as that between the Black Daddies Club and the White Ribbon Campaign or between various groups in the Grandmothers to Grandmothers Campaign of the Stephen Lewis Foundation, contributed to the achievement of their goals?”

**D2.2** describe a range of organizations outside Canada, including international organizations and initiatives (e.g., *the United Nations*, including *the UN Entity on Gender Equality* and *the Empowerment of Women*; *UNESCO*; *the Grameen Bank*; *the World Health Organization*; *the Revolutionary Association of the Women of Afghanistan*; *the International Indigenous Women's Forum [FIMI]*; *the One Million Women campaign*; *the International Lesbian, Gay, Trans, and Intersex Association*; *the Transgender Law Center*), that contribute to gender equity

**Teacher prompts:** “Why do you think girls' education is emerging as a top priority in international development? Which international groups support educational initiatives for girls in developing countries?” “What types of organizations offer microcredit to women in developing countries? Do you think this is a good approach to helping women and children around the world? Why or why not?”

**D2.3** describe a variety of strategies used by individuals and organizations in support of gender equity (e.g., *Internet organizing*, *educational programs*, *public awareness campaigns*, *petitions*, *lobbying*, *public demonstrations*, *advocacy*)

## D3. Social Action and Personal Engagement

By the end of this course, students will:

**D3.1** identify a specific need related to a gender equity or gender-based violence awareness/prevention issue, and design an initiative to address this need (e.g., *an initiative such as developing a set of workshops on preventing gender-based violence to be presented to peers*; *designing an awareness campaign to combat sexism*; *creating a gender issues news magazine for the school*; *creating songs about changing gender roles to be performed at a local community centre*; *designing a comic book or biography about a positive role model or significant pioneer or agent of change to be shared at a local public school*; *creating and presenting/distributing videos, visual art works, dances, dramatizations, pamphlets, or podcasts to help prevent gender-based violence*; *organizing a petition or a letter-writing campaign to back a political candidate who supports gender equity*)

**Teacher prompt:** “What gender equity issue do you feel needs to be addressed in your school? Who could you consult to assess the impact of the issue in your school?”

**D3.2** identify strategies and skills needed for gaining support for and handling potential resistance to their initiative (e.g., *strategies such as finding allies within their school/community*, *determining who has power and influence and working with those people/groups*; *skills related to advocacy, persuasion, diplomacy, active listening, understanding various perspectives, collaboration and consultation*)

**Teacher prompts:** “Which groups could you approach about your initiative? What types of resources might they be able to provide to support you plan? Are there other groups or institutions not normally associated with gender issues that might provide resources?” “Which groups might oppose your approach? What strategies might you use to avoid conflict with these groups?” “What concerns might arise when individuals work on behalf of groups whose identity is different from their own (e.g., when white women work on behalf of women of colour, when men work on behalf of women)?”

**D3.3** demonstrate an understanding of how to effectively evaluate social action initiatives (e.g., *strategies for evaluating the clarity of the message and the appropriateness of the initiative for the target audience or group being served, for measuring results*)

**Teacher prompts:** “What are your short- and long-term goals? How will you determine whether you have achieved those goals?”  
“What are some tools or approaches used to evaluate the success of social action initiatives? Would any of these be applicable to your initiative? Why or why not?”

**D3.4** implement their initiative using appropriate planning, organizational, evaluation, and communication skills

**D3.5** reflect on the skills and strategies they used before, during, and after designing and implementing their initiative; explain which ones they found most useful in achieving their objectives; and identify what they would do differently in the future to improve their work as committed, responsible activists

**Teacher prompts:** “Which aspects of the implementation of your initiative worked well? Which aspects were not as effective as they might have been?” “What skills would you want to further develop before implementing a new initiative? How might you acquire or hone those skills?”

# Equity, Diversity, and Social Justice, Grade 11

Workplace Preparation

HSE3E

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This course enables students to develop an understanding of historical and contemporary issues relating to equity, diversity, and social justice in a variety of contexts. Students will explore the nature of diversity and power relations in Canada and how social norms shape individual identity. They will learn about social activism and how to address situations that involve discrimination, harassment, and denial of rights. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity, diversity, or social justice issue.

**Prerequisite:** None



# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to equity, diversity, and/or social justice, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to equity, diversity, and/or social justice (*e.g., stereotypes in textbooks, newspapers, and magazines; gender discrimination in sports*) to identify topics for research and inquiry
- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics
- A1.3** formulate effective questions to guide their research and inquiry  
*Teacher prompt: "If you were researching depictions of race in video games, how might you choose a sample of games to study?"*

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method; identify sources of information*), ensuring that their plans follow guidelines for ethical research
- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews; personal observation; surveys and questionnaires; original documents*

*in print or other media such as film, photographs, songs, advertisements*) and secondary sources (*e.g., textbooks, magazines*)

*Teacher prompt: "Why is it important to base your research on a variety of sources?"*

- A2.3** based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

### A3. Processing Information

Throughout this course, students will:

- A3.1** assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, voice*)  
*Teacher prompts: "How can you determine whether all of the information you have gathered is relevant to your research topic?" "If two sources contradict each other, how might you determine which is more reliable?" "What biases might there be in your sources?"*
- A3.2** record and organize information and key ideas using a variety of formats (*e.g., notes, graphic organizers, summaries, audio/digital records*)
- A3.3** analyse and interpret research information (*e.g., compare results of surveys and interviews; determine whether common themes arise in different media products*)

**A3.4** demonstrate academic honesty by documenting the sources of all information generated through research

**A3.5** synthesize findings and formulate conclusions (*e.g., weigh and connect information to determine the answer to their research question*)

#### A4. Communicating and Reflecting

Throughout this course, students will:

**A4.1** use an appropriate format (*e.g., oral presentation, graph, brochure, flyer, poster, report, multimedia presentation, web page*) to communicate the results of their research and inquiry effectively for a specific purpose and audience

**A4.2** correctly use terms relating to equity, diversity, and social justice (*e.g., social construction of identity, power, oppression, social movement, antidiscrimination*)

**A4.3** clearly communicate the results of their inquiries (*e.g., write clearly, organize ideas logically, use language conventions properly*), and follow APA conventions for acknowledging sources (*e.g., generate a reference list in APA style*)

**A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

**Teacher prompt:** “What steps might you take to enhance your research and inquiry skills?”

## B. FOUNDATIONS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. The Social Construction of Identity:** demonstrate an understanding of how identity is socially constructed and internalized, and of the impact of social norms and stereotypes;
- B2. Power Relations:** demonstrate an understanding of the dynamics of power relations in various social contexts;
- B3. Social Awareness and Individual Action:** demonstrate an understanding of the impact individual action can have on equity, social justice, and environmental issues, and of how the media can create awareness of these issues.

### SPECIFIC EXPECTATIONS

#### B1. The Social Construction of Identity

By the end of this course, students will:

- B1.1** explain how various aspects of identity (*e.g., gender identity, sexual orientation, trans identities, race, culture, ethnicity, ability, language, class, faith, age, body image*) may be socially constructed and internalized (*e.g., through the media, parental expectations, religion, popular culture*)

**Teacher prompts:** “What influences have been the most important in your life? How do you think they have affected ‘who you are’?” “How do young boys and girls in Canadian society learn what it means to be masculine or feminine? How and why might this process differ depending on their racial, ethnocultural, or class background?” “How are dominant gender roles conveyed to young children through advertisements? Through toys, board games, and video games?” “In what ways might identity formation be different for an Aboriginal person and a person of European background living in Canada?” “In what ways has religion helped shape your identity?”

- B1.2** demonstrate an understanding of how a variety of factors (*e.g., race, socio-economic status, sexual orientation, ability*) intersect in individuals to create diverse experiences of identity and social roles

**Teacher prompts:** “In what ways might expectations relating to employment possibilities differ for males and females from different racial or

socio-economic backgrounds? How might these differing expectations affect one’s sense of identity and how one acts?” “How might religion influence the adoption of gender roles or norms and related behaviour?”

- B1.3** explain positive and negative ways in which social norms can affect individuals (*e.g., positive effects: social acceptance and self-acceptance, popularity, positive self-esteem, sense of security for those who follow norms; negative effects: ostracism for those who challenge norms, internal conflicts between one’s sense of self and societal expectations*)

**Teacher prompts:** “What might your peers say about you if you do not conform to what they think is normal or ‘cool’? How would this reaction make you feel?” “How might different groups or individuals in the school and community react if a female student took her girlfriend to the prom?”

- B1.4** explain how biases and stereotypes, including those related to race, class, gender, and sexual orientation, are transmitted through the media and popular culture (*e.g., with reference to gender roles depicted in music videos; the depiction of LGBT [lesbian, gay, bisexual, transgender] characters in films and television shows; stereotypical representations of Aboriginal people in films; how race, class, and gender figure in media depictions of criminal behaviour and victims of crime*), and describe their possible impact on individuals (*e.g., the impact on well-being, self-image, their own attitudes and behaviour and those of others*)

**Teacher prompts:** “How are race and class depicted in video games? What do these depictions imply?” “How do television programs represent working-class people?” “What are some of the stereotypes related to depictions/reports of violence in the media and popular culture? What effect do you think these stereotypes have on both perpetrators and victims?” “How does the use of sexual imagery in the promotion of fashion and beauty products marketed to increasingly young girls affect their self-image?” “What impact might the stereotypical representation of certain groups (e.g., people with disabilities, Aboriginal people, working-class people, people in racialized communities) in the media have on members of these groups? What impact might positive representations have on members of these groups and on the wider society?” “How are people in positions of power and privilege depicted in popular films?”

## B2. Power Relations

By the end of this course, students will:

**B2.1** explain how power and privilege operate in various Canadian social, economic, and political contexts (e.g., in the arts, education, publishing, community organizations, professional sports, financial institutions, the labour market, the media, government)

**Teacher prompts:** “What are the similarities and differences in the make-up of your local town/city council, the Ontario provincial government, and Canada’s federal government?” “How diverse are the backgrounds and characteristics of individuals who sit on the boards of or hold executive positions in organizations in your community?” “How might a person’s English-language skills and/or accent affect his or her chances of being hired for a job for which he or she is fully qualified?” “What roles do race, gender, sexual orientation, ability, and class play with respect to power and privilege?” “What are the responsibilities of those in positions of power or privilege towards those who are less powerful or privileged?” “Who decides what issues are featured in the media and how they are addressed?” “How many texts written by Aboriginal authors are available in your school library or media centre? What do you think these numbers reflect?”

**B2.2** explain how and why a person’s power and privilege can vary in different contexts (e.g., at home, in a peer group, at school, in the community)

**Teacher prompt:** “Do you feel you are in a position of power at home? At school? On a sports team? In a community group? Why do you feel more powerful in some situations and less so in others?”

**B2.3** demonstrate an understanding of the difference between individual and systemic forms of discrimination and oppression (e.g., antisemitic remarks, racial profiling, gay bashing, racist slurs, homophobic comments, lack of captioning of television programs or videos, employment barriers, restrictions on gay men being blood or organ donors, the reserve system for First Nations peoples in Canada, failure to make buildings accessible for elderly people and people with disabilities)

**Teacher prompts:** “What is the difference between prejudice and discrimination?” “Why do some Aboriginal adolescents have to leave their communities to go to high school? Do you think this constitutes an individual form of discrimination? Why or why not?” “What are the similarities and differences between a racial slur and racial profiling?”

**B2.4** describe the effects of discrimination and oppression on individuals and groups (e.g., feelings of marginalization, powerlessness, anger, hopelessness; motivation to seek societal change or engage in advocacy, action)

**Teacher prompts:** “What are some of the ways in which people react when they experience discrimination?” “What conditions led to the People with Disabilities Act in Ontario?” “How were individuals from Aboriginal communities affected by the residential school experience?” “What impact might expensive school field trips have on less affluent students and their parents?” “How might individuals be affected by never seeing people similar to themselves portrayed in the media? How might this absence affect individuals in the dominant culture?”

## B3. Social Awareness and Individual Action

By the end of this course, students will:

**B3.1** describe ways in which one’s personal choices or behaviour (e.g., socially conscious consumption, support for fair/ethical trade, involvement in co-construction of public policy, personal language use, expanding one’s political awareness) can help empower individuals and reduce the impact of inequity or social injustice in local, national, and international contexts

**Teacher prompt:** “Why is it important to use inclusive language when working with groups that have a diverse membership? Why is it also important to use inclusive language with groups that seem to be homogeneous?”

**B3.2** demonstrate an understanding of the effects of individual actions that are grounded in environmental awareness (*e.g., taking public transportation helps reduce air pollution, shopping at thrift stores helps reduce the depletion of resources used to create products, recycling lessens the amount of garbage going into landfill sites*)

**Teacher prompts:** “What are some ways in which you can act in an environmentally responsible manner on a day-to-day basis? What impact can these actions have?” “What is your responsibility to people in other countries and to future generations with respect to the environment?”

**B3.3** explain how the media and popular culture can help create awareness of equity, social justice, and environmental issues (*e.g., through Internet campaigns, social marketing, documentaries and other films; by publicizing positive role models*)

**Teacher prompt:** “Who are some musicians who use their music to convey messages about social justice or the environment? What impact do you think they have had?”

**B3.4** identify career and volunteer opportunities that could help support equity and social justice objectives (*e.g., working as a trade union representative or in social services, participating in political campaigns, lobbying in support of an equity issue, serving on a community social justice committee*)

## C. EQUITY, SOCIAL JUSTICE, AND CHANGE

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Ethnocultural Diversity in Canada:** describe challenges faced by various racial, cultural, and national communities in Canada and the contributions these communities have made to this country;
- C2. Equity and Social Justice in Canada:** demonstrate an understanding of a range of historical and contemporary Canadian equity and social justice issues;
- C3. Social Activism:** demonstrate an understanding of how social activism can be used to support equity and social justice objectives.

### SPECIFIC EXPECTATIONS

#### C1. Ethnocultural Diversity in Canada

By the end of this course, students will:

- C1.1** describe the ongoing challenges and struggles facing various racial, cultural, or national minority groups in Canada, including Aboriginal people and newcomers (*e.g., the need to learn a new language, different social role expectations, lack of recognition for international qualifications, religious stereotypes, ghettoization, family reunification, the time taken to settle refugee claims, prejudice and discrimination, racism, racial profiling, poverty*)

**Teacher prompts:** “Why are some people who worked as engineers, lawyers, or doctors in other countries driving taxis or cleaning houses or offices in Canada?” “How might being separated from your family for an extended period of time affect your life?” “How do multicultural and antiracist policies affect ethnocultural communities in Canada?” “What unique challenges face immigrant communities in Canada?” “What challenges face First Nation people living on reserves? How do these compare to the challenges facing First Nation people living off reserve?”

- C1.2** describe the complexities of the relationship between an individual’s cultural heritage and Canadian values, beliefs, and practices (*e.g., with reference to: dual identities; possible conflict between values in the family and the broader society; differences in expectations regarding citizen rights*

*and participation; conflict between collective and individualistic values; mainstream Canadian attitudes towards and stereotypes about the newcomer’s country of origin or Aboriginal cultures; ties to the home country, including economic ties such as remittances*)

**Teacher prompts:** “What, if any, tensions do you experience between the traditions in your home and the behaviour/attitudes that help you fit in at school?” “What stereotypes exist in Canada about other countries?” “What are the main ethnocultural groups in your local community? What effect do current events in their country or countries of origin have on the community?” “Why are individuals from certain racial, cultural, or national groups frequently asked when they came to Canada? Have you ever been asked that question? How did that make you feel?” “What impact have British cultural traditions had on Canadian values, beliefs, and practices? How might Canadian values, beliefs, and practices be different if Aboriginal ways of knowing and being had been valued more widely in the country’s history?”

- C1.3** describe various racial, cultural, and national communities’ contributions to and influence on Canadian life and society (*e.g., with reference to the arts, sports, business, science, government, non-governmental organizations [NGOs]*)

**Teacher prompts:** “In what ways do festivals and celebrations such as Caribana, St-Jean-Baptiste Day, and Chinese New Year enrich



Canadian life?" "What impact has Celtic, Latin, and Caribbean music had on the Canadian music scene?" "In what ways have NGOs associated with First Nations contributed to Canadian society?" "What contribution do small businesses owned by ethnocultural minorities make to the economy of Ontario's cities?"

## C2. Equity and Social Justice in Canada

By the end of this course, students will:

**C2.1** describe a variety of historical and contemporary examples of inequity and social injustice in Canada (e.g., *historical immigration policy, including the Chinese Exclusion Act and head tax on Chinese residents; the response to Jewish refugees fleeing Nazism; the internment of Japanese Canadians, German Canadians, and Doukhobors; living conditions in urban slums and First Nation communities; working conditions in early factories and sweatshops; the destruction of Africville; the struggle for unions and for health and safety standards for workers; discrimination against francophones; environmental degradation related to resource exploitation*)

**Teacher prompts:** "Historically, which groups have been encouraged to immigrate to Canada? Which groups have been discouraged or barred? Why?" "What was life like in Africville prior to its destruction? What happened to its residents?"

**C2.2** demonstrate an understanding of Canada's historical and current relationship with First Nation, Métis, and Inuit peoples, and of the ways in which Aboriginal people have worked to achieve recognition of Aboriginal and treaty rights (e.g., *by forming Aboriginal organizations, through the courts, by lobbying governments, through appeals to the United Nations and the international community, through demonstrations and blockades*)

**Teacher prompts:** "What issues and actions led to the Canadian government's apology for the residential school system?" "Why isn't it common for Aboriginal children to be educated in their own language?" "Where and why have First Nations used blockades?"

**C2.3** describe the progress Canada has made in the areas of human rights, equity, and social justice (e.g., *the Canada/Quebec Pension Plan and Old Age Security, the Canadian Charter of Rights and Freedoms, the Ontarians with Disabilities Act, same-sex marriage laws, anti-hate crimes legislation*)

**C2.4** describe a range of perspectives on specific contemporary equity or social justice issues in Canada (e.g., *equity in the workplace, safe schools, accessibility for elderly people and for people with disabilities, treatment of domestic workers and itinerant labourers*)

**Teacher prompts:** "What might be the responses of governments, employers, and families with and without children to the issue of universal childcare?" "Whose perspectives on social justice issues are generally found in the mainstream media? Where might you look to find a greater range of perspectives on these issues?"

## C3. Social Activism

By the end of this course, students will:

**C3.1** describe the impact of historically important social movements (e.g., *movements in support of civil rights, women's rights, Aboriginal rights, gay rights; the Black Power movement; peace, environmental, and anti-globalization movements*)

**C3.2** describe forms of social activism, including those unique to contemporary society (e.g., *netivism, hacktivism, culture jamming; participation in student social justice clubs; use of the arts such as music, theatre, and visual arts to publicize or comment on social justice issues; use of the media to report on social injustice; protests such as hunger strikes, demonstrations, civil disobedience, passive resistance*)

**Teacher prompts:** "What forms of activism have you noticed in and around your community?" "How could you use your talents and/or interests to raise awareness around an issue you feel strongly about?" "What do you think are the lasting effects of campaigns that take place through social networking sites? Do you think people 'click and care'? Why or why not?"

**C3.3** describe how various social groups have created effective coalitions to achieve significant equity and social justice objectives (e.g., *the Ontario Coalition for Social Justice, the World Social Forum, the Equal Pay Coalition, the Coalition for Cultural Diversity*)

**Teacher prompt:** "What are some examples of successful coalitions? How did working together advance the cause of the respective groups or create positive change?"

**C3.4** describe contemporary examples of social justice activism by indigenous communities and other groups from around the world (e.g., by indigenous groups in Bolivia, Niger, the Circumpolar North; through specific Internet campaigns; through Theatre of the Oppressed productions; by organizations such as Inclusion International, Free the Children, War Child Canada, Right to Play; by anti-globalization activists; by groups advocating a peaceful resolution between Israelis and Palestinians)

**Teacher prompt:** “In the case study you are considering, what goals were the activists trying to achieve? What strategies did they use? How successful were they in achieving their goals?”



## D. PROMOTING EQUITY AND SOCIAL JUSTICE

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Respecting Diversity:** demonstrate an understanding of how to interact successfully in settings characterized by diversity, including school, workplace, and community settings, and ways to promote respect for diversity in these settings;
- D2. Human Rights, Equity, and Antidiscrimination:** demonstrate an understanding of their rights and responsibilities relating to equity and human rights, and of how to appropriately address situations involving discrimination, harassment, and the denial of rights;
- D3. Social Action and Personal Engagement:** design, implement, and evaluate an initiative to address an equity or social justice issue.

### SPECIFIC EXPECTATIONS

#### D1. Respecting Diversity

By the end of this course, students will:

- D1.1** identify the specific skills, including those outlined in the Ontario Skills Passport, required to work and live successfully in diverse school, workplace, or community settings (*e.g., skills related to conflict resolution, consensus building, problem solving, democratic decision-making; skills required to interact positively with peers, co-workers, clients/customers*)

- D1.2** explain how to apply specific skills and strategies necessary to interact effectively in diverse school, workplace, and community settings (*e.g., skills/strategies for engaging in inter-cultural communication, constructive dialogue, consensus building, interventions, advocacy; respectful behaviour; the use of inclusive language and avoidance of offensive language/expressions*)

**Teacher prompt:** “How might you and your peers support a peer with a physical or intellectual disability to enable you all to work successfully together?”

- D1.3** describe various policies and initiatives in the school, workplace, and community that

are designed to promote respect for diversity (*e.g., student equity groups; school/workplace antidiscrimination policies; multiculturalism policies*)

**Teacher prompts:** “How can cultural festivals or Pride Week or National Aboriginal Day events enhance respect for diversity in the community? To what extent can such festivals help to change people’s attitudes? What are their limitations?” “Why is it important to include antiracist components in school programs celebrating ethnocultural diversity?”

#### D2. Human Rights, Equity, and Antidiscrimination

By the end of this course, students will:

- D2.1** describe the protections outlined in the Ontario Human Rights Code and other human rights legislation and policies (*e.g., equity and antidiscrimination legislation; antiharassment, union, worker safety, safe school policies*) as they apply to school, workplace, and community settings

**Teacher prompt:** “What policies are in place to protect individuals who are harassed at school or in a volunteer or cooperative placement?”

**D2.2** demonstrate an understanding of how to apply strategies to effectively and safely address personal experiences of bias, stereotypes, prejudice, discrimination, and/or oppression (e.g., anti-bullying strategies, self-assertion and self-advocacy techniques, intervention strategies, conflict-resolution strategies)

**Teacher prompt:** “How can you determine whether you can safely respond to a bully or harasser on your own? How can you determine when and from whom to seek help?”

**D2.3** demonstrate an understanding of how to respond safely and effectively when witnessing a situation or behaviour that reflects prejudice, discrimination, oppression, harassment, or bullying

**Teacher prompts:** “What can you do if you hear racist or homophobic comments in the hallway?” “How can you safely intervene if a friend is being harassed or bullied?”

### D3. Social Action and Personal Engagement

By the end of this course, students will:

**D3.1** identify a specific need related to an equity or social justice issue, and design an initiative to address this need (e.g., an initiative such as designing a classroom or school workshop or campaign to promote diversity; creating posters, pamphlets, or a website on an equity theme; organizing a petition or a letter-writing campaign on a social justice issue)

**Teacher prompt:** “What are some equity issues that have affected you personally or that you have personally witnessed in your school? What steps can be taken to address such issues?”

**D3.2** identify strategies and skills needed for gaining support for and handling potential resistance to their initiative (e.g., strategies such as resolving differences of opinion, seeking common ground with those who approach the issue differently; skills related to active listening, understanding various perspectives, collaboration and consultation)

**Teacher prompts:** “What steps might you take to work effectively with others who may have different opinions from yours?” “How can you ensure that you have support for your initiative from people in power, such as your school principal?”

**D3.3** demonstrate an understanding of how to effectively evaluate social action initiatives (e.g., strategies for evaluating the clarity of the message and the appropriateness of the initiative for the target audience or group being served, for measuring results)

**Teacher prompt:** “How will you know whether your project was successful? What criteria will you use to measure its success?”

**D3.4** implement their initiative using appropriate planning, organizational, evaluation, and communication skills

**D3.5** reflect on the skills and strategies they used before, during, and after designing and implementing their initiative; explain which ones they found most useful in achieving their objectives; and identify what they would do differently in the future to improve their work as committed, responsible activists

**Teacher prompt:** “When implementing your initiative, what skills did you develop that you could use for other social action initiatives? What challenges did you face? How might you overcome these when working on future projects?”

# Equity and Social Justice: From Theory to Practice, Grade 12

University/College Preparation

HSE4M

This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue.

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

# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to equity and social justice, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topic, using appropriate social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to equity and social justice (*e.g., media representations of women in politics, effects of social networking on activism*) to identify topics for research and inquiry
- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics
- A1.3** formulate effective questions to guide their research and inquiry

**Teacher prompt:** “If you were studying media representations of Aboriginal youth, why would it be important to determine the origin or creator of the media products you are examining? How would you ensure that you have a diverse selection of sources? How might you determine whether the representation of Aboriginal youth varies in different types of media or in media from different regions or countries?”

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method; identify sources of information; develop research tools such as surveys, questionnaires, or interviews*), ensuring that their plans follow guidelines for ethical research
- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews; observations; surveys and questionnaires; original documents in print and other media such as film, photographs, songs, advertisements*) and secondary sources (*e.g., book reviews, magazine articles, textbooks, critical analysis in journals*)  
**Teacher prompts:** “What is the difference between a primary and a secondary source? How can you determine whether a source is primary or secondary?” “Why is it important to base your research on a variety of sources?”
- A2.3** based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

### A3. Processing Information

Throughout this course, students will:

**A3.1** assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, voice*)

**Teacher prompts:** “What strategies can you use to determine the relevance of the information you have gathered?” “If two sources contradict each other, how might you determine which is more reliable?” “What values are embedded in these sources? Whose voices are represented and whose are absent?” “Whose interests are advanced if you accept the main message of this source?”

**A3.2** record and organize information and key ideas using a variety of formats (*e.g., notes, graphic organizers, summaries, audio/digital records*)

**A3.3** analyse and interpret research information (*e.g., compare results of surveys and interviews; determine whether common themes arise in different sources*)

**A3.4** demonstrate academic honesty by documenting the sources of all information generated through research

**A3.5** synthesize findings and formulate conclusions (*e.g., weigh and connect information to determine the answer to their research question*)

### A4. Communicating and Reflecting

Throughout this course, students will:

**A4.1** use an appropriate format (*e.g., oral presentation, written research report, poster, multimedia presentation, web page*) to communicate the results of their research and inquiry effectively for a specific purpose and audience

**A4.2** use terms relating to equity and social justice correctly (*e.g., equity, equality, marginalization, human rights, diversity, ethics*)

**A4.3** clearly communicate the results of their inquiries (*e.g., write clearly, organize ideas logically, use language conventions properly*), and follow APA conventions for acknowledging sources (*e.g., generate a reference list in APA style, use in-text author-date citations*)

**A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

**Teacher prompts:** “In what ways did the primary and secondary sources you used confirm what you already knew and understood about the topic? In what ways did they contradict what you thought was true?” “How might the sources you consulted have affected the conclusions that you reached?”

## B. UNDERSTANDING SOCIAL CONSTRUCTION

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Approaches and Perspectives:** demonstrate an understanding of a range of perspectives on and approaches to equity and social justice issues, and of factors that affect inequity and social injustice;
- B2. Power Relations:** analyse, in historical and contemporary contexts, the dynamics of power relations and privilege as well as various factors that contribute to power or marginalization;
- B3. Media and Popular Culture:** assess the impact of media and popular culture on equity and social justice issues.

### SPECIFIC EXPECTATIONS

#### B1. Approaches and Perspectives

By the end of this course, students will:

- B1.1** demonstrate an understanding of theoretical and research approaches associated with the study of equity and social justice issues (e.g., postmodernism, anti-oppression theory, feminist analysis, critical race theory, critical disability theory, postcolonial theory, indigenous knowledge approach)

**Teacher prompts:** “What are some of the key issues relating to people with disabilities that are being identified within the field of disability studies?” “What contribution has Peggy McIntosh made to anti-oppression theory?”

- B1.2** demonstrate an understanding of basic concepts related to the social construction of identity (e.g., the construction of race, gender, ability, sexual orientation, class) that have been developed by a range of theorists (e.g., Judith Butler, George Dei, Jacques Derrida, Michel Foucault, bell hooks, Karl Marx), and of how to apply the concepts when analysing equity issues

**Teacher prompts:** “What does Judith Butler mean by the term *gender performance*? What implications does this concept have with regard to the way we view ourselves and interact with others?” “How does the concept of the policing of identity, as used by Michel Foucault, relate to social constructions of identity?” “How might Jacques Derrida’s concept of the naturalization of difference influence the way we categorize identities?”

- B1.3** explain how individual and systemic factors (e.g., fear, greed, isolation, pressure to conform, poverty, individual and systemic discrimination) can cause or perpetuate inequity and social injustice

**Teacher prompts:** “Have you ever been in a situation where peer pressure led you to respond negatively to an individual who was different from the members of your group (e.g., a person from a different ethnocultural group or with a different sexual orientation)? Did your response reflect your actual feelings/beliefs? If not, what did your response reveal about the role that pressure to conform plays in perpetuating inequity?” “How does the privilege of certain groups (e.g., groups based on sex, gender, socio-economic status, or ethnicity), including feelings of entitlement among people from those groups, affect other people’s use of and access to resources?” “What is the effect on individuals of bias in standardized tests?”

- B1.4** analyse ways in which social and cultural belief systems can affect perspectives on and decisions relating to equity and social justice issues (e.g., one’s position on land development/resource exploitation versus the preservation of sites sacred to Aboriginal people; Sharia and Halakhah law versus a single system of family law in Canada; individual versus social responsibility)

**Teacher prompts:** “In what ways does your own belief system influence your position on social justice issues?” “What are some potential tensions between religious principles and



social ethics?" "What kinds of tensions can exist between traditional and non-traditional social or cultural belief systems?" "Do you think Canada is a religious or a secular society? Give reasons to support your answer."

- B1.5** analyse how legislation, the courts, and public policy approach equity and social justice issues (e.g., federal and provincial human rights legislation, United Nations conventions, Ontario's Environmental Bill of Rights, high court decisions on equity issues, workplace policies on discrimination and harassment), and how they can affect people's perceptions of these issues

**Teacher prompts:** "Why did feminist groups lobby to have sex equality provisions included in the Canadian Charter of Rights and Freedoms? What difference do you think it would have made to Canadian law and society if they had not been successful?" "What arguments can be made for and against the idea that access to adequate food, housing, and health care, as well as clean air and water, is a basic human right?" "How effective do you think antidiscrimination policies are in changing individual attitudes and behaviour?"

## B2. Power Relations

By the end of this course, students will:

- B2.1** analyse the dynamics of power relations and privilege in various social settings, both historical and contemporary (e.g., the status of women in various historical periods and/or societies; power relations in slave societies; the connections between economic and political power; heterosexual privilege; power relations between dominant and minority language groups)

**Teacher prompts:** "In what ways have power relations shifted in Canada over the past century? In what ways have they remained the same?" "Which groups have power at school? In your community? Which groups experience discrimination or exclusion in the community?" "What are some examples of inherent or unchallenged privilege in Canada? Are they unique to Canadian society?" "What responsibilities do people in positions of power have towards those with less power?"

- B2.2** analyse the effects of bias, stereotypes, prejudice, discrimination, and oppression on individuals and groups (e.g., feelings of marginalization, powerlessness, anger, hopelessness, apathy, lack of self-worth, defiance; ghettoization; formation of support groups; motivation to seek societal change or engage in advocacy, action)

**Teacher prompt:** "Which groups in Canada face more than one form of discrimination? What impact does such discrimination have?"

- B2.3** analyse factors that affect political participation, including standing for elected office, at the local, provincial, and/or federal level in Canada (e.g., political traditions in one's country of origin; language barriers; feelings of alienation, apathy, or powerlessness; obstacles to elected office facing women, working-class people, ethnic minorities, people with disabilities)

**Teacher prompts:** "How does the proportion of women and various racial and ethnocultural groups on your city/town council or in the Ontario provincial legislature compare to their proportion in the general population?" "What could be done to encourage greater diversity among political candidates?" "What could be done to encourage more people to vote in municipal, provincial, and federal elections?" "How might electoral reform encourage diversity in elected officials?"

- B2.4** demonstrate an understanding of how the use of language can empower or marginalize individuals and groups (e.g., the impact of forcing colonized people to be educated in or to use the language of the colonizer; the implications of androcentric language; the benefits of groups "reclaiming" pejorative language)

**Teacher prompts:** "What are some instances in which the connotation of words used to describe particular social groups has changed from negative to positive? Why has this happened? What is the effect on individuals and society?" "Why is it important to use inclusive language, even in groups that are not visibly diverse?"

## B3. Media and Popular Culture

By the end of this course, students will:

- B3.1** analyse stereotypes found in the media and popular culture, and assess their impact (e.g., with reference to: personal aspirations, expectations, and assumptions; empathy; violent or oppressive behaviour; harassment and bullying; sense of belonging or alienation)

**Teacher prompts:** "How do stereotypes of Arabs and Muslims (or any other group) in the media affect both the minority group represented and the majority viewing the images?" "Do you think it is better to be represented in the media in stereotypical ways rather than not at all? Give reasons for your answer." "How might the images of Black men in the media affect people's perceptions of Black men in the

‘real world’?” “What are the effects of common cultural depictions of poor and working-class white people as ignorant, misfits, or comic figures?” “How does hip hop culture portray men, women, and sexuality, including homosexuality and homoeroticism? What impact might such portrayals have?”

**B3.2** analyse the viewpoints in news reports (*e.g., in print media, on television, on the Internet*) on equity and social justice issues

**Teacher prompts:** “How are labour issues portrayed in news reports? What does this reporting tell us about what the media consider important?” “What impact do you think the increasing consolidation of media ownership

has had on the reporting of social justice issues?” “How does the reporting of social justice issues differ in various news media? In Canadian and American media outlets? In publicly funded and privately funded media outlets? In Canadian and international news services (*e.g., Al Jazeera English*)?” “Do you think blogs can provide valuable perspectives on social justice issues? Why or why not?”

**B3.3** demonstrate an understanding of various ways in which media and popular culture can be used to raise awareness of equity and social justice issues (*e.g., how popular music, feature films, documentaries, photographs, and the Internet can raise social awareness*)



## C. ADDRESSING EQUITY AND SOCIAL JUSTICE ISSUES

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Historical and Contemporary Issues:** analyse a range of historical and contemporary equity and social justice issues and the impact of economic and environmental factors on these issues;
- C2. Leadership:** evaluate the contributions of individuals and groups and/or movements identified with specific aspects of the struggle for equity and social justice;
- C3. Policies, Strategies, and Initiatives:** compare policies, strategies, and initiatives used by various groups, including indigenous peoples and women, to address equity and social justice issues in a variety of jurisdictions.

### SPECIFIC EXPECTATIONS

#### C1. Historical and Contemporary Issues

By the end of this course, students will:

- C1.1** analyse the rationale for specific instances of social injustice in Canadian history (e.g., denying women the vote; educational restrictions/quotas facing women and Jews; racial segregation; the internment of Japanese Canadians during World War II; the institutionalization and/or sterilization of people with disabilities; forcing Aboriginal children to attend residential schools; the destruction of Africville), and demonstrate an understanding of how perspectives on the issues related to these historical injustices have changed

**Teacher prompts:** “Why were Chinese workers on the transcontinental railway not allowed to bring their families with them to Canada?” “What effect did Canada’s involvement in wars and international conflicts have on domestic xenophobia?” “What was the background of the ‘Persons Case’?” “When did Aboriginal people in Canada obtain the vote? What was the rationale for the state’s withholding it from them?” “What events led to the legalization of same-sex marriage?” “What types of social justice issues do we view differently today than Canadians did a generation or two earlier? What accounts for the change in attitudes?”

- C1.2** analyse a broad range of current equity and social justice issues in Canada (e.g., racial profiling of Blacks and South Asians; Islamophobia; stereo-

types of East Asians as “model minorities”; the marginalization of Black, Latin American, Hispanic, and Portuguese students in educational systems; temporary and domestic workers’ rights; Aboriginal land claim disputes and settlements; an increasing gap between the wealthy and the poor; the racialization and feminization of poverty) with reference to the underlying social circumstances and potential strategies for addressing the issues

**Teacher prompts:** “Has the social welfare state adequately met the needs of all citizens? Give reasons for your answer.” “What are some of the challenges that people with various disabilities face on a daily basis? How have legislators attempted to address these challenges? Have their solutions been adequate?”

- C1.3** analyse the role of economics and globalization in promoting or impeding equity or social justice (e.g., the impact of World Bank policies, the rise of the middle class in China and India, the creation of maquiladoras in Mexico, the lack of labour and environmental industrial standards in the Canada–U.S. Free Trade Agreement, the establishment of microcredit organizations)

**Teacher prompts:** “How has the rise of China as a global economic power affected human rights in that country?” “What impact have World Bank and/or International Monetary Fund policies had on social justice in African or Latin American countries?” “What effect has the marketing of fair-trade products had on farm economies in developing countries?”

**C1.4** assess the equity and social justice implications of major environmental issues (e.g., the privatization of water; the shipment of electronic waste to developing countries; the unsustainable exploitation of natural resources; issues relating to genetically modified crops and the seed-saving movement; the impact of global warming, and policies to reduce global warming, on developing countries; urban/industrial development of protected land or land whose ownership is disputed)

**Teacher prompts:** “How do discrepancies between countries’ environmental standards benefit some countries or groups of people and harm others?” “What developments need to occur in international law to address global environmental issues?” “What impact has the demand for corn for biofuel had on farmers in developing countries?” “How are farming practices affected when a large corporation owns and controls the use of seeds?”

## C2. Leadership

By the end of this course, students will:

**C2.1** evaluate the achievements of a range of individual Canadians (e.g., activists, actors, artists, economists, environmentalists, humanitarians, journalists, philanthropists, politicians, scientists, social visionaries, writers) in the areas of equity and social justice

**Teacher prompts:** “How effective has David Suzuki been in raising awareness of environmental issues?” “What are the major achievements of Craig and Marc Kielburger?” “What originally inspired the social activism of Ryan Hreljac? What impact has his work had?” “Why have Naomi Klein and Maude Barlow become spokespersons for the anti-globalization movement?” “To what extent has Rick Hansen been able to raise awareness of disability issues?” “What role has Irshad Manji played in raising awareness of issues facing Muslim women?”

**C2.2** explain how the combination of circumstances and personal qualities and skills resulted in specific individuals’ becoming effective agents of change (e.g., Mary Harris “Mother” Jones, Mohandas Gandhi, Rosa Parks, Tommy Douglas, Jean Vanier, Jeannette Corbiere Lavell, Abbie Hoffman, Nelson Mandela, Stephen Lewis, Shirin Ebadi, Vandana Shiva)

**Teacher prompts:** “Why was Viola Desmond’s decision about where to sit in a Nova Scotia movie theatre so significant? What personal qualities did she display in making this decision and pursuing the legal challenges that followed?”

“What events led to the establishment of Medicare in Saskatchewan? What role did Tommy Douglas play in this process? What skills and qualities allowed him to be so effective?” “What skills and personal qualities are reflected in the accomplishments of Wangari Maathai?”

**C2.3** analyse equity and social justice issues that have been confronted by various religious leaders and movements, and assess the contributions that specific religious leaders and movements have made to the advancement of equity and social justice (e.g., Oscar Romero’s championing of the poor and powerless in El Salvador; Mother Teresa’s hospices in India; Desmond Tutu’s resistance to apartheid in South Africa; the Dalai Lama’s challenge to the Chinese control of Tibet; the role of Quakers in the emancipation of slaves; the impact of liberation theology on social inequality in Latin America; the connection between tikkun olam initiatives and human rights)

**Teacher prompts:** “What types of social justice issues did the Social Gospel movement confront in Canada?” “What connections did Dorothy Day make between Catholicism and workers’ rights?” “What impact did Martin Luther King Jr.’s religious background have on his work in the civil rights movement in the United States?” “What role have Buddhist monks played in protesting human rights abuses in Myanmar?”

**C2.4** describe the issues leading to the establishment of a range of secular social justice movements or organizations (e.g., the Canadian labour movement, Greenpeace, the Assembly of First Nations, Egale Canada, Project Ploughshares, the Arpillera movement in Chile, Doctors Without Borders, Inclusion International, Justice for Children and Youth, Adbusters), and assess the impact of these movements on individuals and groups

**Teacher prompt:** “What advocacy groups have been created by and for young people? Why were these groups established? What impact have they had?”

## C3. Policies, Strategies, and Initiatives

By the end of this course, students will:

**C3.1** compare challenges facing various equity-seeking groups (e.g., groups seeking gender equity, racial equity, poverty reduction, or rights for people who are mentally ill or who have physical, intellectual, or sensory disabilities), and describe some of the policies, strategies, and initiatives used by these groups to address their concerns

**Teacher prompts:** “Why is it important that equity-seeking groups frame their objectives within a human rights context? What might happen if they were perceived as seeking charity rather than human rights?” “What strategies have blind activist groups, such as the Alliance for the Equality of Blind Canadians, used to ensure that the issue of support for blind people is seen as a human right? To what extent are these strategies used by other equity-seeking groups?”

- C3.2** describe the ways in which Aboriginal peoples in Canada and other indigenous groups around the world (*e.g., the Innu of Labrador, the Lubicon Cree of Alberta, Guyanese indigenous peoples, the Basque people of Spain and France*) have used laws or international attention to try to effect changes in domestic policy with respect to social justice issues

**Teacher prompts:** “How and why is Amnesty International promoting the cause of the Lubicon Cree?” “What is the significance of the establishment of the Coordinating Body for the

Indigenous Organizations of the Amazon Basin (COICA)? What is this group’s position on the United Nations Declaration on the Rights of Indigenous Peoples? What is the position of Aboriginal groups in Canada with respect to the UN declaration? What is the position of the Canadian government?”

- C3.3** compare the ways in which injustices against women (*e.g., issues related to political leadership, violence against women, the feminization of poverty, women’s health care*) have been addressed in Canada to the ways they have been addressed in other countries, with reference both to public policy and the strategies used by groups, particularly women’s groups, to effect change

**Teacher prompts:** “What role have grass roots organization and leadership played in addressing violence against women in Canada and some developing countries?” “What factors account for Canada’s lagging behind many countries, including Iraq, South Africa, and Norway, in electing women to national legislatures?”

## D. PERSONAL AND SOCIAL ACTION

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Promoting Equity and Social Justice:** demonstrate an understanding of how personal values, knowledge, and actions can contribute to equity and social justice, and assess strategies that people use to address equity and social justice concerns;
- D2. Opportunities for Participation:** describe a variety of careers and volunteer opportunities in fields related to equity and social justice, and demonstrate an understanding of the skills and knowledge they require;
- D3. Social Action and Personal Engagement:** design, implement, and evaluate an initiative to address an equity or social justice issue.

### SPECIFIC EXPECTATIONS

#### D1. Promoting Equity and Social Justice

By the end of this course, students will:

- D1.1** describe how fundamental values, attitudes, and day-to-day behaviour (*e.g., fair-mindedness, empathy, reflection, respecting and embracing diversity, personal language use*) can contribute to equity and social justice

**Teacher prompts:** “When individuals speak up against harassment or homophobia, how are they making a contribution to equity and social justice?” “How can the language we use promote equity and social justice?”

- D1.2** describe how education can help promote equity and social justice (*e.g., by fostering critical thinking, increasing awareness, exposing students to multiple perspectives*)

**Teacher prompt:** “In what ways might a course like this one help promote equity and social justice? How do other courses that you are taking address equity and social justice issues? What other educational opportunities could you pursue to increase your awareness of social justice issues?”

- D1.3** analyse ways in which personal actions (*e.g., voting, establishing student social justice clubs, supporting fair/ethical trade practices through consumer action, participating in the public policy-creation process, working for political candidates,*

*participating in a labour union, engaging in advocacy activities, reducing energy consumption*) can empower individuals and reduce the impact of inequity or social injustice in local, national, and international contexts

**Teacher prompts:** “What are the costs and benefits of purchasing organic and fair-trade products?” “How can you know whether ‘buy-cotting’ has a positive effect on the producers of the product you are purchasing?” “Why is it important for citizens to get involved in election campaigns?”

- D1.4** assess the effectiveness of various strategies that have been used, both historically and in the present day, to address equity and social justice issues (*e.g., Internet campaigns; boycotts; petitions; letters to the editor; lobbying; participation in non-governmental organizations [NGOs], rallies/demonstrations, revolutionary movements*)

**Teacher prompts:** “How was the Internet used to help organize the ‘Battle of Seattle’?” “How were social networking sites used to challenge the legitimacy of the results of the June 2009 elections in Iran?” “Do you think the Internet can continue to be an effective tool to organize social protest? Why or why not?” “How effective were economic boycotts of apartheid South Africa?” “What are some of the tactics used by NGOs to raise awareness of issues related to child labour? What impact have these organizations had?”



## D2. Opportunities for Participation

By the end of this course, students will:

**D2.1** describe a range of careers related to equity and social justice (e.g., *community organizer, public policy analyst, NGO worker, diversity trainer*)

**Teacher prompt:** “What role do human rights lawyers play in the fight for equity and social justice? Where might human rights lawyers work?”

**D2.2** describe the education, training, and skills required for careers related to equity and social justice

**Teacher prompts:** “Which organizations in your community deal with equity and social justice issues? Who could you interview in these organizations to get information on the educational and career paths most appropriate for staff?” “Which provincial or national organizations could you contact to discuss the kinds of skills you would need to optimize your employment opportunities in the social justice field?” “Which postsecondary institutions have programs that specialize in fields relating to equity and social justice? What kinds of careers could a graduate of these programs pursue?”

**D2.3** describe volunteer opportunities that relate to equity and social justice initiatives in schools, in the local community, nationally, and globally, and that reflect their personal skills, knowledge, and interests (e.g., *helping to organize or participating in student equity or anti-bullying groups; doing volunteer work for NGOs, political campaigns, or social service or equity groups in the local community; helping to design a website to raise awareness of a social justice issue; attending workshops, lectures, or rallies on social justice issues*)

## D3. Social Action and Personal Engagement

By the end of this course, students will:

**D3.1** identify a specific need related to an equity or social justice issue, and design an initiative to address this need (e.g., *an initiative such as designing a school workshop or campaign to promote diversity; creating and publicly presenting rap songs, videos, visual art works, dances, dramatizations, or podcasts on the impact and prevention of discrimination; organizing a petition or a letter-writing campaign on a social justice issue*)

**Teacher prompt:** “What social justice issue do you think needs to be addressed in your school? Who could you consult to assess the impact of the issue in your school?”

**D3.2** identify strategies and skills needed for gaining support for and handling potential resistance to their initiative (e.g., *strategies such as finding allies within their school/community, determining who has power and influence, and working with those people/groups; skills relating to advocacy, persuasion, diplomacy, active listening, understanding various perspectives, collaboration and consultation*)

**Teacher prompts:** “What steps can your group take to be as collaborative as possible?” “Where will you look for resources to support your plan?” “Who do you think will help support your plan? Who are some good contact people?”

**D3.3** demonstrate an understanding of how to effectively evaluate social action initiatives (e.g., *strategies for evaluating the clarity of the message and the appropriateness of the initiative for the target audience or group being served, for measuring results*)

**Teacher prompts:** “What are some methods that organizations use to determine whether an initiative has achieved its goals? How might the modes of evaluation differ depending on the goals?” “What are your short- and long-term goals? What tools or approaches are most appropriate for measuring your success in achieving those goals?”

**D3.4** implement their initiative using appropriate planning, organizational, evaluation, and communication skills

**D3.5** reflect on the skills and strategies they used before, during, and after designing and implementing their initiative; explain which ones they found most useful in achieving their objectives; and identify what they would do differently in the future to improve their work as committed, responsible activists

**Teacher prompts:** “Which individuals or social groups were served by your project?” “How do you know your project was effective? What could you have done to make it more effective?” “What skills would you want to further develop before implementing a new initiative? How might you acquire or hone those skills?”

# World Cultures, Grade 12

University/College Preparation

HSC4M

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This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyse issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity.

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

# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to world cultures and/or cultural groups, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to world cultures and/or cultural groups (*e.g., ethnocultural study of a particular culture, the issue of hyphenated identities, educational and employment barriers faced by newcomers to Canada, changing gender roles in specific cultures*) to identify topics for research and inquiry

- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics

- A1.3** formulate effective questions to guide their research and inquiry

**Teacher prompt:** “If you were researching attitudes towards sexual diversity in different cultures, why might it be important to consider how these attitudes have changed over time? How might you do so?”

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method; identify sources of information*), ensuring that their plans follow guidelines for ethical research

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews; observations; surveys and questionnaires; original documents in print or other media such as film, photographs, songs, advertisements*) and secondary sources (*e.g., book reviews, magazine articles, literature reviews in academic journals*)

**Teacher prompts:** “What is the difference between a primary and a secondary source? How can you determine whether a source is primary or secondary?” “Why is it important to base your research on a variety of sources?”

- A2.3** based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

### A3. Processing Information

Throughout this course, students will:

- A3.1** assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, voice*)

**Teacher prompts:** “What strategies can you use to determine the relevance of the information you have gathered?” “If two sources contradict each other, how might you determine which is more reliable?” “What values are embedded in these sources?” “Whose voices are represented

and whose are absent?" "Whose interests are advanced if you believe the main message of this source?"

**A3.2** record and organize information and key ideas using a variety of formats (*e.g., notes, graphic organizers, summaries, audio/digital records*)

**A3.3** analyse and interpret research information (*e.g., compare results of surveys and interviews; determine whether common themes arise in different sources*)

**A3.4** demonstrate academic honesty by documenting the sources of all information generated through research

**A3.5** synthesize findings and formulate conclusions (*e.g., determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research question*)

#### A4. Communicating and Reflecting

Throughout this course, students will:

**A4.1** use an appropriate format (*e.g., oral presentation, written research report, poster, multimedia presentation, web page*) to communicate the results of their research and inquiry effectively for a specific purpose and audience

**A4.2** use terms relating to world cultures and cultural groups correctly (*e.g., power dynamics, endogamy and exogamy, social institutions, assimilation, multiculturalism, cultural imperialism, cultural appropriation, hyphenated identities*)

**A4.3** clearly communicate the results of their inquiries (*e.g., write clearly, organize ideas logically, use language conventions properly*), and follow APA conventions for acknowledging sources (*e.g., generate a reference list in APA style, use in-text author-date citations*)

**A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

**Teacher prompts:** "In what ways did your sources confirm what you already knew and understood about the topic? In what ways did they contradict what you thought was true?" "How might the sources that you consulted have affected the conclusions that you reached?"



## B. THE CONCEPT OF CULTURE

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Understanding Culture:** demonstrate an understanding of the elements and functions of culture and of the nature of cultural influence;
- B2. Cultural Dynamics:** analyse how cultural identities are socially constructed, preserved, transmitted, and transformed;
- B3. Theoretical Analysis of Culture:** demonstrate an understanding of theories and concepts related to the study of culture, and apply these theories to analyse various cultures.

### SPECIFIC EXPECTATIONS

#### B1. Understanding Culture

By the end of this course, students will:

- B1.1** demonstrate an understanding of the elements of culture (*e.g., language, symbols, arts, literature, values, beliefs, traditions, ethnic origin, religion, social hierarchies, kinship relations*) associated with various definitions of the term (*e.g., the UNESCO definition; anthropological, sociological, humanist definitions*)  
**Teacher prompts:** “If you were describing Canadian culture to a friend from another country, what elements would you focus on? In what respects might these elements differ if you were describing Canadian culture to an anthropologist?” “Why is language such a significant element of culture?” “In what ways do religion and culture overlap? In what ways are they distinct from one another?”
- B1.2** analyse various functions of culture (*e.g., contributing to an individual’s sense of self and sense of community; providing a sense of security; establishing and enforcing social norms; providing meaning, purpose, and structure in individuals’ lives*)  
**Teacher prompts:** “What are the positive aspects of the cultural enforcement of social norms? What negative effects might arise from this enforcement?” “What are the benefits of belonging to a cultural group? What are some other sources of the sense of security and belonging that are often provided by a cultural group?”
- B1.3** describe multiple ways in which culture can influence an individual’s perceptions, attitudes, and behaviours (*e.g., with respect to dietary choices/*

*restrictions, customs, habits, moral expectations, the human relationship to nature, social roles such as gender roles or roles associated with age*) and can shape social institutions and practices (*e.g., the education system, employment opportunities, forms of entertainment*)

**Teacher prompts:** “In what ways does culture influence your everyday social interactions? How does your culture regulate your behaviour at school, at home, and in public?” “In what ways does the culture of your school conflict with your home culture? How do you manage those conflicts?” “What impact does a society’s culture have on its educational system?”

#### B2. Cultural Dynamics

By the end of this course, students will:

- B2.1** demonstrate an understanding of how an individual’s cultural identity is socially constructed (*e.g., with reference to family expectations, peer pressure, religious expectations, education and training, media and popular culture*)
- B2.2** analyse how culture is acquired and maintained within a group (*e.g., through oral/written traditions, social and religious organizations and institutions, language, symbols, customs and mores, art, philosophy; through practices such as endogamy*)  
**Teacher prompts:** “What role does oral history play in teaching us about culture?” “What is the importance of language and customs in maintaining cultural identity?” “What steps have Franco-Ontarians and Québécois taken to preserve their cultural identity?” “How

do groups use art to preserve their culture?" "What are the similarities and differences in the ways in which culture is acquired and maintained in an ethnocultural group and in workplace and/or school groups?"

- B2.3** analyse ways in which culture is transmitted between groups (e.g., through dispersion, incorporation, assimilation, diffusion, conquest, exogamy, cultural imperialism) and how processes of transmission can result in changes to cultures, including loss of traditional culture

**Teacher prompts:** "What impact did the Canadian policy of forced assimilation have on First Nation people? In what ways are these experiences similar to or different from those of indigenous groups outside Canada?" "What were the causes of the African and Jewish diasporas? What impact did dispersion have on these cultures?"

- B2.4** compare the rates at which cultural change is taking place within a variety of cultures (e.g., with respect to language, social mores, traditions, religious observance, fashion, intergenerational relationships, marriage, rites of passage; in the roles of women, men, and children), and analyse the factors contributing to this change (e.g., technological change, economic development, globalization, epidemics, migration, civil strife, education, mass media, climate change)

**Teacher prompts:** "In what ways do individuals from the groups you are studying practise their culture differently from previous generations?" "What impact does education have on the roles of women and children in the cultures you are considering?" "How has the mass media affected fashion in various societies?" "What are the current effects of rising sea levels on people living in island and coastal communities? What are the future effects likely to be?"

- B2.5** analyse various types of tensions that can occur between individuals and their collective culture (e.g., intergenerational conflict regarding social roles, values, beliefs, and behaviours such as gender roles, the language used at home, dating and courtship practices, dress; culture clashes between majority and minority cultures; tension between secular and religious perspectives on sexual mores)

**Teacher prompts:** "Do you agree with all the cultural practices and beliefs of your family? If not, what are some of the areas of disagreement? Why do you think these areas are contentious?" "What are the positions of those on opposite sides of the debate about introducing sharia or other religious elements into family law in Ontario?"

### B3. Theoretical Analysis of Culture

By the end of this course, students will:

- B3.1** explain the major ideas related to the study of culture of leading figures in the humanities and social sciences (e.g., Surinder Bhardwaj, Franz Boas, bell hooks, Ruth Hubbard, Samuel Huntington, JeeYeun Lee, Lila Abu Lughod, Marshall McLuhan, Margaret Mead, Ziba Mir-Hosseini, Gayle Rubin, Edward Said, Cornel West, Mayfair Mei-yui Yang)

**Teacher prompts:** "What is the significance of the notion of the 'Other' in Edward Said's theory of Orientalism? How does Said's theory help us study and understand cultures that are different from our own?" "What does Ziba Mir-Hosseini's analysis of gender and Islam suggest about changing gender roles in Islamic societies?"

- B3.2** demonstrate an understanding of theoretical perspectives used to analyse culture (e.g., structural functionalist, conflict theory, feminist theory, symbolic interactionist, and cultural materialist perspectives)

**Teacher prompt:** "According to cultural materialist theories, how does the economy influence the development of culture? In what ways does the cultural materialist view differ from conflict theory perspectives?"

- B3.3** apply a range of theoretical perspectives to analyse selected cultures or cultural practices

**Teacher prompt:** "How might a structural functionalist perspective and a symbolic interactionist perspective differ in their analysis of the cow-jumping rite of passage among the Hamar people of Ethiopia? What are the strengths and weaknesses of both theoretical perspectives in helping you understand and explain this practice?"

## C. CULTURAL EXPRESSIONS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Art, Philosophy, and Religion:** demonstrate an understanding of artistic expressions, philosophies, and religious/spiritual beliefs found within specific cultures, and of how these expressions relate to various aspects of those cultures;
- C2. Cultural Expressions in Context:** analyse specific cultural expressions and a range of factors that can affect them;
- C3. Contributions and Influences:** assess the contributions to and influence on various cultures/societies, including Canada, of a diverse range of ethnocultural groups and individuals from those groups.

### SPECIFIC EXPECTATIONS

#### C1. Art, Philosophy, and Religion

By the end of this course, students will:

- C1.1** describe forms of artistic expression found within a specific culture (e.g., *Koto drumming, Arab architecture, dancing in West Africa, totem poles of West Coast First Nations in Canada, Bollywood films*), and explain how they relate to aspects of that culture (e.g., *spiritual or religious beliefs or rituals; military or political traditions; social roles and structures; values, norms, and attitudes; identities*)

**Teacher prompts:** “How does the clothing used in the ceremony of encoffinement in Japan reflect attitudes and beliefs about death in that society?” “In what ways is the art of Frida Kahlo a reflection of Mexican cultural identity?” “What do African-American slave spirituals tell us about the society in which they were created? In what ways were these songs used?” “What does Ghanaian literature reveal about that society?”

- C1.2** demonstrate an understanding of various secular beliefs or philosophies found within a specific culture (e.g., *individualism, collectivism, patriarchalism, feminism, humanism, rationalism, egalitarianism, elitism, imperialism, Confucianism, Marxism, liberalism, conservatism, modernism, belief in capitalism*) and of how they relate to various aspects of that culture (e.g., *attitudes towards health and wellness, child-rearing practices, social hierarchies, rituals surrounding birth and death, concepts of land ownership and use, trade, education, taboos*)

**Teacher prompts:** “What attitudes and behaviours are associated with consumerism in North America?” “What impact have tribalism and imperialism had on social structures and attitudes in Rwanda?” “What are the similarities and differences between tribalism and nationalism?” “Why is the global literacy rate higher for boys than for girls? What beliefs do such literacy statistics reflect?” “What beliefs are reflected in the social organization of a feudal society? A patriarchal society? A democratic society? What implications do these beliefs have for individuals living in these societies?” “What are the connections between Chinese medicine and Eastern philosophies of life and well-being?”

- C1.3** demonstrate an understanding of various religious or spiritual beliefs (e.g., *Taoism, Buddhism, Hinduism, Judaism, Christianity, Islam, Aboriginal or tribal spiritual beliefs*) found within a specific culture and of how they relate to various aspects of that culture (e.g., *dietary laws; social hierarchies; attitudes towards gender roles and social inequality; ethics and mores; rituals/practices around birth, marriage, sickness, death; educational practices; practices such as meditation, powwows, pilgrimages, shamanism, t'ai chi ch'uan, voodoo*)

**Teacher prompts:** “In what ways does t'ai chi ch'uan reflect Chinese philosophies of the mind, body, and spirit?” “What is the relationship between the concept of reincarnation found in Hinduism and the caste system in India?” “In what ways is liberation theology in Latin America related to the organization of social

class?” “In what ways are Mexican beliefs about the nature of death reflected in *El Dia de los Muertos*?”

- C1.4** analyse the ways in which a culture’s relationship to the environment is reflected in its art, philosophy, and religious/spiritual beliefs (e.g., with reference to depictions of nature in visual arts; creation stories of various cultures, including that of the Garden of Eden; the Aboriginal medicine wheel; philosophical approaches that view nature as separate from humanity)

**Teacher prompts:** “How is the Cree conception of Mother Earth reflected in that nation’s relationship to the environment?” “What does the concept of instrumental reason in Western philosophy suggest about humanity’s relationship to the environment?”

## C2. Cultural Expressions in Context

By the end of this course, students will:

- C2.1** analyse specific cultural expressions (e.g., in the areas of visual arts, music, dance, drama, literature, architecture, fashion, values, philosophy, religion, media) with reference to their function and the time and place with which they are associated

**Teacher prompts:** “What functions did wampum belts serve for Eastern Woodlands First Nations?” “What do Bob Marley’s lyrics to ‘Africa Unite’ reveal about the connections between Africa and Jamaica?” “What do various images of the Last Supper suggest about the sociocultural context in which they were created?”

- C2.2** analyse the impact of various transformative social, economic, or political conditions or events (e.g., the partition of India, demographic and economic changes in Harlem in the early twentieth century, the Cultural Revolution in China, apartheid in South Africa) on forms of cultural expression in the areas of art, philosophy, and religion/spirituality

**Teacher prompts:** “How did the particular social and economic conditions of the African-American community in Harlem in the 1920s and 1930s contribute to the music and poetry created within this community?” “What impact has the Holocaust had on Jewish cultural expression?” “Why were the Bamiyan Buddhas in Afghanistan created? Why were they destroyed?” “Why were the late 1800s and early 1900s referred to as ‘The Silent Years’ in Haida art?”

- C2.3** compare similar forms of cultural expression in different cultures and/or historical periods (e.g., cartooning and animé or manga in the United

States and Japan; Aboriginal art in Australia and Canada; Catholicism in Latin America and Spain; rap in Cuba, Senegal, and the United States)

**Teacher prompt:** “In what ways are the values reflected in Senegalese rap different from those in American rap? How do you think American rap listeners would respond to the messages in Senegalese rap music? Why?”

## C3. Contributions and Influences

By the end of this course, students will:

- C3.1** analyse the integration of different aspects of culture in the cultural expressions of specific societies (e.g., how religion can affect practices related to food, clothing, education, music; how philosophy can affect visual art, architecture, songs; how folk traditions can be integrated with more modern elements in dance, music, crafts; how the arts can be used to enhance religious practices)

**Teacher prompt:** “What influence has the Ayurvedic tradition had on Indian cuisine?”

- C3.2** assess the influence of the art, philosophy, and religious/spiritual beliefs or practices of one culture (e.g., Grebo or Haida masks, yoga and meditation, t’ai chi ch’uan, salsa, hip hop, reggae, capoeira, Maori haka, Bollywood films) on forms of cultural expression produced by individuals or groups from other cultures

**Teacher prompts:** “What was the impact of Chinese Buddhism on Korea, Vietnam, and China? How were practices associated with Chinese Buddhism adapted in these different social/cultural contexts?” “What is the difference between cultural appropriation and cultural influence in an artist’s work? Why is the distinction important?” “Do you think Picasso practised cultural appropriation of African art forms? Give reasons for your answer.”

- C3.3** assess ethnocultural minority groups’ contributions to and influence on culture in Canada (e.g., heritage centres; cultural museums; ethnic neighbourhoods in large cities; meditation centres; fusion cuisine; ethnocultural film festivals; multi-cultural festivals; a variety of churches, temples, and mosques; influences on fashion, literature, music, visual art)

**Teacher prompts:** “In what ways has cuisine from various ethnocultural groups changed the nature of the Canadian culinary landscape?” “What have been the effects of interfaith dialogue on Canadian culture?” “In what ways has ethnocultural diversity contributed to Canadian national identity?” “How has



respect for ethnocultural diversity in Canada contributed to respect for other kinds of diversity (e.g., sexual diversity, respect for the rights of people with disabilities)?”

**C3.4** demonstrate an understanding of the ways in which Canadian individuals from various ethnocultural minority groups have contributed to and influenced Canadian culture and society (e.g., Rosalie Abella, Zanana Akande, Lincoln Alexander, Adam Beach, David Bouchard, Rosemary Brown, Herb Carnegie, Thérèse Casgrain, Wayson Choy, Viola Desmond, Graham Greene, Elijah Harper, Nazem Kadri, Joy Kogawa, Susur Lee, Stephen Lewis, Sandra Lovelace, Antonine Maillet, Tak W. Mak, Deepa Mehta, Rohinton Mistry, Raymond Moriyama, Robbie Robertson, Haroon Siddiqui, Alfred Sung, David Suzuki)

**Teacher prompts:** “In what ways have ‘firsts’ (i.e., the first people from ethnocultural minorities to attain positions of influence) changed the face of Canadian society?” “What impact has David Suzuki had on environmental awareness in Canada?” “What contributions has Rosalie Abella made to human rights in

Canada? Why is this contribution important for all Canadians?”

**C3.5** assess the broad significance of historic cultural developments associated with a diverse range of ethnocultural groups (e.g., *Semitic and Phoenician alphabets; Egyptian, Roman, and Aztec calendars; Persian and Chinese calligraphy; Arab mathematical notation; Chinese paper and gun powder; the Three Sisters of Haudenosaunee agriculture; tobacco; the canoe; Saracenic art; Japanese and Arab architecture; Islamic and Christian illuminated manuscripts; Chinese medicine; scripture from various cultures; foods/beverages such as pasta, rice, ketchup, corn, potatoes, tea, coffee, wine*)

**Teacher prompts:** “How did practices in Timbuktu advance the field of education and the development of academic institutions outside West Africa?” “What was the role of East Africa and the Arab world in the popularization of coffee? How important is the coffee trade to today’s global economy? What have been the effects of the trade on local farmers who cultivate this crop?”

## D. CRITICAL CULTURAL ISSUES

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Power Relations:** demonstrate an understanding of the dynamics of power relations within specific cultural groups and between minority and majority cultures;
- D2. Policies and Issues:** demonstrate an understanding of past and present policies and issues affecting cultural diversity in Canada, and compare approaches to such policy in Canada with those in other countries;
- D3. Social Action and Personal Engagement:** design, implement, and evaluate an initiative to address an issue related to cultural groups or promoting cultural diversity.

### SPECIFIC EXPECTATIONS

#### D1. Power Relations

By the end of this course, students will:

- D1.1** demonstrate an understanding of the dynamics of power relations within specific cultural groups (e.g., with reference to: the caste system in India; shadism in various societies; race relations in Mexico or Zimbabwe; the role of elders in China or among First Nation peoples; gender roles in Iran or Japan; the status of katoey in Thailand, hijra in India, two-spirited people in Aboriginal cultures, fafafini in Samoa)

**Teacher prompts:** “What role do elders play in Mohawk society? What implications does this role have for the power dynamics within this society?” “Why is there a market for skin-bleaching products in some South Asian nations?”

- D1.2** analyse the potential impact on cultural identity and on the relations between cultural groups of cultural stereotypes, labelling, and misrepresentations found in mainstream media and popular culture (e.g., the labelling of some groups as “model minorities” or “fresh off the boat”; stereotypes such as dragon women, Asian lotus blossoms, Black athletes, First Nation warriors; misrepresentations such as Muslims as terrorists)

**Teacher prompt:** “What specific cultural stereotypes are found on television shows and in movies that you watch? What effect do you think they have on both the minority cultures who are the targets of these stereotypes and on the majority culture?”

- D1.3** analyse both the positive and negative aspects and effects of the interactions between minority and majority cultures in Canada and around the world (e.g., interactions between Aboriginal peoples and majority cultures in Canada; relations between francophones and anglophones in Quebec; interactions between the Black majority and white minority in South Africa; the interaction of the majority culture with Uighurs in China, Hmong in Laos, Algerians in France, Kurds in Iraq, Palestinians in Israel; the experience of Romani in central Europe)

**Teacher prompts:** “Why has Africville become a symbol of the treatment of Black Nova Scotians?” “How and why have different cultural groups adopted mainstream holidays into their own cultural practices?” “Do you think hyphenated identities are a positive phenomenon? Why or why not?” “What evidence of minority-majority interactions do you see in everyday life? Which of these would you categorize as positive? Why? Which are negative?”

- D1.4** describe various ways in which cultural minority groups address challenges to their identity from more powerful groups (e.g., cultural resistance, revitalization movements, culture jamming, forming social organizations/networks, banning intermarriage, establishing their own media, lobbying)

**Teacher prompt:** “Are there ethnic media in your community? What types of stories do they cover that are not addressed by the mainstream media?”

**D1.5** assess the effects of cultural imperialism on cultures around the world (e.g., loss of language, preferences for Western brands over local products, the spread of consumerism, increased cultural protectionism, cultural appropriation)

**Teacher prompts:** “How has the mass media spread Western culture? What effects has the reach of Western culture had on local cultures?” “What are some examples of culture flowing from local cultures to wider societies?” “Do you think we are heading towards a global consumer culture? Why or why not?”

## D2. Policies and Issues

By the end of this course, students will:

**D2.1** explain the impact of colonization on Aboriginal communities in Canada and other countries (e.g., the loss of culture, autonomy, land, and way of life; the impact on language and spirituality; the effects of the introduction of alcohol and new diseases; the different impact on women, men, and children)

**D2.2** evaluate the impact on cultural groups of Canada’s immigration and refugee policies, past and present (e.g., changing criteria for admission, the Chinese Exclusion Act, the Continuous Passage Act, the refusal to accept Jewish refugees from the SS St. Louis or South Asian immigrants from the Komagata Maru; policies regarding settlement, sponsorship, education and training, recognition of credentials)

**Teacher prompts:** “How have neighbourhoods been transformed as a result of immigration?” “What are some of the ways in which host communities in Canada have responded to the arrival of different groups of immigrants?” “How have cultural groups responded to Canadian immigration policies in the past? In what ways were these responses different from those of today?”

**D2.3** explain systemic barriers to integration and achievement facing Canadian ethnocultural minority groups (e.g., the need for “Canadian experience”; racism and discrimination; lack of access to language training, social services, educational opportunities), and assess the effectiveness of programs and strategies to overcome these barriers (e.g., programs for English language learners, provincial and federal credential assessment programs, support groups for immigrant women, projects of various agencies serving immigrants)

**Teacher prompts:** “How should academic credentials from other countries be assessed in order to allow fair access to Canadian employment for immigrants and refugees?” “How does the need for ‘Canadian experience’ discriminate against cultural groups?” “What kinds of programs are available to help newcomers overcome challenges to settling in Canada? Do you think these programs adequately address newcomers’ needs? Why or why not?”

**D2.4** analyse major past and present policies, practices, and cultural issues at the community, provincial, and national levels in Canada (e.g., nativism; ghettoization; Quebec nationalism; hyphenated Canadians and the balance between ethnocultural identity and Canadian identity; biculturalism and multiculturalism; integration versus assimilation; intermarriage and the status of First Nation women; racial profiling; cultural/gender imbalances in political representation; American cultural imperialism)

**Teacher prompts:** “What are the goals of Canada’s multiculturalism policy? How effective is the policy at meeting those goals?” “How is Québécois identity addressed by the provincial government in Quebec and the federal government?” “What was the stated purpose behind residential schools for First Nation children?”

**D2.5** compare the context of and approaches implicit in Canada’s policies on diversity and multiculturalism with the context, approaches, and policies of other nations (e.g., China’s policy towards minority groups, Thailand’s policy towards Hill Tribe groups, the integration of immigrants in various nations, the White Australia policy, secularism versus religious freedom in France, the Statement of the Government of Canada on Indian Policy [White Paper, 1969], the federal response to Quebec nationalism)

**Teacher prompts:** “Why are clothing and religious/cultural symbols worn by various groups controversial in some countries? What are some instances of such controversy in Canada? How were these controversies dealt with?” “How do policies with respect to Aboriginal people in Canada compare to other nations’ policies in relationship to their indigenous populations?”



### D3. Social Action and Personal Engagement

By the end of this course, students will:

**D3.1** identify a specific need related to cultural groups or promoting cultural diversity, and design an initiative to address this need (e.g., a multimedia campaign in your school to combat cultural stereotyping; a series of student workshops that address discrimination experienced by cultural groups within your school; a student-led forum that voices common issues between different cultural groups)

**Teacher prompt:** “If you think that you would like to design a workshop to educate students about Islamophobia, how might you determine how widespread Islamophobia is in your school?”

**D3.2** identify strategies and skills needed for gaining support for and handling potential resistance to their initiative (e.g., strategies such as finding allies within their school/community, determining who has power and influence, and working with those people/groups; skills related to advocacy, persuasion, diplomacy, active listening, understanding various perspectives, collaboration and consultation)

**Teacher prompts:** “What steps can your group take to be as collaborative as possible?” “Where will you look for resources to support your plan?” “Who do you think will help support your plan? Who are some good contact people?”

“What concerns might arise when individuals work on behalf of groups whose identity is different from their own (e.g., when straight people work on behalf of LGBT initiatives, when white women work on behalf of women of colour, when men work on behalf of women)?”

**D3.3** demonstrate an understanding of how to effectively evaluate social action initiatives (e.g., strategies for evaluating the clarity of the message and the appropriateness of the initiative for the target audience or group being served, for measuring results)

**Teacher prompts:** “What are the goals of your initiative? How will you know if you have successfully reached your goals?” “How have other activists measured the success of their initiatives?”

**D3.4** implement their initiative using appropriate planning, organizational, evaluation, and communication skills

**D3.5** reflect on the skills and strategies they used before, during, and after designing and implementing their initiative; explain which ones they found most useful in achieving their objectives; and identify what they would do differently in the future to improve their work as committed, responsible activists

**Teacher prompts:** “Which individuals or social groups were served by your project?” “How do you know your project was effective? What could you have done to make it more effective?”

# FAMILY STUDIES

## OVERVIEW

In the social sciences and humanities curriculum, family studies is a multidisciplinary subject area that encompasses four areas: fashion and housing; food and nutrition; general family studies; and raising and caring for children. The topics covered in these areas include, among others: textile production; the functions and design of clothing; the fashion industry; issues related to housing; interior design; the role of nutrition in health; the relationship between food and culture; human and family interactions and development; life management skills; various types of relationships; and considerations related to raising and caring for children.

In family studies courses, students learn about laws and policies that affect individuals and families in Canada and around the world. They also become familiar with the theoretical perspectives and practical research that underpin our understandings of individual and family development. Family studies courses also integrate theory and practical skills. Many expectations can be achieved through practical experiences both in the classroom and in co-op placements, some of which may be affiliated with Specialist High Skills Majors programs.

All courses in family studies encourage students to develop critical and creative thinking skills. Students are given opportunities to deepen their understanding of relevant issues and to develop practical skills, including research and inquiry skills. Students are encouraged to explore a range of perspectives and approaches and to develop the habits of mind that enhance individual, family, and community well-being and contribute to lifelong learning.

# Exploring Family Studies, Grade 9 or 10

Open

HIF10/20

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This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources.

**Prerequisite:** None

# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to individual and family needs and resources, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to individual and family needs and resources (*e.g., healthy relationships, adolescent development, communication skills, lifestyle differences between generations, peer pressure, financial literacy*) to identify topics for research and inquiry
- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics
- A1.3** formulate effective questions to refine their research and inquiry  
**Teacher prompt:** “How might you approach an investigation of anti-bullying programs? What might you look for when investigating programs aimed at elementary students? Would you look for different things in programs aimed at secondary students?”

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., identify sources of information, develop research tools such as surveys or questionnaires*), ensuring that their plans follow guidelines for ethical research

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., informal interviews and surveys, observations, grocery bills*) and/or secondary sources (*e.g., textbooks, newspaper and magazine articles, websites, government reports*)

- A2.3** based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

### A3. Processing Information

Throughout this course, students will:

- A3.1** assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, voice*)

**Teacher prompts:** “How can you determine whether all of the information you have gathered is relevant to your research topic?” “If two information sources contradict each other, how might you determine which is more reliable?” “What biases might there be in your information sources?”

- A3.2** record and organize information and key ideas using various formats (*e.g., notes, graphic organizers, summaries, audio/visual/digital records*)

**A3.3** analyse and interpret research information (e.g., compare results of surveys and interviews; determine whether common themes arise in sources)

**A3.4** demonstrate academic honesty by documenting the sources of all information generated through research

**A3.5** synthesize findings and formulate conclusions (e.g., weigh and connect information to determine the answer to the research question)

#### A4. Communicating and Reflecting

Throughout this course, students will:

**A4.1** use an appropriate format (e.g., oral presentation, podcast, brochure, poster, report, multimedia presentation, web page) to communicate the results of their research and inquiry effectively for a specific purpose and audience

**A4.2** use terms relating to individual and family needs and resources correctly (e.g., abstract thinking, identity development, support, boundaries, empathy, division of labour, needs, wants, rights, resources, budget, credit card, line of credit)

**A4.3** clearly communicate the results of their inquiries (e.g., write clearly, organize ideas logically, use language conventions properly), and follow APA conventions for acknowledging sources (e.g., generate a reference list in APA style)

**A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

**Teacher prompt:** “What steps might you take to enhance your research/inquiry skills?”

## B. SELF AND OTHERS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Adolescent Development:** describe important changes that are associated with adolescent development, and explain their influence on the behaviour and needs of young people;
- B2. Relating to Others:** demonstrate an understanding of various types of relationships and of skills and strategies for developing and maintaining healthy relationships;
- B3. Family Lifestyles:** describe lifestyles in diverse families and the impact of a range of factors, including social and cultural factors, on these lifestyles.

### SPECIFIC EXPECTATIONS

#### B1. Adolescent Development

By the end of this course, students will:

- B1.1** describe important aspects of adolescent development (*e.g., with reference to physical, cognitive, social, emotional development*)  
**Teacher prompts:** “What physical changes occur during adolescence?” “What types of cognitive development occur during adolescence? What is meant by the term *abstract thinking*? In what areas might you use such thinking?”
- B1.2** distinguish between needs and wants, and identify needs, wants, values, and goals that may develop during adolescence (*e.g., needs/wants with respect to food, exercise, friends, support from family, electronic goods, designer clothing; values as reflected in tangible goods such as clothing and cars or intangibles such as behaviour, opinions, traits; short- and long-term goals relating to relationships, education, work, money, family*)  
**Teacher prompts:** “Would an adolescent in Ontario today consider a cellphone or high-speed Internet access to be satisfying a want or a need? Give reasons for your answer.” “How can culture and geography affect whether something is considered to be a need or a want?” “Why is the fulfilment of some needs considered to be a human right? Which needs are referred to in the Ontario Human Rights Code and the United Nations Convention on the Rights of the Child?” “Do adolescents around the world have access to clean water? Is clean water a need or a want? Why?”

- B1.3** explain the connection between adolescents’ developmental needs and their individual behaviour (*e.g., how identity development and the corresponding need to belong to a group can affect social behaviours; how rapid physical development affects behaviours related to sleep and diet*)

**Teacher prompts:** “Have you ever felt pressured by your peers to engage in behaviour that you were uncomfortable with? Have you ever expressed opinions you didn’t hold in order to be accepted by or fit in better with a group? What do you think accounts for this type of behaviour?” “What are some ways in which classroom practices might be modified to recognize adolescent developmental needs?”

#### B2. Relating to Others

By the end of this course, students will:

- B2.1** describe various types of relationships in which adolescents are involved (*e.g., relationships with family, friends, and people in the local community; collegial, intimate, and sexual relationships*)  
**Teacher prompts:** “What is meant by the term *universe of obligation*? What relationships are in your universe of obligation?” “If there is a conflict between the needs of your friends and the needs of your family, to whom do you feel the most obligation? Why?” “What types of attitudes and behaviour are necessary for you to ‘be there’ for your family? For your family to ‘be there’ for you?”

**B2.2** describe the characteristics of healthy and unhealthy relationships (e.g., healthy relationships: *trust, mutual support, clear limits and boundaries, humour, honesty*; unhealthy relationships: *mistrust, jealousy, isolation, control, tension*)

**Teacher prompts:** “What rewards do we experience from healthy relationships?” “How do you know when a relationship is unhealthy?”

**B2.3** identify resources and strategies that can be used to help develop healthy relationships and resolve conflict in a variety of human interactions (e.g., *assertiveness training, anti-bullying programs, strategies for developing empathy*)

**B2.4** describe and demonstrate socially appropriate verbal and non-verbal communication skills in a variety of situations (e.g., *describe the importance of maintaining eye contact when talking with a friend; show respect for the opinions of others in classroom discussions; using role play, demonstrate how to listen attentively when talking with parents or caregivers, or how to speak confidently during a job interview*)

### B3. Family Lifestyles

By the end of this course, students will:

**B3.1** describe the impact of change, including social, economic, technological, and environmental change, on the lifestyles of past and present families (e.g., *the effects of changes in divorce rates, the participation of women in the workforce, the role of fathers, gender roles, household technology; generational shifts in parental*

*perceptions about appropriate levels of involvement with and protection of children; the impact of resource depletion on families who live on the land; the rise of the skills-based economy*)

**Teacher prompts:** “What impact have changes in technology had on household labour in Ontario?” “In what ways are current family lifestyles different from those of past generations? Have lifestyles changed equally for rural, urban, suburban, and reserve families? Why or why not?” “What impact have economic and technological changes had on people’s recreational time? How have these changes affected the extent to which people spend time outside, in nature?”

**B3.2** describe differences in lifestyle among families from diverse backgrounds (e.g., *food choices; social life; gender roles; family celebrations and traditions; views on health and wellness; religious expression*)

**Teacher prompts:** “In what ways can social interactions between friends be affected by the ethnocultural, socio-economic, racial, linguistic, and/or faith backgrounds of their respective families?” “What impact do religious observances such as Ramadan or Shabbat have on the behaviour of observant families?” “What differences in leisure time pursuits or the division of labour would you expect to see in a working-class family and an upper-middle-class family?” “How might Aboriginal families living in urban locations and those living on reserves differ in their approach to family and community traditions?”



## C. DAILY LIVING SKILLS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Decision Making and Problem Solving:** demonstrate the ability to apply decision-making and problem-solving strategies and skills, particularly within a family context;
- C2. Managing Resources:** demonstrate an understanding of strategies and skills that can be used to manage resources to meet the needs of the family and its individual members;
- C3. Practical Skills:** demonstrate an understanding of practical skills and knowledge needed to safely and effectively perform day-to-day tasks that help meet their needs and those of the family.

### SPECIFIC EXPECTATIONS

#### C1. Decision Making and Problem Solving

By the end of this course, students will:

- C1.1** identify and use effective decision-making strategies (*e.g., identify effective decision-making models, reflect on the results of past decisions*) to make sound decisions related to their own well-being and that of their family

**Teacher prompts:** “What kinds of decisions are suited to an intuitive rather than a rational decision-making model?” “How can reflecting on past decisions help you make future decisions that would be in your best interests?”

- C1.2** demonstrate individual and collaborative problem-solving skills that could be applied in situations involving family, peers, or members of the community (*e.g., to resolve a disagreement with a parent, when participating in a group project, when preparing for a difficult test, to resist peer pressure*)

**Teacher prompts:** “How could you use role play to demonstrate strategies for resolving conflicts with family members?” “What sorts of skills would you need in order to work with a group to plan a meal?” “How do some families use humour to alleviate stress or conflict between family members?” “What skills might elders use in bringing families together?”

#### C2. Managing Resources

By the end of this course, students will:

- C2.1** identify family resources (*e.g., time, knowledge, money, skills, talents*) and describe how they can be used to meet the needs of the family unit and its individual members

**Teacher prompts:** “What are some situations in which skills and talent can be used instead of money to accomplish household tasks?” “If you could have plenty of money or plenty of time but not both, which would you choose? Why?”

- C2.2** apply effective strategies for managing time to achieve individual, family, and group goals (*e.g., prioritizing; setting daily, weekly, and monthly goals; clearly communicating divisions of labour within a family or group; identifying resources needed to achieve goals and organizing them logically with respect to time considerations*)

**Teacher prompts:** “In your family, how does the availability and allocation of time affect the ability of family members to achieve their goals?” “What are the sources of time pressures in your family? Is it possible to alleviate these pressures?” “What strategies are used in your family to manage time effectively? What other strategies could you suggest to manage time more effectively?” “How could you work with a group to organize the time and tasks needed to accomplish a group goal such as designing a bulletin board in the classroom or a display case in the hall?”

**C2.3** describe and demonstrate financial strategies and the financial literacy skills necessary to manage financial resources to meet personal and family financial goals (e.g., *create a budget, develop personal banking skills, save for a major purchase, regulate credit card use*)

**Teacher prompts:** “What are the advantages and challenges of setting aside money regularly to save for a purchase?” “Why is saving money not possible for some people?” “How can you get the services that you need from a bank while avoiding service charges?” “How is a credit card different from a line of credit? Under what circumstances is it more financially sound to use a line of credit rather than a credit card?”

**C2.4** identify resources within their community that are available to support the needs of individuals and families (e.g., *parks and playgrounds; libraries; recreation centres; walk-in clinics and hospitals; food banks; employment services; phone lines, websites, and centres to help teens*)

### C3. Practical Skills

By the end of this course, students will:

**C3.1** describe and demonstrate appropriate procedures that contribute to household safety (e.g., *safe procedures for working with household chemicals and kitchen appliances, preparing and storing food, sewing, communicating with others on the Internet, caring for young children; what to do in case of fire; precautions to ensure their personal safety when they are home alone*)

**C3.2** describe the elements of a healthy diet, and demonstrate the practical knowledge and skills required to prepare healthy meals and snacks (e.g., *the ability to plan varied, nutritious, and economical meals and snacks; an understanding of healthy cooking methods; an understanding of the guidelines in Canada’s Food Guide, including the First Nations, Inuit, and Métis version and the translated versions of Canada’s Food Guide; the ability to follow recipes and to interpret food labels; skills related to food presentation*)

**C3.3** describe criteria used in wardrobe planning, and demonstrate the practical knowledge and skills required to meet their clothing needs (e.g., *an understanding of apparel and textile care symbols; the ability to care for clothing made from various types of fabric, to choose a practical and affordable wardrobe, to mend a garment, to construct and/or alter a garment, to locate budget and second-hand clothing stores*)

**C3.4** describe factors that can affect the design of living spaces, and demonstrate the practical knowledge and skills required to help create and sustain a healthy and functional living space (e.g., *the ability to choose environmentally friendly technology and materials, to decorate on a budget, to apply elements and principles of design, to construct a home accessory from new or recycled components*)

## D. EXERCISING RESPONSIBILITY

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Personal Responsibilities:** demonstrate an understanding of their responsibilities related to their personal well-being and that of their family, and of how they can maintain their health and well-being;
- D2. Family Responsibilities:** describe the functions and responsibilities of families and the diverse ways in which families fulfil them;
- D3. Consumer Awareness:** describe and demonstrate responsible consumer practices.

### SPECIFIC EXPECTATIONS

#### D1. Personal Responsibilities

By the end of this course, students will:

- D1.1** identify strategies and resources that individuals can use to improve and/or maintain their personal health and well-being (*e.g., resources such as Canada's Food Guide and other Health Canada publications; strategies such as practising good hygiene, exercising, spending time in nature, managing stress, choosing healthy foods, living within their means, fostering healthy relationships; avoiding unsafe practices such as drinking and driving, smoking, having unprotected sex*)
- D1.2** explain the importance of taking personal responsibility for maintaining their health and well-being (*e.g., how taking personal responsibility contributes to skills development, independence, self-confidence*)
- D1.3** explain how and why an adolescent's responsibilities with respect to the family and household changes as his or her independence increases (*e.g., with reference to sharing responsibilities to meet food, clothing, and household needs, and caring for and communicating with family members*)

#### D2. Family Responsibilities

By the end of this course, students will:

- D2.1** describe a variety of family forms (*e.g., nuclear, single-parent, blended, extended, same-sex, skipped-generation, foster, and adoptive families; families of affinity*)

- D2.2** identify family functions that are common to all cultures (*e.g., reproduction, socialization of children, physical maintenance of members, nurturance and love, social control, production of goods and services*)

- D2.3** describe ways in which diverse families (*e.g., families from diverse backgrounds, nuclear versus extended families, upper-class versus working-class families*) perform their fundamental functions

**Teacher prompts:** "How might same-sex parents involve other adults in their children's lives to provide diverse role models for their children?" "How might families with no children of their own contribute to the socialization of children?" "Under what circumstances might a family need to go to a food bank?" "What are some childcare options for parents who work outside the home?" "What is the role of foster families or organizations such as Big Brothers/Sisters?" "How might day-to-day life for members of a single-parent family be different from that for the members of an extended family?" "What impact has the Indian Act had on the ability of Aboriginal parents to perform their functions within the family (*e.g., with respect to educating children, passing on religious and spiritual practices, maintaining Aboriginal languages*)?"

- D2.4** explain how families can fulfil their functions and meet their needs while reducing their impact on the environment (*e.g., by recycling and reusing goods, composting, shopping for second-hand clothing or household items, reducing consumption, using forms of transportation other than a car whenever possible*)

### D3. Consumer Awareness

By the end of this course, students will:

**D3.1** describe strategies for making informed and responsible consumer decisions (*e.g., comparison shopping, reading labels and contracts, buying Canadian-made goods, checking warranties*)

**Teacher prompts:** “When shopping for a cellphone, why is it important to read the contract before you make a purchase?” “Why is it important to consider where our food is grown and where products are made? How can buying locally grown foods decrease our environmental footprint?”

**D3.2** describe the impact of marketing and advertising techniques (*e.g., product placement, celebrity endorsement*) on consumer decisions

**Teacher prompt:** “What marketing and advertising strategies are used most frequently with adolescents? Why is ‘coolhunting’ a frequently used marketing strategy for products directed at the adolescent market?”

**D3.3** describe strategies for resisting impulse buying (*e.g., make a list of the items they need, eat before going grocery shopping, plan their purchases, research the product they want*)

**Teacher prompts:** “Why should you avoid grocery shopping on an empty stomach?” “Why is it important to ensure that you can return a purchase before buying a product?”

**D3.4** create a plan for making a major purchase (*e.g., buying a computer, signing up for a cellphone package*), using strategies for making informed and responsible consumer decisions

**Teacher prompts:** “Where would you find reliable information about a product you want to buy?” “What criteria can be used to judge whether a purchase is a responsible one?”

# FASHION AND HOUSING

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# Clothing, Grade 10

Open

HNL20

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This course introduces students to the world of clothing. Students will gain knowledge about clothing and demonstrate basic skills associated with various techniques and technologies used to create garments and accessories. Students will learn about the functions of clothing and accessories and what clothing communicates about the wearer. They will learn how to enhance their personal wardrobe by assessing garment quality, developing shopping strategies, and developing an understanding of the advantages and disadvantages of various retail formats. Students will develop research skills as they investigate topics related to clothing.

**Prerequisite:** None

# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to clothing, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to clothing (*e.g., fabrics, fibres, dress codes, wardrobe planning, evaluating clothing, consumer awareness*) to identify topics for research and inquiry

- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics

- A1.3** formulate effective questions to guide their research and inquiry

**Teacher prompt:** “If you were researching dress codes in schools, how would you decide which schools to include in your research? Why might it be useful to consider school dress codes from previous eras?”

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their chosen topic (*e.g., outline purpose and method; identify sources of information*), ensuring that their plans follow guidelines for ethical research

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews, observations, surveys,*

*questionnaires, fashion spreads in magazines*) and/or secondary sources (*e.g., textbooks, newspaper articles*)

- A2.3** based on preliminary research, for each investigation formulate a research question and use it to focus their research

### A3. Processing Information

Throughout this course, students will:

- A3.1** assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, voice*)

- A3.2** record and organize information and key ideas using a variety of formats (*e.g., notes, graphic organizers, audio/digital records*)

- A3.3** analyse and interpret research information (*e.g., compare observations with images obtained from magazines; determine whether common images arise in media products from different eras*)

- A3.4** demonstrate academic honesty by documenting the sources of all information generated through research

- A3.5** synthesize findings and formulate conclusions (*e.g., weigh and connect information to determine the answer to their research question*)



## A4. Communicating and Reflecting

Throughout this course, students will:

**A4.1** use an appropriate format (e.g., oral presentation, brochure, poster, report, multimedia presentation, web page) to communicate the results of their research and inquiry effectively for a specific purpose and audience

**A4.2** use terms related to clothing correctly (e.g., fibres, fabrics, natural, synthetic, knit, crochet, weave, seam, hem, raw edge, wardrobe planning)

**A4.3** clearly communicate the results of their inquiries (e.g., write clearly, organize ideas logically, use language conventions properly), and follow APA conventions for acknowledging sources (e.g., generate a reference list in APA style)

**A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

**Teacher prompt:** “What steps might you take to enhance your research/inquiry skills?”

## B. INFLUENCES ON CLOTHING CHOICES

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. The Functions and Social Impact of Clothing:** demonstrate an understanding of the functions clothing serves, the kinds of messages it conveys, and the impact it can have on social interactions;
- B2. Wardrobe Planning and Clothing Selection:** demonstrate an understanding of various factors affecting personal wardrobe planning and clothes selection.

### SPECIFIC EXPECTATIONS

#### B1. The Functions and Social Impact of Clothing

By the end of this course, students will:

- B1.1** describe the functions of clothing and accessories and the messages they convey (*e.g., to protect against the weather; to convey status, power, or occupation; to adorn; to satisfy social conventions with respect to modesty or gender roles; to signal membership in a group*)

**Teacher prompts:** “Think about the outfit you are wearing today. What personal needs does it meet? Which social conventions does it satisfy? Does it challenge any social conventions? How?” “What messages are conveyed when a woman wears a sari or a man wears a turban?”

- B1.2** explain the impact that clothing can have on social interactions (*e.g., how clothing’s ability to contribute to unity or signal authority can affect interactions; what people’s clothing can say about their values or personality, and how this might affect their interactions with others; how the ways we judge ourselves and others based on clothing can affect our interactions*)

**Teacher prompts:** “How might clothing affect your perception of someone you are meeting for the first time?” “How and why do uniforms affect team unity?”

#### B2. Wardrobe Planning and Clothing Selection

By the end of this course, students will:

- B2.1** explain ways in which individuals’ personal clothing decisions can be affected by change (*e.g., fads and trends; changes in styles; development of new materials; changes in one’s age, status, or social role*)

- B2.2** describe various criteria used in wardrobe planning (*e.g., price, style, storage space, availability, what peers are wearing, family rules or traditions, cultural traditions, physical needs*), and explain how these criteria affect their personal clothing and accessory selections

**Teacher prompts:** “When you go shopping for clothing, what is the most important factor determining what you buy?” “Who do you take shopping with you when you are looking for clothing? Does your choice of co-shopper vary depending on the items you are shopping for? Why or why not?” “What are the advantages of planning a wardrobe rather than buying garments on impulse?” “To what extent do you take environmental factors into consideration when buying clothing and accessories?”

- B2.3** describe the steps and processes involved in personal wardrobe planning (*e.g., using a decision-making model, evaluating current wardrobe,*

*identifying needs and wants, determining personal resources such as money for clothing and skills to alter or repair clothing, planning for special occasions)*

**Teacher prompts:** “Why is it important to evaluate your current wardrobe as part of the planning process?” “If you don’t have much money to spend on clothing, what can you do to enhance your wardrobe?”

**B2.4** describe dress codes for a variety of situations and groups (*e.g., with reference to situations at school, special occasions, a school dance, a funeral, various workplaces, a wedding, family functions;*

*with reference to groups such as athletic teams, police officers, members of the military)* and the effects such codes can have on personal wardrobe planning

**Teacher prompts:** “Why do certain groups and organizations have specific dress codes?” “What places and/or occasions require a particular style of dress? Why?” “What influences your decision to reject or conform to certain dress codes? What are the effects of not adhering to a dress code? Why might the effects differ for different groups?”

## C. MAKING KNOWLEDGEABLE DECISIONS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Evaluating Clothing:** demonstrate an understanding of how to evaluate the quality, value, and suitability of clothing and accessories;
- C2. Retail Approaches:** demonstrate an understanding of the effects that retail formats and promotions can have on individuals' decisions about clothing purchases;
- C3. Fibres and Fabric Care:** demonstrate an understanding of natural and synthetic fibres and fabrics, and of how their characteristics affect clothing choices and care.

### SPECIFIC EXPECTATIONS

#### C1. Evaluating Clothing

By the end of this course, students will:

- C1.1** explain the criteria for evaluating the quality, value, and suitability of clothing and accessories (e.g., *straight and secure stitching on seams, which allows garments to hang, wear, and wash well; durable fabrics for garments and accessories that will be worn and/or washed frequently*)

**Teacher prompts:** "What are the characteristics of a good seam, hem, or button application?" "Why are leather shoes likely to cost more than those made of a synthetic material? Does the price difference mean that the less expensive shoes are a better buy? Why or why not?"

- C1.2** assess the quality of selected garments and accessories (e.g., *work clothes, outerwear, sports garments, shoes, garments for special occasions*)

**Teacher prompts:** "How are the seams of this garment constructed?" "What is the quality of the fabric? Will it wear well? Will it pill, fray, fade, or lose its shape?" "What are the tactile characteristics of the fabric? Is the fabric light or heavy? Is it draped or rigid? Are the tactile characteristics of the fabric consistent with the garment's purpose?" "What type of detailing does the garment have?"

#### C2. Retail Approaches

By the end of this course, students will:

- C2.1** identify and describe various retail formats for clothing and accessories (e.g., *department stores, chain stores, boutiques, specialty shops, second-hand stores, online shopping sites, outlet stores, shopping channels on television*)

- C2.2** explain how various retail formats can affect the ways individuals shop for and purchase clothing and accessories (e.g., *with reference to shopping with peers, accessing unique products, comparison shopping, impulse buying*)

**Teacher prompts:** "Where would you shop to get a one-of-a-kind outfit?" "How might shopping online or on television contribute to impulse buying?" "What are the advantages and disadvantages of purchasing at a local store?"

- C2.3** describe different types of retail promotions (e.g., *in-store displays, billboards, magazine advertising, clearance sales, online surveys*), and explain the effect of these promotions on their decisions about clothing purchases

**Teacher prompts:** "What types of sales or promotions would make you go to a particular store?" "What words, images, or slogans associated with a retailer or used in its ads make you want to shop at its store?"

### C3. Fibres and Fabric Care

By the end of this course, students will:

**C3.1** identify common natural and synthetic fibres (*e.g., cotton, silk, linen, wool, hemp, rayon, polyester, nylon, spandex*) and describe their characteristics

**C3.2** explain how knowledge of natural and synthetic fibres and fabrics, including how they are produced, can affect clothing choices (*e.g., the selection of breathable lightweight cottons and rayons for summer clothes; wool or polar fleece for winter outerwear; silk or cashmere for softness next to the skin; organic cotton or hemp to limit environmental damage arising from the production of traditionally farmed cotton or petroleum-based polyester; down or synthetic fibre for insulation in outerwear*)

**Teacher prompts:** “What fabric would you choose for exercise clothing? For summer clothing? For winter clothing? Give reasons for your choices.” “How do the production, use, and disposal of silk, wool, and polyester affect the environment?”

**C3.3** describe ways, including environmentally responsible ways, to care for garments to maintain their appearance and extend their life (*e.g., with respect to following clothing care labels; laundering, ironing, removing stains from, and storing garments made from different kinds of fabrics; using environmentally responsible detergents and stain-removal practices*)

**Teacher prompt:** “What clothing care procedures or products have the least impact on the environment?”

## D. DESIGN AND CLOTHING CONSTRUCTION SKILLS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Elements of Design:** describe the elements of design related to clothing and accessories, and explain how an awareness of these elements can affect personal clothing choices;
- D2. Tools and Technologies:** identify a variety of tools and technologies associated with the creation of clothing and accessories, and use tools and technologies safely and correctly when creating and/or repairing clothing and accessories;
- D3. Procedures, Skills, and Techniques:** demonstrate the ability to use appropriate procedures, skills, and techniques to create and repair clothing or accessories.

### SPECIFIC EXPECTATIONS

#### D1. Elements of Design

By the end of this course, students will:

- D1.1** identify and describe the elements of design (*e.g., line, shape, colour, texture*) as they apply to clothing and accessories

**Teacher prompts:** “Which dimension of colour – intensity, value, or hue – has the greatest impact on your choice of clothing?” “What is the most common shape used in wedding dresses – straight, bustle-shaped, or bell-shaped?” “What is the most important dimension of texture to you – how the garment looks or how it feels?”

- D1.2** explain how the elements of design can enhance or detract from a person’s appearance and comfort (*e.g., vertical lines make the wearer appear taller, soft fabrics enhance comfort*), and consequently which elements should be considered when selecting clothing and accessories

**Teacher prompts:** “How can the line of a garment affect one’s perception of the size of the wearer?” “What colours complement your skin tone?” “In what ways can the texture of a garment affect the wearer?”

#### D2. Tools and Technologies

By the end of this course, students will:

- D2.1** identify various tools and technologies used when creating and/or repairing clothing and accessories (*e.g., measuring tape, seam ripper, scissors, iron, pressing ham, sewing machine, serger, loom, knitting needles, crochet hook*)

**Teacher prompt:** “In what ways are craft scissors different from sewing scissors?”

- D2.2** demonstrate the safe use of tools and technologies when creating and/or repairing clothing and accessories (*e.g., safe practices when using sharp objects such as pins, needles, or scissors, or chemicals such as dye or glue*)

**Teacher prompts:** “How do you properly use a pair of sewing shears?” “How do you safely replace a sewing machine needle?” “How do you safely operate a sewing machine?”

- D2.3** use tools and technologies correctly when creating personal clothing or accessories (*e.g., tools/technologies associated with cutting, pressing, pinning, sewing, knitting, crocheting*)

### D3. Procedures, Skills, and Techniques

By the end of this course, students will:

- D3.1** demonstrate the ability to follow preconstruction procedures (e.g., *measuring, interpreting pattern envelopes and patterns, laying out patterns, preparing fabric and other materials, understanding knitting or crocheting instructions*) when creating clothing or accessories
- D3.2** demonstrate the ability to repair and/or alter personal clothing or accessories using basic sewing skills (e.g., *repair a seam, seam finish a raw edge, alter a hem, apply an appliqué, replace a button, create an elastic casing*)
- D3.3** demonstrate the ability to create clothing or accessories using basic construction techniques (e.g., *machine and/or hand sewing, knitting, crocheting, beading*)

**Teacher prompt:** “What are some garments or accessories you could create using basic construction techniques?”

- D3.4** demonstrate the ability to create new clothing or accessories from recycled materials or garments (e.g., *turn drink boxes into a bag; candy wrappers into a necklace; neckties into a skirt; a necktie into a handle for a bag; jeans into a skirt or a bag; tea towels into a dress; fabric samples into a tote, cosmetic bag, laptop case, or music player pouch*)

**Teacher prompts:** “What are some ways you can repurpose an old wool sweater?” “How can old saris be repurposed into yarn? What could you make with this yarn?” “What are some current examples of ‘upcycled’ products that are being sold in your community or online?”



# Understanding Fashion, Grade 11

College Preparation

HNC3C

This course introduces students to the world of fashion. Students will gain an understanding of theories related to fashion trends and of how culture, media, fashion cycles, retailing, and social and environmental factors influence fashion trends and consumer behaviour. Students will use various tools, technologies, and techniques safely and correctly to create fashion items. In addition, students will apply knowledge of fibres, fabrics, and the elements and principles of design when creating and assessing fashion-related products. Students will develop research skills as they investigate topics related to fashion.

**Prerequisite:** None

# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to fashion, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to fashion (*e.g., cultural influences on dress, fashion cycles, fashion marketing, media and advertising, body image, fibre and fabric characteristics, elements and principles of design*) to identify topics for research and inquiry
- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their chosen topic
- A1.3** formulate effective questions to guide their research and inquiry  
*Teacher prompt:* “If you wanted to research fashion marketing strategies, which types of goods would you want to consider (*e.g., sportswear, children’s wear, exclusive clothing lines*)? Why might a comparative approach be useful?”

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method, identify sources of information*), ensuring that their plans follow guidelines for ethical research

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews, observations, surveys, questionnaires, photographs in magazines, billboards*) and/or secondary sources (*e.g., textbooks, book reviews*)

- A2.3** based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

### A3. Processing Information

Throughout this course, students will:

- A3.1** assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, voice*)
- A3.2** record and organize information and key ideas using a variety of formats (*e.g., notes, graphic organizers, summaries, audio/digital records*)
- A3.3** analyse and interpret research information (*e.g., compare observations with predictions; determine whether common themes arise in research from/on different periods*)
- A3.4** demonstrate academic honesty by documenting the sources of all information generated through research

**A3.5** synthesize findings and formulate conclusions (e.g., *determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research question*)

#### A4. Communicating and Reflecting

Throughout this course, students will:

**A4.1** use an appropriate format (e.g., *oral presentation, written research report, poster, multimedia presentation, web page*) to communicate the results of their research and inquiry effectively for a specific purpose and audience

**A4.2** use terms relating to fashion correctly (e.g., *fashion cycles, marketing, positional goods, pattern, dart, seam, gather, ease, line, colour, shape, texture*)

**A4.3** clearly communicate the results of their inquiries (e.g., *write clearly, organize ideas logically, use language conventions properly*), and follow APA conventions for acknowledging sources (e.g., *generate a reference list in APA style, use in-text author-date citations*)

**A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

**Teacher prompts:** “How might your results have differed if you had conducted a survey rather than made your own observations?”  
“What steps might you take to enhance your research/inquiry skills?”

## B. INFLUENCES ON FASHION

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Cultural Influences:** demonstrate an understanding of how culture influences fashion;
- B2. Media Influences:** demonstrate an understanding of how media influence fashion;
- B3. Fashion Cycles and Trends:** demonstrate an understanding of fashion cycles and trends and of factors that influence them.

### SPECIFIC EXPECTATIONS

#### B1. Cultural Influences

By the end of this course, students will:

- B1.1** identify and describe garments and styles of personal adornment typical of various cultures (e.g., sari, turban, parka, kimono, ribbon shirt, dance shawl, kilt, hijab, burka, yarmulke, tattoos, scarification, piercings)

**Teacher prompts:** “What are the different styles of wearing hijab?” “What are some different methods of scarification?” “In what ways is the Muslim kufi similar to the Jewish yarmulke?”

- B1.2** explain how various garments and styles of personal adornment express a person’s cultural identity and heritage (e.g., kilts identify Scottish clans; items such as a hijab, burka, or kippah identify the religion of the wearer)

**Teacher prompts:** “How is clothing used to express different aspects of people’s identity?” “Why does a woman wear a hijab? Why does a man wear a yarmulke? Why is it significant that some women now wear yarmulkes?” “What is the significance of differences in styles of dress among groups who live in or come from India?” “What sorts of dress are worn for cultural celebrations in your community? Why?”

- B1.3** describe ways in which current fashion trends reflect aspects of garments and adornment associated with various cultures (e.g., the Mandarin collar, moccasins, nose piercings, the keffiyeh, dashikis)

**Teacher prompt:** “What are some examples of dress from specific cultures that have been adopted by the mainstream fashion industry? What are some of the effects when the Western fashion industry adopts or appropriates such items?”

#### B2. Media Influences

By the end of this course, students will:

- B2.1** explain the ways in which different media (e.g., music videos, television shows, movies, the Internet, fashion magazines, billboards, window displays) influence the fashion industry and individual fashion choices

**Teacher prompts:** “To what extent does coverage of gala events such as award shows and celebrity weddings influence fashion trends?” “In what ways do popular fashion magazines, music videos, and TV programs affect your clothing choices?”

- B2.2** analyse how the media influence social norms with respect to fashion, and describe the effect these norms can have (e.g., how young pop stars wearing revealing clothing in music videos contributes to the hypersexualization of children)

**Teacher prompts:** “What messages do the mainstream media convey with regard to body size and fashion? With regard to gender roles and fashion? What impact might such messages have on adolescent girls and boys?” “How

have male and female models seen in the media changed over the past fifty years? Considering norms, values, and trends today, what do you think models might look like twenty years from now?"

### B3. Fashion Cycles and Trends

By the end of this course, students will:

- B3.1** identify and describe the stages of a fashion cycle (i.e., introduction, growth, maturity, decline, and obsolescence)

*Teacher prompts:* "Why are end-of-season sales common in clothing stores?" "How long is the typical fashion cycle for clothing items? Why might fashion cycles for teen and young adult clothing be shorter than those for clothing designed for other age groups?"

- B3.2** explain theories that have been developed to account for the origin and adoption of fashion trends (e.g., *trickle up, trickle down, trickle across*), and describe the use of these theories in the fashion business

*Teacher prompt:* "How are fashion theories used when predicting future trends? How do these theories influence fashion business decisions?"

- B3.3** analyse how social factors, including current events, influence fashion trends and cycles (e.g., *factors such as historical events, technological advances, economic factors, geographical factors, environmental issues*)

*Teacher prompts:* "In what ways have sports influenced fashion trends?" "How has concern for the environment affected current fashion trends?" "How do economic recessions or depressions affect attitudes towards luxury fashion items?"

## C. MARKETING, ENVIRONMENTAL RESPONSIBILITY, AND CONSUMER BEHAVIOUR

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Consumer Behaviour and Fashion Marketing:** demonstrate an understanding of consumer behaviour and marketing strategies, including specific social marketing promotions, associated with the fashion industry;
- C2. Fibres, Fabrics, and the Environment:** demonstrate an understanding of fibres, fabrics, and finishes, and of the environmental impact associated with their production and use.

### SPECIFIC EXPECTATIONS

#### C1. Consumer Behaviour and Fashion Marketing

By the end of this course, students will:

- C1.1** explain the elements of marketing in the fashion industry (i.e., product, placement, price, promotion)

**Teacher prompt:** “What are some of the factors that marketers consider when deciding on the price of a fashion item? Why does a low price not necessarily lead to higher sales?”

- C1.2** explain strategies that fashion marketers use to create a sense of need among consumers, and describe the effects of these strategies (e.g., manufacturing demand for clothing that has “cool” labels/logos; convincing consumers to replace garments that are out of style rather than worn out; creating a market for positional goods, whose value is based on exclusivity, and knock-offs of these items)

**Teacher prompts:** “What type of running shoes do you wear? Why?” “What is meant by the term *positional goods* in the context of fashion? What impact do such goods have?” “When you view fashion advertisements, how can you determine which markets are being targeted and which groups are being excluded?”

- C1.3** explain how marketing in the fashion industry can affect consumer behaviour (e.g., *impulse buying, accessorizing, combination buying, buying items endorsed by celebrities*)

**Teacher prompts:** “Why do store window displays feature fully accessorized mannequins?” “Have you ever bought more items than you intended or needed because a store was having a sale? Have you ever made an impulse purchase of an item displayed near the cash register? What does this behaviour indicate about the effectiveness of these marketing strategies?”

- C1.4** describe strategies that consumers can use to make informed and responsible fashion purchases (e.g., *checking textile labels, comparison shopping, checking warranties/guarantees, wardrobe assessment, checking return policies, investigating the working conditions under which the garment was produced and sold*)

**Teacher prompts:** “What types of fashion items are covered by warranties/guarantees? Why is it important to be aware of such guarantees when shopping for such items?” “What constitutes a socially responsible fashion choice?” “To what extent do fair-trade products guarantee ethical working conditions?”

**C1.5** analyse fashion promotions and products that raise awareness of social issues (e.g., *charity fashion shows such as Fashion Cares, ribbons symbolizing issues such as breast cancer and HIV/AIDS awareness, T-shirts with messages, reusable shopping bags*)

**Teacher prompts:** “What are some fashion products that promote awareness of environmental issues? How effective do you think they are?” “How and why might some fashion retail chains be motivated to develop social marketing promotions?”

## C2. Fibres, Fabrics, and the Environment

By the end of this course, students will:

**C2.1** identify the advantages and disadvantages of common natural and synthetic fibres (e.g., *cotton is lightweight, breathable, and easy to find, but it can shrink when washed and is easily creased; silk is hypoallergenic, breathable, and strong, but it is expensive and the fibres are weakened by perspiration; spandex increases the stretch of a garment, but it is not breathable; polyester is relatively inexpensive and holds its shape and colour, but it is not absorbent, does not breathe, and can cling as a result of static electricity*)

**Teacher prompts:** “What are some advantages and disadvantages of new fibres such as bamboo, soy, and hemp?” “Why is spandex particularly suitable for use in swimwear?” “When might you wear a garment made of Gore-tex? When would you not want to wear such a garment? Why?” “What are the advantages and disadvantages of down insulation?”

**C2.2** describe characteristics of different types of woven fabrics (e.g., *canvas, chino, damask, linen, percale*), knit fabrics (e.g., *jersey, tricot, velour, boiled wool*), and non-woven fabrics (e.g., *leather, fur, felt*) used in various fashion products

**Teacher prompts:** “What are the main differences between canvas and percale?” “In what ways does jersey differ from velour?”

**C2.3** describe characteristics of various types of dyes (e.g., *natural, acid, reactive, solvent*) and fabric finishes (e.g., *waterproof, flame-retardant, wrinkle-resistant, stain-resistant finishes*), and describe the effects they have on fabrics

**Teacher prompts:** “Why might some natural dyes have a more negative impact on the environment than some synthetic dyes?” “How do various fabric finishes affect the lifespan of a garment?” “Which fabric finishes would be desirable for a raincoat? Why?” “Which finishes enhance the appearance of a garment?”

**C2.4** describe the environmental impact of the production, use, and care of various fibres and fabrics (e.g., *the impact of farming cotton, hemp, bamboo, sheep, silkworms; of the production process for various synthetic fabrics and dyes; of dry cleaning*)

**Teacher prompts:** “Which is more damaging to the environment – washing garments at home or having them dry cleaned? Why?” “What is the environmental impact of the chemicals used in stain-resistant finishes?” “What is the environmental impact of using dyes in the production of fibres?”

**C2.5** describe strategies to reduce the environmental impact of the production of various fibres, fabrics, and finishes (e.g., *purchasing garments made from organic cotton or hemp, using plant-based dyes, buying second-hand clothes, limiting the use of stain-resistant fabric*)

**C2.6** apply their knowledge of the basic characteristics of various fibres and fabrics and their environmental impact when choosing appropriate fabrics for various fashion products

**Teacher prompts:** “What is the purpose of your fashion product? Does that purpose narrow the range of fabrics that you might consider? Why or why not?” “How will the fabric that you have chosen complement the design of this product?”



## D. DESIGN AND FASHION CONSTRUCTION SKILLS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Elements and Principles of Design:** demonstrate an understanding of the elements and principles of design, and of how they can be used to different effect in the creation of fashion products;
- D2. Tools and Technologies:** describe a variety of tools and technologies associated with the creation of fashion products, and use tools and technologies safely and correctly when creating such products;
- D3. Procedures, Skills, and Techniques:** demonstrate the ability to use appropriate procedures, skills, and techniques when creating fashion products.

### SPECIFIC EXPECTATIONS

#### D1. Elements and Principles of Design

By the end of this course, students will:

- D1.1** identify and describe the elements and principles of design as they apply to fashion products (*e.g., line, colour, shape, texture, balance, proportion, rhythm, emphasis, harmony*)

**Teacher prompt:** “What are some ways of using colour or texture to show contrast in a garment?”

- D1.2** analyse the impact that apparel and/or accessories reflecting various elements and principles of design can have on a person’s appearance and the impression he or she creates

**Teacher prompts:** “Why do horizontal lines on some garments make a person appear wider?” “Why does dark clothing make a person appear smaller?” “What is the effect of clothes or accessories in bright colours?”

- D1.3** apply the elements and principles of design when creating fashion-related products (*e.g., when creating fashion illustrations, fashion sketches, apparel for paper dolls of different body shapes; when designing a garment; when engaged in a sewing project*)

**Teacher prompts:** “Are you going to run the lines in your fabric horizontally or vertically in the garment you are creating? Why? What effect will that produce? How would the effect be different if the lines ran the other way?” “How can a fashion illustration that shows formal balance be modified to show informal balance in a similar garment?”

#### D2. Tools and Technologies

By the end of this course, students will:

- D2.1** identify various tools and technologies used in the creation of fashion products, and describe their function (*e.g., measuring tape, seam ripper, scissors, pinking shears, iron, pressing ham, sewing machine, serger, loom, knitting needles, crochet hook*)

**Teacher prompt:** “What cutting tools are necessary to make clothing? What are the differences in the functions of various cutting tools?”

- D2.2** demonstrate the safe use of tools and technologies when creating fashion products (*e.g., keep pins in a pin cushion, store the iron on its heel when not in use, promptly replace blunt or bent needles in sewing machines or sergers*)

**Teacher prompts:** “Why is it important to replace a bent or dull needle on a sewing machine?” “When using a sewing machine, why is it important to wear safety glasses or tie back long hair?”

- D2.3** use tools and technologies correctly when creating fashion products (*e.g., tools and technologies associated with cutting, pressing, pinning, sewing, knitting, crocheting, felting, embroidering, dyeing*)

**Teacher prompt:** “How would you use a measuring tape to place a pattern piece correctly on fabric?”

### D3. Procedures, Skills, and Techniques

By the end of this course, students will:

**D3.1** demonstrate the ability to follow preconstruction procedures (*e.g., measuring; interpreting patterns, including their abbreviations, and laying out patterns; selecting and preparing fabrics; fitting and altering patterns; understanding knitting, crocheting, or jewellery-making instructions*) when creating fashion products

**Teacher prompt:** “How would you use numeracy skills to measure a grainline or determine the number of metres of fabric required?”

**D3.2** identify and describe basic skills and construction techniques used in the creation of

fashion products (*e.g., finishing seams, sewing darts, gathering and easing fabric, making buttonholes, sewing in zippers, hemming, reducing bulk, using stabilizers and interfacing*)

**Teacher prompt:** “What are the main differences between sewing in a conventional zipper and an invisible zipper?”

**D3.3** demonstrate the ability to apply basic skills and construction techniques when creating fashion products (*e.g., finishing seams, sewing in zippers, hemming, using fasteners*)

**Teacher prompts:** “How can you determine how much seam allowance you will need?”  
“What techniques can you use to ensure a straight hem in a garment you are sewing?”

# Housing and Home Design, Grade 11

Open

**HLS30**

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This course introduces students to a range of issues related to housing and home design. Students will learn about the needs that housing fulfils; housing options; home maintenance and safety; and environmental, economic, legal, and social considerations related to housing. They will use the elements and principles of design to analyse design and decorating decisions. Students will develop research skills as they investigate issues related to housing and home design.

**Prerequisite:** None

# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to housing and home design, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to housing and home design (*e.g., careers related to housing and home design; furniture styles; house styles; types of accommodation; technology in the home; eco-housing; eco-textiles; costs of home ownership and renting and their relation to income*) to identify topics for research and inquiry
- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics
- A1.3** formulate effective questions to guide their research and inquiry  
*Teacher prompt:* “What factors would you need to consider if you were researching the costs of renting versus owning a home?”

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method; identify sources of information*), ensuring that their plans follow guidelines for ethical research

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews, observations, surveys, questionnaires, design plans, photographic spreads in interior design magazines*) and secondary sources (*e.g., textbooks, websites, brochures, magazine and newspaper articles*)

- A2.3** based on preliminary research, for each investigation formulate a research question, and use it to focus their research

### A3. Processing Information

Throughout this course, students will:

- A3.1** assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, voice*)  
*Teacher prompts:* “How can you determine whether an information source is relevant to your research topic?” “If two information sources contradict each other, how might you determine which is more reliable?” “What values are embedded in the information sources?”
- A3.2** record and organize information and key ideas using a variety of formats (*e.g., notes, graphic organizers, summaries, audio/visual/digital records*)

**A3.3** analyse and interpret research information (e.g., *determine whether common themes arise in different sources*)

**A3.4** demonstrate academic honesty by documenting the sources of all information generated through research

**A3.5** synthesize findings and formulate conclusions (e.g., *weigh and connect information to determine the answer to their research question*)

#### A4. Communicating and Reflecting

Throughout this course, students will:

**A4.1** use an appropriate format (e.g., *presentation board, oral presentation, brochure, poster, multimedia presentation, web page*) to communicate the results of their research and inquiry for a specific purpose and audience

**A4.2** use terms relating to housing and home design correctly (e.g., *floor plan, traffic patterns, window coverings, detached, semi-detached, transitional housing, mortgage, lien, escrow*)

**A4.3** clearly communicate the results of their inquiries (e.g., *write clearly, organize ideas logically, use language conventions properly*), and follow APA conventions for acknowledging sources (e.g., *generate a reference list in APA style*)

**A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communications skills

**Teacher prompt:** “What steps might you take to enhance your research/inquiry skills?”

## B. HOUSING NEEDS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Housing and Human Needs:** demonstrate an understanding of the relationship between housing and various human needs and wants;
- B2. Homelessness and Inadequate Housing:** explain what happens to people when their housing needs are not met, and demonstrate an understanding of laws and policies related to housing standards in Canada;
- B3. Housing and the Life Cycle:** demonstrate an understanding of how stages of the life cycle can affect people's choice of and modifications to living spaces.

### SPECIFIC EXPECTATIONS

#### B1. Housing and Human Needs

By the end of this course, students will:

- B1.1** identify the ways in which housing can meet basic human needs (*e.g., physical, psychological, social, emotional, aesthetic needs*)  
**Teacher prompts:** "Where would the need for housing fit in Maslow's hierarchy of needs?" "What aesthetic needs are related to housing? What are some of the ways in which these needs are satisfied?" "What is the difference between human needs and wants with respect to housing?"
- B1.2** explain, on the basis of comparison of historical and modern living spaces, how housing has evolved to meet human needs (*e.g., insulation, windows, central heating, air conditioning to protect the inhabitants from heat/cold; chimneys, fans, and vents to circulate air and remove harmful fumes and dampness; indoor plumbing and sanitation; doors and locks for security; bans on harmful building substances*)  
**Teacher prompts:** "What characteristics or features of early living spaces met human needs in the past? In what ways have these features been improved over time?" "In what ways have Canadian homes evolved over the past fifty years? In what ways are they the same?"
- B1.3** describe the relationship between personal values, lifestyle, and housing needs and/or preferences (*e.g., the need for families with children*

*to be close to schools, for people without cars to have access to public transportation, for people working outside the home to be within commuting distance of their place of employment; the impact of hobbies and lifestyle on housing choices with respect to location and proximity to sports and recreational facilities, cultural institutions, shops, restaurants; the impact of values on choice of neighbourhood or proximity to religious facilities)*

**Teacher prompts:** "What are the most important factors determining where you live? Why?" "To what extent does the desire for status affect a person's choice of neighbourhood?"

- B1.4** describe how and why housing needs and preferences vary in different regions of Canada and throughout the world (*e.g., the impact of factors such as climate, proximity to earthquake or flood zones, local building standards; needs associated with nomadic and sedentary lifestyles, nuclear and extended families; the relationship between financial means, social status, and housing needs/preferences*)

**Teacher prompts:** "What impact does climate have on people's housing needs?" "How and why would the housing needs of a nomadic community differ from those of a permanently settled community?" "What are some differences in housing and community services between affluent and poor communities or regions?" "What features would you expect to find in houses and apartments that were designed specifically to accommodate extended families?"

## B2. Homelessness and Inadequate Housing

By the end of this course, students will:

- B2.1** describe possible effects of homelessness and housing instability on individuals and families (*e.g., physical illness, including tuberculosis; mental illness; nutritional deficiencies; developmental delays in children; increased risk of physical and sexual assault; reduced access to government supports; separation of families*)

**Teacher prompts:** “What are the risks for teenagers who do not have a permanent home?” “How does the lack of a permanent address affect an individual’s access to government programs and supports?”

- B2.2** explain the effects of living in inadequate housing (*e.g., housing that is overcrowded, has poor ventilation, lacks heating/cooling and/or running water and sanitation facilities, is not adequate to withstand natural disasters common in the region*)

**Teacher prompts:** “What diseases are associated with lack of access to clean drinking water?” “Why is it important that housing has adequate ventilation? What are some risks for people living in homes with poor ventilation?”

- B2.3** assess the laws and policies that protect the housing rights of individuals and families in Canada (*e.g., the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act, Residential Tenancies Act*)

**Teacher prompt:** “In what ways has the reserve system limited the ability of First Nation people to adequately meet their housing needs?”

## B3. Housing and the Life Cycle

By the end of this course, students will:

- B3.1** describe what people at different stages of the life cycle (*e.g., young people, newly married couples, single parents, families with young children, families with “boomerang” children, empty nesters, retirees*) look for in a living space

**Teacher prompts:** “If you were helping a grandparent choose features for his or her living space, what would you look for?” “If you had a family with young children, what housing features would you want?”

- B3.2** describe types of modifications that enhance household access and safety for family members at different stages of the life cycle (*e.g., safety gates, electrical outlet covers, safety bars in bathrooms, stairway lifts, ramps, heat sensors, fenced yards, child locks on cupboards, secondary suites*)

**Teacher prompts:** “What features are necessary in the bathroom of an elderly person who uses a wheelchair?” “What safety modifications might a family make to their home if they had small children? Why?”



## C. SOCIAL, ECONOMIC, AND LEGAL CONSIDERATIONS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. The Impact of Social Factors:** demonstrate an understanding of the impact that social factors, including cultural traditions, can have on housing;
- C2. Housing for Specialized Markets:** demonstrate an understanding of different types of housing, including housing for specialized markets, and of housing-related support programs;
- C3. Economic and Legal Considerations:** demonstrate an understanding of the economic and legal considerations associated with housing.

### SPECIFIC EXPECTATIONS

#### C1. The Impact of Social Factors

By the end of this course, students will:

- C1.1** analyse the impact of current social and demographic factors on housing (*e.g., changing family structures, population fluctuations, economic conditions, government policies and services, technological advances, environmental issues, green space regulations*)

**Teacher prompts:** “How do technological developments affect housing?” “What is the Ontario Greenbelt and what impact does it have on housing developments?” “What impact has increasing urbanization had on housing?” “How have economic factors and government policies affected rates of homelessness?” “What groups are particularly vulnerable to homelessness (*e.g., Aboriginal people, new immigrants, people living in poverty, people suffering from mental illnesses*)? Why?”

- C1.2** describe how the increased recognition of the need for resource conservation can affect decisions related to living spaces, and identify ways in which householders can conserve energy, water, and other resources (*e.g., by using alternative sources of energy such as solar or geothermal power; by installing low-flow toilets and shower heads; by using recycled building materials; by retrofitting a building with more energy-efficient windows and doors and improving insulation; by using energy-saving appliances, programmable thermostats, dimmer switches, and LED lights; by recycling and composting*)

**Teacher prompts:** “What are some ways to retrofit a house to be more energy efficient?” “What can apartment or condominium dwellers do to conserve energy?”

- C1.3** explain how cultural traditions and values can affect decisions related to housing (*e.g., with reference to preferred styles of architecture and interior design, the use of feng shui principles, the need for specialized rooms such as shrines, approaches to colour, beliefs about lucky/unlucky numbers, dietary restrictions and kitchen needs, space for extended families living under the same roof*)

**Teacher prompts:** “What are the principles of feng shui? How and why might they affect the interior design of one’s living space?” “How can kitchens be designed to conform to kosher dietary laws?”

- C1.4** describe how social factors and housing-related technologies may affect housing in the future, and provide reasons to support their predictions (*e.g., the increasing development of high-rise buildings as available land decreases in urban spaces; the availability of more recycled building materials and/or stricter building regulations to conserve natural resources and protect the environment; the development of decentralized communities with single-family housing as more people telecommute to work or school*)

**Teacher prompts:** “What do you think an environmentally friendly dwelling will look like in the future? Why?” “What urban planning changes do you think will occur in the future? Why?”

## C2. Housing for Specialized Markets

By the end of this course, students will:

**C2.1** describe common types of housing available in Canada for the general population (e.g., detached and semi-detached houses; row houses; townhouses; duplexes; low- and high-rise apartments, condominiums, and co-op housing; secondary suites in private houses; rooming houses; mobile homes)

**C2.2** describe the function and availability of different types of housing, including social housing, for specialized markets (e.g., student residences, group homes, supportive housing, respite housing, shelters for homeless people, family shelters, halfway houses, transitional housing, nursing homes, hospices, subsidized housing for people living on a low income)

**Teacher prompts:** “What type of housing might be required for a person who was recently released from prison?” “What sorts of housing are available for university/college students?”

**C2.3** explain the specific roles of various agencies and programs that assist people to acquire and/or maintain housing (e.g., programs of the Canada Mortgage and Housing Corporation, including the Emergency Repair Program, Home Adaptations for Seniors’ Independence, and Residential Rehabilitation Assistance Program; the First Nations Market Housing Fund; housing loan guarantees from the Department of Indian and Northern Affairs; Affordability and Choice Today; the Ontario Disability Support Program; Ontario Works; rent-supplement programs; non-profit housing programs; Habitat for Humanity; community-based agencies such as the United Way, religious groups, rent bank programs, legal services to help prevent eviction)

**Teacher prompts:** “What programs are available in your community to assist with various housing needs?” “How might a single parent on social assistance access available housing services?” “What is the process of applying for housing assistance if your home is damaged in a storm?”

## C3. Economic and Legal Considerations

By the end of this course, students will:

**C3.1** demonstrate an understanding of different models of housing ownership or tenancy in Canada and other countries (e.g., freehold, condominium, or cooperative ownership; co-housing; rental of public, subsidized, or private housing; company housing; sharecropping rentals)

**C3.2** identify the ongoing costs associated with various types of housing (e.g., rent; mortgage payments; condominium fees; property taxes; repairs; home or contents insurance; utility, telephone, Internet, cable expenses)

**Teacher prompt:** “Which housing-related expenses are discretionary and non-discretionary? How can changes in ongoing non-discretionary expenses be controlled or predicted?”

**C3.3** describe the financial obligations associated with acquiring housing (e.g., first and last month’s rent, down payment, deposit, mortgage, lawyers’ and real estate agents’ fees)

**Teacher prompts:** “In addition to the purchase price, what are some of the financial costs associated with buying a house or condominium?” “Under what circumstances would it be more financially viable to rent rather than purchase accommodation?”

**C3.4** describe the legal obligations associated with buying and renting housing (e.g., with reference to leases, subletting, an offer to purchase, escrow, liens, closing; illegal practices such as asking for “key money”)

**Teacher prompts:** “What documents does the vendor have to provide when selling a house?” “What legal processes are required for someone buying a house?” “What legal recourse does a tenant have when a landlord is not abiding by the law?”

**C3.5** describe factors to be considered in determining the affordability of accommodation (e.g., level and stability of one’s income, savings and debts, number of dependants, plans to have children, money needed for non-discretionary expenses, values and goals, interest rates)

**C3.6** summarize housing-related services and regulations available in Canadian communities (e.g., garbage collection; water and sanitation; energy services; tree-planting and maintenance services; regulations relating to zoning for rental accommodations or rooming houses, building codes, environmental assessment; legislation such as landlord and tenant acts; property taxes)

**Teacher prompts:** “What services are in place in your community to support homeowners?” “What types of services are available in large cities that might not be available in small towns or rural areas?” “What legislation applies to landlords and tenants? What protections and obligations are contained in this legislation?”

## D. CREATING AND MAINTAINING LIVING SPACES

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Functional Floor Plans:** demonstrate the ability to create and evaluate floor plans for living spaces;
- D2. Design and Furnishing Considerations:** demonstrate an understanding of the elements and principles of design and other considerations related to designing and decorating living spaces;
- D3. Home Maintenance:** demonstrate an understanding of the importance of home maintenance and of ways to create a safe and healthy home;
- D4. Career Opportunities in Housing:** describe various careers associated with housing, including home maintenance and design, and the educational pathways related to them.

### SPECIFIC EXPECTATIONS

#### D1. Functional Floor Plans

By the end of this course, students will:

- D1.1** demonstrate an understanding of the terminology relating to, and drawing conventions used in, floor plans (*e.g., conventions used in architectural drawings and floor plans, including those for doors, walls, windows, kitchen and bathroom fixtures, laundry facilities, closets and storage; electrical symbols*)

- D1.2** using floor plans, evaluate the effectiveness of interior design decisions (*e.g., the positioning and function of various rooms, including social zones, private spaces, work areas; the placement of appliances and furnishings; the number and location of electrical outlets; orientation of windows for solar gain; decisions with respect to traffic patterns, accessibility, clearance, storage; fire and emergency measures*)

**Teacher prompt:** “How effectively do common condominium floor plans accommodate the needs of families with young children? The needs of elderly people?”

- D1.3** demonstrate the ability to create a floor plan for a specific purpose (*e.g., for a bedroom, home office, garage; for a recreational space in a backyard; showing an emergency evacuation plan*)

**Teacher prompts:** “What elements are needed in a home office? How could you put them together for maximum convenience and efficiency?” “What is meant by the term *work triangle* in a kitchen? How does the size and shape of the kitchen affect how you approach the design of the triangle?”

#### D2. Design and Furnishing Considerations

By the end of this course, students will:

- D2.1** demonstrate an understanding of basic terminology relating to styles of architecture, furniture, and interior design (*e.g., Saltbox, Cape Cod, Georgian houses; French provincial, colonial, retro, eclectic, country, contemporary, minimalist design/furniture*)

- D2.2** analyse ways in which elements and principles of design (*e.g., line, space, harmony, texture, colour*) are used to create interior and exterior home environments

**Teacher prompt:** “What are some ways in which colour themes are used in rooms featured in home design magazines?”

**D2.3** analyse the interrelationship between the elements and principles of design, practical considerations, and the range of available products with respect to home-decorating decisions (e.g., how the size and shape of a room influence the type, style, and placement of furniture; how natural light may influence decisions about wall colour, window coverings, lighting; how the function of a room affects decisions about flooring, furniture materials, decoration; how the availability of environmentally friendly and energy-efficient products may influence design decisions; how the size and purpose of a yard and the amount of sun and shade affect landscaping decisions)

**Teacher prompts:** “When redecorating your bedroom, why do you have to consider the room’s size and shape?” “What furniture size and styles best suit a small loft apartment? Why?” “How can you make your kitchen both functional and aesthetically pleasing?”

**D2.4** describe the criteria involved in selecting home furnishings, equipment, and appliances (e.g., product reputation, durability, function, safety, cost, maintenance, energy efficiency, design, aesthetic appeal)

**Teacher prompt:** “If you were furnishing your first apartment, what factors would you consider most important? Why? In what areas might you have to compromise? Why?”

**D2.5** demonstrate an understanding of skills, technologies, and techniques that can be used to inexpensively enhance personal spaces (e.g., with reference to creating their own household accessories or home décor items; doing their own floor or wall tiling, painting, wall papering, gardening; reupholstering or refinishing furniture; building shelving or other storage, decks, fences; ways of reusing or repurposing building materials; shopping in used housewares stores; using computer software applications to help them make design decisions)

### D3. Home Maintenance

By the end of this course, students will:

**D3.1** describe proper home maintenance, including preventive maintenance (e.g., maintaining the roof, servicing the furnace/air conditioner, cleaning and repairing the eaves, shutting off water to outdoor taps in the fall, painting or staining exterior wood, tuckpointing masonry, cleaning ducts, replacing chipped caulking, checking smoke and carbon monoxide detectors)

**D3.2** describe strategies for maintaining a healthy home environment (e.g., limiting use of household chemicals or choosing environmentally responsible

products; using proper waste disposal and recycling procedures; using safe and appropriate pest control; using exhaust fans in the kitchen and bathroom; cleaning, vacuuming, and dusting regularly; mopping up spills and fixing leaks promptly; replacing furnace/humidifier filters)

**D3.3** identify household hazards and outline related safety precautions (e.g., installing a home security system, childproofing cupboards, storing toxic or flammable substances safely or avoiding their use altogether, removing snow and ice, ensuring fire extinguishers are in working order, installing and regularly checking smoke and carbon monoxide detectors, avoiding overloading electrical outlets, cleaning dryer ducts)

**D3.4** identify household repairs that can generally be done by the occupant of the home (e.g., replacing a toilet seat, cupboard handles, furnace filters) and those that require a professional (e.g., replacing electrical wiring, duct cleaning, plumbing)

**D3.5** explain the possible impact of failing to properly maintain and repair a home (e.g., water damage and mould from leaky pipes and/or roof or from clogged eavestroughs; structural instability from cracks in the foundation; air leaks from windows or doors that are not properly hung, caulked, and/or weather stripped; fire hazards associated with old wiring; increased energy use associated with poorly insulated spaces)

**Teacher prompts:** “What would happen if missing roof shingles were not promptly replaced?” “Why is it important to properly caulk a bathtub/shower?”

### D4. Career Opportunities in Housing

By the end of this course, students will:

**D4.1** identify and describe career opportunities related to housing and home design/maintenance (e.g., realtor, lawyer, mortgage officer, landlord, developer, property manager, social housing coordinator, home inspector, home stager, designer, decorator, painter, wallpaper hanger, insurance professional, architect, colour specialist, kitchen planner, landscape architect, electrician, plumber, space planner, storage organizer)

**Teacher prompt:** “What types of professionals are involved in the development, design, construction, and purchase of a new home? Which are involved in home maintenance?”

**D4.2** describe the educational pathways most appropriate for various careers related to housing and home design/maintenance

# The World of Fashion, Grade 12

University/College Preparation

**HNB4M**

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This course gives students the opportunity to explore the world of fashion. Students will learn how to create a fashion product using various tools, techniques, and technologies while developing their practical skills. Students will learn about various factors that affect the global fashion industry, the needs of specialized markets, and the impact of fibre and fabric production and care. In addition, they will learn about social and historical influences on fashion. Students will apply research skills when investigating aspects of the fashion world.

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



# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to fashion, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to fashion (*e.g., fashion history, the impact of social and technological developments, logos and brand marketing, fashion designers, occupations, specialized and niche markets, fibre and fabric creation, elements and principles of design, connections between social movements and fashion*) to identify topics for research and inquiry
- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics
- A1.3** formulate effective questions to guide their research and inquiry  
*Teacher prompt: "If you were researching the working conditions of people in the textile industry, which countries would you include in your research?"*

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (i.e., outline purpose and method; identify sources of information), ensuring that their plans follow guidelines for ethical research

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews; observations; surveys and questionnaires; original documents in print or other media such as film, photographs, advertisements*) and secondary sources (*e.g., textbooks, book reviews*)

- A2.3** based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

### A3. Processing Information

Throughout this course, students will:

- A3.1** assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, voice*)
- A3.2** record and organize information and key ideas using a variety of formats (*e.g., notes, graphic organizers, summaries, audio/digital records*)
- A3.3** analyse and interpret research information (*e.g., compare results of surveys and interviews; determine whether common themes arise in different media products*)
- A3.4** demonstrate academic honesty by documenting the sources of all information generated through research

**A3.5** synthesize findings and formulate conclusions (e.g., *determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research question*)

#### A4. Communicating and Reflecting

Throughout this course, students will:

**A4.1** use an appropriate format (e.g., *oral presentation, written research report, poster, multimedia presentation, web page*) to communicate the results of their research and inquiry for a specific purpose and audience

**A4.2** use terms relating to fashion correctly (e.g., *positional goods, Empire waist, haute couture, maquiladora, Textile Labelling Act, CAD, serger, croquis*)

**A4.3** clearly communicate the results of their inquiries (e.g., *write clearly, organize ideas logically, use language conventions properly*), and follow APA conventions for acknowledging sources (e.g., *generate a reference list in APA style, use in-text author-date citations*)

**A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

**Teacher prompts:** “How might the research methods you used have affected the results you obtained?” “What steps might you take to enhance your research/inquiry skills?”



## B. HISTORY AND INFLUENCES

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Fashion History:** demonstrate an understanding of the impact on fashion of historical and technological developments and social issues;
- B2. Fashion Influences:** demonstrate an understanding of the influence of brands, designers, and design centres on the fashion industry.

### SPECIFIC EXPECTATIONS

#### B1. Fashion History

By the end of this course, students will:

- B1.1** analyse the impact on the fashion industry of historical developments and social issues (*e.g., economic conditions, class structure, gender roles, religious practices, environmental issues, trade and exploration, colonization, industrialization, natural disasters, labour practices in the garment industry, scientific discoveries and technological changes*)

**Teacher prompts:** “What are the origins of cotton? How was the cultivation of cotton in the United States connected to slavery?” “What was the Silk Road? What impact did trade associated with this route have on fashion?” “What impact can natural disasters such as drought or pest infestation affecting cotton crops or silk worms have on the fashion industry?” “What impact have current environmental issues had on the fashion industry?” “How did European demand for fur affect Aboriginal people’s relationship to the land and animals in colonial North America? What were the consequences for Aboriginal people living on the North American plains?”

- B1.2** describe notable fashion innovations associated with various historical periods (*e.g., ancient Egyptian, ancient Greek, ancient Roman, Byzantine, medieval, baroque, rococo, Renaissance, Empire, Victorian, Edwardian eras; the 1920s, the 1960s*), including innovations that continue to influence current Westernized fashions

**Teacher prompts:** “What is the origin of the term *Empire waist*? What current fashion items continue to draw on the Empire silhouette?” “In what ways were women’s dresses of the 1920s different from those earlier in the century? Which of the fashion innovations associated with the 1920s continue to influence fashion today?”

- B1.3** analyse the importance to the fashion industry of key technological developments (*e.g., the loom, the sewing machine, automation, mechanization, computer assisted design [CAD], synthetic fibres and fabrics, silk farming, new materials arising from research related to military or space exploration*)

**Teacher prompts:** “What effects did the development of the sewing machine have on domestic and industrial sewing?” “What impact has military research had on the fashion industry?”

#### B2. Fashion Influences

By the end of this course, students will:

- B2.1** analyse the influence on the fashion industry of brand marketing (*e.g., celebrity endorsements and fashion lines, logos, cause marketing, testimonials, diversified product lines by specific designers, marketing of status or positional goods*)

**Teacher prompts:** “What impact does the diversification of a designer’s product line have on consumers?” “What influence do celebrities have on the fashion industry? What fashion items have celebrities made popular?” “What marketing strategies are used by certain brands to sell their products as positional goods?”

**B2.2** explain the contributions to the fashion industry of various Canadian and international designers (e.g., *Dean and Dan Caten, Alfred Sung, D'Arcy Moses, John Fluevog, Linda Lundstrom, Vera Wang, Yves Saint Laurent, Coco Chanel, Hanae Mori, Ritu Kumar*)

**Teacher prompts:** "In what ways have Canadian designers contributed to the global fashion industry?" "Who are your favourite designers? Why? What contribution have they made to fashion?"

**B2.3** explain the influence of haute couture on the fashion industry (e.g., *the influence of haute couture collections on current styles; the demand for copies, knock-offs; the diversification of fashion houses into ready-to-wear and mass production; the existence of fashion piracy*)

**Teacher prompt:** "How do haute couture fashions become widely available? What happens to the desirability of haute couture styles once they have become popular?"

**B2.4** explain the influence on the fashion industry of the traditional fashion centres (e.g., *Paris, Milan, London, Tokyo, New York City*)

**Teacher prompts:** "Why are Milan and New York considered 'traditional' fashion centres?" "What designers and events are associated with Paris's status as a fashion centre?"

**B2.5** explain the influence on the fashion industry of emerging fashion centres (e.g., *Los Angeles, Toronto, Dubai, Beijing*)

**Teacher prompts:** "What factors account for Toronto's status as an 'emerging' fashion centre?" "Why is Beijing more prominent in the fashion industry today than in the past?" "Why has there been a shift away from some of the traditional fashion centres? Do you think this trend will last?" "What cities could be among the next fashion centres? Why?"

## C. TEXTILE PRODUCTION, SOCIETY, AND THE GLOBALIZED MARKETPLACE

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Clothing for Specialized Markets:** demonstrate an understanding of the needs of specialized markets with regard to fashion/clothing;
- C2. Global Textile Production:** demonstrate an understanding of global textile production and its social and environmental impact;
- C3. Globalization and Social Responsibility:** demonstrate an understanding of the impact of globalization on the fashion industry and of strategies for reducing the negative impact of the industry.

### SPECIFIC EXPECTATIONS

#### C1. Clothing for Specialized Markets

By the end of this course, students will:

- C1.1** identify specialized fashion/clothing markets (e.g., infants, pregnant women, children, older adults, religious or faith groups, people with disabilities, athletes), and explain how and why each constitutes a separate market

**Teacher prompts:** “Why has fashion for specialized markets become more prominent today?” “What societal factors contribute to the need to offer clothing for specialized markets?” “What sorts of fashion items are manufactured for companion and working animals? Why do you think there is an increasing market for ‘fashion’ for pets?” “What specialized fashion needs are associated with religious/faith groups? Where would members of these groups purchase these items?”

- C1.2** describe fabrics used in, and innovations and modifications applied when creating, garments for specialized markets (e.g., hook-and-loop tape, magnetic closures, adjustable waistbands and hemlines, large arm openings; durable, soft, windproof, waterproof, low-resistance, breathable, moisture-wicking, and flame-retardant fabrics), and explain their functions

**Teacher prompts:** “What are the advantages of hook-and-loop tape over buttons, zippers, or laces? Which markets might find such tape particularly beneficial? Why?” “In what ways

do the garment requirements for a downhill skier differ from those for a swimmer? In what ways are they the same?”

#### C2. Global Textile Production

By the end of this course, students will:

- C2.1** identify countries associated with the production of specific textiles (e.g., silk in China; cotton in Egypt, the United States, and India; wool in Scotland; acrylic fabric in Mexico; synthetic and non-woven fabrics in Canada), and explain why those countries are major textile producers

**Teacher prompts:** “Why is China a global leader in the production of silk?” “What are the main fabrics produced in Canada? What factors account for Canada’s role in the production of these textiles?”

- C2.2** describe the basic processes involved in textile production (e.g., with reference to the production of fibre, thread, yarn, fabric; differences in processes for knitted, woven, and non-woven fabrics; dyeing, printing, and finishing processes)

**Teacher prompts:** “What processes are followed to generate thread from fibre? What additional processes are involved to create finished fabric?” “What are some dyeing processes?”

- C2.3** analyse the social and environmental impact of textile production and disposal (e.g., the social impact related to workers’ health issues or child

labour; the environmental impact of the irrigation of and use of pesticides on cotton, the production process for petroleum-based textiles, the use of various dyes and finishes, the disposal of non-biodegradable textiles, the leaching of finishes from fabric disposed of in landfill)

**Teacher prompts:** “How are employees affected by the working conditions in textile manufacturing?” “What environmental issues are associated with different stages in the life cycle of a synthetic fabric such as polyester? In what ways are these different from the issues associated with a natural fabric such as cotton or silk?”

### C3. Globalization and Social Responsibility

By the end of this course, students will:

- C3.1** demonstrate an understanding of concepts related to the globalization of the fashion industry (e.g., imports, exports, offshore and domestic production, sourcing, unions, trade agreements, maquiladoras, sweatshops)
- C3.2** demonstrate an understanding of legislation and agreements relating to the fashion industry (e.g., the Textile Labelling Act, the Stuffed Articles Act as it pertains to insulated garments, provisions in the North American Free Trade Agreement [NAFTA])  
**Teacher prompts:** “Why has legislation been developed to regulate the fashion industry? Why is knowledge of such legislation useful for consumers and producers?” “To which garments does the Textile Labelling Act not apply?”
- C3.3** analyse the impact of globalization on the fashion industry (e.g., the availability of inexpensive clothes; the loss of union jobs in Canada as a result of offshore production; child labour; poor wages and

working conditions in sweatshops and maquilas; displacement of local craftspeople as a result of mass-produced fabric and garments)

**Teacher prompts:** “How does globalization contribute to the exploitation of workers in garment factories?” “How has globalization affected garment manufacturing in Canada?”

- C3.4** describe strategies that consumers can adopt to make socially responsible fashion choices (e.g., buying less, buying sweatshop-free clothing, buying fabrics that are sustainable, engaging in letter-writing campaigns or boycotts against unethical practices or companies, creating fashion items from recycled materials, buying second-hand clothing, washing clothing less frequently)  
**Teacher prompts:** “Where are your clothes made? What are the conditions in garment factories in those countries?” “What is a ‘boycott’? If you were to organize a boycott, how would you determine which apparel companies to support?” “What is fair-trade clothing? What are the personal and social costs and benefits of buying fair-trade clothing?”
- C3.5** explain strategies used by the fashion industry to reduce its environmental impact (e.g., reducing waste during the manufacturing process; reducing and/or eliminating pesticide use on cotton and other crops; using natural dyes such as indigo, cutch, and weld whenever possible; reducing water use and water pollution during production)  
**Teacher prompts:** “How is the fashion industry using sustainable and recycled materials?” “How can ‘upcycling’ reduce the environmental impact of the fashion industry? How successful are garment manufacturers who specialize in upcycling?” “What are the environmental benefits of blending hemp with cotton or silk in fabric manufacturing?”

## D. DESIGN AND FASHION CONSTRUCTION SKILLS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Elements and Principles of Design:** analyse the use of the elements and principles of design in fashion, and apply them when creating fashion products;
- D2. Tools and Technologies:** describe the function and use of a variety of tools and technologies associated with the creation of fashion products, and use tools and technologies safely and correctly when creating such products;
- D3. Procedures, Skills, and Techniques:** describe a wide range of procedures, skills, and techniques used in the creation of fashion products, and demonstrate the ability to use appropriate procedures, skills, and techniques when creating fashion products.

### SPECIFIC EXPECTATIONS

#### D1. Elements and Principles of Design

By the end of this course, students will:

- D1.1** analyse the elements and principles of design in fashion presented in the media (*e.g., magazines, billboards, television*)  
**Teacher prompt:** “What colours and shapes are currently being promoted by fashion designers/marketers in fashion magazines?”
- D1.2** analyse apparel items to determine how the designer has used the elements and principles of design to enhance their marketability  
**Teacher prompts:** “What elements and principles of design lend interest and excitement to a garment or outfit?” “What design elements make this garment stand out from the rest?” “What design features do you think would influence people to buy this item? Why?”
- D1.3** apply the elements and principles of design when creating fashion-related products (*e.g., when creating fashion illustrations, croquis, fashion sketches, apparel for paper dolls of different body shapes; when designing a garment; when engaged in sewing projects*)  
**Teacher prompts:** “Which fabrics would best complement the line and shape of your design? Why?” “What embellishments can you add for emphasis or to change the rhythm of the item?”

#### D2. Tools and Technologies

By the end of this course, students will:

- D2.1** identify, and describe the function and use of, various tools and technologies used in the creation of fashion products (*e.g., measuring tape, seam ripper, scissors, pinking shears, iron, pressing ham, sewing machine, serger, loom, knitting needles, crochet hook, embroidery hoops and frames, CAD*)  
**Teacher prompt:** “What are the advantages and disadvantages of manual and CAD approaches to fashion design?”
- D2.2** demonstrate the safe use of tools and technologies when creating fashion products  
**Teacher prompts:** “What safety rules need to be observed when you use a sewing machine or a rotary cutter?” “What precautions do you need to take when pressing fabric?”
- D2.3** use tools and technologies correctly when creating fashion products (*e.g., tools and technologies associated with designing, cutting, pressing, pinning, sewing, knitting, crocheting, felting, embroidering, dyeing*)  
**Teacher prompt:** “How could you use CAD when designing your garment?”

### D3. Procedures, Skills, and Techniques

By the end of this course, students will:

**D3.1** demonstrate an understanding of and use appropriate terminology when referring to techniques and tools used in fashion drawing (e.g., *croquis*, *flat pattern design*, *draping*, *CAD*, *swatches*, *concept boards*)

**D3.2** demonstrate the ability to follow preconstruction procedures (e.g., *measuring*; *interpreting patterns*, including their abbreviations, and *laying out patterns*; *selecting and preparing fabrics*; *fitting and altering patterns*; *understanding knitting*, *crocheting*, or *jewellery-making instructions*) when creating fashion products

**Teacher prompt:** “How can you use numeracy skills to alter a pattern to ensure an accurate fit?”

**D3.3** identify and describe basic skills and construction techniques used in the creation of fashion products (e.g., *finishing seams*, *sewing darts*, *gathering and easing fabric*, *making simple buttonholes*, *sewing in zippers*, *hemming*, *reducing bulk*, *using stabilizers and interfacing*)

**Teacher prompts:** “How can you make a buttonhole using the automatic buttonhole feature on a sewing machine? If your sewing

machine does not have an automatic buttonhole feature, how can you make a buttonhole manually?” “What are some variations in hemming methods? What are the benefits of using a hem gauge when hemming an article of clothing?”

**D3.4** identify and describe advanced skills and construction techniques used in the creation of fashion products (e.g., *top stitching*; *blind stitching*; *sewing flat felled or French seams*; *creating collars*, *waistbands*, *inset pockets*, *facings*, *plackets*, *cuffs*, *bound buttonholes*, *pin-tucked sleeves*; *tailor’s tacking*; *pleating*)

**Teacher prompt:** “What is the difference between a basic seam and a French seam? What types of garments might be enhanced by a French seam? Why?”

**D3.5** apply appropriate construction techniques and demonstrate a range of skills when creating fashion products

**Teacher prompt:** “What fashion items could you create to demonstrate the various skills and construction techniques you have learned in this course?”





# FOOD AND NUTRITION

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# Food and Nutrition, Grade 9 or 10

Open

**HFN10/20**

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This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

**Prerequisite:** None

# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to food and nutrition, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to food and nutrition (*e.g., Canadian food regulations, food safety, school food regulations*) to identify topics for research and inquiry
- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics
- A1.3** formulate effective questions to guide their research and inquiry

**Teacher prompt:** “If you were researching Aboriginal recipes, what might be the advantage of investigating foods based on ingredients that are available in an urban setting (*e.g., sweet potatoes*) as well as foods based on ingredients that are more readily available in rural settings (*e.g., venison*)?”

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method; identify sources of information; develop research tools such as surveys or questionnaires*), ensuring that their plans follow guidelines for ethical research

**Teacher prompt:** “Many people believe that teenagers prefer fried fast food for lunch to healthier alternatives such as salads, soups, and sandwiches. How could you design a study to investigate whether this is true among the students at your school? What would be the advantages and disadvantages of using a survey in your research? What would be the advantages and disadvantages of doing an observational study?”

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., informal interviews and surveys, personal food journals, data sets from Statistics Canada*) and/or secondary sources (*e.g., textbooks, advertisements, brochures, newspaper and magazine articles, online encyclopedias*)

**Teacher prompt:** “What is the difference between primary and secondary sources in the social sciences? Why would you consult only secondary sources for some research questions but use both secondary and primary sources for other research questions?”

- A2.3** based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

### A3. Processing Information

Throughout this course, students will:

**A3.1** assess various aspects of information gathered from primary and secondary sources (e.g., accuracy, relevance, reliability, inherent values and bias, voice)

**Teacher prompts:** “What strategies can you use to determine the relevance of the information you have gathered?” “If two information sources contradict each other, how might you determine which is more reliable?” “How can you determine whether an information source is biased? If an information source is biased, might it still be useful for your research?”

**A3.2** record and organize information and key ideas using a variety of formats (e.g., notes, graphic organizers, audio/visual/digital records)

**A3.3** analyse and interpret research information (e.g., compare results of surveys and interviews; determine whether common themes arise in different sources)

**A3.4** demonstrate academic honesty by documenting the sources of all information generated through research

**A3.5** synthesize findings and formulate conclusions (e.g., weigh and connect information to determine the answer to their research question)

### A4. Communicating and Reflecting

Throughout this course, students will:

**A4.1** use an appropriate format (e.g., oral presentation, brochure, flyer, poster, report, multimedia presentation, web page) to communicate the results of their research and inquiry effectively for a specific purpose and audience

**A4.2** use terms relating to food and nutrition correctly (e.g., nutrients, nutrient-dense foods, snacking, body image, food security)

**A4.3** clearly communicate the results of their inquiries (e.g., write clearly, organize ideas logically, use language conventions properly), and follow APA conventions for acknowledging sources (e.g., generate a reference list in APA style)

**A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

**Teacher prompts:** “How might the research methods you used have affected the results you obtained?” “What steps might you take to enhance your research/inquiry skills?”

## B. NUTRITION AND HEALTH

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Canada's Food Guide:** demonstrate an understanding of the nutritional and health recommendations in Canada's Food Guide;
- B2. Eating Patterns:** demonstrate an understanding of eating patterns that contribute to optimal physical health;
- B3. Body Image and Attitudes about Food:** demonstrate an understanding of factors that contribute to a positive body image and healthy attitudes about food.

### SPECIFIC EXPECTATIONS

#### B1. Canada's Food Guide

By the end of this course, students will:

- B1.1** describe the key messages and recommendations in Canada's Food Guide (*e.g., food illustrations included, foods emphasized, statements about exercise*)

- B1.2** describe diverse foods within each of the food groups as described in Canada's Food Guide

**Teacher prompt:** "What are some non-dairy sources of calcium as shown in the Milk and Alternatives group in Canada's Food Guide?"

- B1.3** describe appropriate serving sizes as defined in Canada's Food Guide

**Teacher prompt:** "What common everyday objects can be used to represent appropriate serving sizes as defined by Canada's Food Guide (*e.g., a deck of cards is the same size as a serving of meat*)?"

- B1.4** identify key nutrients, their sources and functions, and the food groups in which they can be found (*e.g., carbohydrates in the Grain Products group, protein in the Meat and Alternatives and Milk and Alternatives groups*)

- B1.5** describe people's nutritional needs at different stages in the lifespan, as outlined in Canada's Food Guide

**Teacher prompt:** "Which nutrients are especially important for very young children? For seniors?"

- B1.6** interpret the information on the labels of a variety of packaged foods (*e.g., Nutrition Facts table, ingredient list, nutrient claims*) to determine their nutritional content

**Teacher prompt:** "How would you use the Nutrition Facts tables to compare two similar products to determine which would be the most nutritious? What additional information would you want to know?"

- B1.7** plan nutritionally adequate meals using the guidelines in Canada's Food Guide

**Teacher prompt:** "How would the foods/meals appropriate for a young teenager differ from those appropriate for the teenager's pre-school-age sister or brother?"

#### B2. Eating Patterns

By the end of this course, students will:

- B2.1** explain the differences between nutrient-dense foods and empty-calorie foods and their effects on health

**Teacher prompts:** "What is the most nutritious snack to have before doing a physical activity? Why?" "An apple and a chocolate bar have the same number of calories. Why would an apple be a better snack choice?"

- B2.2** explain why it is important to eat a nutritious breakfast (*e.g., to improve mood, energy level, school performance, workplace productivity*)

**Teacher prompts:** "What criteria would you use to determine whether a breakfast is nutritionally

balanced?” “How does eating breakfast affect your energy and performance levels?”

**B2.3** describe the role of healthy snacking in achieving and maintaining optimal health (*e.g., meeting nutrient needs, satisfying hunger between meals, providing energy*)

**B2.4** evaluate existing programs and policies that encourage eating for optimal health (*e.g., breakfast programs, school food and beverage policies, trans-fat regulations*)

**Teacher prompt:** “What criteria should be used to evaluate the health benefits of a breakfast program, or of ministry policies setting nutrition standards for schools?”

**B2.5** assess their own eating patterns and create a personal eating plan to achieve optimal physical health

**Teacher prompt:** “How could you change your eating patterns in order to eat a healthier diet?”

**B2.6** plan and prepare a snack and/or breakfast food that is nutrient dense

### B3. Body Image and Attitudes about Food

By the end of this course, students will:

**B3.1** describe positive and negative influences on body image (*e.g., cultural, social, media, peer group, family*)

**B3.2** describe and evaluate some current theories about the relationship between body type/shape and health (*e.g., different shapes can be healthy; waist circumference is a predictor of diabetes and stroke risk*)

**B3.3** outline strategies for achieving and maintaining a positive body image and healthy attitudes about food (*e.g., critically examining media messages, educating oneself about trends, using positive self-talk, setting priorities, participating in varied activities, talking with others*)

**Teacher prompt:** “What supports do teens need to help them develop a positive relationship with food?”

## C. FOOD CHOICES

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Food Needs:** demonstrate an understanding of factors affecting people's food needs and of ways of meeting those needs;
- C2. Influences on Food Choices:** demonstrate an understanding of various factors that influence food choices;
- C3. Media, Advertising, and Food:** demonstrate an understanding of how media and advertising messages affect food choices.

### SPECIFIC EXPECTATIONS

#### C1. Food Needs

By the end of this course, students will:

- C1.1** describe factors that affect people's food needs (*e.g., food preferences, dietary and health needs, busy schedules, major life changes*)  
*Teacher prompt:* "How would you plan meals to meet special food needs in your household?"
- C1.2** describe effective strategies to use in selecting, preparing, and serving food to meet a variety of food needs (*e.g., creating a budget, estimating per-serving costs, using coupons, planning menus and meals, developing appropriate food-preparation skills and techniques, preparing foods in advance*)
- C1.3** describe ways in which household members can contribute to the provision of food both inside and outside the home (*e.g., planning meals, shopping for food, preparing food, cleaning up*)
- C1.4** plan and prepare a food item or items to address specific food needs (*e.g., the need for a low-sodium diet, a low-cholesterol diet, a healthy diet for a person with a hectic schedule*)

#### C2. Influences on Food Choices

By the end of this course, students will:

- C2.1** identify different factors that influence people's food choices (*e.g., nutritional, cultural, emotional, environmental, religious, social, ethical, economic*)

*Teacher prompts:* "Why do some people choose to be vegetarian?" "How can you modify your food choices to reduce your impact on the environment?" "Why might some people choose to eat organic foods while others choose to eat local foods as a way of reducing their impact on the environment?" "What foods do you eat that are specific to your family, culture, and/or religion?"

- C2.2** explain how personal, family, and community resources (*e.g., money, time, knowledge, ability, equipment, availability of foods*) influence personal food choices

- C2.3** explain how childhood eating habits can influence lifelong eating patterns

*Teacher prompts:* "How do the eating patterns you had as a child influence your current eating patterns?" "How do you see your eating patterns changing in the future?" "What foods and food traditions would you want to pass on to your own children? What foods and food traditions would you not want to pass on to your own children?"

- C2.4** analyse how social situations influence food choices

*Teacher prompts:* "How does being with friends influence your food choices?" "How do different social situations influence your food choices?" "How are your food choices influenced by the foods and beverages that are available in your school?"



### C3. Media, Advertising, and Food

By the end of this course, students will:

- C3.1** describe how various media (*e.g., flyers, magazines, billboards, radio, television, the Internet*) are used to promote the consumption of different types of foods (*e.g., fresh produce, health foods, fast foods, energy drinks, restaurant meals*)
- C3.2** analyse techniques that are commonly used to promote food products (*e.g., celebrity endorsements, selective limiting of information, scare tactics, brand recognition, product placement, end-of-aisle displays*)

*Teacher prompts:* “How effective is product placement as a food-marketing strategy?”  
“When fast-food restaurants and pop companies sponsor large sporting events, what messages are conveyed?” “How are healthy food options promoted at school?”

- C3.3** analyse their personal food choices to determine the extent to which they are influenced by media and advertising/promotional techniques

## D. LOCAL AND GLOBAL FOODS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Availability of Food:** demonstrate an understanding of where various foods are produced;
- D2. Food and Environmental Responsibility:** demonstrate an understanding of how various food-purchasing choices and food-preparation practices affect the environment;
- D3. Food Security:** demonstrate an understanding of issues related to food security.

### SPECIFIC EXPECTATIONS

#### D1. Availability of Food

By the end of this course, students will:

- D1.1** identify the different types of foods produced in Canada (*e.g., fish, meat and poultry, dairy products, grains, vegetables, fruit*)

- D1.2** explain how various factors affect the availability of local foods (*e.g., proximity to agricultural land, length of growing season, presence of infrastructure such as greenhouses or fish farms, weather, soil conditions*)

**Teacher prompts:** “What foods are produced in your community only in spring, summer, and/or fall? What foods are produced year round?” “What makes the Niagara region so well suited to growing peaches and other soft fruits?”

- D1.3** explain why certain foods are imported from other countries (*e.g., tropical fruits, nuts, ocean fish, coffee, tea, chocolate*)

**Teacher prompts:** “How much do our eating patterns depend on imported foods?” “Why are some foods imported to Ontario (*e.g., garlic from China or apples from New Zealand*) when they can be grown locally?” “How can a common recipe be changed to use more local foods?”

- D1.4** identify factors that influence where people choose to shop for food (*e.g., local grocery store, bulk-food store, big-box store, farmers’ market, roadside stand, pick-your-own farm*)

**Teacher prompt:** “Why might some people choose to buy their food at a farmers’ market rather than a big-box store?”

- D1.5** plan and prepare a food item or items and identify the source of most of the ingredients

#### D2. Food and Environmental Responsibility

By the end of this course, students will:

- D2.1** assess their personal and family food-purchasing and food-preparation practices to determine their effect on the environment (*e.g., local foods require less fossil fuel for transportation; homemade foods require less packaging*)

**Teacher prompts:** “Which would reduce your carbon footprint more – organic produce or local produce?” “How can individuals and families ensure that the fish and seafood they consume are grown and harvested in environmentally responsible ways?”

- D2.2** assess programs and practices that reduce the impact of food production and consumption on the environment (*e.g., recycling programs, organic farming, food co-ops, community gardens*)

**Teacher prompt:** “What food-related programs could your school and community support to help the environment?”

- D2.3** outline environmentally responsible food-related strategies that can be used in the home (*e.g., using cooking techniques that require less energy, cultivating home vegetable gardens, packing lunches in reusable containers, using reusable shopping bags, buying in bulk, recycling, vermi-composting*)

### D3. Food Security

By the end of this course, students will:

**D3.1** identify the components of food security  
(*e.g., availability, accessibility, adequacy, acceptability, sustainability*)

**D3.2** explain why some people in Canada cannot achieve food security (*e.g., lack of access to safe drinking water in smaller communities or communities with deteriorating infrastructure; low income; lack of knowledge about nutrition or food preparation; lack of resources or lack of access to resources; poor growing conditions or low crop yields as a result of soil depletion or natural disasters*)

**D3.3** identify some misconceptions and myths about hunger (*e.g., it does not happen in Canada; there is not enough food in the world*), and explain the reasons for them

**Teacher prompt:** “What are the realities behind the myths about hunger? Why do the myths persist?”

**D3.4** identify local programs to increase food security (*e.g., education programs, food banks, community kitchens, community gardens*), and assess their effectiveness

**Teacher prompts:** “What are some local organizations that work to promote food security?”  
“What facilities exist in your school and community to promote food security? How effective are they? How could they be improved?”

## E. FOOD-PREPARATION SKILLS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Kitchen Safety:** demonstrate an understanding of practices that ensure or enhance kitchen safety;
- E2. Food Safety:** demonstrate an understanding of practices that ensure or enhance food safety;
- E3. Food Preparation:** demonstrate skills needed in food preparation;
- E4. Kitchen Literacy and Numeracy:** demonstrate the literacy and numeracy skills required in food preparation.

### SPECIFIC EXPECTATIONS

#### E1. Kitchen Safety

By the end of this course, students will:

- E1.1** describe common accidents that can occur in the kitchen (*e.g., cuts, burns, fires, falls, poisoning, electric shocks*)
- E1.2** demonstrate an understanding of safe practices within the food-preparation area (*e.g., safely handle hot foods; prevent spatters, scalds, and cuts; wipe up spills immediately*)
- E1.3** demonstrate an understanding of appropriate emergency responses to common accidents associated with food preparation (*e.g., cuts, burns, scalds, fires*)

#### E2. Food Safety

By the end of this course, students will:

- E2.1** describe the causes and symptoms of food-borne illnesses (*e.g., E. Coli poisoning, botulism poisoning, Clostridium perfringens poisoning, salmonellosis, listeriosis*) and techniques for preventing them
- E2.2** use appropriate personal hygiene practices to prevent contamination of food (*e.g., wash hands frequently; cover a cough or sneeze in their sleeve; use gloves to cover cuts or wounds; tie hair back*)

- E2.3** demonstrate the use of safe food-handling practices required to prevent cross-contamination by pathogens, parasites, and allergens in the food-preparation area (*e.g., wash fresh produce; sanitize cutting boards after contact with meat products; sanitize implements that come into contact with allergens when preparing food for or with people with known allergies; sanitize work surfaces; replace and/or sanitize sponges and cloths frequently; use proper clean-up procedures*)

- E2.4** follow appropriate protocols to ensure food safety (*e.g., cook foods to recommended temperatures; keep hot foods hot and cold foods cold; store food appropriately; wipe tops of cans before opening; check "best-before" dates; demonstrate awareness of common allergenic ingredients*)

#### E3. Food Preparation

By the end of this course, students will:

- E3.1** identify and select appropriate kitchen tools, equipment, and ingredients for use in food preparation
- E3.2** demonstrate the ability to safely use, maintain, clean, and store tools and equipment used in food preparation
- E3.3** demonstrate the ability to measure quantities accurately (*e.g., use different strategies for measuring wet and dry ingredients; level off excess amounts; measure liquids at eye level*)

- E3.4** demonstrate the correct use of food-preparation techniques (*e.g., stirring, beating, whipping, chopping, broiling, frying*)
- E3.5** demonstrate the ability to manage time effectively in food preparation
- E3.6** plan, prepare, and serve a food item or items according to set criteria

#### E4. Kitchen Literacy and Numeracy

By the end of this course, students will:

- E4.1** identify various sources of recipes (*e.g., cookbooks, the Internet, newspapers, magazines, food packages, appliance manuals, recommendations from family or friends*)
- E4.2** describe useful information found in cookbooks and other sources of recipes (*e.g., conversion charts, nutrition information, cooking techniques, food-related terminology, storage tips*)
- E4.3** compare various recipe formats (*e.g., narrative, standard, active*)
- E4.4** demonstrate the ability to follow a variety of recipe formats
- E4.5** apply mathematical skills correctly in food preparation tasks (*e.g., convert between metric and imperial measures; calculate yield changes*)

# Food and Culture, Grade 11

University/College Preparation

**HFC3M**

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

**Prerequisite:** None

# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to food and culture, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to food and culture (*e.g., nutrition recommendations in food guides around the world, effects of immigration on the availability of food*) to identify topics for research and inquiry
- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics
- A1.3** formulate effective questions to guide their research and inquiry

**Teacher prompt:** “If you were researching food served at harvest celebrations, why might it be advantageous to compare the celebrations of indigenous and non-indigenous groups? Which aspects of the food and celebrations would you compare?”

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method; identify sources of information; develop research tools such as surveys or questionnaires*), ensuring that their plans follow guidelines for ethical research

**Teacher prompts:** “How would you decide whether you need to consult a combination of primary and secondary sources rather than secondary sources alone?” “What methods would you use to ensure that you are following ethical guidelines when you develop surveys or interviews?”

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews, surveys, observations, field research, food labels, data sets from Statistics Canada*) and secondary sources (*e.g., research reports, textbooks, brochures, newspaper and magazine articles, websites, other media*)

**Teacher prompt:** “Why is it important to base your research on a variety of sources rather than just one or two?”

- A2.3** based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

### A3. Processing Information

Throughout this course, students will:

- A3.1** assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, voice*)



**Teacher prompts:** “What strategies can you use to determine the relevance of the information you have gathered?” “If two information sources contradict each other, how might you determine which is more reliable?” “What values are embedded in the information sources?” “Whose voices are represented and whose are absent?” “Whose interests are advanced if you believe the main message of this source?” “What is your own personal connection to the research, and how does this affect your interpretation of the information gathered?”

- A3.2** record and organize information and key ideas using a variety of formats (e.g., journals, logs, report outlines, notes, graphic organizers, audio/visual/digital records)
- A3.3** analyse and interpret research information (e.g., make connections between findings from different sources; identify gaps in explanations or information that may necessitate further research or inquiry)
- A3.4** demonstrate academic honesty by documenting the sources of all information generated through research
- A3.5** synthesize findings and formulate conclusions (e.g., determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research question)

## A4. Communicating and Reflecting

Throughout this course, students will:

- A4.1** use an appropriate format (e.g., oral presentation, brochure, flyer, poster, report, multimedia presentation, web page) to communicate the results of their research and inquiry effectively for a specific purpose and audience
  - A4.2** use terms relating to food and culture correctly (e.g., culture, acculturation, herbs, spices, cuisine, food-borne illness, tajine, bamboo steamer)
  - A4.3** clearly communicate the results of their inquiries (e.g., write clearly, organize ideas logically, use language conventions properly), and follow APA conventions for acknowledging sources (e.g., generate a reference list in APA style, use in-text author-date citations)
  - A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills
- Teacher prompts:** “How might the research methods you used have affected the results you obtained?” “What steps might you take to enhance your research/inquiry skills?”

## B. CULTURE, FOODS, AND FOOD PRACTICES

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Food Choices:** demonstrate an understanding of the factors that influence food choices, with reference to a variety of cultures;
- B2. Food Guidelines:** demonstrate an understanding of the key recommendations in Canada's Food Guide and the food and nutrition guidelines of other countries;
- B3. Culture and Food Habits:** demonstrate an understanding of the influence of culture on how people obtain, prepare, serve, and consume food.

### SPECIFIC EXPECTATIONS

#### B1. Food Choices

By the end of this course, students will:

- B1.1** explain how various factors (*e.g., geography, religion, economics, culture, environment, values*) influence personal and societal food choices

**Teacher prompt:** "How have colonization and globalization affected (increased and decreased) the variety and availability of foods?"

- B1.2** explain why specific foods are served on various special occasions in Canada and in different countries (*e.g., national holidays, cultural and religious celebrations, weddings, harvest celebrations, family celebrations*)

**Teacher prompts:** "How do special holiday foods help to establish ethnocultural or religious identities?" "How are foods used to contribute to the celebratory nature of special occasions?"

- B1.3** describe the origins and development of food traditions and agricultural practices in a variety of cultures (*e.g., the discovery of fire and its use in cooking, the "Green Revolution" and the widespread use of fertilizers, the effects of food scarcity, advances in tools used in food production, advances in sanitation, immigration between countries*), and explain how they have influenced current practices in these cultures

**Teacher prompts:** "What are some ways in which immigration to Canada has affected our food choices?" "Why do many countries require milk to be pasteurized? What is raw milk, and why do some people prefer raw milk over pasteurized milk?"

- B1.4** plan and prepare a food item or items associated with a special occasion of their own or another culture or country

#### B2. Food Guidelines

By the end of this course, students will:

- B2.1** describe key recommendations in Canada's Food Guide (*e.g., choose dark green and orange vegetables and orange fruit more often; choose lower-fat milk products*)

- B2.2** compare key recommendations and foods represented in various versions of Canada's Food Guide (*e.g., First Nations, Inuit, and Métis version; translated versions*)

**Teacher prompt:** "How does the First Nations, Inuit, and Métis version of Canada's Food Guide reflect the rural traditions of these groups?"

**B2.3** compare recommendations in Canada's Food Guide with those in food guidelines from other countries (e.g., *Dietary Guidelines for Americans, Mediterranean Food Guide, French Food Guide, Chinese Food Guide*)

**Teacher prompts:** "How do the food guidelines of different countries reflect their cultures?" "For which food groups are there the largest apparent differences between Canada's Food Guide and those of other countries?"

### B3. Culture and Food Habits

By the end of this course, students will:

**B3.1** describe foods from other cultures that are available in Canada (e.g., *samosa, sushi, pizza, fried rice, pita, nachos, tortillas, dhal, bannock*)

**B3.2** describe responses by the food industry to consumer demand for greater diversity in food products (e.g., *international aisles and greater variety of imported foods in grocery stores, exotic fruits and vegetables in the produce section, culture-specific grocery markets*)

**Teacher prompt:** "What cultures are represented in the food markets, restaurants, and specialty stores in your community?"

**B3.3** identify some foods that are Westernized versions of foods/dishes from various cultures (e.g., *California roll*)

**Teacher prompts:** "In what ways has the original food item been changed? How do the changes reflect the food preferences of Western cultures?" "To what extent would these changes be considered cultural appropriation? To what extent would these changes be considered acculturation?"

**B3.4** compare some food-production and food-acquisition practices in Canada to those in a variety of other countries/cultures (e.g., *with reference to: cultivation on small family farms versus*

*large monoculture farms; the role of hunting and fishing; organic farming practices versus the use of chemicals and genetically modified seeds/plants; growing cash crops versus growing for local consumption; using surplus produce to barter or trade for different foodstuffs; buying packaged goods and butchered meat in grocery stores versus fresh produce and live animals in markets; kosher and halal foods*)

**Teacher prompts:** "How does the size of refrigerators and ovens available in different regions affect the amount and type of food that can be purchased at one time?" "How does the availability of fresh foods in urban Ontario compare to the availability of fresh foods in the southern United States? Northern Europe? Southern Europe? Urban China?"

**B3.5** compare and contrast food-preparation practices in a variety of cultures

**Teacher prompts:** "How is food-preparation labour distributed among family members in your own culture? How is this different from the practices in some other cultures?" "What factors affect whether food is typically cooked indoors or outdoors in various countries?"

**B3.6** describe some cultural variations in daily eating patterns (e.g., *time of day for meals, number of meals per day, timing and typical content of the main meal of the day*)

**Teacher prompt:** "How might typical eating patterns vary around the world?"

**B3.7** compare dining etiquette in various cultures (e.g., *seating arrangements, order and use of utensils, appropriate sounds while eating*)

**Teacher prompt:** "What signs, behaviours, or actions are appropriate to show appreciation for food in various cultures? In what ways are these gender specific?"

## C. FOODS AND FLAVOURS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Food Availability:** demonstrate an understanding of the relationship between geography and the foods naturally found and/or produced in Canada and various other countries;
- C2. Sources of Foods:** demonstrate an understanding of the sources of foods eaten in Canada and in various other countries/cultures;
- C3. Flavours of the World:** demonstrate an understanding of the characteristic flavours, aromas, herbs, and spices associated with cuisines of various countries/cultures.

### SPECIFIC EXPECTATIONS

#### C1. Food Availability

By the end of this course, students will:

- C1.1** explain the relationship between geography and the foods naturally found or produced in different regions of Canada (e.g., *salmon on the west coast, beef and bison on the prairies, Saskatoon berries on the prairies, cranberries in Ontario, grapes in southern Ontario, fish/seafood in the Atlantic provinces, seal and whale in the far north*)
- C1.2** explain how overhunting and overfishing, as well as the reduction or elimination of natural habitats, have affected the availability of foods found in different regions of Canada
- C1.3** explain the relationship between geography and the foods naturally found or produced in various countries of the world (e.g., *tropical and citrus fruits in countries with consistently warm climates, fish/seafood in coastal areas, food products from grazing animals in grassland areas*)  
*Teacher prompt:* “Why can we not grow coffee and tea in Ontario?”
- C1.4** explain how food-acquisition practices vary among people who live in rural and urban environments (e.g., *in rural areas, people may grow some of their own food, keep poultry for eggs and/or meat, hunt for seasonal game; in urban areas, people have access to large grocery stores and may have access to food products from a variety of cultures, local farmers’ markets, and community gardens*)  
*Teacher prompt:* “In what ways might food-purchasing and food-storage practices differ between rural and suburban communities?”

#### C2. Sources of Foods

By the end of this course, students will:

- C2.1** describe the origins of various foods eaten in Canada (e.g., *potatoes, breads, corn, rice, bananas, tofu, various cheeses, various herbs and spices*)  
*Teacher prompt:* “How do immigration patterns affect the foods eaten in various regions of Canada?”
- C2.2** identify foods that are regularly eaten as a dominant part of the diet in different parts of the world (e.g., *grains/cereals such as rice, wheat, maize/corn, millet, sorghum; roots and tubers such as potatoes, cassava, yams, taro; animal products such as meat, milk, eggs, cheese, fish*)
- C2.3** compare the different forms that certain foods take around the world (e.g., *rice: noodles, rice pudding, risotto, rice paper; corn/maize: flour, tortillas, polenta, oil; chickpeas: hummus, chana masala, flour; wheat: flour, bannock, pasta, cereal, breads such as pita, naan, baguette, focaccia, challah*)
- C2.4** plan and prepare a food item or items using ingredients from a variety of countries/cultures

#### C3. Flavours of the World

By the end of this course, students will:

- C3.1** explain the differences between herbs and spices  
*Teacher prompts:* “What are the characteristics of herbs?” “What are the characteristics of spices?” “Why might garlic sometimes be mistaken for a herb or a spice?”

**C3.2** describe a variety of herbs and spices and their common uses in the cuisines of various countries/cultures

*Teacher prompts:* “What spices are generally used in Indian curries?” “What is the difference between Italian basil and Thai basil?” “What is the source of cayenne pepper? What types of cuisines use this spice?”

**C3.3** describe some characteristic flavours and aromas of the cuisines of various countries/cultures

*Teacher prompts:* “What are the differences in flavour between Cantonese and Szechuan food?” “What cultures/countries use coconut milk in their cuisine? What aroma/flavour does it impart?” “Describe the aroma of anise seeds. What cultures use anise seeds in their cuisine?”

**C3.4** plan and prepare a food item or items using herbs and spices typical of the cuisine of a particular country/cultures

## D. FOOD-PREPARATION SKILLS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Kitchen Safety:** demonstrate an understanding of practices that ensure or enhance kitchen safety;
- D2. Food Safety:** demonstrate an understanding of practices that ensure or enhance food safety;
- D3. Food Preparation:** demonstrate skills used in food preparation in various countries/cultures;
- D4. Kitchen Literacy and Numeracy:** demonstrate the literacy and numeracy skills required in food preparation.

### SPECIFIC EXPECTATIONS

#### D1. Kitchen Safety

By the end of this course, students will:

- D1.1** describe common accidents that can occur in the kitchen (*e.g., cuts, burns, fires, falls, poisoning, electric shocks*)
- D1.2** demonstrate an understanding of safe practices within the food-preparation area (*e.g., safely handle hot foods; prevent spatters, scalds, and cuts; wipe up spills immediately*)
- D1.3** demonstrate an understanding of appropriate emergency responses to common accidents associated with food preparation (*e.g., cuts, burns, scalds, fires*)

#### D2. Food Safety

By the end of this course, students will:

- D2.1** explain the causes of food-borne illnesses (*e.g., E. coli poisoning, botulism poisoning, Clostridium perfringens poisoning, salmonellosis, listeriosis*) and describe the symptoms of, and the techniques for preventing, these illnesses
- D2.2** use appropriate personal hygiene practices to prevent contamination of food (*e.g., wash hands frequently; cover a cough or sneeze in their sleeve; use gloves to cover cuts or wounds; tie hair back*)
- D2.3** use safe food-handling practices to prevent cross-contamination by pathogens, parasites, and allergens in the food-preparation area (*e.g., wash fresh produce; sanitize cutting boards*

*after contact with meat products; sanitize implements that come into contact with allergens when preparing food for or with people with known allergies; sanitize work surfaces; replace and/or sanitize sponges or cloths frequently; use proper clean-up procedures*)

- D2.4** follow appropriate protocols to ensure food safety (*e.g., cook foods to recommended temperatures; keep hot foods hot and cold foods cold; store food appropriately; wipe tops of cans before opening; check “best-before” dates; demonstrate an awareness of common allergenic ingredients*)

#### D3. Food Preparation

By the end of this course, students will:

- D3.1** identify the tools and equipment used for preparing, serving, and eating foods from a variety of cultures (*e.g., wok, tajine, barbeque, smoker, clay oven, bamboo steamer, chopsticks, mortar and pestle, skewer*)
- D3.2** demonstrate the ability to safely use, maintain, clean, and store tools and equipment used in food preparation
- D3.3** demonstrate the ability to adapt recipes from other countries/cultures by substituting equipment that is readily available (*e.g., use a frying pan instead of a wok; use a standard oven instead of a clay oven; use a Dutch oven or slow cooker instead of a tajine*)
- D3.4** demonstrate the ability to measure quantities accurately (*e.g., use different strategies for measuring wet and dry ingredients; level off excess amounts; measure liquids at eye level*)



**D3.5** demonstrate the correct use of food-preparation techniques (*e.g., stirring, beating, whipping, chopping, broiling, frying*)

**D3.6** demonstrate the ability to manage time effectively in food preparation

**D3.7** demonstrate an understanding of meal customs and table-setting practices in a variety of cultures (*e.g., sitting on the floor on a rug in northern Africa; sitting on tatami [mats] for a traditional Japanese meal; setting the table with many utensils for a formal European meal*)

**D3.8** plan, prepare, and serve a variety of food items from various countries/cultures using culturally specific ingredients and techniques

#### D4. Kitchen Literacy and Numeracy

By the end of this course, students will:

**D4.1** demonstrate an understanding of the information found on Canadian food labels and on labels of foods from other countries

**Teacher prompts:** “Why is it sometimes difficult to know the country of origin of some packaged foods?” “How can it be that a food which is labelled ‘Product of Canada’ may have been produced several thousand kilometres away?” “What different information is included on food labels from countries other than Canada? What similarities do you see between Canadian food labels and labels from other countries?”

**D4.2** demonstrate the ability to follow recipes from different countries

**Teacher prompts:** “What different food terms and cooking terms do you notice in recipes from other countries?” “What are aubergines and courgettes? What is bicarbonate of soda?”

**D4.3** demonstrate an understanding of common terms used in food preparation (*e.g., names of utensils and techniques*)

**D4.4** apply mathematical skills correctly in food-preparation tasks (*e.g., convert between imperial and metric measurements; convert between measures based on weight and those based on volume; calculate yield changes*)



# Food and Culture, Grade 11

Workplace Preparation

HFC3E

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This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will demonstrate the ability to cook with ingredients and equipment from a range of cultures, describe food-related etiquette in a variety of countries and cultures, and explore ways in which Canadian food choices and traditions have been influenced by other cultures. Students will have opportunities to develop practical skills and apply research skills as they investigate foods and food practices from around the world.

**Prerequisite:** None

# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to food and culture, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to food and culture (*e.g., food guidelines from around the world, herbs and spices used in different cuisines*) to identify topics for research and inquiry
- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics
- A1.3** formulate effective questions to guide their research and inquiry  
*Teacher prompt:* “If you were looking for Thai recipes, why might it be important to look for versions of the recipes that do not include common allergens such as peanuts and shrimp?”

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method; identify sources of information*), ensuring that their plans follow guidelines for ethical research  
*Teacher prompt:* “For which purposes might websites such as Wikipedia be adequate sources of information? What are the risks of relying on websites such as Wikipedia?”

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews, surveys, questionnaires, observations*) and/or secondary sources (*e.g., textbooks, advertisements, brochures, newspaper and magazine articles, cookbooks, recipe websites*)
- A2.3** based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

### A3. Processing Information

Throughout this course, students will:

- A3.1** assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, voice*)  
*Teacher prompts:* “What strategies can you use to determine the relevance of the information you have gathered?” “If two information sources contradict each other, how might you determine which is more reliable?”
- A3.2** record and organize information and key ideas using a variety of formats (*e.g., notes, graphic organizers, audio/visual/digital records*)
- A3.3** analyse and interpret research information (*e.g., compare information from different sources; identify gaps in information that necessitate further research*)

**A3.4** demonstrate academic honesty by documenting the sources of all information generated through research

**A3.5** synthesize findings and formulate conclusions (*e.g., weigh and connect information to determine the answer to their research question*)

#### A4. Communicating and Reflecting

Throughout this course, students will:

**A4.1** use an appropriate format (*e.g., brochure, flyer, poster, multimedia presentation*) to communicate the results of their research and inquiry effectively for a specific audience and purpose

**A4.2** use terms relating to food and culture correctly (*e.g., staple foods, etiquette, eating patterns, tajine, wok, cuisine*)

**A4.3** clearly communicate the results of their inquiries (*e.g., write clearly, organize ideas logically, use language conventions properly*), and follow APA conventions for acknowledging sources (*e.g., generate a reference list in APA style*)

**A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

**Teacher prompts:** “How might the research methods you used have affected the results you obtained?” “What steps might you take to enhance your research/inquiry skills?”

## B. CULTURE, FOODS, AND FOOD PRACTICES

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Food Choices:** demonstrate an understanding of the factors that influence food choices, with reference to a variety of cultures;
- B2. Food Guidelines:** demonstrate an understanding of recommendations made in Canada's Food Guide and of recommendations made in the guidelines of other countries;
- B3. Culture and Food Habits:** demonstrate an understanding of the influence of culture on how people obtain, prepare, serve, and consume food.

### SPECIFIC EXPECTATIONS

#### B1. Food Choices

By the end of this course, students will:

- B1.1** describe how various factors (*e.g., geography, religion, economics, culture, environment, values*) influence personal food choices

**Teacher prompt:** "How would your food choices be affected if you consumed only food that was grown and/or produced within a 100-kilometre radius of your home?"

- B1.2** identify specific foods that are served for special occasions in Canada and other countries (*e.g., for national holidays, cultural and religious celebrations, weddings, harvest celebrations*)

**Teacher prompts:** "What are some Christmas foods that are served in different cultures?" "How do Passover foods differ according to the Ashkenazi and Sephardic traditions?" "What are some cultures in which specific holidays are marked by obtaining special foods (*e.g., by killing a whale*)?"

- B1.3** describe some technological innovations that make local and imported foods available to Canadians in all seasons (*e.g., refrigerated trucks, freeze drying, deep freezing, cold storage, greenhouse food production*)

**Teacher prompt:** "How is cold storage used to ensure access to Ontario apples all year round?"

- B1.4** plan and prepare a food item or items associated with a special occasion of their own or another culture or country

#### B2. Food Guidelines

By the end of this course, students will:

- B2.1** identify key recommendations in Canada's Food Guide (*e.g., choose lower-fat milk products; have vegetables and fruit more often than juice*)

- B2.2** compare recommendations in Canada's Food Guide with those in the First Nations, Inuit, and Métis Food Guide

**Teacher prompt:** "How does the First Nations, Inuit, and Métis version of Canada's Food Guide reflect the rural traditions that are an inherent part of First Nation, Inuit, and Métis cultures?"

- B2.3** compare recommendations in Canada's Food Guide with those in food guidelines from other countries (*e.g., Dietary Guidelines for Americans, Mediterranean Food Guide, Chinese Food Guide*)

**Teacher prompt:** "How would the typical diet of someone following the Mediterranean Food Guide differ from that of someone following Canada's Food Guide?"

### B3. Culture and Food Habits

By the end of this course, students will:

- B3.1** identify foods from other cultures that have become common in Canada (*e.g., samosas, sushi, pizza, fried rice, pita, nachos, tortillas, dhal, bannock*)
- B3.2** identify where in their local community foods from various cultures can be acquired (*e.g., international aisles at grocery stores, the school cafeteria, restaurants, community events, culture-specific grocery markets*)
- B3.3** describe some food-production and food-acquisition practices in Canada and in a variety of other countries/cultures (*e.g., cultivation on small family farms, organic farming practices, large monoculture farms, the use of chemicals and genetically modified seeds/plants, the role of hunting and fishing, growing cash crops, growing for local consumption, using surplus produce to barter or trade for different foodstuffs, buying packaged goods and butchered meat in grocery stores, buying fresh produce and live animals in markets, kosher and halal foods*)
- Teacher prompt:** “What is a community-based garden? Are there any community-based gardens in your neighbourhood?”
- B3.4** describe some cultural variations in daily eating patterns (*e.g., time of day for meals, number of meals per day, timing and typical content of the main meal of the day*)
- B3.5** describe some cultural variations in dining etiquette (*e.g., seating arrangements, order and use of utensils, appropriate sounds while eating*)
- Teacher prompts:** “How do you show appreciation of food in various cultures?” “In which cultures/countries do people sit close to the floor to eat traditional meals?”

## C. FOODS AND FLAVOURS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Food Availability:** demonstrate an understanding of the relationship between geography and the foods naturally found and/or produced in Canada and in various other countries;
- C2. Sources of Foods:** demonstrate an understanding of the sources of foods eaten in Canada and in various other countries/cultures;
- C3. Flavours of the World:** demonstrate an understanding of the characteristic flavours, aromas, herbs, and spices associated with the cuisines of various countries/cultures.

### SPECIFIC EXPECTATIONS

#### C1. Food Availability

By the end of this course, students will:

- C1.1** identify foods naturally found or produced in the different regions of Canada (e.g., salmon on the west coast, beef and bison on the prairies, Saskatoon berries on the prairies, cranberries in Ontario, grapes in southern Ontario, fish/seafood in the Atlantic provinces, seal and whale in the far north)

- C1.2** explain the relationship between geography and the foods naturally found or produced in Canada (e.g., the influence on food production of land formations, rainfall, the location of fertile farmland or temperate climates)

**Teacher prompt:** “What factors explain the fact that cranberries grow so well in Ontario?”

- C1.3** explain how overhunting and overfishing, as well as the reduction or elimination of natural habitats, have affected the availability of foods found in different regions of Canada

- C1.4** explain the relationship between geography and the foods naturally found or produced in various countries or regions (e.g., tropical and citrus fruits in countries with consistently warm climates, fish/seafood in coastal areas, food products from grazing animals in grassland areas)

- C1.5** identify foods that are naturally found or produced in particular countries and regions of the world (e.g., rice in the Far East, maize/corn in Central America, fish/seafood in Spain and Portugal, olives in Mediterranean countries)

**Teacher prompt:** “Why are animal food products more available in some countries than others?”

- C1.6** describe ways in which food-acquisition practices vary among people who live in rural and urban environments (e.g., in rural areas, people may grow some of their own food, keep poultry for eggs and/or meat, hunt for seasonal game; in urban areas, people have access to large grocery stores and may have access to food products from a variety of cultures, local farmers’ markets, and community gardens)

**Teacher prompt:** “Why might people living in rural communities shop less frequently than people living in suburban communities?”

#### C2. Sources of Foods

By the end of this course, students will:

- C2.1** identify the origins of various foods eaten in Canada (e.g., potatoes, breads, corn, rice, bananas, tofu, various cheeses, various herbs and spices)

**Teacher prompt:** “In which country did tofu originate? How much of the tofu consumed in Canada is actually produced here?”

- C2.2** identify foods that are regularly eaten as a dominant part of the diet in different parts of the world (e.g., grains/cereals such as rice, wheat, maize/corn, millet, sorghum; roots and tubers such as potatoes, cassava, yams, taro; animal products such as meat, milk, eggs, cheese, fish)

- C2.3** identify different ways in which certain food sources are used around the world (e.g., rice: noodles, rice paper, rice pudding, risotto; corn/maize: flour, tortillas, polenta, oil; chickpeas: hummus, chana masala, flour, dahl; wheat: flour, bannock, pasta, cereal, breads such as pita, naan, focaccia, challah)

- C2.4** plan and prepare a food item or items using ingredients from a variety of countries/cultures

### C3. Flavours of the World

By the end of this course, students will:

- C3.1** identify various herbs and spices

*Teacher prompt:* “In what forms can you find cinnamon or coriander at the grocery store?”

- C3.2** identify the sources and common uses of herbs and spices in the cuisines of various countries/cultures

*Teacher prompt:* “What herb and spice blends are often used in Italian cooking? Cantonese cooking?”

- C3.3** describe characteristic flavours and aromas of the cuisines of various cultures

*Teacher prompt:* “Which cultures/countries tend to use a lot of garlic in their cuisine?”

- C3.4** plan and prepare a food item or items using herbs and spices typical of the cuisine of a particular country/culture



## D. FOOD-PREPARATION SKILLS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Kitchen Safety:** demonstrate an understanding of practices that ensure or enhance kitchen safety;
- D2. Food Safety:** demonstrate an understanding of practices that ensure or enhance food safety;
- D3. Food Preparation:** demonstrate skills used in food preparation in various countries/cultures;
- D4. Kitchen Literacy and Numeracy:** demonstrate the literacy and numeracy skills required in food preparation.

### SPECIFIC EXPECTATIONS

#### D1. Kitchen Safety

By the end of this course, students will:

- D1.1** describe common accidents that can occur in the kitchen (*e.g., cuts, burns, fires, falls, poisoning, electric shocks*)
- D1.2** demonstrate an understanding of safe practices within the food-preparation area (*e.g., safely handle hot foods; prevent spatters, scalds, and cuts; wipe up spills immediately*)
- D1.3** demonstrate an understanding of appropriate emergency responses to common accidents associated with food preparation (*e.g., cuts, burns, scalds, fires*)

#### D2. Food Safety

By the end of this course, students will:

- D2.1** describe the causes and symptoms of food-borne illnesses (*e.g., E. coli poisoning, botulism poisoning, Clostridium perfringens poisoning, salmonellosis, listeriosis*) and techniques for preventing these illnesses
- D2.2** use appropriate personal hygiene practices to prevent contamination of food (*e.g., wash hands frequently; cover a cough or sneeze in their sleeve; use gloves to cover cuts or wounds; tie hair back*)
- D2.3** use safe food-handling practices to prevent cross-contamination by pathogens, parasites, and allergens in the food-preparation area (*e.g., wash fresh produce; sanitize cutting boards*

*after contact with meat products; sanitize implements that come into contact with allergens when preparing food for or with people with known allergies; sanitize work surfaces; replace and/or sanitize sponges or cloths frequently; use proper clean-up procedures*)

- D2.4** follow appropriate protocols to ensure food safety (*e.g., cook foods to recommended temperatures; keep hot foods hot and cold foods cold; store food appropriately; wipe tops of cans before opening; check "best-before" dates; demonstrate awareness of common allergenic ingredients*)

#### D3. Food Preparation

By the end of this course, students will:

- D3.1** identify the tools and equipment used for preparing, serving, and eating foods from a variety of cultures (*e.g., wok, tajine, barbeque, smoker, clay oven, bamboo steamer, chopsticks, mortar and pestle, skewer*)
- D3.2** demonstrate the ability to safely use, maintain, clean, and store tools and equipment used in food preparation
- D3.3** demonstrate the ability to adapt recipes from other countries/cultures by substituting equipment that is readily available (*e.g., use a frying pan instead of a wok; use a standard oven instead of a clay oven; use a Dutch oven or slow cooker instead of a tajine*)
- D3.4** demonstrate the ability to measure quantities accurately (*e.g., use different strategies for measuring wet and dry ingredients; level off excess amounts; measure liquids at eye level*)

- D3.5** demonstrate the correct use of food-preparation techniques (*e.g., stirring, beating, whipping, chopping, broiling, frying*)
- D3.6** demonstrate the ability to manage time effectively in food preparation
- D3.7** demonstrate an understanding of meal customs and table-setting practices in a variety of cultures (*e.g., sitting on the floor on a rug in northern Africa; sitting on tatami [mats] for a traditional Japanese meal; setting the table with many utensils for a formal European meal*)
- D3.8** plan and prepare a variety of food items from various countries/cultures using culturally specific ingredients and techniques

## D4. Kitchen Literacy and Numeracy

By the end of this course, students will:

- D4.1** demonstrate an understanding of the information found on Canadian food labels and on labels of foods from other countries  
*Teacher prompt:* “How can it be that a food which is labelled ‘Product of Canada’ might have come from a country thousands of kilometres away?”
- D4.2** demonstrate the ability to follow a recipe
- D4.3** demonstrate an understanding of common terms used in food preparation (*e.g., names of utensils and techniques*)
- D4.4** apply mathematical skills correctly in food-preparation tasks (*e.g., convert between imperial and metric measurements; calculate yield changes*)

# Nutrition and Health, Grade 12

University Preparation

HFA4U

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

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

# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to nutrition and health, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to nutrition and health (*e.g., food security, factors affecting metabolism*) to identify topics for research and inquiry
- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics

- A1.3** formulate effective questions to guide their research and inquiry

**Teacher prompt:** “If you were researching the extent to which different communities have access to safe drinking water in Ontario, why might it be useful to compare access to safe water before and after the contamination of the Walkerton water supply in 2000?”

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method; identify sources of information; develop research tools such as surveys or questionnaires*),

ensuring that their plans follow guidelines for ethical research

**Teacher prompts:** “What are some good places to locate reliable sources of information?” “For which purposes might websites such as Wikipedia be adequate sources of information? What are the risks of using websites such as Wikipedia?” “What criteria should be used to ensure that you are following ethical guidelines when you develop surveys or interviews?”

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews, surveys, questionnaires, observations, field research, research based on primary data in a peer-reviewed journal, data sets from Statistics Canada*) and secondary sources (*e.g., book reviews, literature reviews, textbooks, websites, advertisements, brochures, newspaper and magazine articles*)

**Teacher prompts:** “What is the difference between primary and secondary sources in social sciences?” “Why is it important to base your research on a variety of sources rather than just one or two?”

- A2.3** based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

### A3. Processing Information

Throughout this course, students will:

**A3.1** assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, voice*)

**Teacher prompts:** “What strategies can you use to determine the relevance of the information you have gathered?” “If two information sources contradict each other, how might you determine which is more reliable?” “What values are embedded in the information sources?” “Whose voices are represented and whose are absent?” “Whose interests are advanced if you believe the main message of this source?” “What is your own personal connection to the research, and how does this affect your interpretation of the information gathered?”

**A3.2** record and organize information and key ideas using a variety of formats (*e.g., journals, logs, report outlines, notes, graphic organizers, audio/visual/digital records*)

**A3.3** analyse and interpret research information (*e.g., compare results of surveys and interviews; determine whether common themes arise in different sources*)

**A3.4** demonstrate academic honesty by documenting the sources of all information generated through research

**A3.5** synthesize findings and formulate conclusions (*e.g., determine whether their results support or contradict their hypothesis; weigh and connect*

*information to determine the answer to their research question; assess the extent to which their results may be affected by “confounding variables” – i.e., factors not included in their research design*)

### A4. Communicating and Reflecting

Throughout this course, students will:

**A4.1** use an appropriate format (*e.g., oral presentation, written research report, poster, multimedia presentation, web page*) to communicate the results of their research and inquiry effectively for a specific purpose and audience

**A4.2** use terms relating to nutrition and health correctly (*e.g., macronutrient, micronutrient, nutrient deficiency, nutrient retention, food security, water potability, functional food*)

**A4.3** clearly communicate the results of their inquiries (*e.g., write clearly, organize ideas logically, use language conventions properly*), and follow APA conventions for acknowledging sources (*e.g., generate a reference list in APA style, use in-text author-date citations*)

**A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

**Teacher prompts:** “How might the research methods you used have affected the results you obtained?” “What steps might you take to enhance your research/inquiry skills?”

## B. NUTRITION AND HEALTH

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Nutrients:** demonstrate an understanding of nutrients and their connection to physical health;
- B2. Food Guides:** demonstrate an understanding of Canada's Food Guide and its role in promoting physical health;
- B3. Energy Balance:** demonstrate an understanding of the physical processes involved in maintaining energy balance;
- B4. Nutritional Status:** demonstrate an understanding of their nutrient intake and of factors that affect the nutritional status of individuals and groups.

### SPECIFIC EXPECTATIONS

#### B1. Nutrients

By the end of this course, students will:

- B1.1** identify the sources and explain the functions of macronutrients (i.e., carbohydrates, fats, proteins), micronutrients (i.e., vitamins, minerals), and water

**Teacher prompts:** "Why does the body need protein every day?" "How can plant sources be effectively combined to make complementary proteins?"

- B1.2** describe the causes and symptoms of nutrient deficiencies (e.g., rickets, pellagra, goitre, anaemia, osteoporosis, scurvy, kwashiorkor, marasmus, beriberi) and excesses (e.g., iron toxicity, fluorosis)

**Teacher prompt:** "Why might iron toxicity occur from taking mineral supplements but not from eating iron-rich foods?"

- B1.3** analyse specific foods to determine their nutrient content, using available food and nutrition information (e.g., Nutrition Facts tables, food company nutrition information, nutrient-values databases, information provided by health and nutrition professionals)

**Teacher prompt:** "Why might different sources of information about the nutritional content of food products provide contradictory data? How might knowing the source of the information help you decide what information is reliable and what is not?"

- B1.4** plan and prepare a food item or items to ensure optimal nutrient content and retention (e.g., choose nutrient-dense foods; steam rather than boil vegetables)

#### B2. Food Guides

By the end of this course, students will:

- B2.1** explain why Canada's Food Guide has changed over time (e.g., in response to new scientific information, greater diversity in the Canadian population, increased availability of internationally marketed crops, lobbying by food-marketing boards)

**Teacher prompt:** "Considering the results of recent nutrition research, what recommendations do you think will be incorporated into the next version of Canada's Food Guide?"

- B2.2** outline the main nutrients found in each of the food groups in Canada's Food Guide (e.g., carbohydrates in the Grain Products group, protein in the Meat and Alternatives and Milk and Alternatives groups)

**Teacher prompt:** "From which food group would people usually get vitamin D? For somebody who is not able to eat all of the foods in this food group, how else might he or she get adequate amounts of vitamin D?"

- B2.3** explain how various research findings support the recommendations and guidelines in Canada's Food Guide (e.g., the recommendation



to choose fruits and vegetables rather than juice is based on the research finding that whole fruits and vegetables contain fibre, which juice does not)

**Teacher prompt:** “What is the research basis behind the recommendation in Canada’s Food Guide to eat at least two servings of fish each week?”

- B2.4** explain the differences in the underlying concepts and recommendations of food guides from other countries (e.g., *Dietary Guidelines for Americans*, *Mediterranean Food Guide*, *Chinese Food Guide*) and food guides designed for special groups (e.g., *vegans*, *vegetarians*, *diabetics*)

**Teacher prompts:** “What are the implications of the fact that fruits and vegetables are separate food groups in American food guidelines, but one group in Canada’s Food Guide?” “What recommendations are made about oils in Canada’s Food Guide and in the Dietary Guidelines for Americans?”

- B2.5** analyse a recipe and modify it as necessary to reflect specific recommendations in Canada’s Food Guide (e.g., *reduce fat and sodium*; use *whole grains*, *dark green or orange vegetables*, *beans or lentils*)

### B3. Energy Balance

By the end of this course, students will:

- B3.1** explain the processes of and factors affecting the digestion, absorption, and metabolism of food

**Teacher prompts:** “How are nutrients absorbed by the body?” “How does stress affect digestion?”

- B3.2** analyse foods to identify their macronutrient content (i.e., the percentage of calories from various types of nutrients)

**Teacher prompt:** “What ratio of macronutrients is ideal? How does your typical daily macronutrient ratio compare to the ideal?”

- B3.3** explain the concept of energy balance, and describe how energy balance is achieved (e.g., *by changing the volume and types of food eaten*; *by changing the type, duration, or intensity of exercise*)

- B3.4** analyse and interpret data to determine how various factors affect calorie expenditure (e.g., *data about duration and intensity of exercise*, *body composition*, *basal metabolic rate*, *energy required for various forms of activity*)

**Teacher prompts:** “How does basal metabolic rate (BMR) change throughout the lifespan?” “How does the average daily caloric expenditure of a sixteen-year-old male compare to that of a seventy-year-old male?”

### B4. Nutritional Status

By the end of this course, students will:

- B4.1** analyse their own nutrient intake with reference to current Canadian guidelines (e.g., *Dietary Reference Intakes*)

**Teacher prompt:** “How does your daily intake of iron compare to the estimated average requirement (EAR) and the recommended daily allowance (RDA) of iron on the Canadian Dietary Reference Intakes? Why is the RDA a better point of comparison than the EAR?”

- B4.2** compare their own nutrient intake with that of various population groups in Canada

**Teacher prompts:** “How does your nutrient intake compare to that of an average teenager living in another part of Canada?” “How does your nutrient intake compare to that of an average eighty-year-old in Canada?” “What factors should you take into account when comparing nutritional status?”

- B4.3** explain how various factors (e.g., *genetics*, *deterioration of infrastructure*, *environmental governance*, *trade embargos*, *war*, *natural disasters*) affect the nutritional status of specific population groups in Canada and around the world

**Teacher prompts:** “What factors have contributed to limited access to fresh water in such rural communities as Walkerton, Ontario, and the Kashechewan First Nation?” “How might the U.S. trade embargo on Cuba affect the nutritional status of the Cuban people?” “How might nutritional status profiles be used to help improve the nutritional status of particular groups? In what ways might such profiles be considered discriminatory?” “In what ways has access to traditional foods been restricted for many Aboriginal people in Canada? What are some of the specific effects of this restriction on their nutritional status?”

- B4.4** plan and prepare a food item or items to address a specific nutritional deficiency in a typical Canadian diet (e.g., *prepare a high-fibre snack to address a lack of dietary fibre*)



## C. EATING PATTERNS AND TRENDS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Nutrition throughout the Lifespan:** demonstrate an understanding of food- and nutrition-related issues at different stages in the lifespan;
- C2. Nutrition and Disease:** demonstrate an understanding of the relationships between nutrition, health, and disease;
- C3. Trends and Patterns in Food and Nutrition:** demonstrate an understanding of current Canadian trends and patterns in nutritional guidelines and in food production and consumption.

### SPECIFIC EXPECTATIONS

#### C1. Nutrition throughout the Lifespan

By the end of this course, students will:

- C1.1** analyse developments throughout the lifespan (*e.g., during pre-pregnancy, pregnancy, lactation, infancy, toddler and preschool years, elementary school years, pre-adolescence, adolescence, adulthood, senior years*) to determine how they affect nutritional needs

**Teacher prompt:** “What are some specific nutritional needs associated with adolescence? How can these needs be addressed with proper food choices?”

- C1.2** explain how various influences throughout the lifespan (*e.g., familial, social, emotional, cultural, religious, economic, ethical, psychological*) can affect people’s food choices

**Teacher prompts:** “Why might conflict develop in some families when the children adopt different eating patterns than the parents?” “How do friends influence each other’s food choices?” “How do food choices related to, for example, candy, beverages, or vegetables reflect an individual’s self-identity at any given time in the person’s development?”

- C1.3** explain why particular food and nutrition products are appropriate or popular at various stages of the lifespan (*e.g., single-serving products, baby foods, meal-replacement drinks*)

**Teacher prompt:** “What specific foods are currently being marketed to appeal to teenagers? To the elderly?”

- C1.4** plan and prepare a food item or items appropriate to the nutritional needs of people at a specific stage of the lifespan

#### C2. Nutrition and Disease

By the end of this course, students will:

- C2.1** explain why certain eating practices are associated with the prevention and management of particular health conditions (*e.g., allergies, diabetes, cardiovascular disease, osteoporosis, kidney disease*)

**Teacher prompts:** “How can a person’s diet in childhood affect his or her likelihood of developing osteoporosis later in life?” “How would the diet of someone who is lactose intolerant differ from the diet of someone who has a milk allergy?”

- C2.2** explain the relationship between particular social and emotional conditions (*e.g., busy schedules, expectations related to body shape, stress, scarcity of resources*) and unhealthy eating patterns that can contribute to illness and disease

- C2.3** assess the role of various factors (*e.g., heredity/genetics, socio-economic status, geography, lifestyle, activity level*) in nutrition-related illnesses and health conditions

**Teacher prompts:** “How are the contributing factors of nutrition-related illnesses interrelated?” “How does childhood poverty affect people’s long-term health outcomes?” “How do geography and socio-economic status affect people’s access to nutrition and their susceptibility to disease?”

**C2.4** analyse how specific illnesses, diseases, or medical treatments (*e.g., diabetes, HIV/AIDS, chemotherapy, certain pharmaceutical drugs or drug combinations*) affect people's nutritional needs

**Teacher prompts:** "How does diabetes affect the body's intake of certain nutrients?" "How do nutrient needs change for individuals undergoing chemotherapy?"

**C2.5** identify and evaluate strategies to prevent food- and nutrition-related diseases and illnesses

**Teacher prompts:** "How effective are marketing strategies that are currently used to promote increased consumption of fruits and vegetables?" "What public health strategies have been used to educate people about type 2 diabetes in specific high-risk groups? How effective are these strategies?" "How can government policies have an impact on the social determinants of nutrition-related diseases and illnesses?"

**C2.6** plan and prepare a food item or items to meet the nutritional needs of people with a specific illness or disease

### C3. Trends and Patterns in Food and Nutrition

By the end of this course, students will:

**C3.1** evaluate new and emerging food- and nutrition-related products and services in terms of their real or perceived benefits to Canadian consumers (*e.g., additives, functional foods, whole-wheat pasta, soy products, energy drinks, vitamin-enhanced drinks, local food initiatives, agri-tourism, molecular gastronomy, the slow food movement*)

**Teacher prompt:** "How has the increased consumption of energy drinks improved or compromised the overall health and nutritional status of individuals?"

**C3.2** explain why people adopt various eating patterns (*e.g., vegetarian diet, slow food diet, organic diet, local food diet, weight-loss program*)

**C3.3** assess the effects on overall health of various eating patterns and trends (*e.g., low-carbohydrate diets, promotion of trans-fat-free foods, promotion of antioxidants and phytochemicals*)

**Teacher prompts:** "What criteria would you use to assess the validity of the claims made about a new diet?" "What are some indicators of a fad diet as opposed to a sound nutritional program?"

**C3.4** explain some ways in which scientific research on nutrition and health has influenced government policy (*e.g., nutrition labelling requirements, trans-fat regulations, school food and beverage policies, policies to implement daily physical activity in schools*)

**Teacher prompts:** "What are some legislative changes that have affected current eating patterns and the overall health of populations? What effects have they had?" "What are the reasons for the requirement that trans fatty acids be listed separately on Canadian nutrition labels?"

**C3.5** plan and prepare a food item or items using a product that is currently being marketed as a functional food (*e.g., flax seed, high-protein pasta, blueberries, pomegranates, chia*)

## D. LOCAL AND GLOBAL ISSUES

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Food Security:** demonstrate an understanding of various factors involved in achieving and maintaining food security;
- D2. Food Production and Supply:** demonstrate an understanding of various factors that affect food production and supply;
- D3. Food Production and the Environment:** demonstrate an understanding of the impact of food production on the environment.

### SPECIFIC EXPECTATIONS

#### D1. Food Security

By the end of this course, students will:

- D1.1** explain the importance of each of the key components of food security (*e.g., availability, accessibility, adequacy, acceptability, sustainability*)

**Teacher prompts:** “Why would access to potable water be considered a food security issue?” “What steps can food banks take to ensure the adequacy of the food they offer to multi-ethnic communities?”

- D1.2** explain how and why various social, cultural, and economic factors (*e.g., gender, ethnicity, income, employment, religious or political affiliation*) contribute to nutritional inequalities among people within the same community

**Teacher prompts:** “Why are women more often undernourished than men in many regions or communities?” “Why does being an Aboriginal person in Canada increase one’s likelihood of experiencing inadequate nutrition?”

- D1.3** explain the relationships among poverty, food insecurity, poor nutrition, and poor health

**Teacher prompt:** “Why is poor health often associated with poverty and food insecurity?”

- D1.4** evaluate various food-distribution systems in terms of their impact on local and global food security (*e.g., systems that improve the availability of fair-trade products and local foods versus imported foods*)

**Teacher prompts:** “How does the demand for cash crops such as coffee, cocoa, or sugar affect food security?” “What supports might be required to help a farmer switch from cash cropping to subsistence farming?”

- D1.5** demonstrate the ability to combat food insecurity at the local and global level (*e.g., write to an elected representative or government official; volunteer with a breakfast program; fundraise for community water wells; plant trees; buy products from women-led cooperatives; become involved in a community garden*)

**Teacher prompt:** “What are some actions you can take to reduce local or global food insecurity?”

#### D2. Food Production and Supply

By the end of this course, students will:

- D2.1** explain how geographical factors, physical conditions, and natural disasters (*e.g., climate, weather, soil conditions, proximity to water, mudslides, floods, earthquakes*) affect food supply and production and water potability

**Teacher prompts:** “In what ways have food supply and production and water potability been affected after a recent natural disaster?” “Which countries’ or regions’ food supplies are most at risk because of climate change?” “How does climate change affect the food supply of indigenous people, in particular?” “How might climate change affect the different agricultural regions of Canada?”

**D2.2** explain the effects of various agricultural methods (e.g., crop rotation, integrated pest management, fallow fields, intercropping, no tillage) on local and/or global food production and yields

**Teacher prompts:** “Why might some farmers rotate between growing soybeans and corn on the same field?” “Why might regular tillage of soil decrease crop yields?” “How can leaving a field fallow for a season lead to increases in crop yields in future years? How often does a field need to be left fallow in order to ensure good crop yields?”

**D2.3** analyse the relationship between various economic, social, and political factors and food supply and production in a particular region or regions (e.g., debt-repayment requirements, demand for cash crops, oil prices, free-trade agreements, trade embargos or bans, controls on fishing and hunting, import-export restrictions to prevent or control outbreaks of disease)

**Teacher prompts:** “How do a country’s debt-repayment obligations affect its ability to produce its own food for its citizens?” “How does the production of cash crops affect the people of the exporting country and the importing country?”

**D2.4** analyse the effect of various trends in agriculture and aquaculture (e.g., organic farming, use of antibiotics, fish farming, genetic engineering, greenhouse food production) on local and global food supply and production

**Teacher prompt:** “In what ways do different interest groups and communities differ in their opinions about the risks and benefits of organic farming? What are some reasons for the differing opinions?”

### D3. Food Production and the Environment

By the end of this course, students will:

**D3.1** explain how consumer food choices affect the environment, locally and globally (e.g., demand for imported food increases the amount of energy used in transportation; choice of overpackaged products increases the volume

of waste going to landfills; demand for fair-trade products supports sustainable farming practices and small-scale farmers but may cause farmers to grow cash crops, such as cocoa and coffee, rather than food; demand for local produce supports farmers’ markets, reduces the use of preservatives, and lowers transportation costs)

**Teacher prompts:** “How can one person’s decision to purchase fair-trade chocolate have an impact on environmental conditions in a different part of the world?” “What is the environmental impact of purchasing bottled water?”

**D3.2** analyse the effect on the environment of various agricultural trends (e.g., growing crops for biofuels) and food production technologies (e.g., types of farm equipment, types of energy sources, climate-control techniques, genetic engineering of foods)

**Teacher prompt:** “What are some positive and negative environmental effects of using land for biofuel production rather than food production?”

**D3.3** analyse the effects of various environmental protection laws and regulations on food supply and production (e.g., policies related to forest preservation, fuel emission standards, pesticide use)

**Teacher prompt:** “How might regulations to limit pesticide use affect food production and consumption?”

**D3.4** demonstrate an understanding of health, safety, and environmental issues related to food supply and production (e.g., risks associated with the bioaccumulation of pesticides and hormones, risks of contamination during food production), and describe key aspects of legislation that is designed to protect Canadian consumers (e.g., Canadian Agricultural Products Act, Food and Drugs Act)

**Teacher prompts:** “How can consumer awareness of the food-production process benefit food producers, consumers, and the environment?” “What evidence was used to support the Government of Canada’s decision to reduce the use of bisphenol A in some food packaging?”

## E. FOOD-PREPARATION SKILLS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Kitchen Safety:** demonstrate an understanding of practices that ensure or enhance kitchen safety;
- E2. Food Safety:** demonstrate an understanding of practices that ensure or enhance food safety;
- E3. Food Preparation:** demonstrate skills needed in food preparation.

### SPECIFIC EXPECTATIONS

#### E1. Kitchen Safety

By the end of this course, students will:

- E1.1** describe common accidents that can occur in the kitchen (*e.g., cuts, burns, fires, falls, poisoning, electric shocks*)
- E1.2** demonstrate an understanding of safe practices within the food-preparation area (*e.g., safely handle hot foods; prevent spatters, scalds, and cuts; wipe up spills immediately*)
- E1.3** demonstrate an understanding of appropriate emergency responses to common accidents associated with food preparation (*e.g., cuts, burns, scalds, fires*)

#### E2. Food Safety

By the end of this course, students will:

- E2.1** outline the causes and symptoms of food-borne illnesses (*e.g., E. coli poisoning, botulism poisoning, Clostridium perfringens poisoning, salmonellosis, listeriosis*) and techniques for preventing these illnesses
- E2.2** use appropriate personal hygiene practices to prevent contamination of food (*e.g., wash hands frequently; cover a cough or sneeze in their sleeve; use gloves to cover cuts or wounds; tie hair back*)

- E2.3** use safe food-handling practices to prevent cross-contamination by pathogens, parasites, and allergens in the food-preparation area (*e.g., wash fresh produce; sanitize cutting boards after contact with meat products; sanitize implements that come into contact with allergens when preparing food for or with people with known allergies; sanitize work surfaces; replace and/or sanitize sponges or cloths frequently; use proper clean-up procedures*)

- E2.4** follow appropriate protocols to ensure food safety (*e.g., cook foods to recommended temperatures; keep hot foods hot and cold foods cold; store food appropriately; wipe tops of cans before opening; check “best-before” dates; demonstrate awareness of common allergenic ingredients*)

#### E3. Food Preparation

By the end of this course, students will:

- E3.1** identify and select appropriate tools, equipment, and ingredients for use in food preparation
- E3.2** demonstrate the ability to safely use, maintain, clean, and store tools and equipment used in food preparation
- E3.3** demonstrate the ability to follow a recipe

**E3.4** demonstrate the ability to adapt recipes to accommodate specific dietary needs (*e.g., to adhere to religious dietary practices, to limit salt intake for somebody with high blood pressure, to adhere to ovo-lacto vegetarian dietary practices*)

**E3.5** demonstrate the ability to measure quantities accurately (*e.g., use different strategies for measuring wet and dry ingredients; level off excess amounts; measure liquids at eye level*)

**E3.6** demonstrate the correct use of food-preparation techniques (*e.g., stirring, beating, whipping, chopping, broiling, frying*)

**E3.7** demonstrate the ability to manage time effectively in food preparation

**E3.8** demonstrate the ability to plan, prepare, and serve a food item or items according to set criteria

# Nutrition and Health, Grade 12

College Preparation

**HFA4C**

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This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health.

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



# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to nutrition and health, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to nutrition and health (*e.g., nutritional needs throughout the lifespan, nutritional status of different groups*) to identify topics for research and inquiry
- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics
- A1.3** formulate effective questions to guide their research and inquiry  
*Teacher prompt:* “If you were researching the risks and benefits of drinking protein shakes, why might it be important to compare the effects on athletes and non-athletes?”

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method; identify sources of information; develop research tools such as surveys or questionnaires*), ensuring that their plans follow guidelines for ethical research  
*Teacher prompts:* “What steps can you take to ensure that you are not asking leading questions in your survey?” “For which purposes might websites such as Wikipedia be adequate sources

of information? What are the risks of using websites such as Wikipedia?”

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews, surveys, observations, field research, data sets from Statistics Canada*) and/or secondary sources (*e.g., research reports, textbooks, advertisements, brochures, newspaper and magazine articles, websites*)

*Teacher prompts:* “What is the difference between primary and secondary sources in social science? How can you determine whether a source is a primary or secondary source?” “What criteria would you use to choose the best secondary source for your research question?”

- A2.3** based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

### A.3 Processing Information

Throughout this course, students will:

- A3.1** assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, voice*)  
*Teacher prompts:* “What strategies can you use to determine the relevance of the information

you have gathered?" "If two information sources contradict each other, how might you determine which is more reliable?" "What is your own personal connection to the research, and how does this affect your interpretation of the information gathered?"

- A3.2** record and organize information and key ideas using a variety of formats (*e.g., journals, logs, report outlines, notes, graphic organizers, audio/visual/digital records*)
- A3.3** analyse and interpret research information (*e.g., compare information from various sources; make connections; identify gaps that necessitate further research*)
- A3.4** demonstrate academic honesty by documenting the sources of all information generated through research
- A3.5** synthesize findings and formulate conclusions (*e.g., weigh and connect information to determine the answer to their research question*)

#### A4. Communicating and Reflecting

Throughout this course, students will:

- A4.1** use an appropriate format (*e.g., brochure, flyer, poster, report, multimedia presentation*) to communicate the results of their research and inquiry effectively for a specific purpose and audience
  - A4.2** use terms relating to nutrition and health correctly (*e.g., macronutrient, micronutrient, nutrient deficiency, nutrient retention, food security, water potability, functional food*)
  - A4.3** clearly communicate the results of their inquiries (*e.g., write clearly, organize ideas logically, use language conventions properly*), and follow APA conventions for acknowledging sources (*e.g., generate a reference list in APA style*)
  - A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills
- Teacher prompts:** "How might the research methods you used have affected the results you obtained?" "How did the primary and/or secondary sources you used confirm what you already knew and understood about the topic? How did your primary and/or secondary sources contradict what you thought was true?" "What steps might you take to enhance your research/inquiry skills?"

## B. NUTRITION AND HEALTH

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Nutrients:** demonstrate an understanding of nutrients and their connection to physical health;
- B2. Food Guides:** demonstrate an understanding of Canada's Food Guide and its role in promoting physical health;
- B3. Energy Balance:** demonstrate an understanding of the physical processes involved in maintaining energy balance;
- B4. Nutritional Status:** demonstrate an understanding of their nutrient intake and of factors that affect the nutritional status of individuals and groups.

### SPECIFIC EXPECTATIONS

#### B1. Nutrients

By the end of this course, students will:

- B1.1** describe sources and functions of macronutrients (i.e., carbohydrates, fats, proteins), micronutrients (i.e., vitamins, minerals), and water

**Teacher prompt:** "What are the types of fat that the body needs most? What are good sources of these fats?"

- B1.2** describe the causes and symptoms of nutrient deficiencies (e.g., rickets, pellagra, goitre, anaemia, osteoporosis, scurvy, kwashiorkor, marasmus, beriberi) and excesses (e.g., iron toxicity, fluorosis)

**Teacher prompts:** "Which nutrients are needed to prevent osteoporosis?" "What is a goitre and why are goitres less common in Canada now than fifty years ago?"

- B1.3** describe the nutrient content of specific foods, using available food and nutrition information (e.g., Nutrition Facts tables, food company nutrition information, nutrient-values databases, information provided by health and nutrition professionals)

**Teacher prompt:** "What criteria would you use to determine the best source of nutrients when comparing similar foods?"

- B1.4** plan and prepare a food item or items to ensure optimal nutrient content and retention (e.g., choose nutrient-dense foods; steam rather than boil vegetables)

#### B2. Food Guides

By the end of this course, students will:

- B2.1** describe the evolution of Canada's Food Guide over time (e.g., changes in name, food groups, objectives, serving amounts, key recommendations)

**Teacher prompts:** "What are the main differences between the current and previous versions of Canada's Food Guide?" "What new recommendations appear?"

- B2.2** outline the main nutrients found in each of the food groups in Canada's Food Guide (e.g., carbohydrates in the Grain Products group, protein in the Meat and Alternatives and Milk and Alternatives groups)

**Teacher prompt:** "In addition to protein, what other nutrients are found in the Meat and Alternatives group?"

- B2.3** describe research findings that support the recommendations and guidelines in Canada's Food Guide (e.g., research showing that whole-grain products have more vitamins, minerals, and fibre than comparable non-whole-grain products)

- B2.4** compare the key recommendations in Canada's Food Guide to those in food guides from other countries (e.g., Dietary Guidelines for Americans, Mediterranean Food Guide, Chinese

*Food Guide*) and food guides designed for special groups (e.g., vegetarians, vegans, diabetics)

**Teacher prompts:** “Why might particular groups need specialized food guides?” “What similarities are there among the different food guides?”

- B2.5** prepare a food item or items to reflect specific recommendations in Canada’s Food Guide (e.g., *reduce fat or sodium; use whole grains, dark green or orange vegetables, beans or lentils*)

### B3. Energy Balance

By the end of this course, students will:

- B3.1** describe the processes of food digestion, absorption, and metabolism

**Teacher prompt:** “What are the main organs that are directly involved in food digestion?”

- B3.2** analyse foods to determine their macronutrient content (i.e., the percentage of calories from protein, fat, and carbohydrates)

- B3.3** explain the concept of energy balance, and describe how energy balance can be achieved (e.g., *by changing the quantity and types of food eaten; by changing the type, duration, or intensity of exercise*)

- B3.4** explain how various factors affect calorie expenditure (e.g., *duration and intensity of exercise, body composition, basal metabolic rate, type of activity*)

**Teacher prompts:** “Which types of exercise use the most calories?” “How can two people who do the same exercise for the same length of time, burn different numbers of calories?”

### B4. Nutritional Status

By the end of this course, students will:

- B4.1** compare their own nutrient intake to that recommended in current Canadian guidelines for people of their age, gender, and lifestyle (e.g., *Dietary Reference Intakes*)

**Teacher prompts:** “How does your daily intake of vitamin E compare with the amount recommended in Canada’s Dietary Reference Intakes?” “What improvements can you make to your diet?”

- B4.2** compare their own nutrient intake with that of various population groups in Canada

**Teacher prompts:** “How does your nutrient intake compare to that of an average teenager living in another part of Canada?” “How does your nutrient intake compare to that of an average eighty-year-old in Canada?” “What factors should you take into account when comparing people’s nutritional status?”

- B4.3** identify factors that can contribute to the poor nutritional status of people in Canada and around the world (e.g., *genetic propensity to nutrition-related diseases such as diabetes; decaying infrastructure; natural disasters*)

**Teacher prompts:** “In which countries are people more likely to have poor nutritional status?” “Why do some First Nation communities in Canada have such limited access to safe drinking water? How does limited access to safe drinking water affect the nutritional status of some First Nation groups?”

- B4.4** plan and prepare a food item or items to address a specific nutritional deficiency common to Canadians (e.g., *prepare a high-fibre snack to address a lack of dietary fibre*)

## C. EATING PATTERNS AND TRENDS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Nutrition throughout the Lifespan:** demonstrate an understanding of food- and nutrition-related issues at different stages in the lifespan;
- C2. Nutrition and Disease:** demonstrate an understanding of the relationships between nutrition, health, and disease;
- C3. Trends and Patterns in Food and Nutrition:** demonstrate an understanding of current Canadian trends and patterns in nutritional guidelines and in food production and consumption.

### SPECIFIC EXPECTATIONS

#### C1. Nutrition throughout the Lifespan

By the end of this course, students will:

- C1.1** explain how growth and development throughout the lifespan (*e.g., during pre-pregnancy, pregnancy, lactation, infancy, childhood, adolescence, later life*) affect nutritional needs and food choices

**Teacher prompt:** “What types of food choices could fulfil the nutritional needs of young adults? Primary school children?”

- C1.2** explain how a variety of factors (*e.g., familial, social, emotional, cultural, religious, economic, geographic, ethical, psychological*) influence the food choices people make

**Teacher prompts:** “Do you choose different foods when eating with your peers than when eating with your family? If so, why?” “How does where you live affect your access to food?”

- C1.3** describe food and nutrition products that are designed to meet the needs of people at different stages of the lifespan (*e.g., single-serving products, baby foods, meal-replacement drinks*)

**Teacher prompts:** “How do food companies target people at different stages of the lifespan?” “What are some products designed to appeal to parents of young children? To athletes? To seniors?”

- C1.4** plan and prepare a food item or items appropriate to the nutritional needs of people at a specific stage of the lifespan

#### C2. Nutrition and Disease

By the end of this course, students will:

- C2.1** describe some eating practices that help in the prevention and management of particular health conditions (*e.g., allergies, diabetes, cardiovascular disease, osteoporosis, kidney disease*)

**Teacher prompt:** “What types of fat would need to be reduced or eliminated in the diet of someone with cardiovascular disease?”

- C2.2** identify social and emotional conditions that may result in unhealthy eating patterns and contribute to illness and disease (*e.g., busy schedules, expectations related to body shape, stress, scarcity of resources*)

**Teacher prompt:** “How does stress affect your eating habits? What might be some of the long-term consequences of regularly maintaining such a diet?”

- C2.3** explain how various factors (*e.g., heredity/genetics, socio-economic status, geography, lifestyle, activity levels*) can contribute to nutrition-related illnesses and health conditions

**Teacher prompts:** “Are diseases such as diabetes, heart disease, or high cholesterol always the result of heredity? What other factors might also play a role?” “How does childhood poverty affect people’s long-range health outcomes?”

- C2.4** describe and explain the reasons for the nutrient needs and dietary requirements of people with specific illnesses or diseases

(e.g., diabetes, HIV/AIDS) or people undergoing particular medical treatments (e.g., people undergoing chemotherapy, people taking particular pharmaceutical drugs or drug combinations)

**Teacher prompt:** “In what ways is diabetes management about much more than just sugar intake?”

- C2.5** explain the scientific basis for particular strategies to prevent food- and nutrition-related diseases and illnesses

**Teacher prompt:** “What are some specific strategies to prevent food- and nutrition-related diseases and illnesses that align with the recommendations in Canada’s Food Guide?”

- C2.6** plan and prepare a food item or items to meet the nutritional needs of people with a specific illness or disease

### C3. Trends and Patterns in Food and Nutrition

By the end of this course, students will:

- C3.1** analyse new and emerging food- and nutrition-related products and services (e.g., additives, functional foods, whole-wheat pasta, soy products, energy drinks, vitamin-enhanced drinks, local food initiatives, agri-tourism, molecular gastronomy, the slow food movement) in terms of their real or perceived benefits to Canadian consumers (e.g., health benefits, time savings, environmental benefits)

**Teacher prompts:** “What new foods are being marketed now, and what is the perceived need that they are addressing?” “What are the perceived benefits of vitamin-enhanced water?” “What groups are the intended market for energy drinks?”

- C3.2** explain why people adopt various eating patterns (e.g., vegetarian diet, slow food diet, organic diet, weight-loss program)

- C3.3** describe the effects on overall health of various popular diets and food trends (e.g., low-carbohydrate diets, promotion of antioxidants and phytochemicals)

**Teacher prompt:** “What criteria would you use to assess whether a diet is effective and nutritionally sound?”

- C3.4** explain some ways in which scientific research on nutrition and health has influenced government legislation and policy (e.g., nutrition labelling requirements, trans-fat-reduction campaigns, school food and beverage policies, policies to implement daily physical activity in schools)

- C3.5** plan and prepare a food item or items using an ingredient that is currently being marketed as a functional food (e.g., flax seed, high-protein pasta, blueberries, pomegranates, chia)



## D. LOCAL AND GLOBAL ISSUES

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Food Security:** demonstrate an understanding of various factors involved in achieving and maintaining food security;
- D2. Food Production and Supply:** demonstrate an understanding of various factors that affect food production and supply;
- D3. Food Production and the Environment:** demonstrate an understanding of the effects of food production on the environment.

### SPECIFIC EXPECTATIONS

#### D1. Food Security

By the end of this course, students will:

- D1.1** explain the importance of each of the key components of food security (*e.g., availability, accessibility, adequacy, acceptability, sustainability*)

**Teacher prompt:** “Why would access to potable water be considered a food security issue?”

- D1.2** explain how social, cultural, economic, and political factors (*e.g., gender, ethnicity, religious or political affiliation, employment, income*) contribute to nutritional inequalities among people within the same community

**Teacher prompts:** “In wealthy countries how is it possible that some people can go hungry?” “How is access to food sometimes used during times of conflict to subjugate groups?”

- D1.3** describe the relationships between poverty, food insecurity, poor nutrition, and poor health

**Teacher prompt:** “How does poverty affect one’s ability to get food?”

- D1.4** explain how various food distribution systems affect food security, locally and globally (*e.g., farmers’ markets supply local foods from identifiable sources; large supermarkets provide increased access to foods year-round but may contribute to lack of access to foods in other countries; fair-trade networks guarantee the working*

*conditions of the food producers but may lead to choices to grow cash crops rather than food for local consumption*)

**Teacher prompt:** “How do changes in demand for local foods affect the food security of farmers and communities?”

- D1.5** demonstrate the ability to act to combat food insecurity at the local and global level (*e.g., write to elected representatives or government officials; volunteer with a breakfast program; fundraise for community water wells; plant trees; buy products from women-led cooperatives; become involved in a community garden; work on a local farm*)

**Teacher prompts:** “What criteria will you use to determine the best course of action that you could take to fight food insecurity?” “How do women-led cooperatives help to fight food insecurity?”

#### D2. Food Production and Supply

By the end of this course, students will:

- D2.1** outline how geographical factors, physical conditions, and natural disasters (*e.g., climate, weather, soil conditions, proximity to water, mudslides, floods, earthquakes*) affect food supply and production

**Teacher prompt:** “Why are the soil conditions in the Holland Marsh so favourable to crop growth?”



**D2.2** explain the effects of various agricultural methods (e.g., crop rotation, integrated pest management, fallow fields, intercropping, no tillage) on local or global food production and yields

**Teacher prompts:** “Why might regular tillage of soil decrease crop yields?” “How can leaving a field fallow for a season lead to increases in crop yields in future years?”

**D2.3** explain the effect of various economic, social, and political factors (e.g., debt-repayment obligations, demand for cash crops, oil prices, free-trade agreements, trade embargos or bans, controls on fishing and hunting, import-export restrictions designed to prevent or control outbreaks of disease) on food supply and production

**Teacher prompt:** “How do fluctuations in the price of oil on world markets affect food production?”

**D2.4** analyse the effect of various trends in agriculture and aquaculture (e.g., organic farming, use of antibiotics, fish farming, genetic engineering, greenhouse food production) on local and global food supply and production

**Teacher prompts:** “How has genetic engineering affected the production and consumption of food?” “What regulations have Health Canada and the Canadian Food Inspection Agency put in place regarding the use of antibiotics with Canadian livestock? How are the regulations different for organic farming in Canada? How might the differences between organic and traditional farming practices with respect to the use of antibiotics lead to differences in the amount and quality of meat produced?”

### D3. Food Production and the Environment

By the end of this course, students will:

**D3.1** describe how consumer food choices affect the environment, locally and globally (e.g., demand for imported food increases the

amount of energy used in transportation; choice of overpackaged products increases the volume of waste going to landfills; choice of fair-trade products supports sustainable farming and small-scale farmers; demand for local produce supports farmers’ markets and reduces use of fossil fuels)

**Teacher prompt:** “What is the environmental impact of purchasing overpackaged foods? Of purchasing bottled water?”

**D3.2** explain the effect on the environment of various agricultural trends (e.g., growing crops for biofuels) and food-production technologies (e.g., types of farm equipment, types of energy sources, climate-control techniques, genetic engineering of foods)

**Teacher prompt:** “What are some positive and negative environmental effects associated with the production and consumption of genetically modified foods?”

**D3.3** explain the effect of various environmental protection laws and regulations on food supply and production (e.g., policies related to forest preservation, fuel emission standards, pesticide use)

**Teacher prompts:** “What impact have cod-fishing bans on the east coast of Canada had on the fishing and fish-processing industries?” “How do current fishing and hunting bans affect relationships between Aboriginal and non-Aboriginal people in Canada?”

**D3.4** demonstrate an understanding of health, safety, and environmental issues related to food supply and production (e.g., risks associated with bioaccumulation of pesticides and hormones, risks of contamination during food production), and identify legislation that is designed to protect Canadian consumers (e.g., Canada Agricultural Products Act, Food and Drugs Act)

**Teacher prompts:** “How can consumer awareness of the food-production process benefit food producers, consumers, and the environment?” “What are the health risks associated with the use of bisphenol A?”

## E. FOOD-PREPARATION SKILLS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Kitchen Safety:** demonstrate an understanding of practices that ensure or enhance kitchen safety;
- E2. Food Safety:** demonstrate an understanding of practices that ensure or enhance food safety;
- E3. Food Preparation:** demonstrate skills needed in food preparation.

### SPECIFIC EXPECTATIONS

#### E1. Kitchen Safety

By the end of this course, students will:

- E1.1** describe common accidents that can occur in the kitchen (*e.g., cuts, burns, fires, falls, poisoning, electric shocks*)
- E1.2** demonstrate an understanding of safe practices within the food-preparation area (*e.g., safely handle hot foods; prevent spatters, scalds, and cuts; wipe up spills immediately*)
- E1.3** demonstrate an understanding of appropriate emergency responses to common accidents associated with food preparation (*e.g., cuts, burns, scalds, fires*)

#### E2. Food Safety

By the end of this course, students will:

- E2.1** outline the causes and symptoms of food-borne illnesses (*e.g., E. coli poisoning, botulism poisoning, Clostridium perfringens poisoning, salmonellosis, listeriosis*) and techniques for preventing these illnesses
- E2.2** use appropriate personal hygiene practices to prevent contamination of food (*e.g., wash hands frequently; cover a cough or sneeze in their sleeve; use gloves to cover cuts or wounds; tie hair back*)
- E2.3** use safe food-handling practices to prevent cross-contamination by pathogens, parasites, and allergens in the food-preparation area (*e.g., wash fresh produce; sanitize cutting boards after contact with meat products; sanitize implements that come into contact with allergens when preparing food for or with people with known allergies; sanitize work surfaces; replace or sanitize sponges or cloths frequently; use proper clean-up procedures*)

- E2.4** follow appropriate protocols to ensure food safety (*e.g., cook foods to recommended temperatures; keep hot foods hot and cold foods cold; store food appropriately; wipe tops of cans before opening; check "best-before" dates; demonstrate awareness of common allergenic ingredients*)

#### E3. Food Preparation

By the end of this course, students will:

- E3.1** identify and select appropriate tools, equipment, and ingredients for use in food preparation
- E3.2** demonstrate the ability to follow a recipe
- E3.3** demonstrate the ability to adapt recipes to accommodate specific dietary needs
- E3.4** demonstrate the ability to safely use, maintain, clean, and store tools and equipment used in food preparation
- E3.5** demonstrate the ability to measure quantities accurately (*e.g., use different strategies for measuring wet and dry ingredients; level off excess amounts; measure liquids at eye level*)
- E3.6** demonstrate the correct use of food-preparation techniques (*e.g., stirring, beating, whipping, chopping, broiling, frying*)
- E3.7** demonstrate the ability to manage time effectively in food preparation
- E3.8** plan, prepare, and serve a food item or items according to set criteria

# Food and Healthy Living, Grade 12

## Workplace Preparation

**HFL4E**

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This course focuses on the fundamental food needs of young adults. Students will learn how to stock a kitchen, make nutritious food choices, and accommodate the food needs of others. Through a range of practical experiences, they will develop skills needed in food preparation for personal use and for employment in the food industry. They will also learn about dining etiquette in different contexts and about responsible consumer practices. Students will use social science research methods to investigate issues related to food preparation and nutrition.

**Prerequisite:** None

# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to personal food preparation and consumption, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to personal food preparation and consumption (*e.g., food safety, trends in food and nutrition, meal-planning strategies*) to identify topics for research and inquiry
- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their chosen topic
- A1.3** formulate effective questions to guide their research and inquiry

**Teacher prompt:** “If you were researching sources of omega-3 fatty acids, why might you want to compare vegetarian to non-vegetarian sources? Which aspects would be important to compare (*e.g., cost, taste, ethical or environmental considerations, or nutrient levels*)?”

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method; identify sources of information*), ensuring that their plans follow guidelines for ethical research

**Teacher prompts:** “What are some ways to locate reliable sources of information?” “For which purposes might websites such as

Wikipedia be adequate sources of information? What are the risks of relying on websites such as Wikipedia?”

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., informal interviews, surveys, observations, food logs, grocery bills*) and/or secondary sources (*e.g., textbooks, advertisements, brochures, newspaper articles, websites, cookbooks*)

**Teacher prompts:** “What is the difference between primary and secondary sources? How can you determine whether a source is a primary or secondary source?” “What criteria would you use to choose the best secondary source for information about your research question?”

- A2.3** based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

### A3. Processing Information

Throughout this course, students will:

- A3.1** assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, bias*)

**Teacher prompts:** “What strategies can you use to determine the relevance of the information you have gathered?” “If two information sources contradict each other, how might you determine which is more reliable?”

**A3.2** record and organize information and key ideas using a variety of formats (*e.g., notes, graphic organizers, audio/visual/digital records*)

**A3.3** analyse and interpret research information (*e.g., determine whether common themes arise in different sources*)

**A3.4** demonstrate academic honesty by documenting the sources of all information generated through research

**A3.5** synthesize findings and formulate conclusions (*e.g., weigh and connect information to determine the answer to their research question*)

#### A4. Communicating and Reflecting

Throughout this course, students will:

**A4.1** use an appropriate format (*e.g., brochure, flyer, poster, report, multimedia presentation*) to communicate the results of their research and inquiry effectively for a specific purpose and audience

**A4.2** use terms relating to personal food preparation and consumption correctly (*e.g., food budgeting, menu planning, comparison shopping, healthy choices*)

**A4.3** clearly communicate the results of their inquiries (*e.g., write clearly, organize ideas logically, use language conventions properly*), and follow APA conventions for acknowledging sources (*e.g., generate a reference list in APA style*)

**A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

**Teacher prompt:** “What steps might you take to enhance your research/inquiry skills?”

## B. KITCHEN FUNDAMENTALS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Kitchen Safety:** demonstrate an understanding of practices that ensure or enhance kitchen safety;
- B2. Food Safety:** demonstrate an understanding of practices that ensure or enhance food safety;
- B3. Food Preparation:** demonstrate skills needed in food preparation;
- B4. Kitchen Essentials:** demonstrate an understanding of how to stock and organize a starter kitchen.

### SPECIFIC EXPECTATIONS

#### B1. Kitchen Safety

By the end of this course, students will:

- B1.1** describe common accidents that can occur in the kitchen (*e.g., cuts, burns, fires, falls, poisoning, electric shocks*)
- B1.2** demonstrate an understanding of safe practices within the food-preparation area (*e.g., safely handle hot foods; prevent spatters, scalds, and cuts; wipe up spills immediately*)
- B1.3** demonstrate an understanding of appropriate emergency responses to common accidents associated with food preparation (*e.g., cuts, burns, scalds, fires*)

#### B2. Food Safety

By the end of this course, students will:

- B2.1** outline the causes and symptoms of food-borne illnesses (*e.g., E. coli poisoning, botulism poisoning, Clostridium perfringens poisoning, salmonellosis, listeriosis*) and techniques for preventing these illnesses
- B2.2** use appropriate personal hygiene practices to prevent contamination of food (*e.g., wash hands frequently; cover a cough or sneeze in their sleeve; use gloves to cover cuts or wounds; tie hair back*)
- B2.3** use safe food-handling practices to prevent cross-contamination by pathogens, parasites, and allergens in the food-preparation area (*e.g., wash fresh produce; sanitize cutting boards after contact with meat products; sanitize implements*

*that come into contact with allergens when preparing food for or with people with known allergies; sanitize work surfaces; replace or sanitize sponges or cloths frequently; use proper clean-up procedures*)

- B2.4** follow appropriate protocols to ensure food safety (*e.g., cook foods to recommended temperatures; keep hot foods hot and cold foods cold; store food appropriately; wipe tops of cans before opening; check “best-before” dates; demonstrate awareness of common allergenic ingredients*)

#### B3. Food Preparation

By the end of this course, students will:

- B3.1** identify and select appropriate tools, equipment, and ingredients for use in food preparation
- B3.2** demonstrate the ability to safely use, maintain, clean, and store tools and equipment used in food preparation
- B3.3** demonstrate the ability to adapt recipes by substituting equipment and ingredients that are readily available (*e.g., use a frying pan instead of a wok; use milk with vinegar instead of buttermilk; use dried instead of fresh herbs*)
- B3.4** demonstrate the ability to measure quantities accurately (*e.g., use different strategies for measuring wet and dry ingredients; level off excess amounts; measure liquids at eye level*)
- B3.5** demonstrate the correct use of food-preparation techniques (*e.g., stirring, beating, whipping, chopping, broiling, frying*)

**B3.6** select an appropriate cooking method for various foods (e.g., choose among boiling, steaming, or roasting vegetables; use a microwave oven to cook frozen foods or reheat leftovers; choose among stewing, grilling, or roasting to cook meat)

**Teacher prompt:** “In what different ways can a microwave oven be used to prepare food? For cooking which types of food are microwave ovens inappropriate?”

**B3.7** demonstrate the ability to manage preparation and cooking times so that all components of a course are ready simultaneously

**Teacher prompt:** “What strategies can you use to ensure that a salad, pasta, and sauce would be ready at the same time?”

**B3.8** plan, prepare, and serve a food item or items for a specific occasion or purpose (e.g., for a special occasion, to meet special dietary needs)

## B4. Kitchen Essentials

By the end of this course, students will:

**B4.1** assess personal food preferences to identify the equipment and food products needed to stock a starter kitchen

**Teacher prompts:** “How might personal preferences influence the food and equipment used in a kitchen?” “How might a person’s starter kitchen vary in utensils and food products according to the person’s age and ethnocultural background?”

**B4.2** identify various utensils and appliances needed in a starter kitchen and their uses (e.g., microwave oven, slow cooker, toaster oven, blender, electric frying pan, measuring spoons and cups, spatula, can opener, cutting board, paring knife, tongs)

**B4.3** identify the basic staple food items needed in a starter kitchen (e.g., flour, sugar, canned goods, spices, rice, legumes)

**B4.4** identify criteria to use when comparison shopping for kitchen equipment (e.g., price, quality, warranty, range of functions, energy efficiency, size)

**Teacher prompt:** “What features would you look for when purchasing a microwave oven, a set of knives, or a can opener?”

**B4.5** describe the optimal placement of kitchen items for maximum efficiency and safety (e.g., in the work triangle, fridge, stove, and sink should be within easy reach of one another; pots and pans should be near the stove; cleaning supplies should be separate from food items)



## C. FOOD FUNDAMENTALS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Healthy Eating:** demonstrate an understanding of the components of healthy eating;
- C2. Diverse Food Needs:** demonstrate an understanding of the importance of meeting diverse food needs;
- C3. Menu Planning:** demonstrate an understanding of factors to consider in menu planning.

### SPECIFIC EXPECTATIONS

#### C1. Healthy Eating

By the end of this course, students will:

- C1.1** identify key recommendations in Canada's Food Guide (*e.g., foods emphasized, recommended nutrient intakes for specific groups, recommended activity levels*)
- C1.2** describe appropriate serving sizes as indicated in Canada's Food Guide  
*Teacher prompts:* "How do your own typical serving sizes compare to those of Canada's Food Guide?" "How can the ability to estimate serving sizes help you follow the recommendations in Canada's Food Guide?"
- C1.3** identify the main nutrients found in the basic food groups (*e.g., energy-yielding nutrients, calcium, vitamin D, folic acid, iron*) and their importance for optimal physical health
- C1.4** explain why it is important to achieve balance, moderation, and variety in their diet, and describe strategies for doing so (*e.g., choosing foods from each of the food groups; including different-coloured fruits and vegetables; choosing complex rather than simple carbohydrates; eating moderate-sized portions*)  
*Teacher prompt:* "How does including fruits and vegetables of different colours in your diet contribute to healthy eating?"
- C1.5** compare fresh, frozen, and canned foods using a variety of criteria (*e.g., price, taste, nutritional value, convenience*)

- C1.6** compare home-made foods to ready-made and packaged foods using a variety of criteria (*e.g., quality, nutrient density, fat and sodium content, additives*)

*Teacher prompt:* "What criteria are most important to you when comparing food products? Why?"

- C1.7** analyse current issues and trends in food and nutrition to determine their influence on people's health (*e.g., trans-fat regulations; popularity of energy drinks, "enriched" water, protein shakes; debates about the use of bisphenol A in food packaging; popularity of fad diets*)

- C1.8** outline a personal meal plan that emphasizes nutrition, balance, and variety

#### C2. Diverse Food Needs

By the end of this course, students will:

- C2.1** identify factors that influence people's dietary needs and preferences (*e.g., allergies, food likes and dislikes, medical conditions requiring special diets, religious affiliations, cultural traditions*)
- C2.2** describe strategies to accommodate diverse dietary needs and preferences (*e.g., substituting foods, using new or specialty food products, offering choices, asking guests about needs or preferences*)  
*Teacher prompt:* "How might you plan or modify a dinner menu to meet the needs of a vegan diet?"

### C3. Menu Planning

By the end of this course, students will:

- C3.1** identify key considerations in meal planning  
(e.g., time, budget, skills, schedules, recommendations in Canada's Food Guide, diverse needs and preferences of others)
- C3.2** describe ways to maintain a varied diet while using ingredients purchased in large quantities (e.g., rice, potatoes, oatmeal)
- C3.3** describe ways of using leftovers effectively  
(e.g., in casseroles, soups, salads, stir-fries, sandwiches)

*Teacher prompt:* "What are some ways of using leftover roast chicken?"

- C3.4** outline strategies for eliminating waste in menu planning and meal preparation  
(e.g., freezing individual-size portions; using most or all parts of vegetables or cuts of meat)

*Teacher prompt:* "What can be done with broccoli stalks, celery tops, potato water, or meat bones?"

- C3.5** demonstrate an ability to plan a menu for several days using a variety of meal-planning strategies

## D. THE FOOD CONSUMER

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Food Shopping:** demonstrate an understanding of efficient and economical purchasing strategies that ensure food safety and quality;
- D2. Responsible Consumerism:** demonstrate an understanding of practices related to responsible consumerism;
- D3. Consumer Literacy and Numeracy:** demonstrate the literacy and numeracy skills needed to get good value for their food dollar;
- D4. Eating Out:** demonstrate an understanding of etiquette and logistics related to eating out.

### SPECIFIC EXPECTATIONS

#### D1. Food Shopping

By the end of this course, students will:

- D1.1** identify various places where food can be obtained (*e.g., grocery store, farmers' market, culture-specific food market, bulk food store, restaurants, school cafeteria, take-out, delicatessen, the wild [for game, fish, wild fruits, and edible plants], community garden, community kitchen, food bank*)

- D1.2** identify strategies that contribute to efficiency and economy in food purchasing (*e.g., determining needs, making a list, planning menus, making and sticking to a budget, not shopping when hungry, avoiding impulse buying*)

**Teacher prompt:** "How can people purchase food economically and efficiently even if they do not own a car?"

- D1.3** describe strategies they can use to reduce food costs (*e.g., reading flyers, clipping coupons, purchasing generic brands, buying in bulk*)

**Teacher prompts:** "When might it be economical to use prepared foods rather than home-cooked foods?" "In which situations could flyers and coupons contribute to increased food costs?"

- D1.4** describe shopping practices they can use to ensure food quality and safety (*e.g., assessing ripeness, avoiding dented cans, checking "best-before" dates, buying fresh vegetables and fruits in season*)

- D1.5** identify proper methods for storing perishable and non perishable foods (*e.g., refrigeration, freezing, drying, canning*)

#### D2. Responsible Consumerism

By the end of this course, students will:

- D2.1** describe environmentally responsible ways of acquiring food (*e.g., buying locally, bartering or exchanging, growing their own vegetables*)

**Teacher prompt:** "How does buying locally grown produce help the environment?"

- D2.2** describe some environmentally responsible food-preparation practices (*e.g., using energy-efficient appliances; filling the freezer to the recommended level; using fewer pots in cooking; using a microwave oven rather than a conventional oven to cook a small amount of food; using as many parts of an item of food as possible; planning meals to avoid overshopping, eating out, or food waste*)

- D2.3** describe strategies they can use at home to reduce food waste and excess packaging (*e.g., separating out recyclable materials, vermicomposting, using reusable fabric shopping bags, buying in bulk, refusing excess packaging*)

**Teacher prompt:** "What are some environmentally responsible ways of dealing with food waste and packaging?"

### D3. Consumer Literacy and Numeracy

By the end of this course, students will:

**D3.1** demonstrate the ability to make the calculations necessary for purchasing food (e.g., *keep a running total on a grocery list; calculate tips in restaurants; determine the value of using coupons; compare unit prices; calculate per-serving costs; calculate sales taxes*)

**D3.2** use the information found on Canadian food labels (e.g., *ingredient lists, Nutrition Facts tables, “best-before” dates, lists of food additives*) to check for food safety and nutritional value

**Teacher prompt:** “What information provided on food labels is most relevant to you? What information might be most relevant to seniors?”

**D3.3** describe and evaluate the effectiveness of common marketing and advertising techniques that are used to encourage consumers to buy (e.g., *coupons, product placement, end-of-aisle displays, brand recognition, celebrity endorsements, scare tactics*)

**Teacher prompts:** “What strategies do advertisers use to get our attention?” “What is a loss leader, and how effective are loss leaders at increasing overall sales in stores?” “How effective are end-of-aisle displays at increasing sales of products?”

**D3.4** evaluate the reliability and credibility of nutrition claims from various sources (e.g., *infomercials, health claims and nutrition claims on food labels, websites, blogs, public-service announcements*)

**Teacher prompts:** “What forms of media provide information about food and health? How can you determine what is reliable and

credible information from these sources?” “How does media information compare with information provided by Health Canada? What biases might Health Canada show in their nutrition information? What are some of the underlying assumptions of Health Canada’s recommendations?”

### D4. Eating Out

By the end of this course, students will:

**D4.1** identify various factors to consider when choosing a place to eat (e.g., *food preferences of dinner companions, cost, type of restaurant, time available*)

**D4.2** describe the type of information commonly provided on menus (e.g., *categories of dishes, ingredients, prices, cooking method used*)

**D4.3** describe the behaviour of a courteous customer in a variety of eating venues of different levels of formality (e.g., *making reservations; appropriately getting a server’s attention; observing etiquette appropriate to the type of establishment and situation; expressing dissatisfaction appropriately; dressing appropriately; disposing of waste after eating*)

**Teacher prompt:** “How would you interact with restaurant staff to ensure you receive good service?”

**D4.4** demonstrate an understanding of tipping customs and practices (e.g., *determine whether tipping is appropriate or required; assess the quality of service; decide what percentage of the bill to leave as a tip; understand that tip money is shared with cooking staff and cleaning staff in some restaurants*)

## E. FOOD AND THE WORKPLACE

### OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Preparing to Work in the Food Industry:** identify food-related occupations for which they are personally suited;
- E2. Successful Employment in the Food Industry:** demonstrate an understanding of the qualifications and skills required for successful employment in the food industry.

### SPECIFIC EXPECTATIONS

#### E1. Preparing to Work in the Food Industry

By the end of this course, students will:

- E1.1** identify occupational opportunities in the food industry (*e.g., server, cook, chef, sous-chef, restaurant manager, food stylist, dietitian*)  
*Teacher prompt:* "What resources can you consult to find out about food-related jobs/careers?"
- E1.2** identify personal knowledge, skills, and attitudes that may make them suited to occupations in the food industry  
*Teacher prompts:* "How do your skills compare to the skills suggested for various food-related jobs/careers? What are your strengths? Where do you need further training or skills development?" "How could skills such as creativity or attention to detail be valuable for careers in the food industry?"
- E1.3** describe the training and knowledge required for a variety of occupations in the food industry (*e.g., knowledge of WHMIS regulations, Smart Serve training, Food Handler training, knowledge of common allergenic ingredients, CPR training, First Aid training, knowledge of workers' rights and responsibilities*)
- E1.4** describe short-term and long-term strategies they could use to secure and maintain employment in the food industry

*Teacher prompt:* "How can a short-term training plan be used to obtain a food-related job/career?"

#### E2. Successful Employment in the Food Industry

By the end of this course, students will:

- E2.1** describe different types of relationships found in the workplace (*e.g., with co-workers, with managers, with clients*)  
*Teacher prompt:* "What type of attitude would be helpful for working well with a variety of personalities in the workplace?"
- E2.2** identify various skills that are needed to manage interactions within the workplace (*e.g., communication skills; conflict-management skills; recognition of appropriate boundaries with colleagues, supervisors, and customers*)  
*Teacher prompt:* "How would you interact/communicate to avoid or resolve conflicts with co-workers? Supervisors?"
- E2.3** describe appropriate workplace behaviour and appearance (*e.g., punctuality, efficient time management, appropriate dress, attention to personal grooming*)
- E2.4** explain why initiative, persistence, and motivation are important for career advancement in the food industry



# GENERAL FAMILY STUDIES

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# Dynamics of Human Relationships, Grade 11

Open

HHD30

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This course focuses on helping students understand the individual and group factors that contribute to healthy relationships. Students will examine the connections between their own self-concept and their interpersonal relationships. They will learn and practise strategies for developing and maintaining healthy relationships with friends, family, and community members, as well as with partners in intimate relationships. Students will use research and inquiry skills to investigate topics related to healthy relationships.

**Prerequisite:** None

# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to healthy relationships, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to healthy relationships (*e.g., well-being; flourishing versus languishing; mental health and relationships; human rights codes; anti-bullying campaigns*) to identify topics for research and inquiry
- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics
- A1.3** formulate effective questions to guide their research and inquiry  
*Teacher prompt:* “If you found an article showing that anti-bullying programs are effective in elementary schools, do you think it would also be important to see how effective these programs are in secondary schools?”

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method; identify sources of information; develop research tools such as surveys or questionnaires*), ensuring that their plans follow guidelines for ethical research

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., informal interviews and surveys*) and secondary sources (*e.g., print resources, the Internet, online databases, and other media*)

*Teacher prompts:* “What is the difference between primary and secondary sources in the social sciences? How can you determine whether a source is a primary or secondary source?” “What criteria would you use to choose the best secondary source to answer your research question?”

- A2.3** based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

### A3. Processing Information

Throughout this course, students will:

- A3.1** assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, voice*)  
*Teacher prompts:* “What criteria can you use to determine potential biases of an author?” “If two information sources contradict one another, how might you determine which is more reliable?” “What values are embedded in these sources?”

**A3.2** record and organize information and key ideas using a variety of formats (*e.g., notes, graphic organizers, summaries, audio/video/digital records*)

**A3.3** analyse and interpret research information (*e.g., compare results of surveys and interviews; determine whether similar information is found in different sources*)

**A3.4** demonstrate academic honesty by documenting the sources of all information generated through research

**A3.5** synthesize findings and formulate conclusions (*e.g., weigh and connect information to determine the answer to their research question*)

#### A4. Communicating and Reflecting

Throughout this course, students will:

**A4.1** use an appropriate format (*e.g., brochure, flyer, poster, report, multimedia presentation, web page*) to communicate the results of their research and inquiry effectively for a specific purpose and audience

**A4.2** use terms relating to healthy relationships correctly (*e.g., self-concept, self-esteem, communication, rights and responsibilities*)

**A4.3** clearly communicate the results of their inquiries (*e.g., write clearly, organize ideas logically, use language conventions properly*), and follow APA conventions for acknowledging sources (*e.g., generate a reference list in APA style*)

**A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

**Teacher prompts:** “How did the primary and/or secondary sources you used confirm what you already knew and understood about the topic? How did your sources contradict what you thought was true?” “How might your own beliefs about the topic have affected your research findings?” “What steps might you take to enhance your research/inquiry skills?”

## B. PERSONAL GROWTH AND DEVELOPMENT

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Personal Well-Being:** demonstrate an understanding of the components of personal well-being, how to achieve and maintain it, and its importance throughout the life course;
- B2. Self-concept and Self-esteem:** explain how self-concept and self-esteem influence personal well-being;
- B3. Self-concept and Healthy Relationships:** demonstrate an understanding of how self-concept influences an individual's interactions with others.

### SPECIFIC EXPECTATIONS

#### B1. Personal Well-Being

By the end of this course, students will:

- B1.1** identify and describe the various components of personal well-being (*e.g., emotional well-being, satisfaction, vitality, resilience, self-esteem, autonomy, competence, engagement, a sense of meaning and purpose, feelings of trust and belonging*)

**Teacher prompts:** "If you were to develop a 'Personal Well-Being Questionnaire', what types of questions would you include?" "What components of personal well-being are included in Maslow's hierarchy of needs?" "According to Corey Keyes, why are *hedonia* (satisfaction with life) and *eudaimonia* (social integration, acceptance of others, a sense of making a contribution) very important parts of personal well-being?" "The Cree concept of good health is 'being alive well'. How does this concept of good health relate to personal well-being?"

- B1.2** explain how various factors (*e.g., good nutrition, physical activity, a strong support network, awareness of one's experiences and surroundings, lifelong learning, sharing and volunteering*) contribute to the development of personal well-being

**Teacher prompts:** "What can teachers and guidance counsellors in your school do to help students develop in all areas that contribute to personal well-being?" "What have researchers found about the connection between personal well-being and time spent outdoors?"

- B1.3** explain what they can do to maintain their personal well-being throughout life, and why it is important to do so

**Teacher prompts:** "Why is it important to continue to work at maintaining personal well-being throughout one's life?" "What challenges might you face at different stages of life that could threaten your personal well-being? What are some things you could do to maintain your sense of well-being in difficult circumstances?"

#### B2. Self-concept and Self-esteem

By the end of this course, students will:

- B2.1** identify the main components of self-concept (*e.g., physical self, academic/occupational self, social self, transpersonal self*) and describe some of its characteristics (*e.g., self-concept is learned, organized, and dynamic*)

- B2.2** explain the interrelationship between self-concept, self-esteem, and mental health

**Teacher prompts:** "Is it possible to feel good about yourself if you don't really know yourself?" "How is self-esteem different from arrogance?" "How does a strong self-concept (i.e., strong self-awareness) enable a person to set meaningful goals for improvement? How does improvement lead to higher self-esteem?" "Henry Sigerist stated that 'Health is not simply the absence of disease; it is something positive.' What does this mean in the context of mental health?" "What is 'flourishing'? Why is self-esteem required for a person to flourish?"

**B2.3** describe ways to improve self-esteem (e.g., set reasonable goals and take steps to achieve them; participate in physical activities; practise to develop talents; join social groups; connect with a positive peer network)

**B2.4** explain ways in which self-concept and self-esteem are interconnected with community and societal beliefs and values

**Teacher prompts:** “Why might it be difficult for a teenage girl to have a positive self-concept if she happens to have a large body that might be considered to be ‘fat’?” “Why might it be difficult for a teenager who is questioning whether he or she is gay to have a positive self-concept?”

### B3. Self-concept and Healthy Relationships

By the end of this course, students will:

**B3.1** explain how a strong self-concept and healthy self-esteem contribute to healthy relationships

**Teacher prompt:** “How would you portray (e.g., through role play or a story) a healthy relationship in which both participants have strong self-concepts (i.e., are very self-aware) and high self-esteem (i.e., value themselves)? How would you portray a relationship in which one or more of the participants has low self-esteem and/or a weak self-concept?”

**B3.2** explain how self-concept influences a person’s relationships (e.g., with other people, with society in general, with the environment)

**Teacher prompt:** “How does your sense of self affect your actions towards others? Towards the community? Towards the environment?”

**B3.3** use a variety of means (e.g., personality assessments, aptitude assessments, the Ontario Skills Passport) to identify and assess personal attributes, skills, and talents they have that can help them develop and nurture healthy relationships (e.g., emotional intelligence, listening skills)

**Teacher prompts:** “What are your most positive attributes (e.g., multiple intelligences, emotional intelligence) and how do they support healthy relationships?” “What is your learning style? Given this style, what are some strategies that might help you develop the skills you need to sustain healthy relationships?”

**B3.4** explain the value of recognizing the unique strengths, abilities, and personal qualities of others

**Teacher prompts:** “How is a relationship enriched when the parties have strengths in different areas?” “How is a relationship enriched by understanding someone else’s strengths?”

**B3.5** analyse how being self-aware affects interpersonal relationships

**Teacher prompt:** “How have your personal characteristics affected your relationships with others in various situations – at work, at school, at home, in your neighbourhood?”

**B3.6** analyse how both social awareness and physical, psychological, and emotional health affect people’s relationships

**Teacher prompts:** “How might feeling exhausted, stressed, depressed, left out, or isolated affect how you deal with people?” “How are your relationships affected when you feel happy, included, and well rested?” “How might a person’s intense emotional investment in a topic lead to communication roadblocks?” “How appropriately do you respond to others when you are feeling extremely excited, anxious, elated, or angry?”

## C. HEALTHY RELATIONSHIPS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Healthy Relationships Over a Lifetime:** demonstrate an understanding of the range of relationships people experience over a lifetime and of the differences between healthy and unhealthy relationships;
- C2. Social and Cultural Influences:** demonstrate an understanding of various social and cultural influences on relationships;
- C3. Dynamics and Challenges That Affect Relationships:** demonstrate an understanding of various dynamics and challenges that can affect relationships;
- C4. Building Healthy Relationships:** demonstrate an understanding of skills and strategies that help people to develop and sustain healthy relationships.

### SPECIFIC EXPECTATIONS

#### C1. Healthy Relationships Over a Lifetime

By the end of this course, students will:

- C1.1** describe various types of relationships that people may experience during their lifetime (*e.g., parent-child, sibling, peer, friend, student-teacher, spouse, co-worker, dating, intimate, inter-generational, employee-employer, doctor-patient*)
- C1.2** identify characteristics of healthy relationships (*e.g., equality, independence, trust, empathy, loyalty, respect, intimacy, honour, recognition of the other's value, open communication, stability, confidence, altruism*)
- C1.3** describe behaviours that characterize unhealthy relationships (*e.g., physical and verbal abuse, bullying, sexual harassment, stalking, obsession, possessiveness, intimidation, isolation, financial control, substance abuse, co-dependence*)
- C1.4** explain the contributions healthy relationships make to individual, group, family, and community well-being  
**Teacher prompts:** "How is family well-being affected by healthy relationships?" "How do healthy relationships and healthy families build healthy communities?" "How can communities help build healthy families and relationships?" "What supports do family members need to develop and maintain healthy relationships with one another?"

#### C2. Social and Cultural Influences

By the end of this course, students will:

- C2.1** analyse ways in which social and cultural factors, including portrayals in the media, shape people's ideas about relationships (*e.g., the attitudes and expectations of family, friends, and peers; religious teachings; cultural norms with respect to gender roles; portrayals of intimate/sexual relationships in music videos, video games, or movies, or on television*)  
**Teacher prompts:** "In what ways does the portrayal of intimate relationships on television shows and in movies affect your personal definition of a healthy relationship? Do some of these portrayals conflict with the values in your family, community, or religion? If so, how do you resolve these differences?" "Which influences have the greatest impact on your ideas about relationships?" "How often are same-sex relationships portrayed in the media? How are they portrayed? What effects do these portrayals have on people's perceptions of 'normal' relationships?"
- C2.2** describe the benefits and challenges to relationships of increased access to media and technology (*e.g., ease of communication through use of cellphones, e-mail, social networking; expectations of immediate response to communications; decreased adult scrutiny of communications*)



### C3. Dynamics and Challenges That Affect Relationships

By the end of this course, students will:

**C3.1** identify the roles people have in various relationships (e.g., parent, child, teen, sibling, grandparent, elder, employee, employer, spouse, friend, student, co-worker, volunteer, significant other, acquaintance)

**C3.2** use various theories about intimacy (e.g., David Olson's seven types of intimacy, Gary Chapman's five love languages, Robert Sternberg's triangular theory of love) to analyse the depth and type of intimacy in different relationships (e.g., acquaintance, friendship, dating, long-term partnership)

**Teacher prompt:** "How is intimacy different in a dating relationship versus a close friendship?"

**C3.3** describe variations in cultural customs and traditions that affect how humans interact (e.g., customs related to greetings, personal space, eye contact, physical distance and/or contact)

**Teacher prompt:** "What are some examples of behaviour that is considered polite in one culture and rude in another? How might lack of knowledge of such differences affect human interactions between people from different cultural backgrounds?"

**C3.4** describe values and attitudes that enhance the quality of human interactions (e.g., respect, caring, empathy, trust, honour, honesty)

**C3.5** describe some of the ways in which power dynamics can influence behaviour in human interactions

**Teacher prompts:** "How and why might your behaviour in a court of law differ from your behaviour at the mall or in a classroom?" "How can differences in power affect the course of a relationship?" "How might a change in an employee's status (e.g., a promotion) affect the dynamics of various relationships and interactions in the workplace?"

**C3.6** describe the challenges that may be experienced in the development of a same-sex relationship but may not be experienced in the development of a heterosexual relationship (e.g., homophobia, pressure to keep the relationship hidden, lack of models in media of adolescents in healthy same-sex relationships)

**Teacher prompts:** "How would your peers react if you came to the prom with a same-sex date?" "What would need to change in your school community to make it safe for students to be 'out' at school?"

**C3.7** describe typical gender differences in expectations about relationships (e.g., with respect to monogamy, equity, shared time, loyalty, openness, sexuality)

**Teacher prompt:** "What qualities do girls want in an intimate relationship? In a friendship? How do these qualities differ for boys?"

**C3.8** describe the impact on human interactions of various changes that are taking place in society (e.g., greater reliance on technology, greater acceptance of independence by and for young people and women, greater cultural diversity in communities, increased sense of environmental responsibility)

**Teacher prompts:** "What kinds of relationships and human interactions are possible with access to social networking through the Internet that would be impossible without it? Are there any drawbacks to this type of interaction?" "What challenges might a person from a monocultural society face in adjusting to a multicultural society?"

### C4. Building Healthy Relationships

By the end of this course, students will:

**C4.1** describe strategies and skills for building healthy relationships (e.g., showing empathy, setting realistic expectations, showing respect for others, communicating with openness where possible and appropriate, working to solve problems, seeking counselling, seeking community support, volunteering, giving time and attention to others)

**C4.2** identify strategies for dealing with significant change and/or loss in a relationship (e.g., seeking relationship and/or grief counselling, taking time to grieve, confiding in friends, learning acceptance, believing in oneself, developing self-reliance)

**Teacher prompts:** "What community support systems are available in your area to help people deal with a person's death or the loss of a relationship?" "What specific supports might teenagers need to help deal with the death of a close friend?"

**C4.3** describe strategies and approaches for ending a relationship in a positive manner (e.g., treat the other person with sensitivity, respect, integrity, empathy, and honesty; enable the other person to maintain his or her dignity; communicate face to face; ensure that verbal and non-verbal messages match; listen to their instincts)

**Teacher prompt:** "What are the criteria for a healthy break-up? Using these criteria, how would you evaluate break-ups in books that you've read recently, or in movies or television shows?"



**C4.4** describe strategies for sustaining various types of relationships as they evolve over time

*Teacher prompts:* “What techniques might couples use to maintain a relationship over a lifetime?” “How do people maintain positive relationships when their workplace roles change?” “What strategies are needed to maintain friendships as individual priorities change?” “What are the steps for making a sincere apology?”

## D. RIGHTS AND RESPONSIBILITIES

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Individual Rights and Responsibilities:** demonstrate an understanding of the nature of individual rights and responsibilities in human interactions;
- D2. Rights and Responsibilities in Community Context:** demonstrate an understanding of the extent of individual rights and responsibilities within the wider community.

### SPECIFIC EXPECTATIONS

#### D1. Individual Rights and Responsibilities

By the end of this course, students will:

- D1.1** identify the rights of the individual in human interactions as outlined in a variety of laws and policies (e.g., the *Ontario Human Rights Code*, the *Employment Standards Act*, the *Ontario Environmental Bill of Rights*, the *Canadian Charter of Rights and Freedoms*, the *Indian Act*, the *Privacy Act*, the *United Nations Convention on the Rights of the Child*, the *Universal Declaration of Human Rights*)

**Teacher prompts:** “Why is legislation important in governing human interactions?” “What are the protected grounds in the Ontario Human Rights Code?” “In a high school setting, what are the implications of the fact that sexual orientation, gender identity, and gender expression are protected grounds in the Ontario Human Rights Code?” “What protections does the Ontario Environmental Bill of Rights give to individuals?”

- D1.2** identify the individual’s responsibilities in human interactions (e.g., *obeying Canada’s laws*, *refraining from infringing on the rights of others*, *promoting respect for others*, *encouraging the responsible use of technology*)

- D1.3** explain the relationship between rights and responsibilities

**Teacher prompts:** “How are rights balanced by responsibilities?” “What are some examples of professional boundaries?”

- D1.4** explain the difference between legal and personal rights and responsibilities

**Teacher prompts:** “When might your personal rights conflict with the legal rights of someone else?” “If abuse were disclosed to you as a friend, would you have a legal or personal responsibility to report it?” “If you witness an accident while driving, do you have a legal and/or personal responsibility to stop and offer assistance?”

#### D2. Rights and Responsibilities in Community Context

By the end of this course, students will:

- D2.1** explain how various societal factors (e.g., *media*, *peers*, *socio-economic status*, *technology*, *environmental conditions*, *values*, *culture*, *religion*, *family*) extend or limit individual rights and responsibilities

**Teacher prompts:** “How does access to media enhance people’s opportunities to exercise their rights? Their ability to infringe on other people’s rights?” “What responsibilities do users of various media have?”

- D2.2** describe how rights are allocated among individuals, groups, families, and communities

**Teacher prompts:** “How do we resolve the conflicts that may arise between individual and group rights?” “How do we exercise our rights without infringing on the rights of others?” “Are there any individual rights that are absolute in Canadian society – that cannot be limited to accommodate the rights or needs of another individual or group?”

**D2.3** compare and evaluate various strategies for responding to infringements on individual rights (*e.g., direct confrontation, complaints to people in positions of authority, official complaints to the Ontario Human Rights Commission*)

**Teacher prompt:** “Under what circumstances would direct confrontation of a person who has infringed on your rights be a reasonable strategy to use? Under what circumstances would it be unproductive or unsafe to confront the person directly?”

## E. INTERPERSONAL SKILLS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Making Decisions:** demonstrate an understanding of effective decision-making processes in a variety of social contexts;
- E2. Communicating Effectively:** demonstrate an understanding of effective communication skills and their role in maintaining healthy relationships;
- E3. Resolving Conflicts:** demonstrate an understanding of effective strategies for resolving conflicts in human interactions;
- E4. Enhancing Relationships through Community Involvement:** analyse and assess social-action initiatives that support or contribute to healthy relationships and/or healthy communities, and design and implement an initiative of their own.

### SPECIFIC EXPECTATIONS

#### E1. Making Decisions

By the end of this course, students will:

- E1.1** explain the advantages and disadvantages of some common approaches to decision making (e.g., acting on impulse, adopting a laissez-faire attitude, flipping a coin, listing pros and cons, creating a plus/minus/interesting chart)

**Teacher prompt:** “For what types of decisions would acting on impulse be a reasonable decision-making strategy? For what types of decisions would this strategy be potentially risky?”

- E1.2** identify steps in the decision-making process (e.g., defining the problem, reviewing goals and values, identifying alternative solutions, weighing the options, choosing a solution, evaluating the results)

- E1.3** describe factors that affect decision making (e.g., goals, values, priorities, needs, wants, resources, peers, parents, family members, community, school, faith community, media)

- E1.4** identify and consult a variety of credible resources for information and assistance in making decisions (e.g., teachers, guidance counsellors, Health Canada, Dietitians of Canada, the Vanier Institute of the Family, local health units, the Centre for Addiction and Mental Health, the Centre for Prevention Science, the Promoting

*Relationships and Eliminating Violence Network, the Centre for Positive Relationships, the World Health Organization, the World Wildlife Fund, Native friendship centres, multicultural centres, Mothers Against Drunk Drivers Canada)*

- E1.5** apply appropriate decision-making processes effectively in a variety of relationships (e.g., intimate relationships, multicultural relationships, multigenerational relationships, multi-faith relationships, employment relationships)

**Teacher prompts:** “What are some issues that would typically cause relationship problems?”  
“How would you portray (e.g., through a role play or written story) a decision-making process that would help you choose the best approach to a relationship problem?”

#### E2. Communicating Effectively

By the end of this course, students will:

- E2.1** identify the components of verbal communication (e.g., choice of vocabulary, tone of voice, volume, rhythm and pace of speech, culture-based modes of address)

- E2.2** identify the components of non-verbal communication (e.g., body language and manner of self-presentation, eye contact, physical distance, culture-based behaviour)

**E2.3** describe the three basic styles of communication (i.e., passive, aggressive, assertive)

**Teacher prompt:** “Suppose a person in your school group has let you down by not doing his or her part of a project on time. What would a passive response to the problem look like? An aggressive response? An assertive response? Which approach is likely to be most constructive?”

**E2.4** describe behaviours and other factors that can interfere with effective communication (e.g., interruptions, judgements, angry intonation, too great or too little physical distance, noise, blaming, sarcasm, threats, prejudice, gossip, accusations, lies, rumours, inappropriate use of technology, cultural misunderstandings, bias)

**E2.5** demonstrate the use of a variety of skills and techniques for communicating effectively (e.g., listening actively; maintaining open body language; taking turns in conversation; following accepted etiquette for telephone, cellphone, and Internet communication; setting clear boundaries)

**E2.6** explain why it is important to be aware of the communication styles of cultural groups other than their own (e.g., norms about eye contact, physical contact, and personal space)

**Teacher prompt:** “What are some ways you might need to adjust your communication style when attending a celebration of a cultural community other than your own?”

**E2.7** describe ways in which effective and ineffective communication can affect relationships

**Teacher prompt:** “What are some signs of good communication and/or miscommunication in a relationship?”

### E3. Resolving Conflicts

By the end of this course, students will:

**E3.1** describe how conflicts arise in various human interactions

**E3.2** identify factors that can lead to interpersonal conflicts (e.g., jealousy, differing opinions, differing values, differing personalities)

**E3.3** identify various approaches that may be used to effectively resolve conflicts (e.g., Aboriginal healing circles, compromise and negotiation, avoidance of/removal from a situation, restorative justice processes, mediation, peer mediation, letter writing, techniques learned through assertiveness training)

**E3.4** identify and demonstrate (e.g., in role playing, in real situations) constructive and respectful techniques for resolving various types of interpersonal conflicts

**Teacher prompt:** “What are some communication techniques that have been found to be helpful in conflict resolution?”

**E3.5** identify and describe the different strategies used in conflict resolution (e.g., showing mutual respect, confronting the problem, identifying/defining the basis of the conflict, communicating understanding of another’s perspective, considering alternatives, agreeing on a workable solution, continuing to evaluate the situation)

**E3.6** explain why conflicts that are based on infringements of rights and/or that involve a power imbalance (e.g., harassment, homophobia, bullying) cannot be effectively resolved using informal conflict-resolution strategies

### E4. Enhancing Relationships through Community Involvement

By the end of this course, students will:

**E4.1** analyse the benefits of being part of a multicultural community

**Teacher prompt:** “How could understanding and appreciation of different cultures benefit your work and personal relationships?”

**E4.2** outline various ways in which individuals can enhance relationships through community involvement (e.g., through mentoring programs, consensus-building initiatives, volunteering, advocating for the rights of others)

**Teacher prompt:** “How does peer mentoring help to improve school morale and build community within schools?”

**E4.3** assess the effectiveness of a variety of social-action initiatives that promote healthy relationships (e.g., letter-writing campaigns, petitions, brochures, videos, websites, art works, music, posters, drama productions, workshops)

**Teacher prompt:** “What criteria would you use to determine the effectiveness of a social-action initiative aimed at preventing bullying?”

**E4.4** design and implement a social-action initiative to promote healthy relationships (e.g., a campaign against bullying, discrimination, hate propaganda, or homophobia; a campaign to raise cultural awareness and understanding; an initiative to form a student equity and human rights club; a campaign to address community environmental concerns or gender-related issues)

# Families in Canada, Grade 12

University Preparation

HHS4U

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This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

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

# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to families in Canada, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to families in Canada (*e.g., the effects of changes in marriage and divorce legislation on individuals and families; the effects of economic downturns on children, parents, and the elderly*) to identify topics for research and inquiry
- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics
- A1.3** formulate effective questions to guide their research and inquiry  
*Teacher prompt: "If you were researching the effects of changes in divorce laws on families, whose perspectives might you include? Which different time periods would be it most appropriate to consider?"*

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method; identify sources of information; develop research tools such as surveys, questionnaires, or interviews*), ensuring that their plans follow guidelines for ethical research

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews; observations; surveys and questionnaires; original research published in peer-reviewed journals; census data; original documents in print or other media such as film, photographs*) and/or secondary sources (*e.g., textbooks, book reviews, literature reviews, magazine or newspaper articles*)

*Teacher prompts: "How can you determine whether a source is primary or secondary?" "Which types of research questions lend themselves to research based primarily on secondary sources? Which require access to primary sources in addition to secondary sources?"*

- A2.3** based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

### A3. Processing Information

Throughout this course, students will:

- A3.1** assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, voice*)  
*Teacher prompts: "What strategies can you use to determine the relevance of the information you have gathered?" "If two information sources*



contradict each other, how might you determine which is more reliable?" "What values are embedded in these sources?" "Whose voices are represented and whose are absent?" "Whose interests are advanced if you believe the main message of this source?"

**A3.2** record and organize information and key ideas using a variety of formats (*e.g., notes, graphic organizers, summaries, audio/digital records*)

**A3.3** analyse and interpret research information (*e.g., compare results of interviews with different groups; determine whether common themes arise in different sources; compare results from primary data sources with results reported in secondary sources*)

**A3.4** demonstrate academic honesty by documenting the sources of all information generated through research

**A3.5** synthesize findings and formulate conclusions (*e.g., determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research question; assess the extent to which their results may be affected by "confounding variables" – i.e., variables not controlled for in their research design*)

**A4.2** use terms relating to families in Canada correctly (*e.g., family systems, life expectancy, replacement rate, primary and secondary data, socialization, social policy*)

**A4.3** clearly communicate the results of their inquiries (*e.g., write clearly, organize ideas logically, use language conventions properly*), and follow APA conventions for acknowledging sources (*e.g., generate a reference list in APA style, use in-text citations properly*)

**A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

**Teacher prompts:** "In what ways did the primary and/or secondary sources you used confirm what you already knew and understood about the topic? In what ways did these sources contradict what you thought was true?" "How might the research methods you used have affected the results you obtained?" "What steps might you take to enhance your research/inquiry skills?"

## A4. Communicating and Reflecting

Throughout this course, students will:

**A4.1** use an appropriate format (*e.g., oral presentation, poster, multimedia presentation, research report, web page*) to communicate the results of their research and inquiry effectively for a specific purpose and audience

# B. THEORETICAL PERSPECTIVES ON DEVELOPMENT

## OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Individual Development:** demonstrate an understanding of theoretical perspectives and research on various aspects of individual development;
- B2. The Development of Intimate Relationships:** demonstrate an understanding of theoretical perspectives and research on the development of intimate relationships;
- B3. The Development of Family and Parent-Child Relationships:** demonstrate an understanding of theoretical perspectives and research on the development of family and parent-child relationships.

## SPECIFIC EXPECTATIONS

### B1. Individual Development

By the end of this course, students will:

- B1.1** explain individual development throughout the lifespan, according to a variety of theoretical perspectives on development (*e.g., psychodynamic perspective [Sigmund Freud, Erik Erikson, Karen Horney], cognitive perspective [Lev Vygotsky], humanist perspective [Abraham Maslow, Carl Rogers], symbolic interactionist perspective [Charles Cooley, George Mead], sociocultural perspective [Urie Bronfenbrenner], evolutionary perspective [Konrad Lorenz, John Bowlby]*)

**Teacher prompts:** “What factors have the greatest influence on individual development, according to the psychodynamic perspective? What are the similarities and differences between these factors and those that are the focus of the socio-cultural perspective?” “What are some critiques of these theoretical perspectives?”

- B1.2** assess research on sex-based similarities and differences as well as gender-based similarities and differences (*e.g., with reference to the complexity of distinguishing the effects of nature and nurture; the impact of cultural, social, and historical change on expectations associated with gender*)

**Teacher prompt:** “Why can researchers never completely separate the effects of nature and nurture when studying sex- and gender-based differences?”

- B1.3** compare theories used to explain adult development in later life (*e.g., Erik Erikson’s*

*stages of generativity versus stagnation, and ego integrity versus despair; Daniel Levinson’s midlife transition; Bernice Neugarten’s concept of the social clock; George Mead’s symbolic interactionist theories*)

**Teacher prompt:** “Which developmental theory predicts the greatest developmental variability among adults?”

### B2. The Development of Intimate Relationships

By the end of this course, students will:

- B2.1** explain the development of intimate relationships according to a variety of theoretical perspectives (*e.g., psychodynamic, evolutionary, structural functionalist, conflict theory, feminist theory, queer theory perspectives*)

**Teacher prompts:** “How would a structural functionalist and a conflict theorist explain the ways in which couples establish the division of labour in their households?” “How would different theories account for the experiences of a couple in an arranged marriage versus a couple in a free-choice marriage?”

- B2.2** compare various theories of attraction and mate selection (*e.g., evolutionary theory, filter theory, social homogamy theory, the theory of complementary needs*)

**Teacher prompt:** “Which theories of attraction and mate selection predict similar outcomes? Which theories contradict one another?”

**B2.3** assess various theories of attraction, mate selection, and the development of intimate relationships with reference to current research that supports or contradicts them

**Teacher prompt:** “Which theory or theories of mate selection do you think are the most valid? Why? What research supports your position?”

### B3. The Development of Family and Parent-Child Relationships

By the end of this course, students will:

**B3.1** describe the functions of the family (e.g., reproduction, socialization of children, physical maintenance of members, nurturance and love, social control, production of goods and services), and explain the ways in which these functions are met in diverse family forms (e.g., single-parent families, two-parent families [both same-sex and heterosexual], grandparent-led families, extended families, childless families)

**B3.2** assess various theoretical perspectives on the development of family and parent-child relationships (e.g., psychodynamic, symbolic interactionist, structural functionalist, conflict theory, social exchange theory perspectives)

**Teacher prompts:** “How do the various theoretical perspectives explain the stress experienced by families after the birth of a child?” “Why might some theories be more useful than others in accounting for the experiences of diverse families?” “Which theoretical perspective do you think best accounts for the range of experiences among families in Canada? Why?”

**B3.3** assess, with reference to current theories and research (e.g., caregiver identity theory, child and adult attachment theories, Roy Adaptation Model of Caregiver Stress), the impact of caregiving on family relationships

**Teacher prompts:** “According to current research and statistics, who provides the majority of the care in families in Canada? What impact might this trend have on family members?” “What are the psychological, social, and economic effects of being the primary caregiver in a family?” “According to caregiver identity theory, what stresses are associated with the transition from an individual’s identity as ‘son’ or ‘daughter’ to that as ‘caregiver’?”

## C. THE IMPACT OF NORMS, ROLES, AND INSTITUTIONS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. The Effects on Individuals:** demonstrate an understanding of the impact of norms, roles, and social institutions on individuals throughout the lifespan;
- C2. The Effects on Intimate Relationships:** demonstrate an understanding of the impact of norms, roles, and social institutions on intimate relationships;
- C3. The Effects on Family and Parent-Child Relationships:** demonstrate an understanding of factors that can affect decisions about whether to have and how to care for children, and of the impact of norms, roles, and social institutions on family and parent-child relationships.

### SPECIFIC EXPECTATIONS

#### C1. The Effects on Individuals

By the end of this course, students will:

- C1.1** assess ways in which norms, values, and expectations (*e.g., cultural or social norms and expectations, gender expectations, familial values and expectations*) influence individual decisions throughout the lifespan (*e.g., with regard to educational choices, career choices, choices about sexuality and relationships*)  
*Teacher prompt:* "What is the interrelationship between financial considerations, gender expectations, and personal goals with respect to educational choices? Which factor do you think has the greatest influence on an individual's educational choices? Why?"
- C1.2** explain how multiple roles (*e.g., student, volunteer, employee, friend, son/daughter, sibling, caregiver*) can create personal conflict  
*Teacher prompts:* "How do conflicting roles contribute to the stress that people feel when they are both caregiver and son/daughter?" "What is meant by the term *sandwich generation*? Why do people in the sandwich generation often experience personal conflict?"
- C1.3** analyse the impact of social institutions (*e.g., the family; the media; educational, religious, economic, and political institutions*) on the socialization of individuals throughout the lifespan

*Teacher prompts:* "How does the economy affect the socialization of young children?" "How do various social institutions affect the identity formation of individuals?"

#### C2. The Effects on Intimate Relationships

By the end of this course, students will:

- C2.1** analyse ways in which social norms and expectations (*e.g., cultural and religious norms; expectations of peers, friends, and parents*) can influence the establishment and maintenance of healthy intimate relationships  
*Teacher prompt:* "How does the expectation of abstinence before marriage in some religions affect dating/courtship relationships in a secular society?"
- C2.2** explain mate-selection, courtship, and marriage customs (*e.g., arranged and free-choice marriages; use of matchmakers; civil, religious, and tribal marriage ceremonies; polygamy and monogamy*) in various cultures, religions, and historical periods  
*Teacher prompts:* "What do recent statistics show about the rates of religious and civil weddings in Canada?" "In societies that permit polygamy, how can access to resources affect whether marriages are monogamous or polygamous?"

**C2.3** analyse ways in which roles are negotiated in intimate relationships (e.g., with reference to division of labour, patterns of authority, decision making)

**Teacher prompt:** “What is the relationship between a person’s economic role and his or her decision-making role in a relationship?”

**C2.4** analyse differences among roles in intimate relationships in various social, historical, and ethnocultural contexts (e.g., in traditional Islamic and Hindu societies; in First Nation or Inuit cultures; before and after the second wave women’s movement in Canada)

**Teacher prompts:** “How have the rights of women throughout history and across cultures helped to determine their domestic roles?” “In what ways are gender roles in dual-earner families different from those in households with a male breadwinner? In what ways are they similar?”

**C2.5** analyse how social institutions (e.g., religious, economic, political institutions) can affect intimate relations

**Teacher prompts:** “Why has same-sex marriage legislation in Canada been significant for same-sex couples, even if they choose not to get married?” “What do various religions teach about the roles of and relationship between spouses?”

### C3. The Effects on Family and Parent-Child Relationships

By the end of this course, students will:

**C3.1** explain a range of factors that can influence decisions about having children (e.g., fertility; access to assisted reproductive technologies; access to birth control; religious beliefs regarding birth control and abortion; adoption policies and practices; the stability of an intimate relationship; considerations regarding the number and spacing of children; age and health; financial status; educational, career, and personal goals; cultural/religious background; the influence of friends or family; concerns about over-consumption of resources)

**Teacher prompt:** “What policies have different jurisdictions put in place to encourage individuals and couples to have children? What sorts of policies might discourage individuals and couples from having children?”

**C3.2** analyse the ways in which caregiving responsibilities are carried out (e.g., with reference to the sex of caregivers; whether caregiving is paid work; the extent to which children, grandparents, or other relatives are involved in providing care) in

diverse families (e.g., working-class and upper-middle-class families, single-parent and extended families, grandparent-led families)

**Teacher prompts:** “How do the caregiving responsibilities of children and teens in single-parent families compare to those in two-parent families?” “What roles do elders play in providing care in families?” “What do recent Canadian statistics show about the extent to which men are involved in caregiving responsibilities in the home?”

**C3.3** assess government policy and legislation that is intended to support and protect families (e.g., parental and maternity leave benefits, protection from discrimination on the grounds of family status, protection against discrimination because of pregnancy, the right to breastfeed in public, adoption rights for same-sex couples, subsidized childcare, grandparents’ rights)

**Teacher prompt:** “How do parental leave benefits in Canada compare to those available in other countries? Why may low-income families be less able than higher income families to take full advantage of parental leave benefits? What changes would you make to legislation and policy to ensure equal access to such benefits?”

**C3.4** analyse the role of the family as an agent of socialization in different cultures and historical periods and among groups from various religious backgrounds (e.g., with reference to child-rearing practices, parental expectations, attitudes towards sexuality, education, gender socialization)

**Teacher prompt:** “In the present day, do family or peers have the greater impact on the socialization of teens? To what extent has this changed from fifty years ago? How do you think it will have changed fifty years from now?”

**C3.5** compare the roles of children in the family and society in various cultures and historical periods (e.g., with reference to rites of passage, participation in education and the labour force, the nature of parent-child relationships, attitudes towards family members with special needs)

**Teacher prompt:** “Why do literacy rates tend to be higher for boys than girls in most developing countries?”

**C3.6** analyse the impact of social institutions (e.g., educational, religious, economic, and political institutions) on the socialization of family members

**Teacher prompts:** “What impact might economic or political instability have on child development and socialization?” “How have government controls and interventions affected the lives of First Nation, Métis, and Inuit families?”



## D. TRENDS, ISSUES, AND CHALLENGES

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Trends and Challenges for Individuals:** demonstrate an understanding of demographic trends related to the lives of individuals and of the impact of social issues and challenges on individual development;
- D2. Trends and Challenges in Intimate Relationships:** demonstrate an understanding of demographic and social trends and issues related to intimate relationships and of strategies for responding to challenges in those relationships;
- D3. Trends and Challenges in the Family and in Parent-Child Relationships:** demonstrate an understanding of demographic trends related to the family and to parent-child relationships and of the impact of social issues and challenges on family development.

### SPECIFIC EXPECTATIONS

#### D1. Trends and Challenges for Individuals

By the end of this course, students will:

- D1.1** analyse the significance of recent demographic trends relating to the lives of individuals (e.g., trends related to educational attainment, workforce participation, income, independent living, age at retirement, life expectancy, rates of cancer and other serious diseases)

**Teacher prompts:** “What is the interrelationship between trends in educational attainment, participation in the workforce, and independent living?” “Women in Canada have a longer life expectancy than men. What implications does this fact have for the types of caregiving arrangements and supports needed for older men and women?”

- D1.2** assess the impact of current social trends, issues, and challenges on individual development (e.g., with reference to electronic media, climate change, increased urbanization, increased life expectancy, health care, education, economic changes)

**Teacher prompts:** “What do statistics show about the representation of minority groups in leadership roles in areas such as business and politics? What impact do you think systemic discrimination has had on their representation

in these fields?” “How is childhood development affected by increased urbanization and the corresponding decrease in time spent in nature?”

#### D2. Trends and Challenges in Intimate Relationships

By the end of this course, students will:

- D2.1** analyse the significance of recent demographic trends relating to intimate relationships (e.g., with regard to adolescent sexual activity; cohabitation, marriage, and divorce rates; same-sex marriage; delayed age of marriage; the number of people living independently; serial monogamy; an increase in arranged marriages)

**Teacher prompt:** “What trends have there been in cohabitation, marriage, and divorce rates in Canada over the past twenty-five years? What direction do you think these rates will take in the future? Why?”

- D2.2** assess the impact of current social trends, issues, and challenges on intimate relationships (e.g., with reference to electronic media, employment, health care, education, economic changes, the aging population, balancing work and family, an increase in the number of relationships between people of different faiths or ethnic backgrounds)

**Teacher prompt:** “What are some of the ways in which marriage traditions have been adjusted to accommodate interfaith couples?”

**D2.3** outline strategies for avoiding and responding to various types of violence and abuse in intimate relationships (e.g., emotional, physical, sexual, financial abuse)

**Teacher prompt:** “What community agencies are available to support women who are leaving violent relationships?”

### D3. Trends and Challenges in the Family and in Parent-Child Relationships

By the end of this course, students will:

**D3.1** analyse the impact of major social and economic changes on the historical evolution of the family (e.g., with reference to complementary roles for men, women, and children in peasant families in agricultural economies; family relations in slave economies; male breadwinners and stay-at-home mothers and children in middle-class families and child labour in working-class families in industrializing economies; the impact on child labour of the development of compulsory education policies; changes in child-rearing practices)

**Teacher prompts:** “In what ways have social changes affected the evolution of the family?”  
“Given current social issues affecting families, in what ways do you think families will change in the future?”

**D3.2** analyse the significance of recent demographic trends relating to parent-child relationships (e.g., with reference to family forms, birth rates, age

at childbearing, child custody arrangements, caregiving responsibilities, life expectancy, employment status of family members, educational attainment)

**Teacher prompt:** “In what ways might statistics on domestic fertility rates affect various government policies relating to employment planning, immigration, and pension plans?”

**D3.3** assess the impact of current social trends, issues, and challenges relating to the functioning of families (e.g., with reference to electronic media, climate change, health care, education, economic conditions, the aging of the population, balancing work and family, increasing ethnocultural and religious diversity in Canada)

**Teacher prompts:** “In what ways does the aging of the population affect the stress levels of families in Canada? What government supports have been or could be put in place to support families facing these challenges?” “How has climate change affected Inuit families?”

**D3.4** analyse the impact of violence and abuse on family relationships (e.g., with reference to victims and witnesses of child abuse and neglect, spousal/partner abuse, elder abuse and neglect)

**Teacher prompt:** “How widespread is elder abuse in Canada? Why might it be challenging to gather accurate statistics on rates of elder abuse? What supports need to be in place to reduce the extent of such abuse in Canada?”



# Families in Canada, Grade 12

College Preparation

HHS4C

This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and parent-child roles and relationships in Canada.

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

# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to families in Canada, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate and social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to families in Canada (*e.g., the division of labour in families, the effects of different custody arrangements on children, the pressures and joys experienced in interfaith marriages, the impact of the Indian Act on First Nation families*) to identify topics for research and inquiry

- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics

- A1.3** formulate effective questions to guide their research and inquiry

**Teacher prompt:** “If you were researching the ways in which families divide household labour, why might it be useful to compare families with and without children?”

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method; identify sources of information; develop research tools such as surveys, questionnaires, or interviews*), ensuring that their plans follow guidelines for ethical research

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews; observations; surveys and questionnaires; original research published in peer-reviewed journals; census data; original documents in print or other media, such as film, photographs*) and secondary sources (*e.g., textbooks, book reviews, literature reviews, magazine or newspaper articles*)

**Teacher prompts:** “What is the difference between a primary and a secondary source? How can you determine whether a source is primary or secondary?” “Why is it important to base your research on a variety of sources?”

- A2.3** based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

### A3. Processing Information

Throughout this course, students will:

- A3.1** assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, voice*)

**Teacher prompts:** “What strategies can you use to determine the relevance of the information you have gathered?” “If two information sources contradict each other, how might you determine which is more reliable?”

**A3.2** record and organize information and key ideas using a variety of formats (*e.g., notes, graphic organizers, summaries, audio/digital records*)

**A3.3** analyse and interpret research information (*e.g., compare results of interviews with different groups; determine whether common themes arise in different sources; compare results from primary data sources with results reported in secondary sources*)

**A3.4** demonstrate academic honesty by documenting the sources of all information generated through research

**A3.5** synthesize findings and formulate conclusions (*e.g., determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research question*)

#### A4. Communicating and Reflecting

Throughout this course, students will:

**A4.1** use an appropriate format (*e.g., oral presentation, poster, multimedia presentation, web page*) to communicate the results of their research and inquiry effectively for a specific purpose and audience

**A4.2** use terms relating to families in Canada correctly (*e.g., family systems, life expectancy, replacement rate, primary and secondary research, socialization*)

**A4.3** clearly communicate the results of their inquiries (*e.g., write clearly, organize ideas logically, use language conventions properly*), and follow APA conventions for acknowledging sources (*e.g., generate a reference list in APA style*)

**A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

**Teacher prompts:** “In what ways did the primary and/or secondary sources you used confirm what you already knew and understood about the topic? In what ways did these sources contradict what you thought was true?”  
 “How might the research methods you used have affected the results you obtained?”  
 “What steps might you take to enhance your research/inquiry skills?”

## B. THEORETICAL PERSPECTIVES ON DEVELOPMENT

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Individual Development:** demonstrate an understanding of theoretical perspectives and research on various aspects of individual development;
- B2. The Development of Intimate Relationships:** demonstrate an understanding of theoretical perspectives and research on the development of intimate relationships;
- B3. The Development of Family and Parent-Child Relationships:** demonstrate an understanding of theoretical perspectives and research on the development of family and parent-child relationships.

### SPECIFIC EXPECTATIONS

#### B1. Individual Development

By the end of this course, students will:

- B1.1** describe individual development throughout the lifespan, according to a variety of theoretical perspectives on development (e.g., psychodynamic perspective [Sigmund Freud, Erik Erikson, Karen Horney], cognitive perspective [Lev Vygotsky], humanist perspective [Abraham Maslow, Carl Rogers], symbolic interactionist perspective [Charles Cooley, George Mead], sociocultural perspective [Urie Bronfenbrenner], evolutionary perspective [Konrad Lorenz, John Bowlby])

**Teacher prompt:** “According to the humanist perspective, what are the major factors contributing to individual development?”

- B1.2** describe research on sex-based similarities and differences and on gender-based similarities and differences (e.g., similarities and differences related to socialization, findings and limitations of brain research)

**Teacher prompt:** “What have researchers discovered about the differences in the ways that male and female infants tend to be treated?”

- B1.3** describe theories used to explain adult development in later life (e.g., Erik Erikson’s stages of generativity versus stagnation, and

*ego integrity versus despair; Bernice Neugarten’s concept of the social clock; George Mead’s symbolic interactionist theories)*

**Teacher prompt:** “According to Erikson’s theory, what factors lead to the greatest satisfaction in later life?”

#### B2. The Development of Intimate Relationships

By the end of this course, students will:

- B2.1** summarize how various theoretical perspectives (e.g., psychodynamic, evolutionary, structural functionalist, conflict theory, feminist theory, queer theory perspectives) explain the development of intimate relationships

**Teacher prompt:** “What key concepts do structural functionalists use to explain how and why intimate relationships develop in specific ways?”

- B2.2** describe various theories of attraction and mate selection (e.g., evolutionary theory, filter theory, social homogamy theory, the theory of complementary needs)

**Teacher prompt:** “According to evolutionary theory, what determines whether two people will be attracted to one another?”

**B2.3** describe current research that supports or contradicts various theories of attraction, mate selection, and the development of intimate relationships

*Teacher prompt:* “Which theories of attraction are best supported by the results of recent research?”

### B3. The Development of Family and Parent-Child Relationships

By the end of this course, students will:

**B3.1** describe the functions of families (*e.g., reproduction, socialization of children, physical maintenance of members, nurturance and love, social control, production of goods and services*)

**B3.2** explain the development of family and parent-child relationships from the viewpoint of a variety of theoretical perspectives (*e.g.,*

*symbolic interactionist, family systems, conflict theory, feminist theory, structural functionalist perspectives*)

*Teacher prompt:* “How do family systems theorists explain cohesion and family conflict?”

**B3.3** describe the impact of caregiving on family relationships in a variety of contexts (*e.g., with reference to the sandwich generation, the revolving door, skipped-generation or grandparent-led families, blended families, single-parent families, families with members who have special needs*)

*Teacher prompts:* “What are the positive and negative effects on parents when adult children move back home? What are the effects on the adult children?” “What are the typical stresses and benefits experienced by caregivers looking after a spouse with Alzheimer’s disease?” “What are the stresses and benefits experienced by children and grandchildren when an aging parent/grandparent moves in?”

## C. THE IMPACT OF NORMS, ROLES, AND INSTITUTIONS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. The Effects on Individuals:** demonstrate an understanding of the impact of norms, roles, and social institutions on individuals throughout the lifespan;
- C2. The Effects on Intimate Relationships:** demonstrate an understanding of the impact of norms, roles, and social institutions on intimate relationships;
- C3. The Effects on Family and Parent-Child Relationships:** demonstrate an understanding of factors that can affect decisions about whether to have and how to care for children, and of the impact of norms, roles, and social institutions on family and parent-child relationships.

### SPECIFIC EXPECTATIONS

#### C1. The Effects on Individuals

By the end of this course, students will:

- C1.1** explain ways in which norms, values, and expectations (*e.g., cultural and societal norms and expectations, gender expectations, familial values and expectations*) influence individual decisions throughout the lifespan (*e.g., with regard to educational choices, career choices, choices about sexuality and relationships*)  
*Teacher prompt:* “In what ways can familial or cultural expectations influence an individual’s career choices?”
- C1.2** explain how multiple roles (*e.g., student, volunteer, employee, friend, son/daughter, sibling, caregiver*) can create personal conflict  
*Teacher prompt:* “What are some strategies for establishing and maintaining a balance between your schoolwork, part-time employment, and social life?”
- C1.3** explain the impact of social institutions (*e.g., the family; the media; educational, religious, economic, and political institutions*) on the socialization of individuals throughout the lifespan  
*Teacher prompts:* “How do the media contribute to Western consumer values? What impact do these values have on the behaviour of adolescents?” “What are some common age- or gender-related rites or regulations among major religions? How might they affect the behaviour or choices of individuals?”

#### C2. The Effects on Intimate Relationships

By the end of this course, students will:

- C2.1** explain how social norms and expectations (*e.g., cultural and religious norms; expectations of peers, friends, parents*) can influence the establishment and maintenance of healthy intimate relationships  
*Teacher prompt:* “How might norms associated with an extended family affect the development of intimate relationships?”
- C2.2** describe mate-selection, courtship, and marriage customs (*e.g., arranged and free-choice marriages; use of matchmakers; civil, religious, and tribal marriage ceremonies; polygamy and monogamy*) in various cultures, religions, and historical periods  
*Teacher prompt:* “In what ways are marriage customs in contemporary Ojibwe communities similar to and different from Judaeo-Christian marriage customs?”
- C2.3** describe ways in which roles are negotiated in intimate relationships (*e.g., with reference to division of labour, patterns of authority*)  
*Teacher prompts:* “What are some areas in which intimate partners commonly have to negotiate their roles?” “How might differences between the respective incomes of the two partners affect their roles in an intimate relationship?”

**C2.4** describe differences among roles in intimate relationships in various social, historical, and ethnocultural contexts (e.g., in traditional Islamic and Hindu societies; in First Nation or Inuit cultures; before and after the second wave women's movement in Canada)

**Teacher prompt:** "What are the differences in the roles of the individuals involved in courtship practices in societies that practise free-choice marriage and those that practise arranged marriage?"

**C2.5** explain how social institutions (e.g., religious, economic, political institutions) can affect intimate relationships

**Teacher prompt:** "How do state definitions of the term spouse affect the rights of and social supports available to couples?"

### C3. The Effects on Family and Parent-Child Relationships

By the end of this course, students will:

**C3.1** describe a range of factors that can influence decisions about having children (e.g., fertility; access to assisted reproductive technologies; access to birth control; religious beliefs regarding birth control and abortion; adoption policies and practices; the stability of an intimate relationship; considerations regarding the number and spacing of children; age and health; financial status; educational, career, and personal goals; cultural/religious background; the influence of friends or family; concerns about over-consumption of resources)

**Teacher prompt:** "What types of reproductive technologies are available for people wishing to have children? Do all people have equal access to these technologies?"

**C3.2** identify and describe the caregivers and the ways in which caregiving responsibilities are carried out (e.g., the sex of the caregiver; whether the caregiving is paid work; the extent to which children, grandparents, or other relatives are involved) in diverse families (e.g., working-class and upper-middle-class families, single-parent and extended families, grandparent-led families)

**Teacher prompts:** "How do the responsibilities of children and teens in single-parent families compare to those in two-parent families?" "What proportion of caregiving work in Canada is provided by paid live-in caregivers wishing to immigrate to Canada?"

**C3.3** describe government policy and legislation that is intended to support and protect families (e.g., parental and maternity leave benefits, protection from discrimination on the grounds of family status, protection against discrimination because of pregnancy, the right to breastfeed in public, adoption rights for same-sex couples, subsidized childcare, grandparents' rights)

**Teacher prompts:** "What does it mean to have 'family status' as a protected ground in the Ontario Human Rights Code?" "What rights do grandparents in Ontario and elsewhere in Canada have with respect to access to and visitation with grandchildren after a divorce?"

**C3.4** describe the role of the family as an agent of socialization in different cultures and historical periods and among groups from various religious backgrounds (e.g., with reference to child-rearing practices, parental expectations, attitudes towards sexuality, education, gender socialization)

**Teacher prompt:** "What role did parents play in the socialization of children and adolescents in the Middle Ages?"

**C3.5** compare the roles of children in the family and society in various cultures and historical periods (e.g., with reference to rites of passage, participation in education and the labour force, the nature of parent-child relationships, attitudes towards family members with special needs)

**Teacher prompt:** "Why do some social scientists argue that adolescence is a by-product of industrialization? What was the role of adolescents before industrialization?"

**C3.6** explain the impact of social institutions (e.g., educational, religious, economic, political institutions) on the socialization of family members

**Teacher prompt:** "Which institution has the greater role to play in the socialization of children – school or family? Give reasons to support your answer."



## D. TRENDS, ISSUES, AND CHALLENGES

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Trends and Challenges for Individuals:** demonstrate an understanding of demographic trends related to the lives of individuals, and of the impact of social issues and challenges on individual development;
- D2. Trends and Challenges in Intimate Relationships:** demonstrate an understanding of demographic and social trends and issues related to intimate relationships, and of strategies for responding to challenges in those relationships;
- D3. Trends and Challenges in the Family and in Parent-Child Relationships:** demonstrate an understanding of demographic trends related to the family and to parent-child relationships, and of the impact of social issues and challenges on family development.

### SPECIFIC EXPECTATIONS

#### D1. Trends and Challenges for Individuals

By the end of this course, students will:

- D1.1** describe recent demographic trends relating to the lives of individuals (*e.g., trends related to educational attainment, workforce participation, income, independent living, age at retirement, life expectancy, rates of cancer and other serious diseases*)

**Teacher prompt:** “What is the life expectancy of males and females in Canada today? How does this compare to life expectancy twenty-five years ago?”

- D1.2** explain the impact of current social trends, issues, and challenges on individual development (*e.g., with reference to electronic media, climate change, increased life expectancy, health care, education, economic changes, increased urbanization*)

**Teacher prompt:** “What impact does an increasingly knowledge-based economy have on the educational requirements for entry-level employment? What impact have these requirements had on the age at which individuals ‘launch’ from their family home?”

#### D2. Trends and Challenges in Intimate Relationships

By the end of this course, students will:

- D2.1** describe recent demographic trends relating to intimate relationships (*e.g., with regard to adolescent sexual activity; cohabitation, marriage, and divorce rates; same-sex marriage; delayed age of marriage; an increase in the number of people living independently; serial monogamy; an increase in arranged marriages*)

**Teacher prompts:** “How has the divorce rate changed in Canada over the past twenty-five years?” “What changes in income do women tend to experience after divorce? How do they compare to changes in the income of divorced men?”

- D2.2** explain the impact of current social trends, issues, and challenges on intimate relationships (*e.g., with reference to electronic media, employment, health care, education, economic changes, the aging population, balancing work and family, an increase in the number of relationships between people of different faiths or ethnic backgrounds*)

**Teacher prompt:** “How has the Internet changed dating practices in the West?”

**D2.3** outline strategies for avoiding and responding to various types of violence and abuse in intimate relationships (e.g., emotional, physical, sexual, financial abuse)

**Teacher prompt:** “What community agencies are available to support women who are leaving violent relationships?”

### D3. Trends and Challenges in the Family and in Parent-Child Relationships

By the end of this course, students will:

**D3.1** describe the impact of major social and economic changes on the historical evolution of the family (e.g., with reference to complementary roles for men, women, and children in peasant families in agricultural economies; family relations in slave economies; male breadwinners and stay-at-home mothers and children in middle-class families and child labour in working-class families in industrializing economies; the impact on child labour of the development of compulsory education policies; changes in child-rearing practices)

**Teacher prompts:** “In what ways did the process of industrialization affect the evolution of the family and people’s roles in it?” “Currently, what percentage of married women in Canada work outside the home? How does this figure compare to that from 100 years ago or to figures from other countries around the world?”

**D3.2** describe recent demographic trends relating to parent-child relationships (e.g., with reference to family forms, birth rates, age at childbearing, child custody arrangements, caregiving responsibilities, life expectancy, employment status of family members, educational attainment)

**Teacher prompt:** “What do statistics from the past ten years show about how child custody arrangements have changed in Canada?”

**D3.3** explain the impact of current social trends, issues, and challenges relating to the functioning of families (e.g., with reference to electronic media, climate change, health care, education, economic conditions, the aging of the population, balancing work and family, increasing ethnocultural and religious diversity in Canada)

**Teacher prompts:** “What challenges and opportunities do electronic media present to families? Do electronic media generally increase or decrease the time that family members spend with each other?” “How has the moratorium on cod fishing affected family roles in Atlantic Canada?”

**D3.4** describe the impact of violence and abuse on family relationships (e.g., with reference to victims and witnesses of child abuse and neglect, spousal/partner abuse, elder abuse and neglect)

**Teacher prompt:** “What is elder abuse? What are the different forms that such abuse can take? What impact can such abuse have?”

# Human Development throughout the Lifespan, Grade 12

University/College Preparation

HHG4M

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This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.

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

# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to human development, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to human development (*e.g., brain development, effects of play on development, language development*) to identify topics for research and inquiry
- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics

- A1.3** formulate effective questions to guide their research and inquiry

**Teacher prompt:** “If you were studying the benefits to child development of participating in an early learning program, what might be the advantage of comparing experiences in early learning in different parts of the world or within diverse communities in the same area? Which aspects of these experiences would you compare? How would you ensure that your comparison was fair and valid?”

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method; identify sources of information; develop*

*research tools such as surveys or questionnaires*), ensuring that their plans follow guidelines for ethical research

**Teacher prompts:** “What are some ways to locate reliable sources of information?” “For which purposes might websites such as Wikipedia be adequate sources of information? What are the risks of relying on websites such as Wikipedia?” “What methods would you use to ensure that you are following ethical guidelines when you develop surveys or interviews?”

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews; observations; surveys and questionnaires; journal articles reporting on original research; original documents in print or other media such as film, photographs*) and secondary sources (*e.g., textbooks, literature reviews, bibliographies, encyclopedias*)

**Teacher prompts:** “What is the difference between primary and secondary sources in social sciences?” “Why is it important to base your research on a variety of secondary sources rather than just one or two?”

- A2.3** based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

### A3. Processing Information

Throughout this course, students will:

- A3.1** assess various aspects of information gathered from primary and secondary sources (e.g., accuracy, relevance, reliability, inherent values and bias, voice)

**Teacher prompts:** “What strategies can you use to determine the relevance of the information you have gathered?” “If two information sources contradict each other, how might you determine which is more reliable?” “What values are embedded in these sources?” “Whose voices are represented and whose are absent?” “Whose interests are advanced if you believe the main message of this source?”

- A3.2** record and organize information and key ideas using a variety of formats (e.g., notes, graphic organizers, summaries, audio/digital records)

- A3.3** analyse and interpret research information (e.g., compare information gathered from primary and secondary sources; determine whether similar information is found in different sources)

- A3.4** demonstrate academic honesty by documenting the sources of all information generated through research

- A3.5** synthesize findings and formulate conclusions (e.g., determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research

questions; assess the extent to which their results may be affected by “confounding variables” – i.e., variables not controlled for in their research design)

### A4. Communicating and Reflecting

Throughout this course, students will:

- A4.1** use an appropriate format (e.g., oral presentation, written research report, poster, multimedia presentation, web page) to communicate the results of their research and inquiry effectively for a specific purpose and audience

- A4.2** use terms relating to human development correctly (e.g., risk, resilience, protective factor, attachment, plasticity, identity, temperament)

- A4.3** clearly communicate the results of their inquiries (e.g., write clearly, organize ideas logically, use language conventions properly), and follow APA conventions for acknowledging sources (e.g., generate a reference list in APA style, use in-text author-date citations)

- A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

**Teacher prompts:** “How might the research methods you used have affected the results you obtained?” “What steps might you take to enhance your research/inquiry skills?”

## B. DEVELOPMENTAL THEORIES, AND RISK AND RESILIENCE

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Theoretical Perspectives:** demonstrate an understanding of a variety of theoretical perspectives on human development;
- B2. Risk and Resilience:** demonstrate an understanding of threats to healthy development throughout the lifespan and of a variety of protective factors that can increase an individual's resilience and reduce the impact of these threats.

### SPECIFIC EXPECTATIONS

#### B1. Theoretical Perspectives

By the end of this course, students will:

- B1.1** explain human development throughout the lifespan according to structuralist theoretical perspectives (*e.g., the stage theories of Sigmund Freud, Erik Erikson, Jean Piaget*)

**Teacher prompt:** "According to structuralist theories, does development occur primarily in response to internal or external factors?"

- B1.2** explain human development throughout the lifespan according to information-processing and learning theoretical perspectives (*e.g., the theories of Ivan Pavlov, B. F. Skinner, John B. Watson, Albert Bandura*)

**Teacher prompt:** "According to learning theorists, what is the main driver of development?"

- B1.3** explain human development throughout the lifespan according to systemic and humanistic theoretical perspectives (*e.g., the theories of Urie Bronfenbrenner, Abraham Maslow, Carl Rogers, Bonnie Burstow, Barbara Rogoff*)

**Teacher prompt:** "Why would humanistic or systemic theorists think that it is important to consider the ways in which government policies support or inhibit child development?"

#### B2. Risk and Resilience

By the end of this course, students will:

- B2.1** describe threats to healthy development and their impact at various stages of life (*e.g., poverty, discrimination, political unrest, environmental*

*degradation, physical and mental illness, substance abuse, physical/sexual abuse*)

**Teacher prompts:** "How might early childhood development be affected by political unrest and war?" "How and why might the impact of poverty on the development of young children be different from its impact on the development of elderly people?"

- B2.2** explain how protective factors at the individual, familial, and community levels (*e.g., intelligence; strong relationships with one or more adults; exposure to enriched learning environments; community supports such as Meals on Wheels, senior centres, literacy centres*) can promote resilience in individuals

- B2.3** describe ways in which government policies and initiatives by non-governmental organizations (NGOs) at the local and global levels can function as protective factors that reduce the impact of threats to human development at different stages of the lifespan (*e.g., government policies supporting full-day Kindergarten, parental leave, and preventive health care; establishing green space; combating global climate change; NGO initiatives such as the Stephen Lewis Foundation's support for grandmothers raising grandchildren orphaned by AIDS or Planned Parenthood's maternal health programs*)

- B2.4** describe opportunities for involvement in local community initiatives that address challenges to human development (*e.g., school-wide fundraising for organizations providing support to children and families; food drives; volunteer opportunities with literacy initiatives, in Big Brothers/Big Sisters, at retirement homes*)



## C. UNDERSTANDING PHYSICAL DEVELOPMENT

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Physical Development and Brain Physiology:** demonstrate an understanding of physical development, including brain physiology and development, throughout the lifespan;
- C2. Sensory and Motor Development:** demonstrate an understanding of sensory and motor development at different stages of the lifespan;
- C3. Factors Affecting Physical Development:** demonstrate an understanding of contextual factors that can affect physical development, particularly brain development, throughout the lifespan and of the effects of these factors.

### SPECIFIC EXPECTATIONS

#### C1. Physical Development and Brain Physiology

By the end of this course, students will:

- C1.1** explain theories of human physical development (*e.g., the theories of Arnold Gesell, Esther Thelen*)  
*Teacher prompt:* “According to Gesell, why do children develop the ability to reach before they develop the ability to print?”
- C1.2** describe the major changes in the body throughout the lifespan (*e.g., cephalocaudal and proximodistal patterns of growth in infancy and childhood; changes associated with puberty; changes related to sex drive, sexual attraction, and reproduction; changes associated with menopause; physical changes in elderly people*)
- C1.3** describe human brain physiology, including key structures and their functions (*e.g., the brain-stem is responsible for basic vital life functions such as breathing; the cerebellum is responsible for movement, posture, and balance*)
- C1.4** describe the development of the brain from the prenatal period through the elder years, with particular emphasis on significant changes that occur throughout the lifespan (*e.g., neuron formation, neural tube development, neurogenesis, neuronal migration, myelination, synaptogenesis,*

*development of the prefrontal cortex, peak periods of growth for each brain lobe, synaptic pruning, brain shrinkage, slowing of brain function*)

#### C2. Sensory and Motor Development

By the end of this course, students will:

- C2.1** analyse the major milestones in motor skills development in the early years of life (*e.g., milestones related to reflexes, gross motor skills, fine motor skills*)  
*Teacher prompts:* “How do the rooting reflex, sucking reflex, and moro reflex of early infancy help to ensure survival?” “Most children develop the pincer grasp at approximately seven months of age. To what extent does this development depend on their experience manipulating objects?” “At what age do most children learn to crawl, walk, and run?”
- C2.2** describe changes to sensory faculties and motor skills in later life (*e.g., presbyopia, presbycusis, decline in taste buds, reduced muscle strength and bone density, slower reflexes*), and explain strategies that can be used to slow, prevent, or otherwise address their decline (*e.g., doing regular cardiovascular and weight-bearing exercise, practising good nutrition, wearing ear protection when working around loud noises, having cataract surgery, wearing a hearing aid*)



### C3. Factors Affecting Physical Development

By the end of this course, students will:

**C3.1** explain how various factors affect physical development throughout the lifespan (*e.g., illness, injury, genetic factors, nutrition, exercise*)

**C3.2** analyse the long-term effects of early environmental stimulation and deprivation on brain development (*e.g., stimulation produces a heavier brain with thicker layers, more neural connections, and greater neurochemical activity; deprivation hinders brain activity*)

**Teacher prompts:** “How does early stimulation affect brain functioning?” “How does nutrition affect brain development and functioning?” “How does childhood play stimulate the brain? Why is such stimulation important? How does play in childhood protect the brain from degeneration in later adulthood?”

**C3.3** identify factors that can affect brain development during the prenatal period (*e.g., maternal and paternal illness; maternal stress, substance abuse, or nutritional deficiencies; advanced maternal or paternal age; teratogens; some prescription drugs; environmental pollutants; infectious diseases*), and analyse their impact

**Teacher prompt:** “If you were a family physician, what advice would you give to your patients who were preparing to conceive? What advice would you give if one of your patients was worried about having smoked before she knew she was pregnant?”

**C3.4** describe brain plasticity with reference to the brain’s response to injury, illness, and environmental factors (*e.g., physical injuries, strokes, aphasia, stress, substance abuse, infectious diseases, environmental toxins, nutritional deficiencies*)

**Teacher prompt:** “After a stroke, how does the plasticity of the brain allow recovery of some functioning that had initially been lost?”

## D. COGNITIVE DEVELOPMENT, LANGUAGE DEVELOPMENT, AND INTELLIGENCE

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Cognitive Development:** demonstrate an understanding of theories of cognitive development and of changes in aspects of cognitive development throughout the lifespan;
- D2. Language Acquisition and Development:** explain the processes and physiological foundations of language acquisition and development throughout the lifespan;
- D3. Intelligence:** demonstrate an understanding of issues related to defining, measuring, and developing intelligence;
- D4. Factors Affecting Cognitive Development and Language Use:** analyse the effects of contextual factors on cognitive development and language use throughout the lifespan.

### SPECIFIC EXPECTATIONS

#### D1. Cognitive Development

By the end of this course, students will:

- D1.1** explain theories of human cognitive development (*e.g., the theories of Jean Piaget, Lev Vygotsky, Noam Chomsky, Maria Montessori, Robert J. Sternberg*)

**Teacher prompt:** “According to Vygotsky, what is the best way to promote cognitive development of young children?”

- D1.2** explain theories of moral development (*e.g., the theories of Lawrence Kohlberg, Carol Gilligan, Moshe Blatt, James Rest*)

**Teacher prompt:** “According to Kohlberg, what are the connections between cognitive and moral development?”

- D1.3** describe cognitive development throughout the lifespan (*e.g., the development of theory of mind in preschoolers, dualistic thinking of adolescents, reflective thinking of adults, wisdom in later adulthood*)

**Teacher prompt:** “What is wisdom? What types of life experiences and cognitive capacity would be required to develop wisdom? Is it possible for a young adult to show wisdom? Why or why not?”

- D1.4** explain how information processing changes throughout the lifespan (*e.g., with reference to short- and long-term memory, critical thinking, problem solving, decision making*), with emphasis on changes in attention, memory, thinking, and metacognition

**Teacher prompts:** “What is the impact of attention on storage and retrieval of information?”  
“In what ways do children and adults differ in the problem-solving strategies they use?”

#### D2. Language Acquisition and Development

By the end of this course, students will:

- D2.1** explain the physiological foundations of language development (*e.g., the areas of the brain related to language processing*)

**Teacher prompt:** “What role do Broca’s area and Wernicke’s area play in language development?”

- D2.2** explain the processes of language acquisition and development throughout the lifespan

**Teacher prompts:** “How does verbal and non-verbal stimulation enhance or impede language development?” “Why is it easier for people to learn a new language when they are young

rather than middle-aged?” “What have researchers found about the connection between knowing multiple languages and the onset of dementia in old age?”

### D3. Intelligence

By the end of this course, students will:

**D3.1** analyse various aspects of intelligence (*e.g., infant intelligence, multiple intelligences, social intelligence, emotional intelligence, fluid and crystallized intelligence*)

**Teacher prompt:** “In what ways do cultures differ in their valuing of different aspects of intelligence (*e.g., spatial skills in societies that engage in hunting and trapping; linguistic and mathematical skills in Western societies*)?”

**D3.2** explain the limitations of standardized tests of intelligence (*e.g., lack of “culture-fair” tests; reliance on language as the basis for testing; stereotype threat*)

**D3.3** analyse current research on the impact of environment on intelligence (*e.g., the Fraser Mustard report, the Charles Pascal report*)

**Teacher prompts:** “What does research reveal about the impact of environmental stimulation on intelligence?” “Intelligence research is

generally based on correlational rather than experimental data. What are the challenges in interpreting correlational data?”

### D4. Factors Affecting Cognitive Development and Language Use

By the end of this course, students will:

**D4.1** explain the effects of individual differences (*e.g., differences related to giftedness, developmental delays, attention deficit disorder, autism, school anxiety, aphasia, depression, schizophrenia, dementia, Alzheimer’s, birth order, gender*) on cognitive development throughout the lifespan

**Teacher prompt:** “What have researchers found about the differences in cognitive development of first-borns in comparison to later-born children?”

**D4.2** evaluate the effects of rapidly changing technology on cognitive development and language use throughout the lifespan (*e.g., the effects of increased use of texting language, the effects on cognitive processing speed*)

**Teacher prompt:** “What cognitive advantages and disadvantages would today’s youth, who rely heavily on communications technology, have when compared to people who were young thirty years ago?”

## E. SOCIAL-EMOTIONAL DEVELOPMENT AND PERSONALITY

### OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Social-Emotional Development:** demonstrate an understanding of social-emotional development throughout the lifespan and of ways of influencing such development;
- E2. Personality and Identity:** demonstrate an understanding of various influences on personality development and identity formation throughout the lifespan;
- E3. Factors Affecting Social-Emotional Development:** demonstrate an understanding of how factors affect social-emotional development, with an emphasis on the process of socialization.

### SPECIFIC EXPECTATIONS

#### E1. Social-Emotional Development

By the end of this course, students will:

- E1.1** explain attachment theory as it relates to human development (*e.g., with reference to the theories of John Bowlby, Mary Ainsworth, Kim Bartholomew*)  
*Teacher prompts:* “According to attachment theorists, why is infant attachment important?”
- E1.2** describe the development of emotion throughout the lifespan (*e.g., early emotions, stranger anxiety, emotional fluctuations, socio-emotional selectivity*)  
*Teacher prompts:* “What are the first emotions that infants show?” “What differences might there be in the ways in which a teenage girl and an elderly woman express anger? What would account for these differences?”
- E1.3** describe ways in which parents and caregivers can promote secure attachment in infants and children (*e.g., nurturing, responsive care, breastfeeding*)
- E1.4** explain the effects that secure and insecure attachment in the early years can have on social-emotional development in adolescence and adulthood

*Teacher prompts:* “How does secure attachment in early life affect relationship building in later life?” “What types of behaviour and attitudes are characteristic of adults who have an anxious attachment style?”

#### E2. Personality and Identity

By the end of this course, students will:

- E2.1** explain the process of identity formation throughout the lifespan (*e.g., with reference to gender identity, ethnic identity, identity statuses*)  
*Teacher prompts:* “How can families encourage the development of bicultural identity among its members?” “What circumstances can prompt role confusion in adolescence?” “What causes adults to go through identity reformulation?”
- E2.2** explain how birth order and temperament can affect the development of an individual’s personality  
*Teacher prompts:* “In what ways can sibling rivalry affect self-concept and the development of personality?” “What are the common personality traits of children who had an easy temperament in infancy? Of those who had a difficult temperament?”

**E2.3** analyse the relationship between personality and social interactions (e.g., the differences that introverted and extraverted people might experience in their social interactions; the impact on one's personality of nurturing, supportive, empathetic interactions and critical, controlling ones)

**Teacher prompts:** "How might being in an abusive relationship affect an individual's personality?" "In what ways might being a high achiever affect an individual's interactions with colleagues or friends?"

### E3. Factors Affecting Social-Emotional Development

By the end of this course, students will:

**E3.1** analyse the role that family plays in socializing its members (e.g., with reference to the development of language, communication skills, confidence, competence, and self-esteem, and to the transmission of gender roles, culture, religion, and values such as respect for elders and for the environment)

**E3.2** analyse the effects of socialization on the social-emotional functioning of individuals throughout the lifespan (e.g., with respect to individuals' values, behaviour, and sense of social responsibility; their ability to adjust to change,

balance work and leisure, engage and communicate with other people and maintain relationships; their response to peer pressure, discrimination; the relationship between poor socialization and defiance, delinquency, and disengagement)

**Teacher prompts:** "What have been some of the long-term effects of residential schools on the social-emotional functioning of First Nation children?" "What are some of the effects of isolation on the elderly?" "What trends have researchers found in the social-emotional functioning of adult men and women who grew up in homes where they witnessed their father batter their mother?"

**E3.3** assess the impact of marginalization (e.g., marginalization related to factors such as age, poverty, disability, gender, sexual orientation, ethnicity, religion, low literacy levels) on social-emotional development

**Teacher prompts:** "How does the marginalization of people with disabilities leave them at higher risk for exploitation or victimization?" "Why do some societies disregard the skills, knowledge, and experiences of the elderly? What impact can this have on older people?" "What are the social-emotional benefits of a companion animal or animal-assisted therapy for elderly or disabled people?"

# Personal Life Management, Grade 12

Open

HIP40

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This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal, and financial responsibilities and develop and apply interpersonal skills in order to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while investigating topics related to personal life management. The course emphasizes the achievement of expectations through practical experiences.

**Prerequisite:** None

# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to personal life management, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to personal life management (*e.g., careers, consumer rights, rights of employees and employers, economic trends, investment options, credit-card options, financial services*) to identify topics for research and inquiry

- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics

- A1.3** formulate effective questions to guide their research and inquiry

**Teacher prompt:** “If you wanted to understand the role of unions, why might it be important to learn about the perspectives of both workers and management?”

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method; identify sources of information*), ensuring that their plans follow guidelines for ethical research

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews, observations, surveys, questionnaires, original documents in print and other media – film, photographs, songs, advertisements*) and/or secondary sources (*e.g., textbooks, newspaper or magazine articles, book reviews, research reports, websites, brochures*)

**Teacher prompt:** “What criteria would you use to determine the best secondary source for your research?”

- A2.3** based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

### A3. Processing Information

Throughout this course, students will:

- A3.1** assess various aspects of information gathered from a variety of primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, voice*)

**Teacher prompts:** “What strategies can you use to determine the relevance of the information you have gathered?” “If two information sources contradict each other, how might you determine which is more reliable?”



**A3.2** record and organize information and key ideas using a variety of formats (*e.g., notes, graphic organizers, summaries, audio/digital records*)

**A3.3** analyse and interpret research information (*e.g., compare results of surveys and interviews; determine whether common themes arise in different sources*)

**A3.4** demonstrate academic honesty by documenting the sources of all information generated through research

**A3.5** synthesize findings and formulate conclusions (*e.g., weigh and connect information to determine the answer to their research question*)

#### A4. Communicating and Reflecting

Throughout this course, students will:

**A4.1** use an appropriate format (*e.g., oral presentation, podcast, brochure, poster, report, multimedia presentation, web page*) to communicate the results of their research and inquiry effectively for a specific purpose and audience

**A4.2** use terms relating to personal life management correctly (*e.g., resources, budgeting, goal setting, consumerism*)

**A4.3** clearly communicate the results of their inquiries (*e.g., write clearly, organize ideas logically, use language conventions properly*), and follow APA conventions for acknowledging sources (*e.g., generate a reference list in APA style*)

**A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

**Teacher prompts:** “How might the research methods you used have affected the results you obtained?” “What steps might you take to enhance your research/inquiry skills?”

## B. SELF AND OTHERS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Progressing From Adolescence to Adulthood:** demonstrate an understanding of the personal qualities and skills necessary to make the transition from adolescence to adulthood;
- B2. Planning for Employment:** describe the elements of successful planning for employment;
- B3. Communicating Effectively:** demonstrate an understanding of effective communication skills and their role in building the healthy relationships that support independent living.

### SPECIFIC EXPECTATIONS

#### B1. Progressing From Adolescence to Adulthood

By the end of this course, students will:

- B1.1** compare the roles of adolescents and adults, and identify responsibilities they themselves will assume and personal qualities they will require as they take on adult roles

**Teacher prompt:** “How are expectations for an adult’s behaviour different from those for an adolescent?”

- B1.2** identify their personal short-term and long-term goals and the essential skills and knowledge needed to achieve them
  - B1.3** explain the importance of initiative, persistence, and motivation in achieving personal goals
  - B1.4** explain how pursuing opportunities for ongoing learning (e.g., taking additional courses such as First Aid, CPR, computer applications) can help them achieve their personal goals and contribute to future success
- Teacher prompt:** “How might CPR or First Aid certification help in gaining employment?”
- B1.5** explain the importance of building a network of human resources to support independent living (e.g., friends, mentors, community organizations)

**Teacher prompts:** “Why is it important to have supports outside the family when living on one’s own?” “Why would someone outside the family be best to turn to for legal assistance?”

#### B2. Planning for Employment

By the end of this course, students will:

- B2.1** identify occupations available in fields related to their personal skills, interests, values, and attributes
- B2.2** summarize the steps required for obtaining desirable employment (e.g., recording their own work experience to build a portfolio/résumé; identifying skills, interests, and educational achievements; preparing or revising a résumé and letter of application; collecting references)

#### B3. Communicating Effectively

By the end of this course, students will:

- B3.1** identify the components of verbal and non-verbal communication (e.g., choice of vocabulary and level of language, tone of voice, body language and manner of self-presentation, physical distance, appropriate physical contact, choice and use of written/electronic media)
- B3.2** describe different styles of communication (e.g., passive, aggressive, passive aggressive, assertive), and identify their strengths and weaknesses

**Teacher prompt:** “How would you make a consumer complaint using an aggressive communication style? An assertive style? How might the outcome differ depending on the style you adopted?”

**B3.3** describe barriers to effective communication (e.g., noise, misinterpretations, interruptions, distractions, interference, bias, stereotyping)

**Teacher prompt:** “How do non-verbal cues sometimes contradict verbal messages?”

**B3.4** describe techniques for communicating effectively (e.g., listening actively, using “I” messages, maintaining open body language, maintaining a positive attitude, choosing an appropriate level of assertiveness, acknowledging the perspective of the other person)

**B3.5** explain how cultural awareness and understanding can assist communication

**Teacher prompt:** “How does understanding the cultural or religious views of others help individuals communicate respectfully?”

**B3.6** identify common causes of conflict in interpersonal relationships (e.g., power inequalities, power struggles, gossip, rumours, differing opinions or values, feelings of disrespect)

**B3.7** determine which models of conflict resolution (e.g., acquiescence, mediation, compromise, collaboration, synthesis) are most appropriate for resolving different types of conflicts

**Teacher prompts:** “For which types of conflict would mediation be most appropriate? For which types of conflict would mediation be ineffective or potentially risky?” “Which model of conflict resolution is the easiest to use?”

**B3.8** apply appropriate conflict-resolution skills to resolve interpersonal conflicts

**Teacher prompt:** “At work, if you felt you were not being treated the same as other employees by your employer, what would be an appropriate approach to dealing with the problem?”

## C. DAILY LIVING SKILLS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Making Decisions:** demonstrate an understanding of effective decision-making processes and their role in independent living;
- C2. Managing Financial Resources:** explain and demonstrate the use of basic money-management skills and techniques needed to manage personal financial resources effectively;
- C3. Managing a Household:** describe and demonstrate the use of basic principles and techniques of effective household management.

### SPECIFIC EXPECTATIONS

#### C1. Making Decisions

By the end of this course, students will:

- C1.1** evaluate the effectiveness of some common approaches to decision making (*e.g., acting on impulse, adopting a laissez-faire attitude, flipping a coin, setting priorities, weighing alternatives*)

**Teacher prompts:** "What types of decisions are you used to making? What strategies have you used? Were they effective?" "What types of decisions are you likely to be faced with in the future? What strategies might be appropriate for making those decisions?"

- C1.2** identify an appropriate decision-making model, use it to make a particular personal choice, and evaluate its effectiveness

- C1.3** explain how a variety of factors (*e.g., resources; personal, family, and community values; individual goals, abilities, and interests*) can influence an individual's decision-making process

**Teacher prompt:** "What factors might influence a consumer's decision to buy or not buy environmentally friendly products?"

- C1.4** analyse the relationship between effective decision making and personal well-being

**Teacher prompts:** "How might making effective decisions in one area of life affect other areas of life?" "How could weekly planning of nutritious meals help improve your overall health and financial status?"

#### C2. Managing Financial Resources

By the end of this course, students will:

- C2.1** explain factors that affect the use of money as a resource (*e.g., basic needs, personal needs, wants, goals, priorities*)

- C2.2** demonstrate the use of effective money-management strategies (*e.g., budgeting, banking, responsible credit card use, bank statement reconciliation*)

- C2.3** explain the reasons for setting aside a portion of income as savings (*e.g., to prepare for emergencies, to plan for future purchases, to maintain their home, to save for education or retirement*)

**Teacher prompts:** "Why is it important to establish the habit of saving as soon as you start to receive an income?" "What factors can make regular saving a challenge?"

- C2.4** demonstrate the use of strategies for effectively managing finances and planning next steps if they are unable to earn sufficient income to support themselves and/or their families

- C2.5** explain the advantages and disadvantages of buying on credit (*e.g., commitment of future income; positive and negative effects on credit rating; risks of repossession, garnishment of wages, or bankruptcy; purchase protection*)

**Teacher prompt:** "How might over-reliance on credit lead to an unmanageable debt load and put your financial stability at risk?"

### C3. Managing a Household

By the end of this course, students will:

**C3.1** describe the basic components of a home environment that is safe and adequate for their needs

**C3.2** describe the basic responsibilities involved in maintaining a safe and functional home environment (*e.g., conserving water and energy, recycling, reducing waste, making informed decisions about the use of toxic household products, making minor home repairs, storing flammable liquids safely, ensuring that smoke detectors and fire extinguishers are in working order, planning escape routes*)

**C3.3** demonstrate the skills required to acquire and maintain a functional personal wardrobe (*e.g., budgeting for purchases, caring for clothing, altering and repairing clothing*)

**C3.4** demonstrate the skills required to plan and safely prepare healthy meals (*e.g., budgeting for food, shopping for groceries, using Nutrition Facts tables and food labels to make healthy food choices, preparing nutritious meals, using small appliances appropriately, practising food and kitchen safety*)

## D. PERSONAL AND SOCIAL RESPONSIBILITIES

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Personal Responsibilities:** demonstrate an understanding of the role of personal responsibility in independent living, and of strategies that can be used to meet individual needs;
- D2. Workplace Rights and Responsibilities:** demonstrate an understanding of the rights and responsibilities of employers and employees, including both personal and legal responsibilities;
- D3. Consumer Rights and Responsibilities:** demonstrate an understanding of the role that responsible consumerism plays in living independently.

### SPECIFIC EXPECTATIONS

#### D1. Personal Responsibilities

By the end of this course, students will:

- D1.1** describe the various ways individuals meet their basic food needs (*e.g., budgeting for food, making healthy food choices, planning meals, buying locally produced food, applying food safety techniques, recognizing the importance of breakfast, contacting community organizations that provide assistance*)
- D1.2** explain the various ways individuals meet their basic clothing needs (*e.g., wardrobe planning, laundering clothing, contacting community organizations that provide assistance, shopping at used-clothing stores*)
- D1.3** explain the various ways individuals meet their basic housing needs (*e.g., choosing appropriate housing alternatives, budgeting for shelter, maintaining a safe and clean home, contacting community organizations that provide assistance*)
- D1.4** identify personally relevant legal documents, records, and areas of law (*e.g., insurance policies, wills, leases, health records, insurance records, the Landlord and Tenant Act, municipal by-laws*), and describe their importance

**Teacher prompts:** “Why is it important to know one’s rights as a tenant?” “Why are car owners required to have automobile insurance?” “How does having insurance help reduce the risk to your resources?” “Why is it important to make a will?”

- D1.5** identify strategies for maintaining a healthy balance between work and personal life (*e.g., managing stress, prioritizing activities, making time for self and family, being physically active, getting enough sleep, maintaining healthy relationships, contributing to the community*)

#### D2. Workplace Rights and Responsibilities

By the end of this course, students will:

- D2.1** explain the importance of maintaining a positive attitude and self-image in the workplace  
**Teacher prompt:** “How can feeling good about oneself alleviate workplace stress?”
- D2.2** explain the importance of ethics and honesty in the workplace  
**Teacher prompts:** “How does acting with integrity improve an employee’s relationship with other employees and the employer?” “How does acting with honesty affect a company’s ability to attract business?”
- D2.3** identify the rights and responsibilities of employees and employers
- D2.4** identify policies, laws, and government regulations related to health and safety in the workplace (*e.g., employee manuals, workplace safety policies, the Workplace Hazardous Materials Information System, the Ontario Occupational Health and Safety Act*)

**D2.5** describe key provisions of legislation that governs labour relations and unions in the workplace (e.g., *the Employment Standards Act, the Ontario Human Rights Code*)

**D2.6** explain the benefits of taking training in preventing and/or addressing harassment and violence in the workplace

**Teacher prompt:** “How can understanding the components of harassment help to improve workplace relationships and working conditions?”

### D3. Consumer Rights and Responsibilities

By the end of this course, students will:

**D3.1** describe strategies for making responsible consumer decisions when living independently (e.g., *prioritizing needs and wants, comparison shopping, reading warranties and contracts, considering the environmental impact of purchases, reading information labels*)

**D3.2** identify internal and external factors that influence spending decisions (e.g., *personal preferences, convenience, cultural values, status-related motives, advertising, product cost and availability, environmental impact, considerations related to labour and exploitation issues*)

**D3.3** identify the basic products and services needed to support independent living (e.g., *furnishings, utility services, communication services, staple goods, household equipment, consumable goods, insurance*)

**D3.4** evaluate retail shopping opportunities available within their community as sources of basic products and services (e.g., *catalogue shopping, retail stores, convenience stores, outlet malls, home shopping channels on television, Internet shopping, buying clubs, bulk warehouse purchasing, farmers’ markets*)

**Teacher prompt:** “What criteria would you use to determine whether an Internet site or a retail store was the best place to purchase a computer?”

**D3.5** demonstrate the use of effective techniques for making consumer complaints (e.g., *writing letters of complaint; contacting a customer-relations department, the ombudsman, or the Better Business Bureau; reporting to appropriate authorities*)



## E. ECONOMICS AND PERSONAL FINANCES

### OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Economic Influences:** demonstrate an understanding of how global, national, and community economic factors affect the individual's financial circumstances;
- E2. Financial Institutions:** describe ways in which financial institutions can assist in the management of personal finances;
- E3. Benefits and Costs of Working:** explain the benefits and costs of working.

### SPECIFIC EXPECTATIONS

#### E1. Economic Influences

By the end of this course, students will:

- E1.1** explain the impact of various economic changes on individual finances (*e.g., changes in interest rates, consumer prices, employment rates; fluctuations in the value of the dollar; inflation; border closures; changes in the supply of or demand for various commodities*)
- E1.2** analyse the impact of employment changes on personal finances (*e.g., layoffs, long strikes, downsizing, plant closures, promotions*)
- E1.3** identify and describe strategies they can use to plan for and manage unexpected financial crises (*e.g., saving money, making investments, owning property, borrowing money, using credit, preventing and/or repairing the damage from identity theft and fraud*)

**Teacher prompts:** "How can taking measures to keep accurate records help you avoid significant problems if you lose your wallet?" "How can setting money aside help to reduce the impact of an unexpected home repair?"

#### E2. Financial Institutions

By the end of this course, students will:

- E2.1** identify various types of financial institutions in the community (*e.g., banks, credit unions, finance companies, trust companies, the stock market*)

- E2.2** compare the products and services offered by a variety of financial institutions (*e.g., debit cards, credit cards, lines of credit, loans, mortgages, investment instruments, automatic teller machines, financial advisers*)

**Teacher prompt:** "Which financial institution has the best combination of products and/or services to meet your current needs?"

#### E3. Benefits and Costs of Working

By the end of this course, students will:

- E3.1** identify the economic and personal costs associated with working for pay (*e.g., cost of clothing and uniforms, safety equipment, tools, transportation, food, childcare; job-related stress or illness; limited time to meet personal needs*)
- E3.2** explain the benefits of working for pay (*e.g., opportunities to: make a living; develop relationships/networks; strengthen interpersonal skills; increase competencies; obtain personal gratification and/or satisfaction through making a contribution; offset feelings of boredom; expand professional skills, knowledge, and experience*)
- Teacher prompts:** "If finances were not a concern, why might some people still choose to work?" "How does working teach transferable skills that can increase an individual's employability?"
- E3.3** explain the typical deductions from a pay-cheque (*e.g., union dues, income tax, employment insurance, private pension, Canada Pension Plan*)

**E3.4** identify the types of benefits employers might offer as part of a job contract (*e.g., supplementary health insurance, life insurance, pension, paid vacation, sick leave, skills-upgrading programs*)

**E3.5** describe various alternatives to regular full-time employment (*e.g., self-employment, contract work, part-time work, job sharing, multiple jobs*)

**E3.6** identify the additional financial arrangements workers in alternative employment need to make (*e.g., planning for retirement; purchasing injury, accident, and supplementary health insurance; saving for income tax*)

# RAISING AND CARING FOR CHILDREN

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# Working With Infants and Young Children, Grade 11

College Preparation

HPW3C

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This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education.

**Prerequisite:** None

# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to early childhood education, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to early childhood education (*e.g., different forms of childcare around the world, strategies for supporting language development in young children*) to identify topics for research and inquiry
- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics
- A1.3** formulate effective questions to guide their research and inquiry

**Teacher prompt:** “If you were researching social agencies that support families, what criteria would you use to select agencies?”

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method; identify sources of information; develop research tools such as surveys or questionnaires*), ensuring that their plans follow guidelines for ethical research

**Teacher prompts:** “What are some ways to locate reliable sources of information?” “For which purposes might websites such as Wikipedia be adequate sources of information? What are the risks of relying on websites such as Wikipedia?” “What protocols must be followed to ensure that research involving children is done ethically?”

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews, observations, surveys, questionnaires, original documents in print, original research published in peer-reviewed journals, data sets from Statistics Canada*) and/or secondary sources (*e.g., book reviews, textbooks, websites, newspaper and magazine articles, government reports*)

**Teacher prompts:** “What is the difference between primary and secondary sources in social sciences?” “Why is it important to base your research on a variety of sources rather than just one or two?”

- A2.3** based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

### A3. Processing Information

Throughout this course, students will:

- A3.1** assess various aspects of information gathered from primary and secondary sources (e.g., accuracy, relevance, reliability, inherent values and bias, voice)

**Teacher prompts:** “What strategies can you use to determine the relevance of the information you have gathered?” “If two information sources contradict each other, how might you determine which is more reliable?” “What values are embedded in these sources?” “Whose voices are represented and whose are absent?” “Whose interests are advanced if you believe the main message of this source?” “What is your own personal connection to the research, and how does this affect your interpretation of the information gathered?”

- A3.2** record and organize information and key ideas using a variety of formats (e.g. notes, graphic organizers, summaries, audio/digital records)

- A3.3** analyse and interpret research information (e.g., compare information gathered from primary and secondary sources; determine whether similar information is found in different sources)

- A3.4** demonstrate academic honesty by documenting the sources of all information generated through research

- A3.5** synthesize findings and formulate conclusions (e.g., determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research question)

### A4. Communicating and Reflecting

Throughout this course, students will:

- A4.1** use an appropriate format (e.g., oral presentation, written research report, poster, multimedia presentation, web page) to communicate the results of their research and inquiry effectively for a specific purpose and audience

- A4.2** use terms relating to early childhood education correctly (e.g., social, emotional, cognitive, and physical development; emergent curriculum; play-based approach; natural and logical consequences; running record; anecdotal record)

- A4.3** clearly communicate the results of their inquiries (e.g., write clearly, organize ideas logically, use language conventions properly), and follow APA conventions for acknowledging sources (e.g., generate a reference list in APA style, use in-text author-date citations)

- A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

**Teacher prompts:** “How might the research methods you used have affected the results you obtained?” “What steps might you take to enhance your research/inquiry skills?”

## B. GROWTH AND DEVELOPMENT

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Patterns in Infant and Child Development:** demonstrate an understanding of patterns of social, emotional, cognitive, linguistic, and physical development in infants and children from birth to six years of age;
- B2. Theories of Child Development:** demonstrate an understanding of a variety of influential theories about child development;
- B3. Positive Environments for Development:** demonstrate an understanding of how developmentally appropriate environments and experiences promote healthy development in children.

### SPECIFIC EXPECTATIONS

#### B1. Patterns in Infant and Child Development

By the end of this course, students will:

- B1.1** demonstrate general knowledge of principles of child development (*e.g., patterns of development are similar around the world, although individual rates of development may vary; child development is multi-determined; child development is holistic; child development is cumulative*)

**Teacher prompt:** “How might you respond to a parent<sup>1</sup> who is concerned that his child is not developing as quickly as other children at the early learning centre?”

- B1.2** identify major milestones in the social, emotional, cognitive, physical, and linguistic development of children from birth to six years of age

- B1.3** explain the interdependence of the social, emotional, cognitive, physical, and linguistic areas of development (i.e., how development in each of the areas affects development in the others)

**Teacher prompts:** “How does the development of language influence a child’s cognitive development?” “How are language development and social development related to each other? How and why might the social development of English language learners in an early education program be different from that of their English-speaking peers?”

- B1.4** describe findings of recent brain research that contribute to our understanding of development in early childhood (*e.g., information about critical periods, brain plasticity, different centres in the brain*)

- B1.5** identify and compare the nutritional and physical-activity requirements of children at different stages between birth and six years of age, based on current recommendations from Health Canada

- B1.6** explain the benefits of healthy eating and physical activity for the learning, growth, and development of young children (*e.g., increased ability to concentrate, fewer common childhood illnesses, increased ability to thrive, reduced long-term risk of heart disease and stroke*)

#### B2. Theories of Child Development

By the end of this course, students will:

- B2.1** outline the theories about child development of major experts in the field (*e.g., Freud, Erikson, Piaget, Bandura, Kohlberg, Vygotsky*)

- B2.2** demonstrate an understanding of the theories about attachment and infant temperament of various child development experts (*e.g., Bowlby, Ainsworth, Thomas and Chess*)

<sup>1</sup> Throughout the Raising and Caring for Children courses, the word “parents” should be understood to refer to parents and guardians. It may also be taken to include caregivers or close family members who are responsible for raising the child.



- B2.3** demonstrate an understanding of how various theories of child development apply to real-life contexts

*Teacher prompt:* “How does attachment theory help an early childhood educator respond to an infant who cries when her parent drops her off?”

### B3. Positive Environments for Development

By the end of this course, students will:

- B3.1** describe the role of educators in an emergent-curriculum approach to early childhood education (e.g., *engaging attentively with children to assess their interests, planning authentic learning opportunities around and beyond the children’s interests*)

*Teacher prompts:* “What are the main differences between an emergent-curriculum approach and a teacher-directed approach to early childhood education?” “How might early childhood educators effectively use an emergent-curriculum approach when working with children with diverse interests?”

- B3.2** explain how environmental factors in the early years influence development later in life (e.g., *influences on later-life health, school performance, socialization, emotional maturity*)

*Teacher prompts:* “What is the impact of Head Start programs on later cognitive development?” “What is the impact of economic privilege on all areas of development?”

- B3.3** describe developmentally appropriate learning environments for children from birth to six years of age

*Teacher prompts:* “What types of activities would promote the social and cognitive development of three-year-olds?” “In addition to activities, what other elements of a learning environment contribute to children’s development (e.g., emotional tone, appropriately sized furniture, reading materials)?”

- B3.4** explain how and why outdoor play contributes to children’s physical and emotional health (e.g., *by providing opportunities for vigorous exercise and connection with the natural environment, by laying the foundation for a healthy lifestyle in the future*)

- B3.5** explain the ways in which the development of infants and children is connected to the well-being of their families and the society in which they live (e.g., *through access to social supports; access to educational and employment opportunities; access to adequate health care; access to affordable, high-quality childcare*)

- B3.6** describe strategies early childhood educators can use to promote healthy eating among young children from birth to six years of age (e.g., *encouraging mothers to store expressed breast milk at the childcare centre, modelling healthy eating, offering a variety of nutritious food choices, creating opportunities for children to grow food*)

*Teacher prompt:* “What kind of snacks can you have children help prepare? How could this encourage healthy eating?”

## C. EMPLOYMENT OPPORTUNITIES AND REQUIREMENTS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Education and Professional Development:** describe postsecondary destinations, workplaces, and professional development opportunities in early childhood education;
- C2. Workplace Expectations:** explain the legal and social workplace expectations for employment in early childhood education in Ontario;
- C3. Essential Skills and Personal Qualities:** demonstrate an understanding of the essential skills, personal qualities, and work habits necessary for success in early childhood education.

### SPECIFIC EXPECTATIONS

#### C1. Education and Professional Development

By the end of this course, students will:

- C1.1** identify various postsecondary pathways leading to employment involving infants and young children
- C1.2** describe a variety of types of childcare (*e.g., home childcare, preschool programs, nannies, drop-in programs, early learning centres, family resource programs*)  
*Teacher prompt:* “How might family needs for childcare differ in urban, suburban, rural, and remote communities? How do these different needs correspond to the availability of different forms of childcare in different settings?”
- C1.3** demonstrate an understanding of the importance of professional development for early childhood educators

#### C2. Workplace Expectations

By the end of this course, students will:

- C2.1** demonstrate an understanding of the responsibilities of early childhood educators as outlined in various local, provincial, federal, and international codes (*e.g., daycare policies, the Ontario Human Rights Code, the Canadian Charter of Rights and Freedoms, the United Nations Convention on the Rights of the Child*)
- C2.2** describe the legal expectations for ensuring physically safe environments for children in early learning programs (*e.g., fire-safety regulations, food-safety regulations, WHMIS regulations, provisions of the Day Nurseries Act of Ontario*)  
*Teacher prompt:* “How would you position equipment in an early learning centre in order to be in compliance with Ontario fire-safety codes?” “What is ‘lead flushing’ and why does the Day Nurseries Act require all childcare facilities to flush for lead each day?”
- C2.3** identify laws and safety requirements that apply to employees who work with children (*e.g., requirement for a vulnerable sector criminal check, provisions of the Day Nurseries Act of Ontario and the Child and Family Services Act of Ontario*)  
*Teacher prompt:* “Why would a home childcare provider need to know the provisions of the Child and Family Services Act of Ontario?”
- C2.4** identify the responsibilities of early childhood educators in promoting the socialization and healthy development of children (*e.g., providing positive role models; providing a safe environment; fostering environmental awareness; using age-appropriate, accurate information when responding to children’s questions and comments about their bodies; recognizing indicators of mental illness and/or mental health problems; treating all people, including children, equitably regardless of race, ability, sex, or family structure*)

**C2.5** explain the code of ethics and standards of practice as outlined by recognized professional organizations associated with early childhood education in Ontario (e.g., *College of Early Childhood Educators, Canadian Child Care Federation*)

### C3. Essential Skills and Personal Qualities

By the end of this course, students will:

**C3.1** explain how their own personal experiences, beliefs, and attitudes have influenced their attitudes and behaviour towards children (e.g., *experiences, beliefs, and attitudes shaped by family, faith, community, political ideology, socio-economic status*)

**C3.2** describe the personal qualities needed to work with children and families (e.g., *nurturing qualities, empathy, patience, energy, creativity, flexibility*)

**C3.3** describe the essential skills and work habits needed for employment in early childhood education (e.g., *conflict-resolution skills, communication skills, organizational skills, decision-making skills; work habits such as initiative and team-work*)

## D. INTERACTING WITH CHILDREN

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Guiding Children's Behaviour:** demonstrate an understanding of theories and strategies related to child behaviour, and effectively use a range of strategies and skills when working with children from birth to six years of age;
- D2. Developmentally Appropriate Programs and Environments:** demonstrate an understanding of the elements of developmentally appropriate programs and environments for children from birth to six years of age;
- D3. Refining Skills through Practical Experiences:** apply and evaluate their knowledge of child development through practical experiences with children.

### SPECIFIC EXPECTATIONS

#### D1. Guiding Children's Behaviour

By the end of this course, students will:

- D1.1** explain the theories about child behaviour and child guidance of various child-development experts (*e.g., Coloroso, Dreikers, Sheedy, Kurcinka*)
- D1.2** describe strategies for encouraging positive behaviour in children from birth to six years of age (*e.g., responding lovingly and reliably to a crying infant, offering choices, discussing natural and logical consequences, setting limits, ignoring negative behaviour*)

**Teacher prompt:** "What are the advantages and disadvantages of offering children choices about what they wear?"

- D1.3** demonstrate the effective use of communication skills and strategies recommended for early childhood educators who are working with children (*e.g., establishing eye contact, listening actively, interpreting body language, using positive statements*)

- D1.4** use a variety of recommended strategies to help children resolve conflicts (*e.g., "I" messages, help with verbalizing feelings, cool-down periods*), and evaluate their effectiveness

**Teacher prompt:** "What are the long-term benefits of helping children to verbalize their feelings?"

#### D2. Developmentally Appropriate Programs and Environments

By the end of this course, students will:

- D2.1** demonstrate an understanding of key strategies and activities that are used in early learning programs to promote the social, linguistic, emotional, cognitive, and physical development of children from birth to six years of age (*e.g., scaffolding, the use of peer helpers*)

**Teacher prompt:** "During your observation day at an early learning centre, what were the three best practices you observed that promote child development? Which area(s) of development did these practices affect?"

- D2.2** describe developmentally appropriate daily routines, schedules, and transitions, and explain why routines and schedules are an important component of a developmentally appropriate early childhood environment

**Teacher prompts:** "Why is it important to include predictable eating and napping times in the daily schedule of an early learning centre?" "How is flexibility built into the daily schedule of infant centres in order to accommodate the needs of infants on different schedules?" "How do predictable transitions reduce stress in an early learning centre?"

**D2.3** explain ways in which a play-based approach to early childhood education promotes social, linguistic, emotional, cognitive, and physical development

**D2.4** explain what infants and toddlers need to prepare them for the development of pre-reading and pre-numeracy skills (*e.g., exploration, sensory stimulation, time and materials to explore and manipulate*)

**Teacher prompt:** “Why would using flash cards be less effective for developing numeracy skills in toddlers than having them use blocks to build a tower?”

**D2.5** demonstrate the ability to plan nutritious snacks and meals for young children (*e.g., plan a one-day menu for an early learning program*)

**Teacher prompt:** “How can you accommodate the needs of children with food allergies or dietary restrictions in an early learning program?”

### D3. Refining Skills through Practical Experiences

By the end of this course, students will:

**D3.1** demonstrate the effective use of a variety of observation techniques to study children (*e.g., running record, anecdotal record, time sample, video, checklist, event sample*)

**D3.2** demonstrate the effective use of strategies and activities to meet the needs of children from birth to age six (*e.g., plan an event for a local daycare or playschool*)

**D3.3** evaluate their experiences of working with children and reflect on their potential strengths and areas for improvement

**Teacher prompts:** “What went well with the activity that you designed and implemented? What did you observe that indicated to you that this would be a meaningful activity for this child/group?” “What skills does this activity help the children develop?” “If you were doing it over again, what might you do differently?”

## E. ADDRESSING SOCIAL CHALLENGES

### OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Issues and Challenges:** demonstrate an understanding of a variety of issues and challenges that early childhood educators encounter;
- E2. Neglect and Abuse:** demonstrate an understanding of factors that contribute to neglect and physical, sexual, and emotional abuse and of the roles of early childhood educators in dealing with these issues;
- E3. Social and Cultural Variations:** demonstrate an understanding of how a variety of social and cultural factors affect young children.

### SPECIFIC EXPECTATIONS

#### E1. Issues and Challenges

By the end of this course, students will:

- E1.1** describe the benefits of and challenges to the development of strong partnerships between early learning programs and their families (*e.g., benefits: families develop confidence and are less likely to feel isolated; children have consistency of environments and expectations; early childhood educators feel more valued and respected; challenges: male early childhood educators may find it difficult to feel trusted; differing values of families and early childhood educators may make it difficult to establish mutual trust or rapport*)
- E1.2** analyse ways in which children become the targets of marketing and the media (*e.g., through licensed products, back-to-school ad campaigns, holiday toy launches, the marketing of gender-stereotyped toys and "child-themed" foods, promotions related to significant days such as Valentine's Day and Halloween, the marketing of electronic devices*)
- E1.3** identify specific challenges early childhood educators face and effective strategies for addressing them (*e.g., strategies for engaging children with exceptionalities, supporting children living in poverty, responding sensitively and appropriately to diverse families*)  
*Teacher prompt: "What strategies could you use to integrate a child who uses a wheelchair into classroom activities that promote social, cognitive, and physical development?"*

- E1.4** identify strategies used for ensuring the safety of children from birth to six years of age in a variety of childcare environments (*e.g., Internet safety education; bullying prevention programs; Stay Alert, Stay Safe programs*)
- E1.5** describe strategies that could be used in early learning programs to reduce their environmental impact (*e.g., using cloth diapers, recycling craft materials, planting a vegetable garden, using reusable cutlery and dishes*)

#### E2. Neglect and Abuse

By the end of this course, students will:

- E2.1** demonstrate an understanding of factors that can lead to neglect or physical, sexual, or emotional abuse (*e.g., a family history of violence, stress, alcoholism*)
- E2.2** identify indicators of neglect and physical, sexual, and emotional abuse (*e.g., unexplained bruising or laceration, withdrawal, unexplained fears*)
- E2.3** demonstrate an understanding that people who work with children have a duty to report and intervene in suspected cases of neglect and physical, sexual, and emotional abuse, and describe prescribed procedures for doing so
- E2.4** describe strategies early childhood educators can use to anticipate and prevent neglect and physical, sexual, and emotional abuse (*e.g., education, communication, policy development*)

### E3. Social and Cultural Variations

By the end of this course, students will:

**E3.1** identify biases in their own points of view and in society about diverse children and families (e.g., biases based on age, ethnicity, faith, language, sex, gender identity, class, ability, status)

**E3.2** identify and evaluate a variety of strategies and activities used in early learning programs to create bias-free environments that support diversity

*Teacher prompts:* “What kind of materials would you select for a playschool in order to support cultural diversity?” “How would you respond if children in your program wanted to play ‘Cowboys and Indians’?”

**E3.3** identify a variety of ways in which family, community, and culture influence young children’s behaviour

**E3.4** describe strategies that can be used in early learning programs to challenge gender stereotypes

*Teacher prompt:* “How might an early childhood educator respond to children who were teasing a boy who plays with dolls?”

**E3.5** explain the role and function of various social agencies that early childhood educators can call on to provide support to families (e.g., children’s aid societies, Dietitians of Canada, police, newcomers’ support centres, family counselling agencies, Native friendship centres)



# Raising Healthy Children, Grade 11

Open

HPC30

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This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing.

**Prerequisite:** None

# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to child development and child rearing, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to child development and child rearing (*e.g., infant and toddler nutrition, diverse child-rearing practices, community supports for parents and children*) to identify topics for research and inquiry
- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics
- A1.3** formulate effective questions to guide their research and inquiry  
*Teacher prompt:* “If you were researching attitudes about child rearing, why might it be important to interview different generations of parents?”

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method; identify sources of information; develop research tools such as surveys or questionnaires*), ensuring that their plans follow guidelines for ethical research

*Teacher prompts:* “What are some ways to locate reliable sources of information?” “For which purposes might websites such as Wikipedia be adequate sources of information? What are the risks of relying on websites such as Wikipedia?” “What methods would you use to ensure that you are following ethical guidelines when you develop surveys or interviews?”

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews, observations, surveys, questionnaires, data sets from Statistics Canada*) and/or secondary sources (*e.g., book reviews, textbooks, websites, advertisements, brochures, newspaper and magazine articles*)

*Teacher prompts:* “What is the difference between primary and secondary sources in social sciences?” “Why is it important to base your research on a variety of sources rather than just one or two?”

- A2.3** based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

### A3. Processing Information

Throughout this course, students will:

**A3.1** assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, voice*)

**Teacher prompts:** “What strategies can you use to determine the relevance of the information you have gathered?” “If two information sources contradict each other, how might you determine which is more reliable?” “What values are embedded in these sources?” “Whose voices are represented and whose are absent?” “What is your own personal connection to the research, and how does this affect your interpretation of the information gathered?”

**A3.2** record and organize information and key ideas using a variety of formats (*e.g., notes, graphic organizers, summaries, audio/digital records*)

**A3.3** analyse and interpret research information (*e.g., compare information gathered from surveys and interviews; determine whether similar information is found in different sources*)

**A3.4** demonstrate academic honesty by documenting the sources of all information gathered through research

**A3.5** synthesize findings and formulate conclusions (*e.g., determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research questions*)

### A4. Communicating and Reflecting

Throughout this course, students will:

**A4.1** use an appropriate format (*e.g., oral presentation, brochure, poster, report, multimedia presentation, web page*) to communicate the results of their research and inquiry effectively for a specific purpose and audience

**A4.2** use terms relating to the study of child development and child rearing correctly (*e.g., cognitive development, physical development, logical and natural consequences, authoritative, authoritarian, permissive*)

**A4.3** clearly communicate the results of their inquiries (*e.g., write clearly, organize ideas logically, use language conventions properly*), and follow APA conventions for acknowledging sources (*e.g., generate a reference list in APA style*)

**A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

**Teacher prompts:** “How might the research methods you used have affected the results you obtained?” “What steps might you take to enhance your research/inquiry skills?”

## B. CHILD GROWTH AND DEVELOPMENT

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Pregnancy, Birth, and Postnatal Care:** describe factors that contribute to the healthy development of children before and during birth, and in the first few months after birth;
- B2. Growth and Development: Stages and Influences:** describe patterns in the healthy, social, emotional, cognitive, linguistic, and physical development of young children;
- B3. Infant and Child Nutrition:** demonstrate an understanding of the importance of nutrition for healthy development.

### SPECIFIC EXPECTATIONS

#### B1. Pregnancy, Birth, and Postnatal Care

By the end of this course, students will:

- B1.1** outline the stages in the biological process of conception, pregnancy, and birth
- B1.2** identify appropriate prenatal and postnatal care and support programs and facilities that are available for parents in their community (e.g., prenatal classes, breastfeeding clinics, Native friendship centres, Ontario early years centres, Canadian Down Syndrome Society)
- B1.3** identify various hereditary and genetic factors that influence fetal development (e.g., sex-linked diseases, the Rh factor, chromosomal abnormalities, sex)
- B1.4** identify and explain the importance of strategies for maintaining maternal and paternal health prior to and during pregnancy, birth, and the postnatal period (e.g., avoiding first-hand and second-hand smoke, having a healthy diet and getting adequate exercise, updating vaccinations, limiting stress, visiting their health care provider regularly, watching for signs of postpartum depression)  
*Teacher prompts:* “How can you distinguish between regular ‘baby blues’ and more serious postpartum depression or psychosis?” “How can a father’s age affect prenatal development?”

- B1.5** describe the effects of teratogens and environmental hazards on prenatal and long-term development (e.g., fetal alcohol spectrum disorder, low birth weight, brain damage, premature birth), and identify strategies for avoiding exposure to teratogens and environmental hazards (e.g., avoiding cat feces; checking with a physician before taking any medications; avoiding recreational drugs and alcohol; avoiding exposure to toxic cleaning products, household and garden chemicals, paints and solvents, and insecticides on fruits and vegetables)

*Teacher prompt:* “What resources are available to inform people about toxic chemicals in everyday products?”

- B1.6** describe ways in which partners and/or support persons can contribute to a healthy pregnancy (e.g., attending prenatal classes, helping to prepare healthy food for the pregnant woman)

#### B2. Growth and Development: Stages and Influences

By the end of this course, students will:

- B2.1** identify major milestones in the social, emotional, cognitive, linguistic, and physical development of children from birth to six years of age
- B2.2** describe strategies used by parents to enhance the social, emotional, cognitive, linguistic, and physical development of children from birth to six years of age

**B2.3** describe a variety of measures parents can take to ensure the physical safety of children from birth to six years of age (*e.g., using car seats, supervising bath time, teaching children how to swim, using sunscreen, washing fruits and vegetables well*)

**B2.4** explain ways in which development from conception to six years of age significantly affects development later in life (*e.g., explain the importance of early secure attachment for emotional health in adulthood; explain the connection between self-regulation in early childhood and later emotional and physical health*)

**B2.5** explain the importance of play for healthy child development

**Teacher prompts:** “How does playing peek-a-boo stimulate intellectual development in infants?” “What additional benefits do children get from playing outdoors?”

**B2.6** outline strategies parents can use to communicate with young children about their bodies (*e.g., using proper names for all body parts, providing accurate information when answering questions about reproduction*)

## B3. Infant and Child Nutrition

By the end of this course, students will:

**B3.1** explain the unique importance of breastfeeding for the health of the baby, the birth mother, and the family (*e.g., its role in meeting infant nutritional needs, preventing obesity, reducing the risk of breast cancer, promoting mother-infant bonding*)

**B3.2** identify ways in which partners and/or support persons can participate in infant care and support breastfeeding mothers (*e.g., bathing the infant, changing diapers, bottle feeding the infant with pumped breast milk when the mother is unavailable*)

**B3.3** plan nutritious meals and snacks for children of different ages based on Canadian food guidelines and regulations

**B3.4** describe the beneficial effects of healthy eating patterns on the growth and development of children from birth to six years of age (*e.g., increased ability to concentrate, fewer common childhood illnesses, improved overall health*)

## C. PERSONAL AND SOCIAL RESPONSIBILITIES OF PARENTS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Preparing for Parenting:** demonstrate an understanding of how to prepare for the responsibilities of being a parent;
- C2. Communicating With Young Children:** demonstrate an understanding of strategies parents can use to ensure effective communication in their families;
- C3. Applying Child-Rearing Knowledge and Skills:** apply and assess their child-rearing knowledge and skills through practical experiences with children.

### SPECIFIC EXPECTATIONS

#### C1. Preparing for Parenting

By the end of this course, students will:

- C1.1** identify the factors involved in deciding to become a parent (*e.g., social pressures, cultural influences, physical and emotional maturity, values, economic stability, fertility*)
- C1.2** identify personal and cultural reasons for becoming parents (*e.g., to build a family, to save a relationship, to “be like” one’s friends, to provide a loving home to a child whose birth parents are not able to provide care, to pass on one’s family name*)  
**Teacher prompt:** “What do you think is the most important reason for having a baby?”

- C1.3** explain why child rearing is a lifelong commitment in our society

- C1.4** explain the importance of having healthy, supportive relationships with other adults when providing care to young children (*e.g., as a source of information, for physical and emotional support*)

- C1.5** evaluate the effectiveness of various methods for contraception and the prevention of sexually transmitted infections (STIs) (*e.g., abstinence; barrier methods – male and female condoms, diaphragm, sponge; hormonal methods – oral contraceptives, injectable contraceptives, transdermal patch, vaginal ring; intrauterine device*)

**Teacher prompt:** “What criteria should a couple use to determine the best method of contraception for them?”

- C1.6** identify the personal qualities, skills, and attitudes that are necessary for parenting (*e.g., patience, sense of humour, responsiveness, boundary-setting skills, consistency*)

- C1.7** demonstrate the ability to plan their finances to provide for the care of an infant and/or young child (*e.g., budget for the financial impact of a period of parental leave, the costs of a crib and layette*)

- C1.8** describe ways in which parents can reduce the environmental impact of raising children (*e.g., using cloth diapers, breastfeeding, using home-made baby food, using public transit, choosing a fuel-efficient vehicle*)

#### C2. Communicating With Young Children

By the end of this course, students will:

- C2.1** demonstrate an understanding of age-appropriate verbal and non-verbal communication techniques (*e.g., reading infant and toddler cues, using infant-directed talk, modelling appropriate language for older children*)

- C2.2** demonstrate the use of supportive and considerate communication and conflict-resolution skills (*e.g., use of eye contact, active listening, “I” messages, encouragement*)

**Teacher prompt:** “As a parent, how might you handle a child who is pulling the cat’s fur?”

**C2.3** demonstrate the ability to use age-appropriate reading materials effectively to promote the development of literacy skills in children

### C3. Applying Child-Rearing Knowledge and Skills

By the end of this course, students will:

**C3.1** describe the capabilities and behaviours of young children of different ages in real-life settings (*e.g., at preschool, at home with their family, when with a babysitter*)

**C3.2** explain differences they observe in the capabilities and behaviours of children of different ages in classroom and/or community settings

**C3.3** demonstrate the ability to plan, organize, and carry out age-appropriate activities for children from birth to six years of age

**C3.4** demonstrate an understanding of an infant's needs and schedules by participating in a baby-simulation experience

**C3.5** assess their own experience with infants and children and reflect on personal strengths and areas for improvement



## D. CHILD REARING AROUND THE WORLD

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Family Variations:** demonstrate an understanding of social and cultural variations in family forms and child-rearing approaches;
- D2. Parenting Styles and Practices:** demonstrate an understanding of a variety of child-rearing practices and their effects on children;
- D3. Common and Diverse Experiences of Childhood:** demonstrate an understanding of common and diverse experiences of young children in a variety of cultures and historical periods.

### SPECIFIC EXPECTATIONS

#### D1. Family Variations

By the end of this course, students will:

- D1.1** analyse their own personal understanding of the terms *family* and *parent*, and assess the possible biases that may be inherent in this understanding

**Teacher prompts:** “If you were raised by your grandmother and aunt, how might your sense of ‘family’ be different from that of somebody who was raised by his or her biological mother and father?” “How do the mainstream media affect our personal understanding of the terms *family* and *parent*?”

- D1.2** identify the functions of the family and explain how these functions may be carried out through a variety of family forms (*e.g., same-sex couples with children, lone-parent families*)

- D1.3** describe ways in which families transmit their cultural and religious heritage to children (*e.g., through storytelling, visual arts, festivals, religious and other rituals*) as well as the ways in which families may be constrained in their ability to transmit their culture and religion

**Teacher prompts:** “Why do some families choose to send their children to heritage language classes?” “How did the residential school system constrain Aboriginal parents in their ability to pass on their language, culture, and religion to their children?”

- D1.4** describe ways in which culture and family tradition influence child-rearing practices (*e.g., practices related to name selection, touch and physical contact, fostering cultural pride and a positive sense of self*)

#### D2. Parenting Styles and Practices

By the end of this course, students will:

- D2.1** describe different parenting styles (*e.g., permissive, authoritarian, authoritative, indulgent*) and assess how they affect young children

- D2.2** demonstrate an understanding of the importance of positive parenting strategies for the development of a child’s self-esteem and self-discipline

- D2.3** demonstrate an understanding of strategies for encouraging positive behaviour in children (*e.g., offering choices, discussing logical and natural consequences of behaviour*)

- D2.4** describe ways in which a parent can act as a positive role model for children (*e.g., by modelling environmental responsibility, showing respect and care for others, having a positive body image*)

**Teacher prompt:** “When a parent refuses excess packaging at a grocery store, what messages does that communicate to a child?”

- D2.5** describe ways in which parents and family members teach children socially acceptable behaviour (*e.g., by encouraging good table manners at family meal time, by encouraging sharing with playmates*)

### D3. Common and Diverse Experiences of Childhood

By the end of this course, students will:

- D3.1** identify forms of children's play that are found in all societies/cultures (*e.g., traditional games involving balls and sticks, games modelled on "tag", variations of "playing house"*)
- D3.2** describe how childhood experiences vary/have varied in different cultures and historical periods (*e.g., variations in levels of freedom and/or adult supervision for children in different times and places; variations in the age at which children start school and/or work in different times, places, or cultures*)

- D3.3** compare expectations for male and female children in their own and other cultures

**Teacher prompt:** "Are there differences in how boys and girls are treated or expected to behave in your family/culture? If so, what are some of them (*e.g., toy selection, clothing choices*)? What are some expectations that are the same for boys and girls?"

## E. ADDRESSING SOCIAL CHALLENGES

### OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Caregiving Challenges in the Early Years:** demonstrate an understanding of the challenges facing parents throughout the early childhood years;
- E2. Neglect and Abuse:** describe strategies for building healthy family relationships in order to prevent neglect and/or physical, sexual, or emotional abuse of children;
- E3. Society's Role in the Lives of Children and Families:** describe the roles and responsibilities of society in protecting and supporting children and families, and the responsibilities of caregivers towards children.

### SPECIFIC EXPECTATIONS

#### E1. Caregiving Challenges in the Early Years

By the end of this course, students will:

- E1.1** summarize the lifestyle and relationship changes that parents experience when raising young children (*e.g., decreasing independence, fatigue, shifting priorities, varying rewards of caregiving, changing responsibilities as the child ages*)
- E1.2** demonstrate an understanding of the challenges faced by parents of young children in today's rapidly changing society (*e.g., balancing work and family responsibilities, finding quality childcare, dealing with discrimination*)
- E1.3** identify strategies used by families to manage different types of early-childhood trauma  
*Teacher prompt:* "How might a family help their child cope with losing a grandparent? What additional supports are required in situations where the grandparent was the primary caregiver of a child?"
- E1.4** identify the unique challenges faced by families when parents or children have disabilities or special needs (*e.g., a parent in a wheelchair, a child with autism*)
- E1.5** identify indicators of possible mental illness or mental health problems in young children (*e.g., social withdrawal, unexplained fears*)
- E1.6** identify and describe challenges associated with teenage parenthood and lone parenting (*e.g., poverty, discrimination, lack of gender-role modelling, stress*)

#### E2. Neglect and Abuse

By the end of this course, students will:

- E2.1** describe indicators of possible neglect or physical, sexual, or emotional abuse (*e.g., malnutrition, lack of trust, unexplained bruises*)
- E2.2** describe strategies that can be used to secure a safe and peaceful family, community, and social environment for children (*e.g., teaching children that "touch" should never be kept secret; teaching safe Internet practices; providing "street-proofing" training to children*)
- E2.3** demonstrate an understanding of the laws relating to child abuse and children's rights (*e.g., the community's responsibility for children's welfare, the duty to report suspected child abuse*)
- E2.4** identify various barriers parents face in gaining access to community supports (*e.g., language, culture, level of literacy or education*)

#### E3. Society's Role in the Lives of Children and Families

By the end of this course, students will:

- E3.1** describe the positive and negative roles of societal agents in the lives of young children (*e.g., the role of schools in teaching children to "get along" with others, the role of religious institutions in instilling values, the role of media in shaping children's attitudes to violence*)  
*Teacher prompt:* "What effects does viewing television violence have on children?"

**E3.2** demonstrate an understanding of the laws that regulate the behaviour of children and parents in society (*e.g., provisions of the Child and Family Services Act of Ontario; laws regarding school attendance, child labour, and parental leave from work*)

**E3.3** identify community social programs and agencies that provide support to children and families (*e.g., YMCA/YWCA, Big Brothers/Big Sisters, family shelters, Aboriginal Head Start programs, Kids Help Phone, Parenting and Family Literacy Centres*)

**E3.4** describe the legal, social, and moral responsibilities of parents as outlined in the United Nations Convention on the Rights of the Child (*e.g., providing adequate food, shelter, care, education*)

# Working With School-Age Children and Adolescents, Grade 12

College Preparation

HPD4C

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This course prepares students for occupations involving school-age children and adolescents. Students will study a variety of theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with older children. Students will become familiar with occupational opportunities and requirements related to working with older children and adolescents. They will develop research skills used in investigating child and adolescent behaviour and development.

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

# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to school-age children and adolescents, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to school-age children and adolescents (*e.g., effects of vigorous physical exercise on school-age children; strategies for developing inclusive and diverse after-school care programs*) to identify topics for research and inquiry
- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics
- A1.3** formulate effective questions to guide their research and inquiry  
*Teacher prompt:* “If you wanted to compare the experiences of adolescents in different cultures, how would you decide which cultures to investigate?”

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method; identify sources of information; develop research tools such as surveys or questionnaires*), ensuring that their plans follow guidelines for ethical research  
*Teacher prompts:* “What are some ways to locate reliable sources of information?” “For which purposes might websites such as Wikipedia

be adequate sources of information? What are the risks of relying on websites such as Wikipedia?” “What methods would you use to ensure that you are following ethical guidelines when you develop surveys or interviews?”

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews, observations, surveys, questionnaires, primary research published in peer-reviewed journals, data sets from Statistics Canada*) and/or secondary sources (*e.g., book reviews, government reports, textbooks, websites, brochures, newspaper and magazine articles*)

*Teacher prompts:* “What is the difference between primary and secondary sources in social sciences?” “Why is it important to base your research on a variety of sources rather than just one or two?”

- A2.3** based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

### A3. Processing Information

Throughout this course, students will:

- A3.1** assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, voice*)  
*Teacher prompts:* “What strategies can you use to determine the relevance of the information

you have gathered?" "If two information sources contradict each other, how might you determine which is more reliable?" "What values are embedded in these sources?" "Whose voices are represented and whose are absent?" "Whose interests are advanced if you believe the main message of this source?" "What is your own personal connection to the research, and how does this affect your interpretation of the information gathered?"

- A3.2** record and organize information and key ideas using a variety of formats (*e.g., notes, graphic organizers, summaries, audio/digital records*)
- A3.3** analyse and interpret research information (*e.g., compare information gathered from surveys and interviews; determine whether similar information is found in different sources*)
- A3.4** demonstrate academic honesty by documenting the sources of all information generated through research
- A3.5** synthesize findings and formulate conclusions (*e.g., determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research questions*)

## A4. Communicating and Reflecting

Throughout this course, students will:

- A4.1** use an appropriate format (*e.g., oral presentation, written research report, poster, multimedia presentation, web page*) to communicate the results of their research and inquiry effectively for a specific purpose and audience
  - A4.2** correctly use terms relating to the study of school-age children and adolescents (*e.g., puberty, identity, formal operations, problem-based approach*)
  - A4.3** clearly communicate the results of their inquiries (*e.g., write clearly, organize ideas logically, use language conventions properly*), and follow APA conventions for acknowledging sources (*e.g., generate a reference list in APA style, use in-text author-date citations*)
  - A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills
- Teacher prompts:** "How might the research methods you used have affected the results you obtained?" "What steps might you take to enhance your research/inquiry skills?"



## B. GROWTH AND DEVELOPMENT

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Patterns of Development:** demonstrate an understanding of patterns of social, emotional, cognitive, and physical development in school-age children and adolescents;
- B2. Theories of Development:** demonstrate an understanding of various influential theories about child and adolescent development;
- B3. Positive Environments for Development:** demonstrate an understanding of how developmentally appropriate environments and experiences promote healthy development.

### SPECIFIC EXPECTATIONS

#### B1. Patterns of Development

By the end of this course, students will:

- B1.1** identify major milestones in the social, emotional, cognitive, and physical development of school-age children and adolescents

*Teacher prompt:* “How might a child’s development be influenced by the social, emotional, and political context in which the child lives?”

- B1.2** explain the interdependence of the social, emotional, cognitive, and physical areas of development (i.e., how development in each of the areas affects development in the others)

*Teacher prompt:* “How do the physical changes of adolescence affect social development?”

- B1.3** identify and compare the nutritional and physical-activity requirements of school-age children and adolescents at different stages, based on current recommendations from Health Canada

- B1.4** explain the benefits of healthy eating for the learning, growth, and development of school-age children and adolescents (*e.g., increased ability to concentrate, maintenance of healthy body weight*)

- B1.5** describe indicators of the various types of exceptionalities in school-age children and adolescents (*e.g., cognitive, behavioural, physical*)

*Teacher prompt:* “What behaviours would an early childhood educator notice that might indicate that a child has Asperger’s syndrome?”

- B1.6** describe patterns in male and female sexual development and explain how sexual development affects physical, social, and emotional development

*Teacher prompt:* “How might sexual development affect body image in males? In females?”

- B1.7** describe the findings of brain research that contribute to our understanding of development in older children and adolescents (*e.g., information about blooming and pruning, brain wiring, control centres in the brain for judgement and decision making, development of the frontal lobe in late adolescence*)

#### B2. Theories of Development

By the end of this course, students will:

- B2.1** outline the theories of recognized experts in the field of child and adolescent development (*e.g., theories of Piaget, Erikson, Gilligan, Kohlberg, Gardner*)

- B2.2** demonstrate an understanding of how various theories about child and adolescent development apply to real-life contexts

*Teacher prompts:* “How does Kohlberg’s theory of moral development explain why a school-age child might tell a lie?” “Piaget believes that logical reasoning abilities begin at approximately age thirteen. Why does he think that? Does that mean that we should not attempt to teach the scientific method and scientific reasoning before that age?”

### B3. Positive Environments for Development

By the end of this course, students will:

- B3.1** describe conditions that promote growth and development in school-age children and adolescents in caregiving contexts (*e.g., engaging personal relationships with caring adults, safe spaces*)

**Teacher prompts:** “What can be done to ensure that before-school and after-school programs continue to be engaging for children who have been in childcare environments since their early years?” “How can before-school and after-school programs ensure that diverse cultures are included in their programming in authentic ways?”

- B3.2** describe strategies for teaching values and building character in school-age children and adolescents (*e.g., use of bullying-prevention programs, peer mediation, leadership training courses, cultural literacy programs*)

- B3.3** explain how and why physical activity, including physical activity out of doors, promotes the physical and emotional health of school-age children and adolescents (*e.g., by providing opportunities for vigorous exercise and connection with the natural environment, by laying the foundation for a healthy lifestyle*)

- B3.4** describe strategies to promote healthy eating among diverse groups of school-age children and adolescents

**Teacher prompt:** “What can schools do to encourage children to pack healthy lunches? What other community resources can be used to promote healthy eating?”

- B3.5** explain ways in which the development of school-age children and adolescents is connected to the well-being of their families and the society in which they live (*e.g., through access to social supports, access to educational and employment opportunities, access to adequate health care*)

## C. EMPLOYMENT OPPORTUNITIES AND REQUIREMENTS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Career Pathways:** identify various postsecondary education and/or training opportunities, workplaces, and professional development options related to working with school-age children and adolescents;
- C2. Workplace Expectations:** explain the legal and social workplace expectations related to working with school-age children and adolescents in Ontario;
- C3. Essential Skills and Personal Qualities:** describe the essential skills, personal qualities, and work habits necessary for success in working with school-age children and adolescents.

### SPECIFIC EXPECTATIONS

#### C1. Career Pathways

By the end of this course, students will:

- C1.1** identify postsecondary pathways to occupations that involve working with school-age children and adolescents
- C1.2** describe and compare a variety of workplace destinations that involve working with school-age children and adolescents (*e.g., before-school and after-school programs, summer camps, parks and recreation programs, treatment centres*)  
*Teacher prompt:* “In what ways do after-school programs for school-age children differ from programs for adolescents?”
- C1.3** demonstrate an understanding of the importance of professional development for people who work with school-age children and adolescents

#### C2. Workplace Expectations

By the end of this course, students will:

- C2.1** demonstrate an understanding of the responsibilities of people who work with school-age children and adolescents as outlined in various local, provincial, federal, and international codes (*e.g., school board policies, daycare policies, Ontario’s Equity and Inclusive Education Strategy, the Ontario Human Rights Code, the Canadian Charter of Rights*

*and Freedoms, the United Nations Convention on the Rights of the Child*)

- C2.2** describe the legal expectations for ensuring physically safe environments for school-age children and adolescents (*e.g., fire-safety regulations, food-safety regulations, WHMIS regulations, the Day Nurseries Act*)

*Teacher prompt:* “What food-safety guidelines should be followed in an after-school program when preparing snacks?”

- C2.3** describe the rules and regulations governing schooling that parents and professional caregivers are required to observe (*e.g., truancy regulations, provisions of Ontario’s Safe Schools Act and Child and Family Services Act, Learning to 18 regulations, requirements for a vulnerable sector criminal check*)

*Teacher prompt:* “What provisions of Ontario’s Child and Family Services Act would a counsellor at a summer camp need to know about?”

- C2.4** identify ways in which people who work with school-age children and adolescents carry out their responsibility to promote children’s socialization and healthy development (*e.g., teaching life skills; helping youth recognize unhealthy relationships; having open, respectful conversations about sexual development; fostering vigilance about physical safety; fostering environmental awareness; treating all people, including children, equitably regardless of race, sex, ability, or family structure*)

- C2.5** explain the code of ethics and standards of practice for people who work with children and adolescents as outlined by recognized professional organizations (*e.g., Ontario College of Early Childhood Educators, Canadian Child Care Federation*)

### C3. Essential Skills and Personal Qualities

By the end of this course, students will:

- C3.1** explain how their own personal experiences, beliefs, and attitudes have influenced their attitudes and behaviour towards children and adolescents (*e.g., experiences, beliefs, and attitudes with respect to family, faith, community, political ideology, socio-economic status*)
- C3.2** identify the personal qualities needed to work with school-age children and adolescents (*e.g., compassion, empathy, patience, creativity, flexibility*)
- C3.3** describe the essential skills and work habits needed for success in working with children and adolescents (*e.g., effective interpersonal skills, punctuality, ability to maintain confidentiality, ability to use self-reflection for self-evaluation*)

**Teacher prompt:** “How might your personal experiences as an adolescent affect how you deal with social conflicts between children in your care?”

## D. INTERACTING WITH SCHOOL-AGE CHILDREN AND ADOLESCENTS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Guiding Children's Behaviour:** describe a broad range of practices and techniques adopted by parents, educators, caregivers, and other professionals that shape the behaviour of school-age children and adolescents;
- D2. Planning Developmentally Appropriate Programming:** demonstrate the ability to plan developmentally appropriate programs for school-age children and adolescents;
- D3. Refining Skills through Practical Experiences:** apply and evaluate their knowledge of child and youth development through practical experiences with school-age children and adolescents.

### SPECIFIC EXPECTATIONS

#### D1. Guiding Children's Behaviour

By the end of this course, students will:

- D1.1** explain various models for effectively guiding child and adolescent behaviour (*e.g., the Morrish model, the Faber and Mazlish model*)
- D1.2** identify character qualities that can help enable and empower school-age children and adolescents to achieve their goals (*e.g., self-control; the ability to set personal limits, anticipate and accept consequences, take responsibility*), and describe techniques for promoting the development of these qualities  
*Teacher prompt:* "In what ways would involving children in setting the rules help to promote the development of self-control and responsibility?"
- D1.3** evaluate the effectiveness of various communication and behaviour-management strategies in interactions with school-age children and adolescents (*e.g., conflict-resolution strategies, win-win problem-solving strategies, "I" messages, paraphrasing, restorative justice, threats*)  
*Teacher prompt:* "When an adult uses sarcasm with teenagers, what are some of the effects?"
- D1.4** analyse practical experiences with the use of various models for helping children and adolescents make informed decisions (*e.g., the five-step model, the decision web, consultation with elders*), and evaluate the effectiveness of the different models

- D1.5** explain how experiencing positive relationships with peers and others contributes to healthy social and emotional development in school-age children and adolescents (*e.g., by strengthening their sense of belonging, sense of identity, and social skills*)

#### D2. Planning Developmentally Appropriate Programming

By the end of this course, students will:

- D2.1** identify and plan a variety of activities that promote social, linguistic, emotional, cognitive, and physical development in school-age children and adolescents (*e.g., cooperative games, board games*)  
*Teacher prompts:* "What type of cooperative games can be played with adolescents to promote physical development?" "How can you capitalize on children's interests to plan activities that would be engaging?" "Given that social relationships are very important to school-age children and adolescents, how can you plan problem-based learning that incorporates social time?"
- D2.2** demonstrate the ability to plan nutritious snacks and meals for school-age children and adolescents

### D3. Refining Skills through Practical Experiences

By the end of this course, students will:

**D3.1** identify and use a variety of observation techniques to study children and adolescents in a community setting (*e.g., running record, anecdotal record, time sample, video, checklist, event sample*)

**Teacher prompt:** “What observation techniques might you use when observing a Grade 4 health and physical education class?”

**D3.2** demonstrate the ability to design and implement activities to meet the needs of school-age children and adolescents (*e.g., an activity for an after-school program*)

**Teacher prompt:** “A play-based curriculum approach is very effective with toddlers and preschoolers. Why is a problem-based curriculum approach more effective with school-age children?”

**D3.3** evaluate their experiences in working with school-age children and adolescents, and reflect on their potential strengths and areas for improvement

# E. ADDRESSING SOCIAL CHALLENGES

## OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Issues and Challenges:** demonstrate an understanding of a variety of strategies for helping school-age children and adolescents deal with issues and challenges;
- E2. Neglect and Abuse:** demonstrate an understanding of the responsibilities of people who work with school-age children and adolescents in dealing with issues related to abuse, neglect, and family violence;
- E3. Social and Cultural Variations:** demonstrate an understanding of how a variety of social and cultural factors affect school-age children and adolescents.

## SPECIFIC EXPECTATIONS

### E1. Issues and Challenges

By the end of this course, students will:

- E1.1** describe skills caregivers teach (*e.g., self-advocacy skills, stress-management skills, self-defence skills, social skills for making and keeping friends*) and strategies they use (*e.g., providing appropriate physical/mental-health support*) to help children and adolescents address particular issues and challenges
- E1.2** demonstrate an understanding of the positive and negative effects of media on children and adolescents (*e.g., positive effects such as enhancing awareness of current events, facilitating social connection through social networking; negative effects such as legitimizing violence, pressuring viewers to purchase fad items, increasing opportunities for cyber-bullying*)
- E1.3** identify specific challenges faced by people who work with school-age children and adolescents, and describe effective strategies for addressing them (*e.g., strategies for engaging children with exceptionalities, supporting children living in poverty, responding sensitively and appropriately to diversity*)

**Teacher prompt:** “If a childcare worker suspected that somebody in his after-school program had an eating disorder, what strategies might he use to support the child and her family?”

### E2. Neglect and Abuse

By the end of this course, students will:

- E2.1** demonstrate an understanding of factors that can lead to patterns of neglect or physical, sexual, or emotional abuse (*e.g., a family history of violence, stress, alcoholism*)
- E2.2** identify indicators of neglect and physical, sexual, or emotional abuse in children (*e.g., physical signs such as bruising and laceration; emotional signs such as withdrawal or unexplained fears*)
- E2.3** demonstrate an understanding that people who work with school-age children and adolescents have a duty to report suspected cases of neglect or physical, sexual, or emotional abuse, and describe procedures for doing so  
**Teacher prompt:** “What are the procedures for reporting suspected abuse?”
- E2.4** describe strategies caregivers can use to anticipate and prevent neglect and physical, sexual, and emotional abuse (*e.g., education, communication, policy development, advocacy*)



### E3. Social and Cultural Variations

By the end of this course, students will:

**E3.1** describe local and global variations in family forms (*e.g., extended families, families led by same-sex partners, polygamous families*)

**E3.2** explain how a variety of global challenges (*e.g., war, famine, AIDS, use of child labour, natural disasters*) affect the lives of children and adolescents

**Teacher prompt:** “For a teenager whose childhood was spent in a war-torn country, what are some possible effects of that experience on her social development?”

**E3.3** demonstrate an understanding of how expectations related to the behaviour and treatment of children and adolescents vary or have varied in different cultures and historical periods (*e.g., up to the industrial period in Western countries, adolescents were viewed as adults*)

**E3.4** describe strategies and activities that can be used in formal and informal settings to ensure that environments for children and adolescents are free from bias and respectful of diversity

**Teacher prompt:** “How would you choose materials to put on the walls of a before-school and after-school centre to ensure that the children in the centre can see themselves reflected in the environment?”

**E3.5** compare various forms of childcare in different cultures (*e.g., extended families, kibbutzim*)

**E3.6** identify various organizations in the community that provide support to families (*e.g., children’s aid societies, Dietitians of Canada, police, newcomers’ support centres, family counselling agencies, Native friendship centres, breakfast programs*)

# GENERAL SOCIAL SCIENCES

## OVERVIEW

The social sciences examine human behaviour, including its causes and consequences, at the individual, societal, cultural, and global levels. The three courses in the general social sciences focus on theories and research from the fields of anthropology, psychology, and sociology with the goal of developing students' understanding of people as individuals and groups and of social institutions.

These courses provide the opportunity for students to explore human behaviour, social groups, institutions, and various societies by examining various contemporary issues. In these courses, students develop their awareness of and ability to use social science methodologies and perspectives to examine the causes of and responses to challenges such as technological change and global inequalities.

# Introduction to Anthropology, Psychology, and Sociology, Grade 11

University Preparation

HSP3U

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This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

**Prerequisite:** The Grade 10 *academic* course in English, or the Grade 10 *academic* history course (Canadian and world studies)

# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to anthropology, psychology, and sociology, and formulate questions appropriate to each discipline to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to anthropology, psychology, and sociology (*e.g., rites of passage, identity development, effects of social networking*) to identify topics for research and inquiry

- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics

**Teacher prompt:** “A team of social scientists is studying the causes and effects of homelessness. In this study, which key concepts would be most important to the anthropologist, the psychologist, and the sociologist?”

- A1.3** formulate effective questions to guide their research and inquiry

**Teacher prompt:** “You are interested in studying the effects on young children of stereotypes in advertising. What further questions would guide your research if you were approaching this question from a psychological perspective? An anthropological perspective? A sociological perspective? What are the limitations of each perspective in addressing this research question?”

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method; identify sources of information; develop research tools such as surveys or questionnaires*), ensuring that their plans follow guidelines for ethical research

**Teacher prompts:** “What are some ways to locate reliable sources of information?” “For which purposes might websites such as Wikipedia be adequate sources of information? What are the risks of relying on websites such as Wikipedia?” “What methods would you use to ensure that you are following ethical guidelines when you develop surveys or interviews?” “What is the Tri-council Policy Statement on Ethical Conduct for Research Involving Humans? What does this policy statement say about doing research in Aboriginal communities?”

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews, observations, surveys, questionnaires, original documents in print or other media – film, photographs*) and/or secondary sources (*e.g., textbooks, literature reviews, research reports, newspaper and magazine articles*)

**Teacher prompts:** “What is the difference between primary and secondary sources in social sciences?” “Why is it important to base your research on a variety of sources rather than just one or two?”

- A2.3** based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

### A3. Processing Information

Throughout this course, students will:

- A3.1** assess various aspects of information gathered from primary and secondary sources (e.g., accuracy, relevance, reliability, inherent values and bias, voice)

**Teacher prompts:** “Can you generalize the findings of your survey to a wider population?” “What strategies can you use to determine the relevance of the information you have gathered?” “If two information sources contradict each other, how might you determine which is more reliable?” “What values are embedded in the information source?” “Whose voices are represented and whose are absent?” “Whose interests are advanced if you believe the message of this source?”

- A3.2** record and organize information and key ideas using a variety of formats (e.g., notes, graphic organizers, summaries, audio/digital records)

- A3.3** analyse and interpret research information (e.g., compare information gathered from primary and secondary sources; determine whether similar information is found in different sources)

- A3.4** demonstrate academic honesty by documenting the sources of all information generated through research

- A3.5** synthesize findings and formulate conclusions (e.g., determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research questions; assess the extent to which their results may be affected by factors not included in their research design)

### A4. Communicating and Reflecting

Throughout this course, students will:

- A4.1** use an appropriate format (e.g., oral presentation, poster, written research report, multimedia presentation, seminar, web page) to communicate the results of their research and inquiry effectively for a specific purpose and audience

- A4.2** use terms relating to anthropology, psychology, and sociology correctly (e.g., functionalism, structuralism, feminism, culture, socialization, ethnography, survey, archaeology, temperament)

- A4.3** clearly communicate the results of their inquiries (e.g., write clearly, organize ideas logically, use language conventions properly), and follow APA conventions for acknowledging sources (e.g., generate a reference list in APA style, use in-text author-date citations)

- A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

**Teacher prompts:** “How might the research methods you used have affected the results you obtained?” “What steps might you take to enhance your research/inquiry skills?”

## B. ANTHROPOLOGY

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Theories, Perspectives, and Methodologies:** demonstrate an understanding of major theories, perspectives, and research methods in anthropology;
- B2. Explaining Human Behaviour and Culture:** use an anthropological perspective to explain how diverse factors influence and shape human behaviour and culture;
- B3. Socialization:** use a cultural anthropology perspective to explain patterns of human socialization.

### SPECIFIC EXPECTATIONS

#### B1. Theories, Perspectives, and Methodologies

By the end of this course, students will:

- B1.1** explain the significance of contributions of influential anthropologists (*e.g., Noam Chomsky, Charles Darwin, Jane Goodall, the Leakeys, Margaret Mead, Edward Sapir, Marvin Harris, Richard Lee, Biruté Galdikas, Sherry Ortner*)
- B1.2** outline the key ideas of the major anthropological schools of thought (*e.g., functionalism, structuralism, cultural materialism, feminist anthropology, postmodern or postcolonial anthropology*) and explain how they can be used to analyse features of cultural systems  
**Teacher prompts:** “What are some important differences between a feminist and a structuralist approach to studying culture?” “How would a feminist and a structuralist differ in their explanation of the causes of the under-representation of women in politics?” “How would a positivist ethnographer and an ethnographer committed to decolonizing methodologies differ in their approaches? Why are different approaches necessary? What possibilities and limitations does each approach offer? How do you select the appropriate approach for any given research project?”
- B1.3** explain significant issues in different areas of anthropology (*e.g., linguistic anthropology, physical anthropology, cultural anthropology, forensic anthropology, primatology*)

**Teacher prompts:** “How does language relate to self-perceptions of identity and others’ perceptions of identity?” “How do the findings of physical anthropologists relate to various theories about the development of human civilization?” “Can observers from one culture avoid bias in studying another culture? How is ‘bias’ different from ‘subject position’? How might a researcher’s subject position inform his or her research and broaden or limit its scope?” “What is cultural relativism, and why is it central to cultural anthropology?” “Are there any cultural universals or universal taboos?” “How does the study of the behaviour of non-human primates relate to various theories about human behaviour?” “How do the findings of forensic anthropology support or enhance the work of physical and cultural anthropologists?” “How do social media affect culture?”

- B1.4** explain the main research methods used for conducting anthropological research (*e.g., participant observation, oral history, semi-structured interview, ethnography, genealogy, archaeological excavation, decolonizing research methods*), and assess critiques of the various methods

**Teacher prompts:** “Why are surveys and experiments rarely used in anthropological research?” “What is an artefact and why are artefacts so important in anthropological research?” “What is meant by the term *Western gaze*, and why is it a central concept in critiques of anthropological research?”

## B2. Explaining Human Behaviour and Culture

By the end of this course, students will:

- B2.1** explain, from an anthropological perspective, how various factors (*e.g., physical environment, globalization, pandemics*) influence and shape human behaviour and culture (*e.g., technology, language, social structures, law, politics, religion and ritual, art*)

**Teacher prompts:** “What features of Bedouin culture reflect the people’s response to environmental conditions such as geographic location and climate?” “What are some ways in which geographic location has influenced the development of Inuit cultures?”

- B2.2** describe, from an anthropological perspective, the effects that diffusion, assimilation, and multiculturalism have on culture

**Teacher prompt:** “What are some ways in which minority cultural groups resist assimilation by a dominant culture (*e.g., dress, food, language, religious practices, community associations*)?”

- B2.3** explain how studying cultural systems of different times, places, and groups helps anthropologists understand human behaviour and culture in the present

**Teacher prompts:** “What is the value of doing ethnographies of ‘Western’ subcultures such as professional communities of information technology specialists or elite athletes?” “How

might an anthropologist study our school culture? How might the results differ if the anthropologist were an outsider to the school rather than an insider?”

## B3. Socialization

By the end of this course, students will:

- B3.1** explain how culture produces diverse forms of human behaviour (*e.g., explain variations in rites of passage, language, family roles, or political practices from one culture to another*)

**Teacher prompts:** “How does language shape individual or group awareness and understanding?” “What are some likely effects of eradicating languages?” “How and why has English come to dominate the globe, and what is the impact of this domination?” “How does a culture’s relationship with the land influence the environmental values of its people?”

- B3.2** explain ways in which culture is an agent of socialization (*e.g., in communicating and upholding such things as kinship rights and obligations, social customs, religious practices*)

**Teacher prompts:** “How are cultural norms passed along from generation to generation? What may be the costs for any one individual of going against one’s cultural norms?” “How are the transmission lines of culture from generation to generation different in multicultural and multi-ethnic communities?”



## C. PSYCHOLOGY

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Theories, Perspectives, and Methodologies:** demonstrate an understanding of major theories, perspectives, and research methods in psychology;
- C2. Explaining Human Mental Processes and Behaviour:** use a psychological perspective to explain how diverse factors influence and shape human mental processes and behaviour;
- C3. Socialization:** use a psychological perspective to analyse patterns of socialization.

### SPECIFIC EXPECTATIONS

#### C1. Theories, Perspectives, and Methodologies

By the end of this course, students will:

- C1.1** explain the significance of contributions of influential psychologists (*e.g., Erik Erikson, Sigmund Freud, Carl Jung, Abraham Maslow, Ivan Pavlov, Carl Rogers, B. F. Skinner, Thomas Bouchard, Mary Ainsworth, Leta Stetter Hollingworth, Carol Gilligan*)

- C1.2** summarize the key ideas of major psychological theories (*e.g., psychodynamic theory, behaviourism, cognitive theory, humanistic theory, feminist psychology theory*), and explain how they can be used to understand human behaviour

**Teacher prompts:** “How would a humanist therapist and a behaviourist therapist treat depression? What ideas influence their different approaches?” “If you were a school principal, how might Skinner’s theory of operant conditioning help you devise a strategy to decrease the number of students skipping class? How would this strategy differ from one based on Maslow’s theory?”

- C1.3** explain the contribution to understanding human behaviour of various psychological approaches (*e.g., clinical, experimental, personality, abnormal, and developmental psychology*)

**Teacher prompts:** “What are the similarities and differences between clinical and experimental psychology? How do the fields of clinical and experimental psychology inform one another?”

“What is developmental psychology? Why would it be important for a clinical psychologist to have a good understanding of developmental psychology?”

- C1.4** compare the major research methods used for conducting psychological research (*e.g., experiments, surveys, observations*), and assess critiques of the various methods

**Teacher prompts:** “If the double-blind experiment is considered by many to be the gold standard in research, why do psychologists also use surveys, observations, and questionnaires?” “Why has psychology been criticized for maintaining the status quo? In what ways have psychological research methods been especially implicated in such critiques?”

#### C2. Explaining Human Mental Processes and Behaviour

By the end of this course, students will:

- C2.1** explain, from a psychological perspective, how various influences (*e.g., heredity, environment, personality, identity, developmental stage, attachment*) contribute to an individual’s psychological development

**Teacher prompts:** “According to psychology, how might nature and nurture influence a person’s addictive behaviours?” “In what ways is the teenage brain not fully developed? How might this affect an adolescent’s ability to make wise decisions?”

- C2.2** explain, from a psychological perspective, ways in which context and the influence of other individuals can affect people’s emotional and

behavioural responses (e.g., at work, within a family, in sports groups/clubs, in crowds, in urban versus rural areas, among bystanders)

**Teacher prompt:** “In the case of Kitty Genovese, how might the outcome have differed if the incident had occurred in a close-knit community?”

- C2.3** explain how diverse psychological factors (e.g., motivation, perception, attitudes, mental health, temperament) influence individual behaviour

**Teacher prompt:** “How does an individual’s mental health affect his or her learning, employment, and relationships?”

### C3. Socialization

By the end of this course, students will:

- C3.1** identify and describe the role of socialization in the psychological development of the individual (e.g., effects of social isolation on language development, effects of group play experiences on emotional development)

**Teacher prompts:** “What does the example of feral children teach us about the effect of isolation on language, intellectual, and emotional development?” “What do we know about the effects on social skills of substituting virtual social experiences (e.g., through television or computer games) for face-to-face social experiences with peers?”

- C3.2** assess how diverse personality traits (e.g., introversion, openness to experience, perfectionism) shape human behaviour and interaction in a variety of environments

**Teacher prompts:** “Why might a college or employer ask questions to determine personality type in considering a person’s suitability for a specific career?” “How would a student who is a perfectionist behave in group assignments? What are some differences between leadership and controlling behaviour?”

- C3.3** analyse the procedures of and ethical problems associated with major psychological experiments in socialization (e.g., Zimbardo’s Stanford prison experiment, Asch’s conformity experiment, Milgram’s obedience-to-authority experiment, Elliot’s “Blue-Eyed/Brown-Eyed” experiment)

**Teacher prompts:** “In Zimbardo’s prison experiment, what roles did the guards and inmates play?” “How might the results of Zimbardo’s prison experiment differ if the study were conducted today?” “How would you design and implement an ethical social psychology experiment to show conformity?”

## D. SOCIOLOGY

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Theories, Perspectives, and Methodologies:** demonstrate an understanding of major theories, perspectives, and research methods in sociology;
- D2. Explaining Social Behaviour:** use a sociological perspective to explain how diverse factors influence and shape individual and group social behaviour;
- D3. Socialization:** use a sociological perspective to explain patterns of socialization.

### SPECIFIC EXPECTATIONS

#### D1. Theories, Perspectives, and Methodologies

By the end of this course, students will:

- D1.1** explain the significance of contributions of various theorists to the field of sociology (*e.g., Emile Durkheim, Karl Marx, Edward Said, Max Weber, Dorothy Smith, Charles Wright-Mills, Reginald Bibby, Gordon Allport, George Dei, Ibn Khaldun*);
- D1.2** summarize the key ideas of the major sociological schools of thought (*e.g., structural functionalism, symbolic interactionism, conflict theory, feminist perspective*), and explain how they can be used to analyse social behaviour  
**Teacher prompts:** “How might a structural functionalist and a symbolic interactionist differ in their explanations for low voter turnout during an election?” “Why is the ‘sociological imagination’ important for understanding individual problems that are affected by social institutions?”
- D1.3** identify and explain the main research methods that are used for conducting sociological research (*e.g., surveys, case studies, observations, secondary analysis of statistical results, content analysis, focus groups*), and assess critiques of the various methods  
**Teacher prompt:** “For which types of research questions would observation be a more appropriate research method than a survey? What possibilities and limitations does each method offer?”

#### D2. Explaining Social Behaviour

By the end of this course, students will:

- D2.1** explain, from a sociological perspective, how diverse factors (*e.g., social norms and expectations, social structures, social distinctions, socio-economic status, geographic location, physical environment, media coverage*) influence and shape individual and group behaviour  
**Teacher prompt:** “Which influence is most significant in fostering deviance: media, peers, or socio-economic status?”
- D2.2** explain, from a sociological perspective, the relationship between prejudice and individual and systemic discrimination (*e.g., on the basis of gender, race, socio-economic status, sexual orientation, ability, religion, age, appearance*), and describe their impacts on individuals and society  
**Teacher prompts:** “What is the impact of heterosexism on individuals in our society?” “How are stereotypes portrayed in the media and reinforced in individual behaviour?” “How could you identify examples of racism or sexism or classism in your school using a survey or participant observation?”
- D2.3** explain, from a sociological perspective, how diverse influences (*e.g., culture, religion, economics, media, technology*) shape social behaviour (*e.g., dating and courtship, social networking, bullying, following trends and fads*)  
**Teacher prompts:** “How do new digital technologies affect teens’ social behaviours?” “What factors might contribute to changes

in social attitudes regarding, for example, drinking and driving or environmentally responsible behaviour?”

### D3. Socialization

By the end of this course, students will:

**D3.1** explain how structural changes take place in social institutions (*e.g., family; religious institutions; legal, political, educational, and health systems; the military*) in response to diverse influences (*e.g., demographic or economic change, introduction of the Canadian Charter of Rights and Freedoms, social movements*)

**Teacher prompts:** “How has awareness of Aboriginal sentencing circles influenced the Canadian justice system?” “How have Ontario schools changed over the past few decades in response to increased ethnocultural diversity in the province?”

**D3.2** explain the ways in which social structures (*e.g., economy, family, class, race, gender*) affect individual and group behaviour

**Teacher prompts:** “Why do more thirty- and forty-year-olds return to school during economic downturns?” “Why might some progressive, egalitarian couples fall back on stereotypical gender roles when they become new parents?” “How do institutions use racial profiling, and what is the impact on individuals and groups?”

**D3.3** evaluate the relative influence of primary agents of socialization (*e.g., family, peers*) and secondary agents of socialization (*e.g., media, religion*) on the socialization of the individual

**Teacher prompt:** “Between family and peers, which has the greater influence on the behaviour of four-year-olds? Ten-year-olds? Sixteen-year-olds?”

# Introduction to Anthropology, Psychology, and Sociology, Grade 11

College Preparation

HSP3C

This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. Students will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines.

**Prerequisite:** None

# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to anthropology, psychology, and sociology, and formulate questions appropriate for each discipline to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to anthropology, psychology, and sociology (*e.g., addictions, gender socialization, rites of passage*) to identify topics for research and inquiry

- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics

**Teacher prompt:** “A team of social scientists is studying the causes and effects of homelessness. In this research, which key concepts would be most important to the anthropologist, the psychologist, and the sociologist?”

- A1.3** formulate effective questions to guide their research and inquiry

**Teacher prompt:** “How could you use a survey or participant observation study to assess the extent of racism, sexism, or classism in your school?”

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., if conducting primary research, outline purpose and method; identify sources of information*), ensuring that their plans follow guidelines for ethical research

**Teacher prompts:** “What steps can you take to ensure that you are not asking leading questions in your survey?” “For which purposes might websites such as Wikipedia be adequate sources of information? What are the risks of relying on websites such as Wikipedia?” “What is informed consent, and why is it important in social science research?”

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews, observations, surveys, questionnaires, original documents in print or other media – film, photographs*) and/or secondary sources (*e.g., textbooks, research reports, newspaper and magazine articles*)

**Teacher prompts:** “What is the difference between primary and secondary sources in social science? How can you determine whether a source is a primary or secondary source?” “What criteria would you use to choose the best secondary sources related to your research question?”

- A2.3** based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

### A3. Processing Information

Throughout this course, students will:

**A3.1** assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, voice*)

**Teacher prompts:** “What criteria can you use to determine potential biases of an author?”  
“How can you assess sources for reliability?”

**A3.2** record and organize information and key ideas using a variety of formats (*e.g., notes, graphic organizers, summaries, audio/digital records*)

**A3.3** analyse and interpret research information (*e.g., compare information gathered from primary and secondary sources; determine whether similar information is found in different sources*)

**A3.4** demonstrate academic honesty by documenting the sources of all information generated through research

**A3.5** synthesize findings and formulate conclusions (*e.g., weigh and connect information to determine the answers to their research questions*)

### A4. Communicating and Reflecting

Throughout this course, students will:

**A4.1** use an appropriate format (*e.g., oral presentation, brochure, flyer, poster, multimedia presentation, web page*) to communicate the results of their research and inquiry effectively for a specific purpose and audience

**A4.2** use terms relating to anthropology, psychology, and sociology correctly (*e.g., functionalism, structuralism, feminism, culture, socialization, ethnography, survey, archaeology, temperament, behaviour*)

**A4.3** clearly communicate the results of their inquiries (*e.g., write clearly, organize ideas logically, use language conventions properly*), and follow APA conventions for acknowledging sources (*e.g., generate a reference list in APA style*)

**A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

**Teacher prompts:** “How did the primary and/or secondary sources you used confirm what you already knew and understood about the topic? How did your sources contradict what you thought was true?” “Some people say that social science is based on common sense. In what ways did your research and/or inquiry show the value of research in social science?” “What steps might you take to enhance your research/inquiry skills?”



## B. ANTHROPOLOGY

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Theories, Perspectives, and Methodologies:** demonstrate an understanding of major theories, perspectives, and research methods in anthropology;
- B2. Explaining Human Behaviour and Culture:** use an anthropological perspective to explain how diverse factors influence and shape human behaviour and culture;
- B3. Socialization:** use a cultural anthropology perspective to explain patterns of human socialization.

### SPECIFIC EXPECTATIONS

#### B1. Theories, Perspectives, and Methodologies

By the end of this course, students will:

- B1.1** identify significant contributions of influential anthropologists (*e.g., Noam Chomsky, Charles Darwin, Jane Goodall, the Leakeys, Margaret Mead, Edward Sapir, Marvin Harris, Richard Lee, Biruté Galdikas, Sherry Ortner*)

- B1.2** outline the key ideas of major anthropological schools of thought (*e.g., functionalism, structuralism, cultural materialism, feminist anthropology*), and explain how they can be used to understand features of cultural systems

**Teacher prompts:** “What are some important differences between a functionalist and a structuralist approach to studying culture?” “How would a cultural materialist explain differences between urban, suburban, and rural youth?”

- B1.3** describe significant issues in different areas of anthropology (*e.g., linguistic, physical, cultural, and forensic anthropology; primatology*)

**Teacher prompts:** “What are the big questions in primatology?” “What are the big questions in ethnology?” “Are there any cultural universals or universal taboos?” “How can observers from one culture avoid bias in studying another culture?” “How do social media affect culture?”

- B1.4** describe the main research methods used for conducting anthropological research (*e.g., participant observation, oral history, semi-structured interview, ethnography, genealogy, archaeological excavation, decolonizing research methods*), and explain critiques of the various methods

**Teacher prompts:** “What are the skills and attitudes required for participant observation?” “What is an artefact, and why are artefacts so important in anthropological research?” “What key concerns do critics of anthropological research express? According to critics, in what ways may anthropological research methods have contributed to racist beliefs about non-Western cultures?”

#### B2. Explaining Human Behaviour and Culture

By the end of this course, students will:

- B2.1** describe, from an anthropological perspective, how various factors (*e.g., physical environment, globalization, pandemics*) influence and shape human behaviour and culture (*e.g., technology, language, social structures, law, politics, religion and ritual, art*)

**Teacher prompts:** “In what ways does the threat of a pandemic influence human behaviour?” “How has environmental consciousness changed behaviour and culture?”

- B2.2** identify the effects that diffusion, assimilation, and multiculturalism have on culture

**Teacher prompt:** “What do you know about how the residential school system affected First Nation, Inuit, and Métis cultures and languages?”

- B2.3** explain how studying cultural systems of different times and places helps anthropologists understand human behaviour and culture in the present

**Teacher prompt:** “How does the study of marriage customs in the past help us understand male and female roles in modern societies?”

### B3. Socialization

By the end of this course, students will:

**B3.1** explain how culture produces diverse forms of human behaviour (*e.g., explain variations in rites of passage, language, family roles, the development of subcultures, or political practices from one culture to another*)

**Teacher prompts:** “How are the rites of passage for adolescents and young adults the same and different in three different cultures?”

What characteristics of these cultures might explain the different practices?”  
“What subcultures exist in your school and community? How do these different subcultures affect people’s behaviour?”

**B3.2** describe ways in which culture is an agent of socialization (*e.g., in communicating and upholding such things as kinship rights and obligations, social customs, religious practices*)

**Teacher prompts:** “How do children learn about the religious practices, customs, and beliefs of their communities? In what ways can this process be called ‘socialization’?”  
“How are cultural norms passed along from generation to generation?”

## C. PSYCHOLOGY

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Theories, Perspectives, and Methodologies:** demonstrate an understanding of major theories, perspectives, and research methods in psychology;
- C2. Human Mental Processes and Behaviour:** use a psychological perspective to describe how diverse factors influence and shape human mental processes and behaviour;
- C3. Socialization:** use a psychological perspective to explain patterns of socialization.

### SPECIFIC EXPECTATIONS

#### C1. Theories, Perspectives, and Methodologies

By the end of this course, students will:

- C1.1** identify significant contributions of influential psychologists (*e.g., Erik Erikson, Sigmund Freud, Carl Jung, Abraham Maslow, Ivan Pavlov, Carl Rogers, B. F. Skinner, Thomas Bouchard, Mary Ainsworth, Carol Gilligan*)
- C1.2** outline the key ideas of major psychological theories (*e.g., psychodynamic theory, behaviourism, cognitive theory, humanistic theory*), and explain how they can be used to understand human behaviour  
*Teacher prompts:* “What are some important differences between the behaviourist and the psychodynamic theories of human behaviour?” “From a humanist perspective, how does self-esteem affect school performance?” “If you were a school principal, how might Skinner’s theory of operant conditioning help you devise a strategy to decrease the number of students skipping class?”
- C1.3** compare significant psychological approaches to the study of human behaviour (*e.g., clinical, experimental, personality, abnormal, and developmental psychology*)  
*Teacher prompt:* “What are the main differences between clinical and experimental psychology? How does each influence the other?”
- C1.4** describe the main research methods used for conducting psychological research (*e.g., experiments, surveys, observations*), and explain critiques of the various methods

*Teacher prompts:* “What is an experiment, and how is it different from a survey or a questionnaire?” “The possibility and the desirability of objectivity in psychological research have been questioned. For what reasons?”

#### C2. Human Mental Processes and Behaviour

By the end of this course, students will:

- C2.1** describe, from a psychological perspective, how various factors (*e.g., heredity, environment, personality, identity, developmental stage, level of attachment*) influence and shape an individual’s psychological development  
*Teacher prompt:* “How do relationships with peers affect an individual’s sense of self? To what extent does the impact depend on the individual’s developmental stage?”
- C2.2** describe, from a psychological perspective, ways in which context and the influence of other individuals can affect people’s emotional and behavioural responses (*e.g., at work, within a family, in sports groups/clubs, in crowds, in urban versus rural areas, among bystanders*)  
*Teacher prompt:* “What are some psychological explanations for mob behaviour? In what ways does psychology fail to provide an adequate explanation?”
- C2.3** describe how diverse psychological factors (*e.g., motivation, perception, attitudes, mental health, temperament*) influence individual behaviour  
*Teacher prompt:* “How do different temperaments influence people’s response to aggression?”

### C3. Socialization

By the end of this course, students will:

- C3.1** identify the role of socialization in the psychological development of the individual (*e.g., effects of direct teaching of social skills, effects of social isolation*)

**Teacher prompts:** “How does social acceptance affect an individual’s psychological development?” “How does social isolation affect emotional, social, intellectual, and linguistic development?”

- C3.2** describe how diverse personality traits (*e.g., introversion, openness to experience, perfectionism*) shape human behaviour and interaction in a variety of environments

**Teacher prompt:** “How might an extrovert and an introvert differ in the way they deal with stress?”

- C3.3** describe the procedures of and ethical problems associated with major psychological experiments in socialization (*e.g., Zimbardo’s Stanford prison experiment, Asch’s conformity experiment, Milgram’s obedience-to-authority experiment, Elliot’s “Blue-Eyed/Brown-Eyed” experiment*)

**Teacher prompts:** “What are the components of an ethical experiment?” “In what ways were Zimbardo’s, Asch’s, Milgram’s, and Elliot’s experiments unethical? How could these experiments be modified to be more ethical?”

## D. SOCIOLOGY

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Theories, Perspectives, and Methodologies:** demonstrate an understanding of major theories, perspectives, and research methods in sociology;
- D2. Explaining Social Behaviour:** use a sociological perspective to explain how diverse factors influence and shape social behaviour;
- D3. Socialization:** use a sociological perspective to explain patterns of socialization.

### SPECIFIC EXPECTATIONS

#### D1. Theories, Perspectives, and Methodologies

By the end of this course, students will:

- D1.1** identify the significant contributions of influential sociologists (*e.g., Emile Durkheim, Karl Marx, Edward Said, Max Weber, Dorothy Smith, Charles Wright-Mills, Gordon Allport, Reginald Bibby, George Dei, Ibn Khaldun*)
- D1.2** outline the key ideas of the major sociological schools of thought (*e.g., structural functionalism, symbolic interactionism, conflict theory, feminist perspective*), and explain how they can be used to understand social behaviour  
*Teacher prompts:* “From a feminist perspective, why is there inequality in the workplace?” “Why is it important to consider social as well as individual factors when trying to understand issues such as poverty or unemployment?”
- D1.3** identify and describe the main research methods that are used for conducting sociological research (*e.g., surveys, case studies, observations, secondary analysis of statistical results, content analysis, focus groups*), and describe critiques of the various methods  
*Teacher prompt:* “What method or methods would you use to determine the relationship between the academic performance of Grade 11 students and the amount of time spent in employment or playing sports? What would be the limitations of sociological research methods for addressing this research question?”

#### D2. Explaining Social Behaviour

By the end of this course, students will:

- D2.1** describe, from a sociological perspective, how diverse factors (*e.g., social norms and expectations, social structures, social sanctions, social distinctions, socio-economic status, geographic location, physical environment, media coverage*) influence and shape individual and group behaviour (*e.g., conformity, obedience, discrimination, “groupthink”, choice of occupation*)  
*Teacher prompts:* “In what ways does socio-economic status affect people’s career choices?” “How are social norms and expectations, such as standing for the national anthem, communicated? What sanctions take place when a person does not stand for the playing of the national anthem?”
- D2.2** explain the relationship between prejudice and individual and systemic discrimination (*e.g., on the basis of gender, race, socio-economic status, sexual orientation, ability, religion, age, appearance*), and describe their impacts on individuals and society  
*Teacher prompts:* “What is the impact of heterosexism on individuals and society?” “How are stereotypes conveyed in the media, and how do these stereotypes affect individual behaviour?”
- D2.3** describe, from a sociological perspective, ways in which diverse influences (*e.g., culture, religion, economics, technology*) shape social behaviour (*e.g., dating and courtship, social networking, bullying, following trends and fads*)

**Teacher prompts:** “How might culture influence dating and courtship practices?” “How do fads affect your behaviour?”

### D3. Socialization

By the end of this course, students will:

**D3.1** describe how structural changes take place in social institutions (*e.g., family; religious institutions; legal, political, educational, and health systems; the military*) in response to diverse influences (*e.g., demographic or economic change, the growth of environmentalism, the introduction of the Canadian Charter of Rights and Freedoms, social movements*)

**Teacher prompts:** “How have environmental initiatives affected your school and local institutions?” “How has awareness of restorative justice practices influenced the Canadian justice system?” “To what extent have the events of September 11, 2001, changed our social institutions?” “How has immigration changed social institutions in Canada?”

**D3.2** describe ways in which social structures (*e.g., economy, family, class, gender, race*) affect individual and group behaviour

**Teacher prompts:** “How might an economic downturn affect some people’s decisions to go to college or university?” “How does socio-economic status affect the job possibilities that people perceive for themselves?” “What is racial profiling, and what is the impact of racial profiling on individuals and groups?” “How can social structures work to convince individuals to behave in a more environmentally responsible manner?”

**D3.3** compare the relative influence of primary agents of socialization (*e.g., family, peers*) and secondary agents of socialization (*e.g., media, religion*) on the socialization of the individual

**Teacher prompt:** “What are some ways in which diverse agents of socialization affect people’s life decisions? Which have the most influence on you and your peers? On your family? On public figures?”

# Challenge and Change in Society, Grade 12

University Preparation

HSB4U

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This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

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



# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to the analysis of social change, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to the analysis of social change (*e.g., social and economic factors leading to political changes*) to identify topics for research and inquiry
- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics
- A1.3** formulate effective questions to guide their research and inquiry  
**Teacher prompt:** “If you were interested in studying social changes that have taken place in response to demographic changes in Canada, how might you determine which social changes you will study? Which demographic changes do you think are most relevant?”

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method; identify sources of information, develop research tools such as surveys or questionnaires*), ensuring that their plans follow guidelines for ethical research  
**Teacher prompts:** “What are some ways to locate reliable sources of information?” “What

methods would you use to ensure that you are following ethical guidelines when you develop surveys or interviews?” “What is the Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans? Why has the Tri-Council developed a separate policy on ethical standards for research with indigenous and vulnerable populations?”

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews, observations, surveys, questionnaires, original documents in print or other media – published primary research, film, photographs, data sets from Statistics Canada*) and/or secondary sources (*e.g., book reviews, textbooks, literature reviews*)
- A2.3** based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

### A3. Processing Information

Throughout this course, students will:

- A3.1** assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, voice*)  
**Teacher prompts:** “Can you generalize the findings of your survey to a wider population?” “What strategies can you use to determine

the relevance of the information you have gathered?" "What values are embedded in these sources?" "Whose voices are represented and whose are absent?" "Whose interests are advanced if you believe the message of this source?"

- A3.2** record and organize information and key ideas using a variety of formats (*e.g., notes, graphic organizers, summaries, audio/digital records*)
- A3.3** analyse and interpret research information (*e.g., compare information gathered from primary and secondary sources; determine whether similar information is found in different sources*)
- A3.4** demonstrate academic honesty by documenting the sources of all information generated through research
- A3.5** synthesize findings and formulate conclusions (*e.g., determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research questions; assess the extent to which their research may be affected by factors not included in their research design*)

## A4. Communicating and Reflecting

Throughout this course, students will:

- A4.1** use an appropriate format (*e.g., oral presentation, brochure, flyer, poster, research report, seminar, web page*) to communicate the results of their research and inquiry effectively for a specific purpose and audience
- A4.2** use terms relating to social change correctly (*e.g., functionalism, structuralism, feminism, paradigm shift, cognitive dissonance*)
- A4.3** clearly communicate the results of their inquiries (*e.g., write clearly, organize ideas logically, use language conventions properly*), and follow APA conventions for acknowledging sources (*e.g., generate a reference list in APA style, use in-text author-date citations*)
- A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

**Teacher prompts:** "How might the research methods you used have affected the results you obtained?" "What steps might you take to enhance your research/inquiry skills?"

# B. SOCIAL CHANGE

## OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Foundations for the Study of Social Change:** demonstrate an understanding of the major theories, perspectives, and methodologies related to social change;
- B2. Causes and Effects of Social Change:** demonstrate an understanding of the causes and effects of social change;
- B3. Technological Change:** demonstrate an understanding of patterns and effects of technological change from a social science perspective.

## SPECIFIC EXPECTATIONS

### B1. Foundations for the Study of Social Change

By the end of this course, students will:

- B1.1** outline and compare the key ideas of major theories used to explain social change (*e.g., functionalism, conflict theory, interpretive theories, feminism, cultural materialism, structuralism, humanism, queer theory, cognitive theory*)

**Teacher prompt:** “What are the main similarities and differences between functionalism, conflict theory, and interpretive theories? How might you use a Venn diagram to compare these theories?”

- B1.2** describe various psychological, social, material, or cultural conditions that are used to explain social change (*e.g., cognitive dissonance, paradigm shift, class struggle, tension and adaptation, material and/or cultural change, globalization*)

**Teacher prompts:** “What are some positive and negative changes in society that can be traced to developments in technology?” “What is meant by the term *paradigm shift*? What are some examples of paradigm shifts in science that have led to important social change?”

- B1.3** explain major social science methodologies and research designs (*e.g., qualitative and quantitative methods, critical ethnography, participant observation, survey, field observation, interview, experiment, focus group*)

**Teacher prompt:** “Suppose a school board is considering restructuring local schools. What would be the best method of collecting reliable

and valid data to use in comparing the viability of the various schools? What would be the benefits of using qualitative data? What would be the benefits of using quantitative data?”

### B2. Causes and Effects of Social Change

By the end of this course, students will:

- B2.1** describe ways in which influential Canadian leaders have contributed to social change (*e.g., Nellie McClung, Agnes Macphail, Tommy Douglas, Lester B. Pearson, Pierre Trudeau, David Suzuki, Phil Fontaine, Roberta Jamieson, Adrienne Clarkson*)

- B2.2** explain how various economic, environmental, political, or sociocultural factors (*e.g., global warming/climate change, environmental activism, the threat of separatism, leadership changes, pluralism*) can lead to social change, and how other factors (*e.g., cost, traditional values, fear of negative consequences*) can create resistance to change

**Teacher prompt:** “What are some changes in our society that have resulted or that may result from attempts to deal with the challenge of climate change? What are some factors that make it difficult to respond to this challenge?”

- B2.3** explain various means of creating social change (*e.g., direct action, protest, advocacy, community organization, revolution, political activism*)

**Teacher prompt:** “What were some of the means by which same-sex marriage became legally and socially recognized in Canada?”

**B2.4** explain the relationships between conformity, alienation, and social change (e.g., *conformity discourages social change; feelings of alienation on a group level sometimes lead to movements to bring about social change; drastic social change sometimes leads to greater conformity*)

**Teacher prompt:** “How did feelings of alienation among France’s citizens of North African descent lead to riots in the summer of 2005? What changes have resulted from the riots?”

**B2.5** explain the relationships between poverty, affluence, and social change (e.g., *the effects of the digital divide and/or unequal access to higher education on the social and economic prospects of different groups*)

**Teacher prompt:** “In what ways could unequal access to technology be seen as a form of discrimination?”

**B2.6** explain the impact of social change on individuals in Canada and on Canadian society (e.g., *increased participation of women in the workforce has led to increased need for parental-leave provisions and daycare services; increased recognition of climate change has brought environmental issues to the forefront of political and economic debates; demographic changes have created a need for legal changes to prevent harassment and discrimination*)

**Teacher prompt:** “How have the roles of women in Canada changed? What are some effects of these changes on women themselves and on Canadian society?”

**Teacher prompt:** “In what ways are technological changes advantageous to some while being disadvantageous to others?”

**B3.2** explain how various new technologies (e.g., in medicine, education, entertainment, health and wellness) can affect social structures and interactions

**Teacher prompts:** “How do different forms of media affect time that families and friends spend together?” “How can technology be used to increase student engagement? What are some of the risks of increased use of technology in school?” “How have new reproductive technologies affected the structure of some families?” “What are some of the ethical dilemmas regarding new technologies in medicine?” “How has the increased use of surveillance technologies affected school culture in some secondary schools?”

**B3.3** explain how technological advances (e.g., in manufacturing, agriculture, recycling) lead to cultural adaptations (e.g., *the rapid introduction of new technologies creates cultural lag that leads to social problems and conflicts*)

**Teacher prompt:** “How has the introduction of robotic technology affected workers’ roles in the automotive industry?” “What is *cultural lag*? What kinds of social problems can arise from cultural lag?”

### B3. Technological Change

By the end of this course, students will:

**B3.1** identify some recent technological changes and describe how they affect individuals (e.g., *computer technology and the Internet provide extensive opportunities for social networking; many workplace technologies place a physical strain on workers and require ergonomic remedies*)

## C. SOCIAL PATTERNS AND TRENDS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Demographics:** demonstrate an understanding of the importance of demographics as a tool for studying social patterns and trends, both nationally and globally;
- C2. Forces That Shape Social Trends:** demonstrate an understanding of how forces influence and shape social patterns and trends;
- C3. Social Deviance:** demonstrate an understanding of social science theories about social deviance, and of how various responses to deviance affect individuals and society.

### SPECIFIC EXPECTATIONS

#### C1. Demographics

By the end of this course, students will:

- C1.1** describe population trends in Canada and around the world (*e.g., rural-suburban-urban migration, the baby boom effect, differences between the demographic profiles of developed and developing nations*)  
*Teacher prompts:* “What has been the impact and what are the future implications of Canada’s changing ratio of urban to rural dwellers?” “What are some of the implications of the fact that Aboriginal people are one of the fastest-growing groups among urban populations in Canada?”
- C1.2** explain concepts related to demography (*e.g., replacement level, fertility rate, demographic transition*), and assess the social impact of demographic change  
*Teacher prompt:* “What are the possible socio-economic implications of the fact that fertility rates in Canada are below replacement level?”
- C1.3** explain the significance of immigration to Canadian society (*e.g., immigration maintains Canadian population levels; immigration is an inherent part of Canadians’ view of their society as a “mosaic”*)  
*Teacher prompt:* “Are some categories of immigrants more favoured by Canada’s immigration laws than others? What do the laws tell you about how government views the role of immigration in Canadian society?”

#### C2. Forces That Shape Social Trends

By the end of this course, students will:

- C2.1** describe how trends are shaped by various socio-economic factors (*e.g., extracurricular activity costs, access to transportation, access to computers, access to health care and education*)  
*Teacher prompt:* “How do high fuel costs influence trends in tourism?”
- C2.2** describe ways in which culture, tradition, and language influence social trends  
*Teacher prompt:* “Why are halal and kosher foods becoming more popular even among people who are not Muslim or Jewish?”
- C2.3** explain how increases in population mobility shape social patterns and trends  
*Teacher prompt:* “How does increased population mobility affect the role of extended family members in the lives of children?”
- C2.4** explain changes in the nature of work in Canada (*e.g., increase in the information economy and in service sector employment and corresponding decrease in manufacturing jobs, increase in telecommuting, increase in “credentialism”*)

#### C3. Social Deviance

By the end of this course, students will:

- C3.1** describe the key ideas of major social science theories related to deviance (*e.g., labelling theory, social control theory, differential association theory, cultural theories*)

**C3.2** summarize and interpret statistics related to social deviance, discrimination, and hate crimes

*Teacher prompts:* “How can statistics be misinterpreted?” “How can bias affect statistical results?” “In what ways can social science research contribute to the social construction of ‘deviance’ and consequent discrimination?”

**C3.3** describe various methods of deterrence used within local, national, and global institutions and societies (*e.g., restorative justice, the death penalty, sentencing circles, suspension and expulsion provisions within the education system*), and explain the reasons for each

*Teacher prompts:* “How do Canada’s gun-control laws compare with those in other English-speaking countries? How effective are Canada’s gun-control laws in limiting gun-related crimes?” “How effective are suspensions and expulsions in decreasing ‘unacceptable behaviour’ in schools?”

**C3.4** explain the relationship between social panic about crime and deviance and the attention given to these issues by media, politicians, and other social groups

*Teacher prompts:* “How accurately does reporting of crime by the media reflect long-range trends in national or regional crime statistics? What reasons might explain any discrepancies?” “How might media crime reports affect the choices people make about where to live and work and where to send their children to school?”

**C3.5** explain ways in which the deterrence of social deviance and the maintenance of civil liberties can come into conflict with one another (*e.g., with respect to Bill C-36: the Canadian Anti-Terrorism Act*)



# D. GLOBAL SOCIAL CHALLENGES

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Global Inequalities:** demonstrate an understanding of how various social structures and conditions support or limit global inequalities;
- D2. Globalization:** assess the impact of globalization on individuals and groups;
- D3. Exploitation:** analyse the impact of unfair or unjust exploitation of people or resources, locally and globally.

## SPECIFIC EXPECTATIONS

### D1. Global Inequalities

By the end of this course, students will:

- D1.1** describe the key provisions of various provincial, national, and international agreements for addressing human rights issues (e.g., the Ontario Human Rights Code, the Ontario Environmental Bill of Rights, the Canadian Charter of Rights and Freedoms, the Geneva Conventions, the United Nations Convention on the Rights of the Child)

**Teacher prompts:** “How do the grounds of discrimination in the Ontario Human Rights Code compare to the grounds of discrimination in the Canadian Charter of Rights and Freedoms?” “How are the provisions of the Geneva Conventions enforced?”

- D1.2** demonstrate an understanding of various types of discrimination (e.g., racism, homophobia, ageism, sexism, hate crimes, individual discrimination, systemic discrimination, genocide) and their impact on individuals and groups

**Teacher prompts:** “How can being labelled affect the future opportunities of a person or group?” “What are some examples of ageism shown on an individual level (e.g., jokes) and on a systemic level (e.g., government policies that could limit seniors’ access to resources)?” “In what ways is homophobia incorporated into the laws of some countries?”

- D1.3** summarize the statistics on literacy rates nationally and internationally, and assess the impact of low literacy levels on the standard of living of individuals and groups

**Teacher prompt:** “How strongly correlated are literacy levels and standard of living in Canada? Are literacy levels and standard of living as strongly correlated in other countries?”

- D1.4** explain how various socio-economic conditions (e.g., international competition, prejudice, unfavourable economic conditions, military occupation/rule) and structures (e.g., the welfare system, public health and education, non-profit social service organizations) operate to increase, entrench, or alleviate poverty

**Teacher prompts:** “What social support systems are available within your community (e.g., soup kitchens, food banks, women’s shelters)? Can you identify needs for which there are few or no supports?” “How does military occupation serve to entrench or increase poverty in a country?”

### D2. Globalization

By the end of this course, students will:

- D2.1** explain various types of arrangements between governments and transnational corporations, including the reasons for such arrangements, and describe their impact on developing nations (e.g., the impact of outsourcing of labour, tariff-free zones, maquilas, lax environmental standards, the privatization of water)

**Teacher prompts:** “How do the rights and benefits of Canadian employees compare to those of employees in developing nations?” “Who benefits the most when labour is outsourced?”



**D2.2** describe the roles of various transnational organizations (e.g., *the International Monetary Fund, the World Trade Organization, the World Health Organization*) and assess their effectiveness in carrying out their respective mandates

**D2.3** summarize the impact (e.g., *economic, social, environmental*) of globalization on Canadian society

**Teacher prompts:** “How does the size of the carbon footprint of a material item affect the calculation of its economic and social value or usefulness?” “How might globalization affect individuals’ sense of national identity?”

### D3. Exploitation

By the end of this course, students will:

**D3.1** describe the effects of unfair exploitation (e.g., *black market sales, human trafficking, the drug trade, human rights violations, use of child labour, expropriation of land*) on individuals and groups

**Teacher prompt:** “Why are children sometimes used to pick cocoa beans? What effects does the use of child labour in the chocolate industry have on children and their families?”

**D3.2** explain ways in which some Canadian government policies have resulted in unfair or unjust exploitation of individuals and groups (e.g., *policies establishing Aboriginal residential schools and Japanese internment camps; nineteenth-century policies on indentured labour; modern policies related to foreign domestic workers*)

**Teacher prompt:** “What is the impact of the Indian Act on Aboriginal women?”

**D3.3** identify environmental changes that have resulted from the unchecked exploitation of fossil-fuel resources (e.g., *environmental degradation, climate change*), and assess the impact of these changes on the well-being of Canadians

**Teacher prompts:** “In what ways are the negative effects of climate change experienced more by disenfranchised groups than by those in positions of power?” “Why have some activists argued that climate change is a human rights issue?”

# PHILOSOPHY

## OVERVIEW

Philosophy involves critical and creative thinking about fundamental questions: questions about the meaning of life, the nature of good and evil, the reliability of knowledge, the bases of human rights and responsibilities, the functions of government, the nature and value of art.

The philosophy courses in the social sciences and humanities curriculum provide students with an opportunity to think about philosophical questions in a rigorous way and to develop their understanding of the nature of philosophy as a general discipline as well as of various specialized branches of philosophy. In these courses, students explore a range of philosophical questions and learn how major philosophers and philosophical traditions have responded to these questions. Students also develop their philosophical reasoning skills: they analyse philosophers' responses to the big questions and formulate, communicate, and defend their own responses. In addition, these courses encourage students to consider the relevance of philosophy – including philosophical methods, questions, and insights – to their own personal lives as well as to broader social issues.

# Philosophy: The Big Questions, Grade 11

University/College Preparation

HZB3M

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This course encourages exploration of philosophy's big questions, such as: What is a meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyse the responses of philosophers to the big questions and formulate their own responses to them. Students will explore the relevance of philosophical questions to society and to their everyday life. They will develop research and inquiry skills as they investigate various topics in philosophy.

**Prerequisite:** None

# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to philosophical questions and/or issues, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate philosophical research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to philosophical questions and/or issues (*e.g., Does a meaningful life require that there be a divine plan? Do people living in the present have a moral obligation to redress the wrongs done by their ancestors – for example, against Aboriginal peoples? Is science the best way to gain knowledge? Can a work of art be beautiful even if it portrays evil or ugly things? Can a society that is divided between the very rich and the very poor be just?*) to identify topics for research and inquiry

- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics

- A1.3** formulate effective questions to guide their research and inquiry

**Teacher prompts:** “If you were gathering supporting arguments and evidence for the statement ‘People who are obese should face constraints similar to those that are placed on smokers’, what questions would you ask? Whose perspectives would it be important to consider?”

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method, identify sources of information*)

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews; observations; original documents in print or other media such as film, photographs, music*) and secondary sources (*e.g., research reports, textbooks, websites, brochures, newspaper articles; critical analysis in journals or book reviews*)

**Teacher prompt:** “How can you determine whether a philosophical source is primary or secondary?”

- A2.3** based on preliminary research, formulate arguments and anticipate counter-arguments

**Teacher prompts:** “What are the strongest ideas that are emerging from your initial investigation?” “Can you identify an answer to a big question of philosophy that you can support or prove?”

### A3. Processing Information

Throughout this course, students will:

**A3.1** assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, perspective*)

**Teacher prompt:** “What steps can you take to ensure that your sources are reliable?”

**A3.2** record and organize information and key ideas using a variety of formats (*e.g., notes, graphic organizers, summaries, audio/digital records*)

**A3.3** analyse and interpret research information (*e.g., compare arguments that are made in a variety of sources*)

**Teacher prompts:** “Have you generated enough supporting arguments and evidence to defend your point of view effectively?” “Have you found compelling arguments or evidence that would weaken your position? Is your support for your view strong enough to counter these arguments?”

**A3.4** demonstrate academic honesty by documenting the sources of all information generated through research

**A3.5** synthesize findings and formulate conclusions (*e.g., determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research question*)

### A4. Communicating and Reflecting

Throughout this course, students will:

**A4.1** use an appropriate format (*e.g., oral presentation, written report, formal debate, poster, multimedia presentation, web page*) to communicate the results of their research and inquiry effectively for a specific purpose and audience

**A4.2** correctly use terms relating to their chosen topics

**A4.3** clearly communicate the results of their inquiries (*e.g., write clearly, organize ideas logically, use language conventions properly*), and follow appropriate conventions for acknowledging sources (*e.g., generate notes and/or references using APA, MLA, Chicago, or Turabian style*)

**Teacher prompts:** “Have you included notes or a reference list in your work?” “Have you checked the appropriate style guide to ensure you are using the style correctly and consistently?”

**A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

**Teacher prompt:** “How did you determine whether you had considered a wide enough range of arguments to justify your conclusion?”

# B. PHILOSOPHICAL FOUNDATIONS

## OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Identifying the Big Questions:** describe the main areas of philosophy and identify the big questions that arise in each area;
- B2. Philosophers and Philosophical Traditions:** demonstrate an understanding of how major philosophers and philosophical traditions approach some of the big questions of philosophy;
- B3. Defining Terms and Concepts:** demonstrate an understanding of terms and concepts central to discussions of the big questions of philosophy, and of how these terms and concepts are used in various philosophical traditions.

## SPECIFIC EXPECTATIONS

### B1. Identifying the Big Questions

By the end of this course, students will:

- B1.1** describe the main areas of philosophy (e.g., metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics)

**Teacher prompt:** “What is the difference between the fields of metaphysics and epistemology?”

- B1.2** identify the big questions associated with each of the main areas of philosophy (e.g., metaphysics: *Is there a supreme being? What is the nature of reality? What is the meaning of life?*; ethics: *What is a good person? Are there just wars? If so, what makes them just?*; epistemology: *What is truth? Is it possible to know the world as it truly is?*; philosophy of science: *What distinguishes science from other ways of knowing? What is the nature of scientific evidence? Is it ever possible, or desirable, for a scientist to be objective?*; social and political philosophy: *What are the limits of state authority? What is the best form of government? Why? What is social justice?*; aesthetics: *What is beauty? Is censorship ever justified?*)

### B2. Philosophers and Philosophical Traditions

By the end of this course, students will:

- B2.1** describe some major philosophical traditions (e.g., Confucianism, Platonism, rationalism, empiricism, idealism, materialism), and explain how these traditions approach the big questions of philosophy

- B2.2** compare how different philosophers have answered the same big question (e.g., *Plato and Rawls on a question about justice; Aristotle and Danto on a question about the nature of art; Popper and Kuhn on a question about the nature of scientific knowledge; Hobbes and Sartre on a question about freedom; Kant and Mill on a question about moral obligation; Descartes and Hume on a question about the nature of knowledge; Aristotle and Wollstonecraft on a question about the role of women in society; Madhva and Ramanuja on a question about the nature of reality; Aristotle and Bentham on a question about the meaning of life; Conway and Descartes on a question about the nature of God; Shankara and Locke on a question about the self*)

**Teacher prompt:** “In what ways do the views of Hobbes and Rousseau differ on the question of why human societies form governments?”

**B2.3** compare how different philosophical traditions approach the same big question (e.g., *Thomism and existentialism on a question about the meaning of life; rationalism and empiricism on a question about human knowledge; liberalism and libertarianism on a question about social justice; utilitarianism and Kantianism on a question about ethical theory; expressionism and formalism on a question about the nature of art*)

**Teacher prompts:** “How would Thomists and existentialists respond to the question ‘Does life have a purpose?’” “In what ways do rationalism and empiricism differ regarding the role of the senses in the acquisition of knowledge?” “What are the differences between Rawlsian and Nozickian liberalism regarding the question of whether social justice and individual freedom are compatible?” “What are the utilitarian and Kantian positions regarding the question of whether it is ever right to tell a lie?” “How do expressionists and formalists differ in their response to the question ‘Must an object provoke an emotional response to be a work of art?’”

## B3. Defining Terms and Concepts

By the end of this course, students will:

**B3.1** define terms central to philosophical discussions of the big questions (e.g., *personal identity, nihilism, scepticism, a priori, a posteriori, personhood, essence, feminism, consciousness, altruism, Socratic method, pluralism, determinism, perception, causality, freedom, soul, knowledge, truth, virtue, morality, objectivity, subjectivity, wisdom, social contract, justice, the ideal state, rights and responsibilities, representational art, formalist art*)

**B3.2** explain the ways in which philosophical terms and concepts used by different philosophers have evolved over time, and describe how these terms and concepts are understood within different philosophical traditions

**Teacher prompts:** “How has the concept of beauty changed between ancient times and modern times?” “How might philosophers of aesthetics and metaphysics differ in their use of the term *soul*?” “What similarities and differences are there in the way John Stuart Mill and Simone de Beauvoir or Susan Moller Okin use the terms *equality* or *individual rights*?”



## C. PHILOSOPHICAL SKILLS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Philosophical Reasoning:** demonstrate an understanding of terms, methods, and fallacies associated with philosophical reasoning;
- C2. Evaluating Philosophical Responses to Big Questions:** analyse, using their own philosophical reasoning skills as well as the arguments of other critics, the strengths and weaknesses of the responses of major philosophers or schools of philosophy to some of the big questions of philosophy;
- C3. Developing Philosophical Responses:** use philosophical reasoning and critical thinking skills to formulate responses to big questions of philosophy and to arguments encountered in everyday life.

### SPECIFIC EXPECTATIONS

#### C1. Philosophical Reasoning

By the end of this course, students will:

- C1.1** describe the parts of an argument (*e.g., premise, evidence, conclusion*), and explain how a philosophical argument differs from other communications  
*Teacher prompts:* “What is the difference between an argument in philosophy and an argument that is a quarrel between hostile antagonists?” “What is the difference between an argument, an explanation, and an anecdote?” “When listening to a speech or reading an article, what cues can you use to determine whether the speaker or writer is making an argument? What words are used to signal the premise and conclusion of, and evidence for, an argument?”
- C1.2** describe forms of reasoning (*e.g., deduction and induction*), and explain how they are applied in philosophical arguments  
*Teacher prompt:* “Sunil has learned about cases of serious head trauma suffered by children who had bicycle accidents while not wearing helmets. Sunil does not want to suffer the same fate, so he wears a helmet whenever he rides his bike. Is Sunil using inductive or deductive reasoning? Give reasons for your answer.”

- C1.3** correctly use terminology related to logic and philosophical argumentation (*e.g., logical consistency, contradiction, deduction, induction, proposition, truth value, inference, validity; terms related to forms of arguments, types of syllogisms, patterns of reasoning*)

- C1.4** identify some common fallacies in reasoning (*e.g., fallacies related to relevance, such as an appeal to pity or emotion and an appeal to authority; fallacies related to ambiguity, such as equivocation and fallacies of composition and division; fallacies related to presumption, such as begging the question and using a straw man*), and identify examples of some of these fallacies in arguments encountered in everyday life (*e.g., in newspaper articles and editorials, advertising, formal debates, informal discussions*)

#### C2. Evaluating Philosophical Responses to Big Questions

By the end of this course, students will:

- C2.1** summarize arguments that critics have used to support, critique, or refute responses of major philosophers or philosophical traditions to some of the big questions of philosophy  
*Teacher prompts:* “In what ways were the ideas of ancient Greek philosophers such as Plato and

Aristotle promoted and criticized in the work of Islamic philosophers such as al-Kindi, Ibn Sina (Avicenna), and al-Farabi?" "Which ideas of Enlightenment philosophers such as Descartes or Locke were critiqued by existentialists such as Sartre? Why?" "What criticisms did Nietzsche level against traditional moral philosophy?"

- C2.2** analyse, using their philosophical reasoning skills, the strengths and weaknesses of the main arguments made by major philosophers or philosophical traditions in response to some of the big questions of philosophy

**Teacher prompts:** "In what ways do Marx, Mill, and Plato differ in their views of democracy? Whose argument do you think is the strongest? Why?" "Is Rousseau's concept of the general will totalitarian or radically democratic?"

### C3. Developing Philosophical Responses

By the end of this course, students will:

- C3.1** develop and defend, using philosophical reasoning and critical-thinking skills, their own response to one or more of the big questions of philosophy examined in this course

- C3.2** apply philosophical reasoning and critical-thinking skills to analyse arguments encountered in everyday life (e.g., in letters to the editor, newspaper editorials, news reports, formal debates, face-to-face or online discussions among peers) and to develop a response to them

**Teacher prompt:** "What fallacies of reasoning can you find in the remarks that readers have posted online in response to newspaper articles? What response might you develop to address the flawed reasoning and provide a different way of viewing the issue?"

## D. THE RELEVANCE OF PHILOSOPHY

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. The Relevance to Everyday Life and Society:** demonstrate an understanding of the relevance of philosophical questions, theories, and skills to their everyday life and to the community and broader society;
- D2. The Relevance to Education and Careers:** demonstrate an understanding of the relevance of philosophy to other subject areas and careers.

### SPECIFIC EXPECTATIONS

#### D1. The Relevance to Everyday Life and Society

By the end of this course, students will:

- D1.1** explain the relevance of some of the big questions of philosophy to their own experiences in everyday life (*e.g., questions about power in relation to the issue of bullying, about social responsibility in decisions to engage in social action, about the existence of a supreme being and their approach to religion, about the self and others in their relationships with family and friends*)

**Teacher prompts:** “How do you determine whether an action is right or wrong?” “Have you ever felt justified in telling a lie? Why or why not?” “In what ways do your beliefs about the nature of men and women and their role in society affect your relationships and plans for the future?”

- D1.2** explain the relevance of some of the big questions of philosophy to their community and the broader society (*e.g., questions about the obligations of citizens and governments in Canadian and global politics; about equality and justice in policies regarding women, poor people, and ethnocultural minorities, including Aboriginal people; about ethics in debates about issues such as abortion, euthanasia, genetically modified organisms; about the relationship between nature and human beings in debates about environmental policy; about aesthetics and censorship in cultural industries*)

**Teacher prompts:** “What philosophical questions arise in relation to research into and the manufacturing of genetically modified organisms?”

“What is the relationship between questions of freedom, ethics, and social responsibility in anti-hate crime legislation?” “What ethical and metaphysical questions underlie the issue of human responsibility to protect the environment or endangered species?” “What philosophical ideas underlie politics in Canada? How do these differ from those that underlie politics in China?”

- D1.3** demonstrate an understanding of how they can apply philosophical theories and skills to enhance their understanding of popular culture (*e.g., movies; music; music videos; books such as fiction, graphic novels, pop psychology; television shows, including talk shows, reality shows*)

**Teacher prompts:** “What type of argument is being made in this advertisement? Is a fallacy implicit in the argument? How is it being used to influence the consumer?” “What does this music video imply about the role of women? What aspects of the video led you to that conclusion?” “Do reality TV shows reflect ‘reality’? Give reasons for your answer.”

#### D2. The Relevance to Education and Careers

By the end of this course, students will:

- D2.1** demonstrate an understanding of ways in which skills developed and used in philosophy, such as critical thinking, argumentation, and effective listening skills, can be used in other subjects (*e.g., when engaged in formal and informal debating, weighing evidence to reach a conclusion,*

writing essays, evaluating primary and secondary sources, formulating and defending an argument or thesis)

**Teacher prompts:** “Which philosophical reasoning skills would you use when evaluating primary and secondary sources for a research report?” “How might you use the skills developed in this course to evaluate an essay you have written for another subject?”

- D2.2** explain the philosophical presuppositions that are implicit in other subject areas (e.g., with reference to: the nature of knowledge in science; the possibility of objectivity in history; the basis for critical judgements in literature or art; ideas about free will and social responsibility in law, sociology, politics)

**Teacher prompts:** “What philosophical assumptions underlie the study of science and scientists’ views of what constitutes scientific knowledge?” “What is meant by the statement that ‘History is written by the victors’? What does this assertion reveal about presuppositions that

can underlie the reconstruction of historical events?” “How do critics determine whether a piece of music or writing is ‘art’?” “What notions of beauty predominate in fashion?”

- D2.3** explain the philosophical presuppositions that are implicit in a variety of careers (e.g., law, arbitration/mediation, journalism, public relations, politics, the civil service, lobbying, diplomacy, medicine or medical ethics, publishing, teaching and research, history, science, art, human resources, religious fields)

**Teacher prompts:** “What conception of justice is most evident in the Canadian Constitution, including the Charter of Rights and Freedoms? How might this conception affect how a lawyer approaches a human rights case?” “What are some of the presuppositions underlying the business ethics of specific corporations? Which philosophical schools do these presuppositions reflect?” “What assumptions about democracy are implicit in the goals and methods of the lobbying industry?”

# Philosophy: Questions and Theories, Grade 12

## University Preparation

## HZT4U

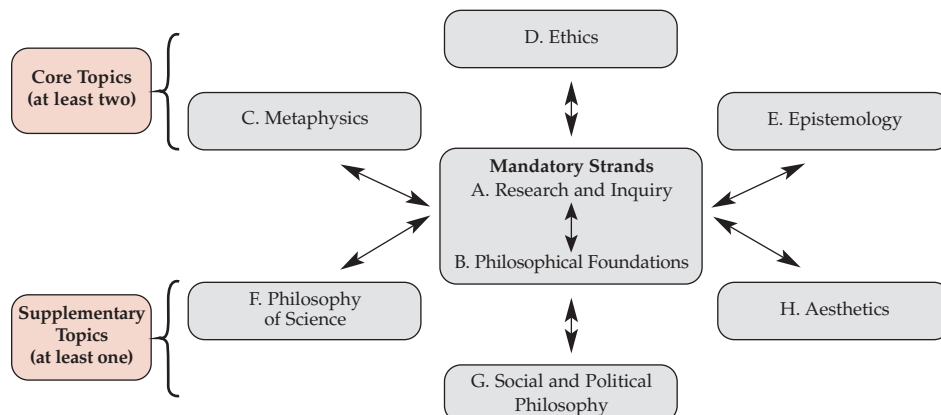
This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics).<sup>\*</sup> Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

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

<sup>\*</sup> The course will consist of two mandatory strands – A: Research and Inquiry Skills, and B: Philosophical Foundations – and at least three strands covering specialized branches of philosophy, to be selected from strands C through H in the manner specified below. The knowledge and skills reflected in the mandatory strands are to be developed and applied in the context of the specialized branch strands. As shown in the accompanying figure, the course will cover:

- at least two of strands C–E (Core Topics) – Metaphysics, Ethics, Epistemology; *and*
- at least one of strands F–H (Supplementary Topics) – Philosophy of Science, Social and Political Philosophy, Aesthetics

Teachers choose the strands that will be included in the course on the basis of their own strengths and the interests of their students.



# A. RESEARCH AND INQUIRY SKILLS\*

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to philosophy, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate philosophical research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to philosophy (*e.g., the relationship between body and mind; the existence of an afterlife; the nature of a just society; the basis for moral behaviour; the nature and reliability of perception; the relationship between science and metaphysics; the nature of human rights; the relationship of humankind to other animals and the environment; the relationship between religious and secular authority in politics; the function of art*) to identify topics for research and inquiry
- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics
- A1.3** formulate effective questions to guide their research and inquiry  
*Teacher prompt:* “Which philosophical ideas and problems are you going to examine? What opposing theories should you focus on with respect to these ideas and problems?”

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline their purpose, identify sources of information, describe their method – critical reading, argument, explanation*)
- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., original documents in print or other media, interviews*) and secondary sources (*e.g., book reviews, textbooks, critical analysis in journals*)
- A2.3** based on preliminary research, formulate arguments and anticipate counter-arguments  
*Teacher prompts:* “What are the strongest ideas that are emerging from your initial investigation?” “Can you identify a core concept that you could support or prove?” “Can you formulate enough support to defend your point of view effectively?” “Have you found compelling counter-arguments or evidence that would weaken your position? Is your own support strong enough to refute the counter-arguments?”

\* In conducting philosophical investigation and argumentation, students develop and apply the research and inquiry skills that are the focus of Strand A as well as the philosophical reasoning and critical thinking skills that are addressed in Strand B. These skills are interconnected and must be developed and applied in conjunction with each other within the context of the expectations in the core and supplementary topic strands of this course.

### A3. Processing Information

Throughout this course, students will:

**A3.1** assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, perspective*)

**Teacher prompts:** “What values are embedded in the text?” “Whose perspectives are represented in this source? Whose are absent?”

**A3.2** record and organize information and key ideas using a variety of formats (*e.g., notes, graphic organizers, summaries, audio/digital records*)

**A3.3** analyse and interpret research information (*e.g., compare the support for their strongest argument with support for counter-arguments*)

**A3.4** demonstrate academic honesty by documenting the sources of all information generated through research

**A3.5** synthesize findings and formulate conclusions (*e.g., determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research question*)

### A4. Communicating and Reflecting

Throughout this course, students will:

**A4.1** use an appropriate format (*e.g., a research paper reporting on an original investigation, an essay defending a personal opinion, a reaction paper responding to another person’s argument, a seminar, a website, a podcast, a documentary*) to communicate the results of research and inquiry effectively for a specific purpose and audience

**A4.2** correctly use terms relating to their chosen topics

**A4.3** clearly communicate the results of their inquiries (*e.g., write clearly, organize ideas logically, use language conventions properly*), and follow appropriate conventions for acknowledging sources (*e.g., APA, MLA, Chicago, or Turabian style*)

**A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

**Teacher prompt:** “What steps do you need to take to improve your research and inquiry skills?”



## B. PHILOSOPHICAL FOUNDATIONS

### OVERALL EXPECTATIONS

Throughout this course, students will:

- B1. The Nature of Philosophy:** demonstrate an understanding of the main areas of philosophy, periods of philosophical development, and the differences between philosophy and other areas of inquiry;
- B2. Philosophical Reasoning:** demonstrate an understanding of philosophical reasoning and critical thinking skills, including skills required to identify and avoid common fallacies of reasoning, and demonstrate the ability to apply these skills in various contexts.

### SPECIFIC EXPECTATIONS

#### B1. The Nature of Philosophy

Throughout this course, students will:

- B1.1** explain the main areas of philosophy (e.g., metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics), and identify some of the big questions that arise in each area (e.g., metaphysics: *Do we have free will? What is the relationship between the mind and the body?*; ethics: *Are “Good Samaritan laws” sound laws? Do animals have moral rights?*; epistemology: *How does one justify a belief?*; philosophy of science: *Is scientific knowledge more reliable than other forms of knowledge?*; social and political philosophy: *How can one decide what the best system of government is? Are individuals’ first obligations to their countries, or do they have equal or more important global obligations?*; aesthetics: *How does one determine the merit of a work of art?*)
- B1.2** describe the main periods of philosophical development and the major philosophers identified with those periods (e.g., ancient period [Socrates, Aristotle, Lao Tzu, Indian Upanishad philosophers]; medieval period [Aquinas, Occam, Ibn Rushd (Averroes), Shankara, Madhvacharya, Maimonides]; early modern period [Descartes, Locke, Kant]; nineteenth century [Mill, Hegel, Kierkegaard]; contemporary period [Russell, Wittgenstein, Radhakrishnan, de Beauvoir, Arendt, Husserl, Rawls, Buber, Nozick, Appiah, Quine, Foucault])

- B1.3** distinguish between philosophy and other areas in the social sciences and humanities (e.g., law, religious studies, sociology, psychology, political science)

**Teacher prompts:** “How are questions in philosophy different from questions in sociology or political science? In psychology?” “What constitutes support for philosophical conclusions? In what ways is it different from evidence in law or in the study of world religions?”

#### B2. Philosophical Reasoning

Throughout this course, students will:

- B2.1** demonstrate an understanding of the form and components of a philosophical argument (e.g., premise, evidence, conclusion), including how a philosophical argument differs from other communications, and identify these components when formulating and evaluating arguments
- Teacher prompts:** “What is the difference between an argument, an explanation, and an anecdote?” “What is the difference between a philosophical reason and a rationalization?” “What are some examples of good reasons and poor reasons for supporting a conclusion about an issue that you consider to be important?”

**B2.2** describe critical thinking skills (*e.g., detecting bias and point of view, systematic and analytical thinking*) and habits of mind (*e.g., open-mindedness, truth seeking, inquisitiveness*) that support philosophical reasoning, and demonstrate the ability to use them in various contexts

**B2.3** correctly use terminology related to logic (*e.g., logical consistency, contradiction, deduction, induction, inference, relevance, ambiguity, presumption, validity*) when formulating and analysing arguments

**B2.4** explain common fallacies of reasoning (*e.g., denying the antecedent, affirming the consequent, an ad hominem argument, an appeal to pity, an appeal to authority, equivocation, false cause, begging the question, the complex question fallacy*), and identify them when formulating and analysing arguments

**B2.5** explain how philosophical reasoning and critical thinking skills can be applied in everyday life (*e.g., logical thinking skills can be used to detect fallacies in arguments, advertisements, the media; critical and analytical thinking skills can be used in questioning and analysing assertions and assumptions made in debates, speeches, editorials; systematic thinking skills can be used to solve problems and weigh decisions*), and demonstrate the ability to apply these skills in various contexts

**Teacher prompts:** “Which skills related to philosophical reasoning does a mechanic use when diagnosing a car that won’t start?” “How might you use philosophical reasoning skills in discussions about political issues?”

## C. CORE TOPICS: METAPHYSICS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Understanding Metaphysics:** demonstrate an understanding of the main questions in metaphysics, and of the positions of major philosophers and schools of philosophy with respect to some of these questions;
- C2. Exploring Metaphysics:** demonstrate an understanding of metaphysical theories, and evaluate responses to some of the main questions in metaphysics by major philosophers and schools of philosophy;
- C3. Making Connections to Metaphysics:** demonstrate an understanding of connections between metaphysics and other areas of philosophy, other subject areas, and various aspects of society, including everyday life;
- C4. Philosophical Reasoning in Metaphysics:** use philosophical reasoning skills to develop, communicate, and defend their own responses to metaphysical questions.

### SPECIFIC EXPECTATIONS

#### C1. Understanding Metaphysics

By the end of this course, students will:

- C1.1** demonstrate an understanding (*e.g., in class discussions, debates, presentations, written work*) of some of the main questions in metaphysics (*e.g., What are the ultimate constituents of reality? Does a supreme being exist, and, if so, what role does it have in human life? What is understood by the concept of “being”? What is the relationship of mind to matter? What is the self? What is personal identity? Are human actions free? What is the meaning of life? Do machines have minds? Do people have souls?*)
- C1.2** summarize the positions of various major philosophers (*e.g., Plato, Ibn Sina [Avicenna], Augustine, Descartes, Leibniz, Nietzsche, Heidegger, Spinoza, Laozi, Locke, Kant, Sartre, Shankara, Ramanuja, Quine, Parfit*) and schools of philosophy (*e.g., Platonism, monism, dualism, idealism, materialism, existentialism*) on some of the main questions in metaphysics

#### C2. Exploring Metaphysics

By the end of this course, students will:

- C2.1** explain different metaphysical theories with reference to some classic and contemporary texts (*e.g., excerpts from Plato’s Phaedo, Aristotle’s Metaphysics, the Bhagavad Gita, St. Anselm’s Proslogion, Hume’s Treatise of Human Nature, Heidegger’s What Is Metaphysics?, Spinoza’s Ethics, Kierkegaard’s Repetition, Quine’s Word and Object*)
- C2.2** compare how different philosophers and/or schools of philosophy approach the same metaphysical questions/issues  
**Teacher prompts:** “How do the animistic views held by many indigenous peoples differ from Western philosophers’ views about the nature of God and the physical world?” “What is the Akan conception of personhood in traditional African philosophy, as articulated by Kwasi Wiredu? How does this view differ from

Western views of personhood?" "Are there fundamental differences between Western and Eastern philosophies with respect to the meaning of life? If so, what are these differences?" "In what ways are Sartre's views about the self similar to and different from those of Buddhist philosophers, who argue that the self is an illusion?"

**C2.3** evaluate the strengths and weaknesses of philosophical responses to some of the main questions in metaphysics

**Teacher prompts:** "What is Anselm's ontological argument for the existence of God? Are you persuaded by this argument? Why or why not?" "Has Hume proven that the existence of evil in the world disproves the existence of a personal God? Give reasons for your answer." "How convincing are Conway's arguments reconciling the existence of evil and suffering in the world with her belief in God?"

### C3. Making Connections to Metaphysics

By the end of this course, students will:

**C3.1** demonstrate an understanding of the influence that ideas related to metaphysics have on their everyday life

**Teacher prompts:** "What types of metaphysical ideas are reflected in popular culture? In politics? In folk wisdom? What impact do such ideas have on specific aspects of your life?" "In what ways do metaphysical ideas affect your concept of your own personal identity?"

**C3.2** explain ways in which metaphysics draws from and influences other areas of philosophy

**Teacher prompts:** "Should a social/political philosopher developing a response to a question about freedom and authority consider metaphysical questions about free will? How might responses to metaphysical questions affect responses to other social/political questions?" "How might a philosopher of ethics draw on metaphysical theories when formulating arguments regarding the rights of animals?"

**C3.3** describe forces that have helped shape the evolution of metaphysical thought over time, and analyse their impact (*e.g., the impact of neuroscientific developments on understandings of self and consciousness; the impact of computers and developments in artificial intelligence on ideas about the mind and thought*)

**Teacher prompts:** "How did the new science of the seventeenth century influence Descartes' approach to philosophy?" "What impact do you think the rise of modern neuroscience has had on theories about the relationship of mind to body?" "What types of metaphysical questions have been raised by issues such as cloning, reproductive technologies, or the patenting of life forms?"

**C3.4** demonstrate an understanding of the influence of metaphysical ideas on other subject areas (*e.g., how ideas about determinism influence notions of legal responsibility in law; how ideas about cosmology relate to the big bang theory in physics; how views of the self influence discussions of the relationship of people to nature in environmental studies*)

**Teacher prompts:** "What influence do metaphysical ideas about the mind and body have on how psychologists, physicians, or practitioners of Chinese medicine approach their discipline?" "How do ideas about the freedom or determinism of human action influence our penal codes and courts?" "How do metaphysical arguments influence societies' positions on the separation of church and state?"

### C4. Philosophical Reasoning in Metaphysics

By the end of this course, students will:

**C4.1** formulate and explain, using philosophical reasoning skills, their own clear and cogent responses to some of the main questions in metaphysics

**C4.2** evaluate and defend, in philosophical exchanges with others, their own responses to some of the main questions in metaphysics, and anticipate and respond logically to counter-arguments

**C4.3** correctly use terminology related to metaphysics (*e.g., form, substance, existence, reality, materialism, personhood*)

## D. CORE TOPICS: ETHICS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Understanding Ethics:** demonstrate an understanding of the main questions in ethics, and of the positions of major philosophers and schools of philosophy with respect to some of these questions;
- D2. Exploring Ethics:** demonstrate an understanding of theories in ethics, and evaluate responses to some of the main questions in ethics by major philosophers and schools of philosophy;
- D3. Making Connections to Ethics:** demonstrate an understanding of connections between ethics and other areas of philosophy, other subject areas, and various aspects of society, including everyday life;
- D4. Philosophical Reasoning in Ethics:** use philosophical reasoning skills to develop, communicate, and defend their own responses to philosophical questions in ethics.

### SPECIFIC EXPECTATIONS

#### D1. Understanding Ethics

By the end of this course, students will:

- D1.1** demonstrate an understanding (e.g., in class discussions, debates, presentations, written work) of some of the main questions in ethics (e.g., *Are there objective standards for determining good and evil, right and wrong, or are these concepts based on entirely subjective opinions? What is duty? What is the nature of responsibility? How should I live my life? What is a good life? Is morality separable from religion? Are there, or should there be, universal moral norms for all individuals and cultures? What is virtue?*)
- D1.2** summarize the positions of various major philosophers (e.g., Plato, Aristotle, Confucius, the Buddha, Aquinas, Bentham, Mill, Kant, Singer, Kierkegaard, Sartre, de Beauvoir, Gauthier, Levinas, Nussbaum, Williams) and schools of philosophy (e.g., stoicism, hedonism, utilitarianism, existentialism, nihilism, ethical relativism, moral particularism, the schools of virtue ethics and theistic normative ethics) on some of the main questions in ethics

#### D2. Exploring Ethics

By the end of this course, students will:

- D2.1** explain, with reference to some classic and contemporary texts, different theories in ethics (e.g., excerpts from Plato's *Euthyphro*, Aristotle's *Nicomachean Ethics*, Mill's *Utilitarianism*,

*Confucius's Analects*, Kant's *Groundwork of the Metaphysics of Morals*, Sartre's *Existentialism Is a Humanism*, Singer's *Animal Liberation*, Jaggar's *Feminist Ethics*, Nussbaum's *The Fragility of Goodness*, Gyekye's *An Essay on African Philosophical Thought*) and the ethical implications underlying various religious texts (e.g., *Buddhism's Eightfold Path*, *Anishinaabe Principles of Life and Seven Grandfather Teachings*, the *Christian Bible*, the *Islamic Qur'an*)

- D2.2** compare how different philosophers and/or schools of philosophy approach the same questions/issues in ethics

**Teacher prompts:** "What challenge to morality does Glaucon raise in Book 2 of Plato's *Republic*? How does Plato respond to that challenge?" "In what ways would Okin and Hobbes differ in their views on the morality of family life?" "What differences are there in the views of human nature held by Rousseau and Confucius?" "What arguments do Kant and Nozick make with respect to human moral obligation?"

- D2.3** evaluate the strengths and weaknesses of philosophical responses to some of the main questions in ethics

**Teacher prompt:** "What are some of the strengths and weaknesses of different answers to classical ethical problems such as the Plank of Carneades, Philippa Foot's 'Trolley Problem', or John Harris's 'Survival Lottery'?"



### D3. Making Connections to Ethics

By the end of this course, students will:

- D3.1** demonstrate an understanding of the influence that ideas related to ethics have on their everyday life

**Teacher prompts:** “What are some areas in your personal life in which you have to weigh ethical considerations when making decisions?” “What types of ethical ideas are reflected in popular culture, such as the movies you see, video games you play, and sources of news you read or view?” “Do you think that you have a moral obligation to protect the environment? Why or why not?” “Under what circumstances would you feel justified in telling a lie?” “In what ways is plagiarism unethical?”

- D3.2** explain ways in which ethics draws from and influences other areas of philosophy

**Teacher prompts:** “How might ethical and metaphysical ideas about the rights and nature of animals influence ideas about the acceptability of certain types of scientific research and the reliability of scientific knowledge?” “How might an ethicist use theories of aesthetics when assessing the value of offensive works of art or literature (e.g., works that are racist, sexist, homophobic, sacrilegious)?”

- D3.3** describe forces that have helped shape the evolution of ethics over time (e.g., the separation of theology and ethics, changing roles of women in society), and analyse their impact

**Teacher prompts:** “What social/historical factors have likely influenced modern philosophers assessing Plato’s views on aristocracy and democracy?” “On what basis do contemporary feminists such as Okin criticize Wollstonecraft’s

views on the role of women in society? What factors would have helped shape the response of later feminist philosophers to Wollstonecraft’s ideas?” “What differences are there in the views of Aristotle, Rousseau, and Fanon on the topic of slavery? What factors might account for these differences?”

- D3.4** demonstrate an understanding of the influence that ideas in ethics have on other subject areas (e.g., with reference to medical ethics; research ethics in science, sociology, psychology; the role of art and literature in reinforcing and challenging ethical issues; judgements about the morality of historical events; the role of ethics in law making; ethical questions relating to discrimination, equity, and human rights in sociology, politics, economics)

**Teacher prompts:** “What types of ethical themes or questions are reflected in the literature you are studying?” “What are some ethical issues to consider before embarking on scientific research?”

### D4. Philosophical Reasoning in Ethics

By the end of this course, students will:

- D4.1** formulate and explain, using philosophical reasoning skills, their own clear and cogent responses to some of the main questions in ethics

- D4.2** evaluate and defend, in philosophical exchanges with others, their own responses to some of the main questions in ethics, and anticipate and respond logically to counter-arguments

- D4.3** correctly use terminology related to ethics (e.g., justice, fairness, morality, rights, moral scepticism, moral relativism)

## E. CORE TOPICS: EPISTEMOLOGY

### OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Understanding Epistemology:** demonstrate an understanding of the main questions in epistemology, and of the positions of major philosophers and schools of philosophy with respect to some of these questions;
- E2. Exploring Epistemology:** demonstrate an understanding of epistemological theories, and evaluate responses to some of the main questions in epistemology by major philosophers and schools of philosophy;
- E3. Making Connections to Epistemology:** demonstrate an understanding of connections between epistemology and other areas of philosophy, other subject areas, and various aspects of society, including everyday life;
- E4. Philosophical Reasoning in Epistemology:** use philosophical reasoning skills to develop, communicate, and defend their own responses to epistemological questions.

### SPECIFIC EXPECTATIONS

#### E1. Understanding Epistemology

By the end of this course, students will:

- E1.1** demonstrate an understanding (e.g., in class discussions, debates, presentations, written work) of some of the main questions in epistemology (e.g., *What is knowledge? What is truth? What are the limits of knowledge? Are there different kinds of knowledge? What is required to justify a belief? Does knowledge require certainty? Do men and women have different ways of knowing? Is scientific knowledge more reliable than other forms of knowing? What is the difference between knowledge and opinion? How can we know whether we perceive the world as it really is?*)
- E1.2** summarize the positions of various major Western philosophers (e.g., *Plato, Aristotle, Sextus Empiricus, Aquinas, Descartes, Locke, Berkeley, Hume, Kant, Husserl, Peirce, Russell, Wittgenstein, Quine, Putnam*) and schools of philosophy (e.g., *rationalism, empiricism, scepticism, pragmatism, logical positivism*) on some of the main questions in epistemology

#### E2. Exploring Epistemology

By the end of this course, students will:

- E2.1** explain different epistemological theories with reference to some classic and contemporary texts (e.g., *excerpts from Plato's Meno, Descartes' Discourse on Method, Locke's Essay Concerning Human Understanding, Berkeley's Treatise Concerning the Principles of Human Knowledge, Kant's Critique of Pure Reason, Hume's Enquiry Concerning Human Understanding, Russell's The Problems of Philosophy, Quine's Word and Object*)
- E2.2** compare how different philosophers and/or schools of philosophy approach the same epistemological questions/issues  
**Teacher prompts:** "In what ways do pragmatists and verificationists differ in their approach to the issue of the distinction between the mind and the body?" "In what ways do Plato's views about the nature and role of the senses differ from those of empiricists such as Locke and Russell?"



**E2.3** evaluate the strengths and weaknesses of philosophical responses to some of the main questions in epistemology

*Teacher prompt:* “What is Berkeley’s refutation of scepticism? Do you think the refutation succeeds? Why or why not?”

### E3. Making Connections to Epistemology

By the end of this course, students will:

**E3.1** demonstrate an understanding of the influence that ideas related to epistemology have on their everyday life

*Teacher prompts:* “What are some areas in your personal life in which you apply epistemological theories?” “Is the news you see in newspapers, on television, and/or on websites objective? Why might some news sources be more reliable than others? How do you decide which you can believe?” “What types of epistemological questions are reflected in folk wisdom? What impact do they have on your life?”

**E3.2** explain ways in which epistemology draws from and influences other areas of philosophy

*Teacher prompt:* “What are the connections between an epistemological understanding of truth and knowledge and an ethicist’s understanding of ethical principles?”

**E3.3** describe forces that have helped shape the evolution of epistemological thought over time (*e.g., the development of modern science; critiques of modern science that have questioned the notion of objectivity; challenges to colonialism/imperialism, including challenges to assumptions about the superiority of Western ways of knowing*), and analyse their impact

*Teacher prompts:* “What role did the new sciences of the Renaissance play in overturning Aristotle’s principles of physics?” “What does Spivak mean when she refers to the ‘epistemic violence of imperialism’?”

**E3.4** demonstrate an understanding of the influence of epistemological ideas on other subject areas (*e.g., with reference to the nature of scientific knowledge, the nature of historical truth, the role of perception in the creation and judgement of art and literature, theories of knowledge related to the stages of human cognitive development*)

*Teacher prompts:* “In what ways is science similar to and different from other forms of knowledge?” “Is there a uniquely religious way of knowing? Give reasons for your answer.” “Is objectivity possible in the study of history? Why or why not?”

### E4. Philosophical Reasoning in Epistemology

By the end of this course, students will:

**E4.1** formulate and explain, using philosophical reasoning skills, their own clear and cogent responses to some of the main questions in epistemology

**E4.2** evaluate and defend, in philosophical exchanges with others, their own responses to some of the main questions in epistemology, and anticipate and respond logically to counter-arguments

**E4.3** correctly use terminology related to epistemology (*e.g., knowledge, opinion, empiricism, objectivity, subjectivity, a priori, a posteriori*)

## F. SUPPLEMENTARY TOPICS: PHILOSOPHY OF SCIENCE

### OVERALL EXPECTATIONS

By the end of this course, students will:

- F1. Understanding the Philosophy of Science:** demonstrate an understanding of the main questions in the philosophy of science, and of the positions of major philosophers and schools of philosophy with respect to some of these questions;
- F2. Exploring the Philosophy of Science:** demonstrate an understanding of theories in the philosophy of science, and evaluate responses to some of the main questions in the philosophy of science by major philosophers and schools of philosophy;
- F3. Making Connections to the Philosophy of Science:** demonstrate an understanding of connections between the philosophy of science and other areas of philosophy, other subject areas, and various aspects of society, including everyday life;
- F4. Philosophical Reasoning in the Philosophy of Science:** use philosophical reasoning skills to develop, communicate, and defend their own responses to questions in the philosophy of science.

### SPECIFIC EXPECTATIONS

#### F1. Understanding the Philosophy of Science

By the end of this course, students will:

- F1.1** demonstrate an understanding (e.g., in class discussions, debates, presentations, written work) of some of the main questions in the philosophy of science (e.g., *What is science? What, if any, are the limits of scientific knowledge? Does science study reality? Is astrology a science? Can science either prove or disprove religious beliefs? Are scientific models (e.g., of the atom) accurate depictions of reality or just useful tools for developing hypotheses? To what extent is science a social construct?*)
- F1.2** summarize the positions of various major philosophers (e.g., Aristotle, Francis Bacon, Galileo, Kuhn, Hempel, Popper, Duhem, Feyerabend, Hacking, van Fraassen, Dennett, Fox Keller) and schools of philosophy (e.g., logical positivism, instrumentalism, scientific realism, constructive empiricism, social constructivism) on some of the main questions in the philosophy of science

#### F2. Exploring the Philosophy of Science

By the end of this course, students will:

- F2.1** explain different theories in the philosophy of science with reference to some classic and contemporary texts (e.g., *excerpts from Kuhn's The Structure of Scientific Revolutions, Popper's The Logic of Scientific Discovery, van Fraassen's The Scientific Image, Feyerabend's Against Method, Hacking's The Social Construction of What?, Cartwright's How the Laws of Physics Lie, Fox Keller's Reflections on Gender and Science, Foucault's The Order of Things, Latour's Laboratory Life*)
- F2.2** compare how different philosophers and/or schools of philosophy approach the same questions/issues in the philosophy of science  
**Teacher prompts:** "In what ways would Popper and Foucault differ in their view of what constitutes scientific knowledge?" "How do Hume and Goodman differ in their approaches to the problem of induction?" "In what ways is Sandra Harding's view of scientific evidence distinct from that of Carl Hempel?"

**F2.3** evaluate the strengths and weaknesses of philosophical responses to some of the main questions in the philosophy of science

*Teacher prompt:* “How convincing is Fox Keller’s argument that the enterprise of science is gendered? What are the strongest aspects of her argument?”

### F3. Making Connections to the Philosophy of Science

By the end of this course, students will:

**F3.1** demonstrate an understanding of the influence that ideas related to the philosophy of science have on their everyday life

*Teacher prompt:* “How might predominant ideas related to the philosophy of science affect whether you choose to seek treatment from practitioners of alternative or conventional medicine?”

**F3.2** explain ways in which the philosophy of science draws from and influences other areas of philosophy

*Teacher prompts:* “How did the rise of theories related to early modern science affect epistemology at the time?” “How might biological theories/ideas affect a person’s view of the ethics of euthanasia or abortion?” “How is the principle of parsimony, or Occam’s Razor, applied in the philosophy of science? In aesthetics? In ethics?”

**F3.3** describe forces that have helped shape the evolution of the philosophy of science over time (e.g., the influence of religious and political beliefs and institutions, the impact of technological developments), and analyse their impact (e.g., the impact of Darwin’s view about evolution on philosophical theories about what constitutes a satisfactory scientific explanation)

*Teacher prompt:* “How were the scientific work and theories of Copernicus and Galileo affected by the views of the Roman Catholic Church?”

**F3.4** demonstrate an understanding of the influence that ideas in the philosophy of science have on other subject areas (e.g., the impact of empiricism on research in the social sciences; questions about the value of formal logic in science and in the philosophy of mathematics; discussions of the relative value of objectivity and subjectivity in gender studies and women’s studies)

*Teacher prompts:* “How have ideas in the philosophy of science been used in debates about the merits of qualitative and quantitative research in social science?” “What role has the philosophy of science played in discussions about the possibility of there being objective truth in history?”

### F4. Philosophical Reasoning in the Philosophy of Science

By the end of this course, students will:

**F4.1** formulate and explain, using philosophical reasoning skills, their own clear and cogent responses to some of the main questions in the philosophy of science

**F4.2** evaluate and defend, in philosophical exchanges with others, their own responses to some of the main questions in the philosophy of science, and anticipate and respond logically to counter-arguments

**F4.3** correctly use terminology related to the philosophy of science (e.g., falsification, naturalism, positivism, constructivism, paradigm)

## G. SUPPLEMENTARY TOPICS: SOCIAL AND POLITICAL PHILOSOPHY

### OVERALL EXPECTATIONS

By the end of this course, students will:

- G1. Understanding Social and Political Philosophy:** demonstrate an understanding of the main questions in social and political philosophy, and of the positions of major philosophers and schools of philosophy with respect to some of these questions;
- G2. Exploring Social and Political Philosophy:** demonstrate an understanding of theories in social and political philosophy, and evaluate responses to some of the main questions in social and political philosophy by major philosophers and schools of philosophy;
- G3. Making Connections to Social and Political Philosophy:** demonstrate an understanding of connections between social and political philosophy and other areas of philosophy, other subject areas, and various aspects of society, including everyday life;
- G4. Philosophical Reasoning in Social and Political Philosophy:** use philosophical reasoning skills to develop, communicate, and defend their own responses to questions in social and political philosophy.

### SPECIFIC EXPECTATIONS

#### G1. Understanding Social and Political Philosophy

By the end of this course, students will:

- G1.1** demonstrate an understanding (*e.g., in class discussions, debates, presentations, written work*) of some of the main questions in social and political philosophy (*e.g., What are the just limits of state authority? Do all people have the right to equal treatment? What limits, if any, should be put on the freedom of an individual citizen? What are an individual's rights and responsibilities? Is it possible in a democracy for the government to adhere to the will of the majority and still respect the views of the minority?*)
- G1.2** summarize the positions of various major philosophers (*e.g., Plato, Aristotle, Hobbes, Locke, Rousseau, Wollstonecraft, Marx, Gandhi, Charles Taylor, Arendt, Okin, Rawls, Nozick, Sen, Habermas, Foucault*) and schools of philosophy (*e.g., anarchism, liberalism, conservatism, libertarianism, Marxism, utopianism, communitarianism*) on some of the main questions in social and political philosophy

#### G2. Exploring Social and Political Philosophy

By the end of this course, students will:

- G2.1** explain different theories in social and political philosophy with reference to some classic and contemporary texts (*e.g., excerpts from Plato's Republic, Rousseau's Social Contract, Hobbes's Leviathan, Locke's Two Treatises of Government, Rawls's Theory of Justice, Nozick's Anarchy, State, and Utopia, Popper's The Open Society and Its Enemies, de Beauvoir's The Second Sex, Okin's Justice, Gender, and the Family, Taylor's Multiculturalism and the Politics of Recognition, Arendt's The Human Condition*)
  - G2.2** compare how different philosophers and/or schools of philosophy approach the same questions/issues in social and political philosophy (*e.g., questions related to the idea of a social contract, the role of women in society, the ideal form of government, the justifiability of various forms of resistance to oppression*)
- Teacher prompts:** "In what ways do Popper and Marx differ in their views of liberal democratic governments?" "In what ways do Habermas

and Chantal Mouffe differ in their views about conflict and consensus in politics?" "Which philosophers would argue that violent overthrow of an oppressive government is justified? Which would argue that only non-violent resistance to such a government is justified?" "What are the similarities and differences in the social contracts proposed by Hobbes, Locke, and Rousseau? In what ways do Hobbes or Rousseau differ from Wollstonecraft or Okin in their view of a social contract and how it applies to women?" "How has the question of slavery been approached by various philosophers, including those seeking to justify slavery and those opposed to it?"

**G2.3** evaluate the strengths and weaknesses of philosophical responses to some of the main questions in social and political philosophy

**Teacher prompts:** "Is Rawls's 'veil of ignorance' strategy for identifying the basic principles of justice convincing? Do you agree with Nozick's view that the best state is the state that governs least or with Rawls's view that the state should intervene, as to rectify inequalities? Give reasons for your answers." "What is de Beauvoir's argument regarding the reasons for the historical subordination of women? How compelling do you find her analysis?"

### G3. Making Connections to Social and Political Philosophy

By the end of this course, students will:

**G3.1** demonstrate an understanding of the influence that ideas related to social and political philosophy have on their everyday life

**Teacher prompts:** "What are some areas in your personal life in which you have to consider questions related to social and political philosophy?" "Should the voting age be lowered, and, if so, to what level? Give reasons to support your answer." "Do the theories of political philosophy relate to school governance? Why or why not?" "What assumptions related to social and political philosophy are reflected in the media?" "What social/political ideas underlie your views on human rights?" "What are the differences between a political ideology and a political philosophy? To what extent might your political ideology affect your voting decisions at school, in clubs, or, if you are old enough, in formal elections? What other decisions do you make that are affected by your political ideology and your political philosophy?"

**G3.2** explain ways in which social and political philosophy draws from and influences other areas of philosophy

**Teacher prompt:** "How do Plato's metaphysical and epistemological ideas in *The Republic* underpin his political ideas, including his defence of a meritocratic and anti-democratic state?"

**G3.3** describe forces that have helped shape the evolution of social and political philosophy over time, and analyse their impact (e.g., how Hobbes's and Locke's views of human nature and the ideal society were influenced by the civil wars through which they lived; how colonialism and imperialism influenced the thinking of Charles Mills, Taiaiake Alfred, and Amartya Sen; how the French Revolution influenced Wollstonecraft's views on oppressive political systems; how the feminist movement influenced philosophers' views on the role of women)

**Teacher prompts:** "What sorts of historical events influenced the development of Marx's philosophy?" "What social factors might help explain how philosophers as astute and attuned to morality as Aristotle and Locke could condone slavery?" "What was the social/political role of women in Europe during Rousseau's lifetime? How do you think this reality influenced the development of his social/political philosophy?"

**G3.4** demonstrate an understanding of the influence that ideas in social and political philosophy have on other subject areas (e.g., the impact on law enactment and enforcement, on questions of the role of religion in the state, on discussions of power and propaganda in media studies, on assumptions about the forces shaping history, on questions about the political uses of science and art)

**Teacher prompts:** "What impact does social and political philosophy have on legal systems?" "According to different social/political philosophers, what primary forces are at work in history?"

### G4. Philosophical Reasoning in Social and Political Philosophy

By the end of this course, students will:

**G4.1** formulate and explain, using philosophical reasoning skills, their own clear and cogent responses to some of the main questions in social and political philosophy

**G4.2** evaluate and defend, in philosophical exchanges with others, their own responses to some of the main questions in social and political philosophy, and anticipate and respond logically to counter-arguments

**G4.3** correctly use terminology related to social and political philosophy (*e.g., contractualism, ideology, freedom, totalitarianism, social contract*)



# H. SUPPLEMENTARY TOPICS: AESTHETICS

## OVERALL EXPECTATIONS

By the end of this course, students will:

- H1. Understanding Aesthetics:** demonstrate an understanding of the main questions in aesthetics, and of the positions of major philosophers and schools of philosophy with respect to some of these questions;
- H2. Exploring Aesthetics:** demonstrate an understanding of theories in aesthetics, and evaluate responses to some of the main questions in aesthetics by major philosophers and schools of philosophy;
- H3. Making Connections to Aesthetics:** demonstrate an understanding of connections between aesthetics and other areas of philosophy, other subject areas, and various aspects of society, including everyday life;
- H4. Philosophical Reasoning in Aesthetics:** use philosophical reasoning skills to develop, communicate, and defend their own responses to questions in aesthetics.

## SPECIFIC EXPECTATIONS

### H1. Understanding Aesthetics

By the end of this course, students will:

- H1.1** demonstrate an understanding (*e.g., in class discussions, debates, presentations, written work*) of some of the main questions in aesthetics (*e.g., What is art? What is beauty? Should art have social value, and, if so, how is its social value determined? Is art a uniquely human endeavour? Does the creation of art have to be a conscious endeavour? Are aesthetic judgements subjective or objective? What factors are involved in making aesthetic judgements? Can propaganda be art? Can advertising be art?*)
- H1.2** summarize the positions of various major philosophers (*e.g., Plato, Aristotle, Confucius, Kant, Burke, Hume, Hegel, Nietzsche, Dewey, Danto, Croce, Bell, Lyotard, Charles Nussbaum*) and schools of philosophy (*e.g., Platonism, idealism, hedonism, nihilism, utilitarianism, existentialism*) on some of the main questions in aesthetics  
**Teacher prompt:** “How might the theories of and methods used by different philosophers of aesthetics help us understand and evaluate various theories of art and literature, such as representationalism, expressionism, formalism, institutionalism, historical traditionalism, postmodernism, or Dadaism?”

### H2. Exploring Aesthetics

By the end of this course, students will:

- H2.1** explain different theories in aesthetics with reference to some classic and contemporary texts and artistic works (*e.g., excerpts from Aristotle’s Poetics, Hume’s Of the Standard of Taste, Dewey’s Art as Experience, Nietzsche’s The Birth of Tragedy, Danto’s After the End of Art, Tolstoy’s What Is Art?, Dickie’s Art and the Aesthetic; art works such as Duchamp’s Fountain, Picasso’s Guernica, Pollock’s Lavender Mist: Number 1, Kahlo’s Self-Portrait With Cropped Hair*)
- H2.2** compare how different philosophers and/or schools of philosophy approach the same aesthetic questions/issues  
**Teacher prompts:** “How do Plato and Aristotle differ in their views on art? How do these views on art and its role in society differ from those of Tolstoy and Marx?” “In what ways do Tolstoy and Schopenhauer differ in their views on music as an art form?”
- H2.3** evaluate the strengths and weaknesses of philosophical responses to some of the main questions in aesthetics  
**Teacher prompt:** “How convincing is Danto’s argument for the ‘artworld’ as arbiter of aesthetic judgement?”



### H3. Making Connections to Aesthetics

By the end of this course, students will:

- H3.1** demonstrate an understanding of the influence that ideas related to aesthetics have on their everyday life

**Teacher prompts:** “What are some areas in your personal life in which you have to consider issues related to the philosophy of aesthetics?” “How do you determine whether a piece of music, a painting, or a film is ‘art’? What do your criteria reveal about your personal philosophy of aesthetics?” “What assumptions about art are reflected in popular culture in Canada? In the pronouncements of public figures?” “What considerations underlie decisions about the types of art you can see in galleries and public spaces?” “Do you have ‘good taste’? How do you know?”

- H3.2** explain ways in which aesthetics draws from and influences other areas of philosophy

**Teacher prompts:** “To what extent were Plato and Aristotle’s views on art influenced by their metaphysical theories?” “What role do ethical questions play in aesthetic theory?” “In what ways do the aesthetics reflected in Ojibwe or Haida art work reflect the metaphysical and ethical world views of these cultures?” “What impact have postcolonial social/political theories had on the development of aesthetics?”

- H3.3** describe forces that have helped shape the evolution of aesthetics over time, and analyse their impact (e.g., the impact of religious beliefs and control; the impact of technological change, such as the development of oil paint or photography, on aesthetic philosophy and practice; the impact of social/historical forces such as imperialism, anti-colonialism, and/or feminism on theories of the purpose of art)

**Teacher prompts:** “Can art and an artworld exist without a supporting culture or society?” “What role have religions played in shaping

ideas about the purpose, content, and value of art? In what ways has the increasing secularization of Western society affected such ideas?” “If the political or social climate is such that art is not supported or seen as a legitimate activity, can art or an artworld exist?”

- H3.4** demonstrate an understanding of the influence that ideas in aesthetics have on other subject areas (e.g., how ideas about beauty and art inform aesthetic or critical judgements in visual arts, music, literature; how awareness of the social value/purpose of art affects understanding of cultural and social developments in history; how theories about the role of consciousness in the creation of art influence ideas about consciousness and perception in psychology; how an understanding of the power of social/cultural elites to influence/control what is considered art provides insight into power structures in sociology, equity studies, media studies)

**Teacher prompts:** “What role does aesthetics play in architecture?” “Do ideas of beauty apply in mathematics? How can ideas in aesthetics be applied to understand the beauty of mathematical fractals?” “Why is an awareness of changing aesthetic ideas important to the study of history?”

### H4. Philosophical Reasoning in Aesthetics

By the end of this course, students will:

- H4.1** formulate and explain, using philosophical reasoning skills, their own clear and cogent responses to some of the main questions in aesthetics

- H4.2** evaluate and defend, in philosophical exchanges with others, their own responses to some of the main questions in aesthetics, and anticipate and respond logically to counter-arguments

- H4.3** correctly use terminology related to aesthetics (e.g., beauty, taste, aesthetic judgement, aesthetic experience, appropriation, artworld, art for art’s sake)

# WORLD RELIGIONS

## OVERVIEW

The study of world religions cultivates an understanding of the roles of religion in contemporary society. World religions courses encourage students to explore the ways in which religions and belief traditions meet various human needs and to examine the significance and function of sacred places, rites, writings, and teachings in diverse world religions and belief traditions.

In the two world religions courses in the social sciences and humanities curriculum, students develop their understanding of the connections between religion and social, ethical, and philosophical issues as well as personal psychological needs and concerns. These courses also examine critical issues facing world religions and their adherents today. Research and inquiry skills are developed throughout the courses as students explore and analyse contemporary and historical issues surrounding world religions.

# World Religions and Belief Traditions: Perspectives, Issues, and Challenges, Grade 11

University/College Preparation

**HRT3M**

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This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.

**Prerequisite:** None

# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to world religions and belief traditions, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to world religions and belief traditions (*e.g., government policy pertaining to religion, the use of religious symbols in popular culture*) to identify topics for research and inquiry
- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics
- A1.3** formulate effective questions to guide their research and inquiry  
*Teacher prompt:* “If you were researching the effects of the commercialization of yoga, what are the different points of view that you should consider?”

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method; identify sources of information*), ensuring that their plans follow guidelines for ethical research  
*Teacher prompts:* “What are some ways to locate reliable sources of information?” “What criteria can you use to determine whether a particular

website is a reliable source of information?”

“What methods would you use to ensure that you are following ethical guidelines when you develop surveys or interviews?”

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews, observations, surveys, questionnaires, original research published in peer-reviewed journals, original documents in print or other media – sacred texts, film, photographs, songs, advertisements*) and/or secondary sources (*e.g., book reviews, textbooks, websites, brochures, newspaper articles*)

- A2.3** based on preliminary research, for each investigation formulate a research question and identify potential subtopics to focus their research

### A3. Processing Information

Throughout this course, students will:

- A3.1** assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, voice*)

*Teacher prompts:* “What strategies can you use to determine the relevance of the information you have gathered?” “If two information sources contradict each other, how might you determine which is more reliable?” “What values

are embedded in the sources?" "Whose voices are represented and whose are absent?" "Whose interests are advanced if you believe the main message of this source?"

**A3.2** record and organize information and key ideas using a variety of formats (*e.g., notes, graphic organizers, summaries, audio/digital records*)

**A3.3** analyse and interpret research information (*e.g., compare results of surveys and interviews; determine whether common themes arise in different sources*)

**A3.4** demonstrate academic honesty by documenting the sources of all information generated through research

**A3.5** synthesize findings and formulate conclusions (*e.g., determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research question*)

#### A4. Communicating and Reflecting

Throughout this course, students will:

**A4.1** use an appropriate format (*e.g., oral presentation, written report, formal debate, poster, multimedia presentation, web page*) to communicate the results of their research and inquiry effectively for a specific audience and purpose

**A4.2** use terms relating to world religions and belief traditions correctly (*e.g., belief, creed, deity, divine, faith, habit, sacred, tradition, ritual*)

**A4.3** clearly communicate the results of their inquiries (*e.g., write clearly, organize ideas logically, use language conventions properly*), and follow appropriate conventions for acknowledging sources (*e.g., MLA, Chicago, or Turabian style for references and/or notes*)

**A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

**Teacher prompts:** "What steps might you take to enhance your research/inquiry skills?" "What questions do you still have?"

## B. APPROACHES TO THE STUDY OF THE SACRED

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Why Study World Religions and Belief Traditions?:** demonstrate an understanding of various reasons for the study of world religions and belief traditions;
- B2. Terms and Concepts in the Study of the Sacred:** demonstrate an understanding of terms and concepts related to the study of world religions and belief traditions;
- B3. Approaches:** demonstrate an understanding and assess the strengths and weaknesses of various approaches to the study of world religions and belief traditions.

### SPECIFIC EXPECTATIONS

#### B1. Why Study World Religions and Belief Traditions?

By the end of this course, students will:

- B1.1** identify diverse religions and belief traditions that are found in Canada (*e.g., Christianity, First Nation and Inuit ritual and spirituality, Hinduism, Islam, Jainism, Judaism, secular humanism*)
- B1.2** identify reasons for the study of world religions and belief traditions (*e.g., to broaden their understanding of the world, to gain insight into human behaviour and diverse perspectives, to identify and explore universal values*)  
*Teacher prompt:* “How does the study of world religions and belief traditions enhance our ability to understand and appreciate diversity? In what ways might the study of world religions reduce our tendency to negatively judge people who are different from ourselves?”
- B1.3** identify and describe local and global contexts in which it is important to have an understanding of diverse religions and belief traditions  
*Teacher prompts:* “In what ways does globalization increase the need for us to learn about the belief traditions of others?” “How does a study of history show us the importance of understanding diverse belief traditions?”

#### B2. Terms and Concepts in the Study of the Sacred

By the end of this course, students will:

- B2.1** explain the various terms used to classify religions and belief traditions and the values implicit in these classifications (*e.g., belief system, cult, denomination, religion, sect*)  
*Teacher prompt:* “Why might some people say that Buddhism is a philosophy and not a religion? What difference does this make?”
- B2.2** define and appropriately use terms that relate to the study of world religions and belief traditions (*e.g., atheism, agnosticism, ethics, monotheism, pantheism, polytheism, animism, theology*)
- B2.3** explain important concepts related to the study of religions and belief traditions (*e.g., insider-outsider challenge, reductionism versus religionism, thick description*)

#### B3. Approaches

By the end of this course, students will:

- B3.1** identify and explain the rationale for at least two recognized conceptual or methodological approaches to the study of religions and belief traditions (*e.g., theological, anthropological, historical, psychological, typological, sociological*)

- B3.2** identify the strengths and limitations of various approaches to the study of religions and belief traditions (*e.g., the historical approach relies primarily on written accounts; anthropological approaches may be influenced by ethnocentrism*)
- B3.3** describe their own perspective on religions and belief traditions
- B3.4** identify biases that may inform their own perspective on religions and belief traditions (*e.g., anthropocentrism, an individualistic rather than a community orientation, a predisposition to value science over faith, a predisposition to privilege written rather than oral sources*)
- B3.5** describe the roles of doubt, faith, intuition, and reason in religions and belief traditions



## C. RELIGIOUS AND SPIRITUAL IMPULSE

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Functions of Human Belief Traditions:** explain some of the ways people use religions and belief traditions to meet human needs;
- C2. The Search for Meaning:** analyse ways in which various religions and belief traditions conceptualize the journey of life as a spiritual journey and quest for meaning.

### SPECIFIC EXPECTATIONS

#### C1. Functions of Human Belief Traditions

By the end of this course, students will:

- C1.1** explain the connection between religions/belief traditions and human efforts to understand existence and the nature of reality (*e.g., belief as a way of understanding destiny, the natural world, and ultimate reality*)
- C1.2** explain the ways in which individual human needs (*e.g., for community, meaning and purpose, psychological or emotional security*) can be addressed through religions and belief traditions
- C1.3** explain the ways in which community needs (*e.g., for commemoration, continuity, institutions, order, organization*) can be met through religions and belief traditions

**Teacher prompt:** “How is the human need to remember and ritualize expressed through organized religion?”

- C1.4** analyse how experiences and practices associated with various belief systems may change over time, and suggest reasons for the changes

**Teacher prompts:** “Why do some individuals become more religious as they get older?” “How might the commercial image of tobacco affect the way it is perceived within and outside First Nation cultures?” “How can the dietary requirements of Abrahamic religions be observed within the context of a secular school?”

#### C2. The Search for Meaning

By the end of this course, students will:

- C2.1** explain how the journey of life can be seen as a quest for meaning, and identify common questions associated with the search for meaning and purpose in life (*e.g., Who are we? Where do we come from?*)

**Teacher prompts:** “What do you think the meaning or purpose of life is?” “How might your understanding of your life’s purpose change as you get older?”

- C2.2** identify and explain concepts associated with the journey of life and the quest for meaning in various religions and belief traditions (*e.g., karma, jihad, nirvana, vocation, the Jewish covenant, the Aboriginal sacred path*)

**Teacher prompts:** “How is the individual’s spiritual struggle known as jihad expressed at different moments in a Muslim’s life?” “How does the First Nation concept of walking the sacred path incorporate ideas about physical, emotional, environmental, and spiritual healing?” “How do the concepts of samsara, nirvana, and dharma depict the journey of life?”

- C2.3** explain experiences and practices of various religions and belief systems that are associated with the quest for meaning and/or spiritual understanding (*e.g., ordination, the prayer labyrinth, pilgrimage, the vision quest, practices associated with mysticism*)

**Teacher prompts:** “How does the rite of passage popularly known as the vision quest

(and practised in different forms by various indigenous peoples) assist seekers to discover their life purpose and meaning?" "What is the significance of ordination in Christian belief?" "What is the significance of the hajj for a Muslim?" "How is a labyrinth a metaphor for the journey of life?" "Why is the river symbolic of the spiritual quest of a Jain?"

**C2.4** explain how ideas about death and the afterlife in various religions and belief traditions (*e.g., Chinvat; heaven, hell, and purgatory; nirvana; reincarnation*) reflect conceptions of the spiritual journey in these traditions

**Teacher prompts:** "What does the attainment of nirvana signify in the life journey of a Buddhist?" "How do the burial practices of various First Nation communities express their understanding of the journey of life?" "How does the idea of life as a covenant signify both the experience of a journey and the arrival at a destination?"

## D. SACRED TEACHINGS AND PRINCIPLES

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Tenets, Practices, and Teachings:** outline the central tenets, practices, and teachings of various religions and belief traditions;
- D2. Sacred Writings and Oral Teachings:** analyse the role of sacred writings and oral teachings in various religions and belief traditions;
- D3. Prescribed Roles and Influential Figures:** analyse how individuals with specific roles have influenced the development of various religions and belief traditions.

### SPECIFIC EXPECTATIONS

#### D1. Tenets, Practices, and Teachings

By the end of this course, students will:

- D1.1** explain the concept of the supernatural and the role of entities associated with it in various religions and belief traditions (*e.g., angels, avatars, the creator, deities, demons, spirits, saints, souls*)

**Teacher prompts:** “How do the distinct roles of Allah, Gabriel, and Muhammad reveal the Muslim understanding of the supernatural?” “How does the doctrine of the Communion of Saints reflect the Roman Catholic concept of the supernatural?” “Why do Hindus and Buddhists have different understandings of the roles of Vishnu, Rama, Krishna, and the Buddha?” “How did beliefs about the supernatural influence the decision of the Adivasi, the Aboriginal people of the Narmada River, to protest the construction of a dam?”

- D1.2** identify and explain the central tenets of various religions and belief traditions (*e.g., the Works of Mercy, the Five Virtues, the Golden Rule, the Noble Truths, the Three Jewels, the Code of Handsome Lake*)

- D1.3** describe actions people perform to fulfil the expectations of their particular belief tradition (*e.g., Aboriginal respect for and protection of the environment, charitable giving, zakat*)

**Teacher prompts:** “What are the duties of Roman Catholics as outlined in the Works of Mercy?” “How might Muslims fulfil the religious obligation of zakat?” “How have First Nation beliefs about the natural world inspired the spawn-on-kelp sustainable fishing industry?”

- D1.4** explain how concepts of time, creation, and the afterlife are reflected in the teachings and practices of various religions and belief traditions (*e.g., karma, samsara and nirvana, sin and salvation*)

**Teacher prompts:** “How do the concepts of karma, rebirth, and nirvana relate to each other in the world view of a Buddhist?” “How does the Islamic understanding of the afterlife affect the actions of Muslims?” “How do the cultural practices and spiritual beliefs of various First Nations reflect their knowledge and understanding of cyclical processes in nature?”

- D1.5** identify and explain practices that reflect the principles and/or teachings of various religions and belief traditions (*e.g., vegetarianism and ahimsa, baptism and grace, tithing of income for charity and tzedakah, fasting and submission*)

**Teacher prompts:** “How is the principle of ahimsa (non-violence) reflected in the dietary practices of a Jain?” “Why is the principle of tzedakah (charity) central to Jewish life?”

- D1.6** explain how differing interpretations of specific teachings have arisen within various faith communities (*e.g., interpretations of: the relative importance of scripture and tradition; the role and place of human beings in the world; the relative importance of individual versus community values; succession [in Islam]*)

**Teacher prompts:** “How did the events surrounding the death of Muhammad result in the formation of the two largest groups within Islam – Sunni and Shi’a?” “How might the Judaeo-Christian understanding of the human person as made in the image and likeness of

God conflict with the first Buddhist precept of ahimsa?” “How is the emphasis on community responsibility over individual rights reflected in First Nation traditions?”

## D2. Sacred Writings and Oral Teachings

By the end of this course, students will:

- D2.1** identify significant sacred writings (e.g., *the Qur'an, the Mahabharata, the New Testament, the Torah*) and oral teachings (e.g., *the Code of Handsome Lake, the Seven Grandfather Teachings, the Mishnah*) of various religions and belief traditions
- D2.2** explain the origins and development of various sacred writings and oral teachings (e.g., *the influence of the political conditions in early Christian communities on the writing of the Gospels; the role and varieties of revelation as a source of teachings and texts*)
- Teacher prompt:** “How did the Roman occupation of ancient Palestine influence the events recorded in and writing of the New Testament?”
- D2.3** identify the central principles outlined in key oral teachings and passages of sacred writings in various religions and belief traditions (e.g., *the Ten Commandments, the Sermon in the Deer Park, the Sermon on the Mount, Aboriginal creation stories*)
- D2.4** compare sacred writings and oral teachings within the same tradition in terms of their recognized importance and influence on believers (e.g., *the Qur'an and the Hadith in Islam, the Torah and the Mishnah in Judaism, the Rig Veda and the Laws of Manu in Hinduism*)
- Teacher prompts:** “How do the Torah and the Mishnah differ in the way they guide the life of a believer?” “How do differences in authority between the Rig Veda and the Laws of Manu affect how each is used and interpreted by Hindus?”

## D3. Prescribed Roles and Influential Figures

By the end of this course, students will:

- D3.1** identify and explain concepts that define the basic roles and/or responsibilities of adherents of various religions and belief traditions (e.g., *ahimsa, satya, and tyaga; dharma; love of God and neighbour; submission; re-enactment of the Dreaming through sacred art*)
- Teacher prompts:** “How does the concept of dharma influence the conduct of Hindus?” “How is the Christian concept of love of neighbour intended to influence conduct?” “How is the concept of the Dreaming reflected in rituals involving sacred sites and symbols left by the Ancestors?” “What guidelines for ethical conduct are outlined in the Ten Commandments?”
- D3.2** identify and explain the purpose of specific roles associated with various religions and belief traditions (e.g., *ascetic, Brahmin, cantor, elder, guru, imam, laity, priest, prophet, senator in the Métis tradition, shaman*)
- D3.3** identify influential figures associated with various religions and belief traditions (e.g., *Abraham, Jesus of Nazareth, Confucius, Guru Nanak, Mirza Husayn, Ali Nuri, Moses, Mother Ann Lee, Muhammad, Siddhartha Gautama, Zoroaster, Handsome Lake*), describe the contexts in which they emerged, and summarize their influence on the particular religion or belief tradition
- D3.4** analyse the impact of leaders and activists associated with various religions and belief traditions (e.g., *Dietrich Bonhoeffer, Thich Quang Duc, Mohandas K. Gandhi, Mother Teresa, Martin Luther King Jr., Elie Wiesel, the women of Chipko*)
- Teacher prompts:** “Why do both Lutheran and Anglican Christians venerate Pope John XXIII as a ‘renewer of the Church’?” “How did Thich Quang Duc become an example to other Buddhists, and what impact did he have on Buddhism, especially in Vietnam?” “How are the experiences and lessons of the women of Chipko relevant to current global and environmental issues?”

## E. RITES AND OBSERVANCE

### OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Daily Living as Sacred Reality:** demonstrate an understanding of the type of daily observances associated with various religions and belief traditions and of the role of these observances in the lives of adherents;
- E2. Rites and Rituals:** demonstrate an understanding of the ways in which rituals and rites reflect the understandings and principles of various religions and belief traditions.

### SPECIFIC EXPECTATIONS

#### E1. Daily Living as Sacred Reality

By the end of this course, students will:

- E1.1** describe the daily practices associated with various religions and belief traditions (*e.g., dietary practices, forms of dress, patterns of prayer, use of language, care for those in need*)
- E1.2** explain how the daily practices of adherents reflect the teachings of their particular religion or belief tradition (*e.g., acts of discernment and/or daily prayer, acts of service, meditation, reflection*)
- E1.3** explain the origins of the daily practices of various religions or belief traditions (*e.g., Salah, Shema, Sikh practices signifying the importance of self-defence, Prayer to the Four Directions*)

**Teacher prompts:** “How do the practices associated with the Five Ks of Sikhism remind Sikhs of their beliefs?” “In Judaism, what conditions are prescribed for the consumption and preparation of food in Deuteronomy 11?” “How might geography or environment affect the rituals of Prayer to the Four Directions?”

- E1.4** describe how major historical events and movements have shaped the daily practices of various religions and belief traditions (*e.g., ahimsa in satyagraha, the prayer book movement in Anglican Christianity, the residential schools experience for First Nation and Métis people*)

#### E2. Rites and Rituals

By the end of this course, students will:

- E2.1** describe ways in which various religions and belief traditions use rites and rituals to provide a spiritual context for understanding human experience  
**Teacher prompt:** “How do initiation rites such as baptism, naming ceremonies, and vision quests reflect and sustain the values of specific communities?”
- E2.2** explain the origin and significance of various belief-related rituals, symbols, and festivals (*e.g., the Five Ks, ICHTHYS, puja, sounding the shofar during Rosh Hashanah, the medicine wheel*)

**Teacher prompts:** “What are some explanations of the origin of the acronym ICHTHYS as a symbol for Christianity?” “Why is the medicine wheel a common symbol used in contemporary First Nation art and culture?” “How does the experience of Guru Arjan Dev, including his martyrdom, reinforce the importance of the Five Ks for Sikhs?”

- E2.3** classify rituals and practices of various religions and belief systems in terms of categories such as almsgiving, asceticism, atonement, anointing, calls to worship, covenant, dietary laws, sacrifice, holy days, vision quest

**E2.4** describe how major historical events and movements have shaped the rituals of various religions and belief traditions (*e.g., the Passover seder, the Blackfoot sun dance, the potlatch*)

**Teacher prompts:** “In what ways has contact with Europeans changed the potlatch ritual over the past two centuries?” “How are the events of the book of Exodus reflected in various aspects of the Passover ceremony?” “How was the practice of Shinto, particularly State Shinto, affected by the Second World War?”

**E2.5** explain how key teachings of various religions and belief systems are reflected in their rites of passage (*e.g., rites associated with birth, coming of age, marriage, death and funerary practices*)

**Teacher prompts:** “How does cremation after death reflect Hindu beliefs about the afterlife and reincarnation?” “Why are there different expectations of participants in the rituals of baptism and confirmation?”



## F. SOCIAL AND CULTURAL CONTEXTS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- F1. Cultural Contexts:** identify and analyse ways in which various religions and belief traditions are embodied in cultural forms;
- F2. Social Contexts:** analyse the interaction between society and various religions and belief traditions;
- F3. Social Challenges:** demonstrate an understanding of the challenges that adherents of various religions and belief systems experience in society;
- F4. Religion, Civil Society, and Popular Culture:** describe and analyse ways in which various religions and belief traditions are interpreted and adapted within civil society and popular culture.

### SPECIFIC EXPECTATIONS

#### F1. Cultural Contexts

By the end of this course, students will:

- F1.1** identify and explain the significance of signs and symbols associated with various religions and belief traditions (*e.g., the crucifix, the medicine wheel, symbols for the syllable “om”*)

**Teacher prompts:** “Why is the crucifix, which was an instrument of Roman torture, employed as a sign of salvation by Christians?” “How do the colours in a medicine wheel embody the First Nation concept of the importance of the physical, spiritual, and natural worlds?” “Why is the syllable ‘om’ sacred to Hindus?”

- F1.2** explain why different religions and belief systems prohibit particular cultural forms or activities (*e.g., reasons for: the iconoclastic controversy, prohibitions against visual depictions in Judaism and Islam, the common practice of not preserving sand mandalas within Tibetan Buddhism*)

**Teacher prompt:** “Why are sand mandalas often swept away upon completion?”

- F1.3** analyse the ways in which various religions and belief traditions are reflected in specific works of art, architecture, music, literature, and dance; in styles of dress; and in cuisines (*e.g., religious icons, La Sagrada Familia church by Antonio Gaudi, evening ragas, the poetry of Rumi, Bharatnatyam dance, monastic robes, kosher and vegetarian cooking, the architecture of Douglas Cardinal*)

**Teacher prompts:** “How do the architectural features of La Sagrada Familia church reflect aspects of the Roman Catholic faith?” “How do the cuisines of various cultures reflect the dietary laws of particular religions?” “How are Aboriginal attitudes towards the environment and geography reflected in the architecture of Douglas Cardinal?”

- F1.4** explain why certain cultural forms have special significance within particular religions and belief traditions (*e.g., Aboriginal drumming, Gregorian chant, Hindu sculpture, Islamic calligraphy, statues of the Buddha, Odissi dance and music*)

**Teacher prompts:** “Why is drumming important in many Aboriginal communities?” “What was the function of Gregorian chant in medieval monastic religious observance? Does it have the same function today?” “What are some differences in the way the Buddha is depicted in various cultures? What are the reasons for the differences?”

#### F2. Social Contexts

By the end of this course, students will:

- F2.1** analyse the ways in which religious pluralism is reflected in Canadian society and culture (*e.g., demographics, government policy*)

**Teacher prompt:** “How does the Canadian Charter of Rights and Freedoms encourage or discourage religious plurality?”



**F2.2** evaluate the influence of various religions and belief traditions on the policies and practices of social and political institutions (e.g., the Canadian constitution, hospitals, schools)

**Teacher prompts:** “Why do the names of many hospitals indicate an affiliation with particular religions or belief traditions?” “How is consideration of religious beliefs expressed through the policies of your school or school board?” “How have faith-based groups influenced the development of universal health care legislation in Canada?”

**F2.3** identify some common prejudices and misconceptions about various religions and belief traditions

### F3. Social Challenges

By the end of this course, students will:

**F3.1** explain why tensions and debates have arisen between various faith communities and society (e.g., Doukhobors, religious marriage tribunals, satyagraha, Aboriginal women of Narmada)

**Teacher prompts:** “How did the beliefs of the women of Narmada influence their decision to stage a non-violent protest against the construction of the Narmada Valley dam?” “Why is the legal status of religious marriage tribunals contested in Canadian courts?”

**F3.2** explain how leaders from various religions and belief traditions have used religion to oppose prejudice and discrimination (e.g., Guru Nanak, Elijah Harper, Jesus of Nazareth, Muhammad, Marcus Garvey, Martin Luther King Jr., Mohandas K. Gandhi, Moses)

**F3.3** evaluate the influence of prejudice on public perceptions of the practices of various religious institutions and belief traditions (e.g., common public perceptions and misconceptions related to wearing the kirpan, jihad, proselytism, First Nations’ use of tobacco and sweetgrass)

**Teacher prompts:** “How do media depictions of jihad reflect or perpetuate common misconceptions about jihad?” “How have misunderstandings about the function and role of the kirpan in Sikhism contributed to tension in Canadian society?” “How might efforts to discourage tobacco consumption conflict with First Nation beliefs?”

**F3.4** analyse how specific laws or historical events have affected relationships between the state and groups holding particular religious beliefs (e.g., anti-conversion laws in India; the Iranian

Revolution of 1979; the French Loi no. 2004 228 on secularism and conspicuous religious symbols; restrictions on the use of the Lord’s Prayer in public institutions in Ontario; secularization in Turkey after the First World War; the status of religion under and after Soviet communism; residential schools legislation and First Nation communities in Canada)

**Teacher prompts:** “What was the reason for the French legislation on secularism and conspicuous religious symbols, and what response has it prompted?” “Why was the inclusion of smudging during the swearing in of Paul Martin’s cabinet a milestone in the relationship between the Canadian government and Canada’s Aboriginal people?” “How is the role of Buddhism as the state religion reflected in the relationship of the people of Thailand with their monarch?” “To what extent should elected officials in Canada allow their faith to influence how they carry out their public functions?”

### F4. Religion, Civil Society, and Popular Culture

By the end of this course, students will:

**F4.1** identify ways in which religious or quasi-religious references or symbols are incorporated into civil ceremonies (e.g., through flags, the national anthem, observances on Remembrance Day)

**Teacher prompts:** “How does the reference to God in the Canadian national anthem reflect the values of a multicultural society?” “How do Remembrance Day ceremonies employ and reflect elements of religious ritual?”

**F4.2** analyse ways in which popular culture uses traditional symbols, ideas, and other elements associated with various religions and belief traditions (e.g., the use of dream catchers and crucifixes as decorative objects or fashion accessories, the use of sacred Hindu symbols in tattoos)

**Teacher prompts:** “Why might the use of a dream catcher as a decorative item offend First Nation people?” “Why might it be inappropriate for movie stars and popular musicians to use the crucifix as a fashion accessory?” “What are the positive and negative effects of the commercialization of yoga and of Hindu symbols and practices?”

**F4.3** analyse and critique from a personal perspective ways in which elements of various religions and belief traditions are imported into popular culture

# World Religions and Belief Traditions in Daily Life, Grade 11

Open

HRF30

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This course enables students to study world religions and belief traditions in local, Canadian, and global contexts. Students will explore aspects of the human quest for meaning and will examine world religions and belief traditions as exemplified in various sacred teachings and principles, rites, and passages. They will also study the interaction throughout history between society and various belief traditions, and will have opportunities to develop research and inquiry skills related to the study of world religions and belief traditions.

**Prerequisite:** None

# A. RESEARCH AND INQUIRY SKILLS

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to world religions and belief traditions, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science and humanities research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

## SPECIFIC EXPECTATIONS

### A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to world religions and belief traditions (*e.g., rites of passage, religious observances*) to identify topics for research and inquiry
- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics
- A1.3** formulate effective questions to guide their research and inquiry  
*Teacher prompt:* “If you were researching rites of passage in different communities, what might be the advantage of comparing religious rites of passage to those based on secular traditions?”

### A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method; identify sources of information*), ensuring that their plans follow guidelines for ethical research  
*Teacher prompts:* “What are some ways to locate reliable sources of information?” “How might you determine whether your

research requires you to consult both primary and secondary sources or allows you to rely exclusively on secondary sources?”

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews, observations, surveys, questionnaires, original documents in print or other media – film, photographs, songs, advertisements, sacred texts*) and/or secondary sources (*e.g., book reviews, textbooks, websites, brochures, newspaper articles*)
- A2.3** based on preliminary research, for each investigation formulate a research question and identify potential subtopics to focus their research

### A3. Processing Information

Throughout this course, students will:

- A3.1** assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, voice*)  
*Teacher prompts:* “What strategies can you use to determine the relevance of the information you have gathered?” “If two information sources contradict each other, how might you determine which is more reliable?” “What values are embedded in the information sources?” “Whose voices are represented

and whose are absent?" "Whose interests are advanced if you believe the main message of this source?"

**A3.2** record and organize information and key ideas using a variety of formats (*e.g., notes, graphic organizers, summaries, audio/digital records*)

**A3.3** analyse and interpret research information (*e.g., determine whether common themes arise in different sources*)

**A3.4** demonstrate academic honesty by documenting the sources of all information generated through research

**A3.5** synthesize findings and formulate conclusions (*e.g., weigh and connect information to determine the answer to their research questions*)

#### A4. Communicating and Reflecting

Throughout this course, students will:

**A4.1** use an appropriate format (*e.g., oral presentation, formal debate, poster, multimedia presentation, web page*) to communicate the results of their research and inquiry effectively for a specific purpose and audience

**A4.2** use terms relating to world religions and belief traditions correctly (*e.g., belief, creed, custom, deity, divine, faith, habit, mysticism, profane, sacred*)

**A4.3** clearly communicate the results of their inquiries (*e.g., write clearly, organize ideas logically, use language conventions properly*), and follow appropriate conventions for acknowledging sources (*e.g., MLA, Chicago, or Turabian-style references and/or notes*)

**A4.4** demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

**Teacher prompts:** "What steps might you take to enhance your research/inquiry skills?" "What questions arise from the results of your research?"

## B. COMMONALITIES, CONCEPTS, AND CONTEXTS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Commonalities:** demonstrate an understanding of the commonalities among various world religions and belief traditions that coexist within a diverse society;
- B2. Terms and Concepts:** define and appropriately use terms and concepts related to world religions and belief traditions, examining their meaning in the context of various beliefs;
- B3. Global and Local Contexts:** demonstrate an understanding of global and local contexts in which world religions and belief traditions function.

### SPECIFIC EXPECTATIONS

#### B1. Commonalities

By the end of this course, students will:

- B1.1** explain how common human needs (*e.g., for a sense of community and identity, a moral code, a sense of purpose or meaning, ritual*) are reflected in religions and belief traditions across cultures and historical eras

**Teacher prompt:** “In what ways do religious institutions seek to continue to be relevant in today’s increasingly secular society?”

- B1.2** evaluate the importance of celebrations and commemorations in human experience (*e.g., anniversaries, birthdays, historical markers*)

**Teacher prompts:** “Why is it important to celebrate special moments?” “Why might human milestones be seen as an expression of the divine?” “What are some ways in which people commemorate significant events or moments (*e.g., with flowers, photographs*)?” “Why would a community want to name a library, airport, school, or public place after an individual?”

- B1.3** identify various world religions and belief traditions that coexist within a diverse society, and explain why it is important to learn about them

**Teacher prompts:** “How might the way a person dresses or eats reflect his or her belief tradition?” “Why is it important for us to understand why our friends, neighbours, or

co-workers are celebrating, fasting, or praying at certain times?” “What is secular humanism and why is it important to understand secular humanism in discussions of world religions?”

- B1.4** explain how a focus on the differences between various religions rather than their commonalities can foster prejudice, bias, and discrimination

**Teacher prompts:** “Why are the terms *cult* and *idolatry* problematic?” “What are some negative consequences that can result from a focus on the differences between faith communities (*e.g., the growth of prejudice, bias, and antipathy leading to wars of religion or the persecution/oppression of minority groups*)?”

#### B2. Terms and Concepts

By the end of this course, students will:

- B2.1** define and appropriately use terms and concepts related to the study of world religions and belief traditions (*e.g., agnosticism, atheism, belief, clergy, conservative, creed, cult, custom, deity, denomination, divine, ecumenism, faith, fundamentalism, habit, interfaith dialogue, laity, liberal, monotheism, mysticism, orthodoxy, pantheism, polytheism, profane, reform, ritual, sacred, secular, supernatural, tradition*)

- B2.2** explain the perceived nature and role of the supernatural and the divine in various religions and belief traditions

**Teacher prompts:** “What are some ways in which various belief traditions regard life and death and the role of humanity and divinity in the world? What are some reasons for any differences between their views?” “How is the supernatural viewed in secular humanism?”

### B3. Global and Local Contexts

By the end of this course, students will:

**B3.1** describe factors that contribute or have contributed to the global influence of various religions and belief traditions (*e.g., emigration and immigration, forced migration through enslaved labour, proselytism, colonialism*)

**Teacher prompts:** “How has immigration changed Canadian understandings of and attitudes regarding various belief traditions?” “Why might a person choose to convert from one belief tradition to another?”

**B3.2** analyse ways in which religions and belief traditions can influence the relationship between individuals and their society, with a focus on contemporary Canadian society

**Teacher prompt:** “Under what circumstances might it be acceptable for an employee to refuse to do something that conflicts with the teachings of his or her belief tradition?”

**B3.3** explain the impact of including “creed” as a protected ground of discrimination under the Ontario Human Rights Code

**B3.4** explain how individual religious beliefs can affect the ways in which people relate to others

**Teacher prompts:** “How might a friend’s religious beliefs and practices influence your relationship?” “How did Mother Teresa’s actions express her religious beliefs?”

**B3.5** identify similarities between civil and religious observances and celebrations (*e.g., the oath of citizenship, the national anthem, Remembrance Day*)

**Teacher prompts:** “Why is November 11 a significant day for most Western countries? How do we recognize its significance?” “Why do schools play ‘O Canada’ every morning?” “Why are there many Christian symbols and references at civil ceremonies in Canada? What does the presence of religious tokens and symbols at civil ceremonies indicate about human responses to such things as war, death, citizenship, and patriotism?”



## C. COMMUNITY WITHIN SACRED AND SECULAR CONTEXTS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Historical Contexts:** demonstrate an understanding of the historical contexts that have shaped particular religions and belief traditions;
- C2. Community Beliefs and Practices:** demonstrate an understanding of various ways in which adherents of particular world religions and belief traditions relate to their own and other communities;
- C3. Belief Traditions and Popular Culture:** demonstrate an understanding of ways in which various world religions and belief traditions are interpreted and adapted within popular culture.

### SPECIFIC EXPECTATIONS

#### C1. Historical Contexts

By the end of this course, students will:

- C1.1** identify and describe significant episodes from the history of various world religions and belief traditions

**Teacher prompts:** “How has the experience of diaspora affected the practices of Judaism?” “Why is the founding of the Confederacy of Six Nations an important event in Haudenosaunee history?” “Why would the opening of the Woodlands Cultural Centre be a significant event for the Confederacy of Six Nations?” “What is the tradition of leadership succession in Tibetan Buddhism? How might this tradition be affected by the fourteenth Dalai Lama’s experience of exile?”

- C1.2** identify major figures from the history of various world religions and belief traditions, and explain their origins, roles, and contributions

**Teacher prompts:** “How did Baha’ullah contribute to and influence the Baha’i faith?” “How have the Haudenosaunee been influenced by those born outside their nation, such as Peacemaker?” “How does the significance and role of Jesus of Nazareth differ in Christianity and Islam?”

- C1.3** explain the relationship between specific historical incidents and the practices or rituals associated with particular belief traditions (e.g., the exodus of Jews from Egypt and the eating of matzo at Passover)

- C1.4** explain the relationship between religious movements (e.g., Reform Judaism) or events (e.g., the Second Vatican Council) and changes in religious practice over time

**Teacher prompts:** “Why has there been a decrease in the number of people entering vowed religious communities and an increase in lay movements and participation within the Roman Catholic tradition since the Second Vatican Council?”

#### C2. Community Beliefs and Practices

By the end of this course, students will:

- C2.1** identify and explain differences in beliefs and belief-related practices between different branches within particular communities of believers, and describe unifying elements that connect them despite their differences

**Teacher prompts:** “Why is the Dalai Lama differently perceived by Vajrayana, Theravada, and Mahayana Buddhists, as well as different groups within secular society?” “How does the concept of *umma* influence relationships between Shia, Sunni, and Ismaili Muslims?”

- C2.2** describe various roles played by people in different belief traditions (e.g., senators in the Métis tradition; the laity in Orthodox Christianity; the cantor in Jewish Sabbath services; men and women, boys and girls in various traditions)



**C2.3** demonstrate an understanding of how various world religions and belief traditions accommodate a range of commitment, from strict observance to liberal compromise

**Teacher prompts:** “How do Old Order Amish differ from Conservative Mennonites?” “Why may Hindus express their devotion in a multiplicity of ways?”

**C2.4** describe difficulties that individuals may encounter in Canadian society when their religious observance includes particular practices in regard to dress, diet, or behaviour (e.g., *wearing hijab, refusing blood transfusions, following a vegetarian diet, offering tobacco*)

### C3. Belief Traditions and Popular Culture

By the end of this course, students will:

**C3.1** describe ways in which popular culture uses traditional symbols, ideas, and other elements associated with various world religions and belief traditions

**Teacher prompts:** “How does a Hindu’s view of yoga as a religious discipline differ from the view of yoga projected by the fitness industry?” “How did the Beatles influence the perception of Hinduism in Western culture?” “How do views of marriage in popular culture differ from how marriage is understood by various belief traditions?” “How does the commercialization of tobacco use in popular culture conflict with the sacred role of tobacco in First Nation traditions?” “How appropriate is it for martial arts to be taught without spiritual instruction?”

**C3.2** explain the effects on faith communities as well as popular culture when specific faith symbols are appropriated by popular culture

**Teacher prompts:** “What are some possible effects of the development of sports hijabs? To what extent would it be problematic if sports hijabs were marketed as mainstream sports-wear to keep long hair contained?” “What are some possible effects of the adoption of the traditional Palestinian kuffiyeh as a fashion accessory?”

**C3.3** identify, explain, and evaluate examples of bias and prejudice in pop-culture representations of religions and belief traditions (e.g., *depictions of Hinduism in The Simpsons; representations of Islam in the media*)

## D. ACTIONS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Festivals, Celebrations, and Commemorations:** demonstrate an understanding of the role and significance of festivals, celebrations, and commemorations in various world religions and belief traditions;
- D2. Rites of Passage:** describe the role and significance of rites of passage in various world religions and belief traditions;
- D3. Daily Observances:** describe and explain the function and significance of the daily observances practised by followers of various world religions and belief traditions.

### SPECIFIC EXPECTATIONS

#### D1. Festivals, Celebrations, and Commemorations

By the end of this course, students will:

- D1.1** explain the significance of major festivals and other commemorations in various world religions and belief traditions  
*Teacher prompt:* “Why would some Jewish people say that Yom Kippur is the most holy day in the Jewish calendar?”
- D1.2** identify and describe the observances and practices associated with the major festivals, commemorations, and celebrations of various world religions and belief traditions (e.g., *coloured water at Holi, dancing at powwows, lighting candles at the beginning of Shabbat, nativity scenes at Christmas*)  
*Teacher prompts:* “Why are lights and candles an important symbol for the celebration of Wesak by Buddhists?” “Why is drumming often a significant feature in the festivals of indigenous people in Canada and around the world?”
- D1.3** describe the role and significance of fasts and feasts in various belief traditions  
*Teacher prompts:* “Why do Muslims fast during Ramadan?” “Why do Hindus exchange sweets during Holi?” “How does the nalukataq – the spring whaling festival – express the significance of the whale to the Inuit community?”

- D1.4** explain how practices and rituals employed in festivals and celebrations of various religions and belief traditions reflect the teachings of those traditions

*Teacher prompts:* “How does Ayambil relate to the spiritual goals of a Jain?” “Why is the kiss of peace symbolic of the life of a Christian?” “How does the redistribution of goods in a potlatch express the importance of community interdependence?”

- D1.5** explain the origins of symbols associated with specific religious festivals, celebrations, and commemorations (e.g., *Advent wreath, menorah, lotus, fireworks, sweetgrass*)

*Teacher prompts:* “What is the significance of the dreidel?” “Explain why fireworks and lights are common symbols associated with the Hindu festival of Diwali.”

#### D2. Rites of Passage

By the end of this course, students will:

- D2.1** identify and explain the purpose of key rites of passage in various world religions and belief traditions (e.g., *rituals associated with death, marriage, naming a child*)  
*Teacher prompts:* “Why is the naming ceremony such a significant aspect of First Nation, Hindu, Jewish, and Muslim traditions?” “What is the significance of the one-month celebration for infants in Buddhist and Taoist traditions?”

**D2.2** describe the practices and rituals employed in specific rites of passage associated with various religions and belief traditions, and explain their significance

**Teacher prompts:** “Why is candy thrown at the bar mitzvah boy as he completes his Haftorah?” “How do the rituals employed by Hindus in the cremation of the body after death reflect their understanding of the afterlife?” “What are some similarities and differences in the birth, coming of age, and death rituals of several belief traditions?”

**D2.3** demonstrate an understanding of symbols, art, and literature associated with rites of passage in various religions and belief traditions

**Teacher prompts:** “How does He Qi’s painting *The Baptism of Jesus* reveal the importance of baptism to Christians?” “What is the symbolic significance of the tallith in the bar/bat mitzvah?” “How do the symbols of the amritsanchar ceremony represent the expectations of the Sikh who joins the Khalsa?” “How do the symbols woven into the dream catcher for newborn Ojibwe babies convey the values of the community?”

**D3.2** describe the role and significance of daily observances in different world religions and belief traditions (e.g., *Kusti prayers, Salah, Shema, sunrise ceremony, the Five Ks in Sikhism*)

**Teacher prompts:** “How is the Shema observed through both clothing and ritual?” “How might the observation of the sunrise ceremony affect and reflect an individual’s attitude towards the natural world?”

**D3.3** explain how daily practices and rituals associated with various religions and belief traditions connect to and/or affect the lives of their adherents

**Teacher prompts:** “How does the observance of giving thanks (saying ‘grace’) before and after meals anchor and regulate a believer’s day?” “How might the life of someone be affected if he or she spent time in meditation or prayer or in the natural world each day?” “How might a Sikh who observes the Five Ks as a way of life encounter tensions in a secular world that is not informed about the significance of these practices?”

### D3. Daily Observances

By the end of this course, students will:

**D3.1** identify daily rituals of various world religions and belief traditions (e.g., *regular prayer, ritual bathing, meditation*)

## E. SACRED STORIES AND WRITINGS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Role of Sacred Writings, Oral Teachings, and Stories:** demonstrate an understanding of the role of sacred writings, oral teachings, and stories in various world religions and belief traditions;
- E2. Influence of Sacred Writings, Oral Teachings, and Stories:** demonstrate an understanding of the influence of sacred writings, oral teachings, and stories on the development of belief and action.

### SPECIFIC EXPECTATIONS

#### E1. Role of Sacred Writings, Oral Teachings, and Stories

By the end of this course, students will:

- E1.1** compare and contrast sacred writings and oral teachings
- E1.2** describe the importance of sacred writings and oral teachings in various world religions and belief traditions
- E1.3** describe various sacred writings and oral teachings, providing specific examples from various world religions and belief traditions (e.g., *the Bhagavad Gita*, *the Great Law of Peace of the Longhouse People*, *the Qur'an*, *the Jatakas*, *the Kojiki*, *the Mishnah*, *the New Testament*)  
*Teacher prompts:* “How is the Rig Veda different from the Mahabharata?” “How do the primary sacred texts of Christianity differ from those of Judaism?” “Why is the Haienwtha Belt (wampum belt) categorized by some as both a form of sacred writing and an oral teaching?”
- E1.4** explain the intended message of specific passages from sacred writings or oral teachings from various religions and belief traditions (e.g., *the Beatitudes*, *the Eightfold Path*, *the Seven Grandfather Teachings*)  
*Teacher prompts:* “How would your life change if you were to try to live according to the Seven Grandfather Teachings?” “What kinds of values are reflected in the Beatitudes?” “Why is the Eightfold Path a central tenet of Buddhism?”

#### E2. Influence of Sacred Writings, Oral Teachings, and Stories

By the end of this course, students will:

- E2.1** explain the influence of sacred writings and oral teachings in the origin and development of various world religions and/or belief traditions (e.g., *the Code of Handsome Lake*, *the Qur'an*, *the New Testament*, *the Tripitaka*)  
*Teacher prompts:* “What do we know about the circumstances that influenced the development of the Code of Handsome Lake?” “How did the manner in which the Qur'an was revealed influence the development of Islam?” “How are the conditions of the early Christian communities reflected in the letters of Paul?”
- E2.2** identify key precepts (e.g., *the Golden Rule*) derived from the sacred writings and oral teachings of various world religions and belief traditions and describe any commonalities  
*Teacher prompt:* “What similarities do you see between the Code of Handsome Lake and the Golden Rule?”
- E2.3** explain the connections between the sacred stories and writings of various world religions and belief traditions and their festivals, celebrations, rites of passage, and daily observances (e.g., *the Book of Esther and Purim*, *the Ramayana and Diwali*, *the Haudenosaunee creation story and the Green Corn Festival*)

*Teacher prompts:* “How are the events of the Book of Esther reflected in the rituals of Purim?” “How are aspects of the story of Sita’s abduction reflected in the observances of Diwali?”

**E2.4** explain the relationships between sacred stories and various symbols and works of art, music, or literature

*Teacher prompts:* “Why might Bill Reid have chosen each of the figures that were included in the sculpture *Spirit of Haida Gwaii*?” “How accurately do paintings of the Last Supper depict the events described in the Gospel narratives?” “How do differing representations of Hindu deities reflect sacred stories?”

## F. DIMENSIONS OF THE SACRED

### OVERALL EXPECTATIONS

By the end of this course, students will:

- F1. Sacred Time:** demonstrate an understanding of how concepts of time influence the teachings and practices of various world religions and belief traditions;
- F2. Sacred Place:** demonstrate an understanding of how concepts of place influence the teachings and practices of various world religions and belief traditions.

### SPECIFIC EXPECTATIONS

#### F1. Sacred Time

By the end of this course, students will:

- F1.1** describe ways in which common celebrations and commemorations associated with various religions and/or belief traditions are linked to concepts of time

*Teacher prompts:* “What is the connection between respect for ancestors and the arrival of spring through the Qingming festival for Confucians?” “Based on what you know about the potlatch celebration, why would it make more sense to celebrate a potlatch during the winter months rather than the summer months?”

- F1.2** identify and explain the significance of historical events and natural cycles that are commemorated in various religions and belief traditions (e.g., *planting and harvest time; the migrations of monarch butterflies, salmon, and birds; cycles of the moon and sun; the births and/or deaths of religious leaders*)

*Teacher prompts:* “How does the lunar cycle affect the timing of events in the religious year of various belief traditions? How does its influence compare with the effect of the solar cycle in various belief traditions?” “Why do some communities gather to celebrate cycles of nature?”

#### F2. Sacred Place

By the end of this course, students will:

- F2.1** describe the main features of the places of worship of various religions or belief traditions

*Teacher prompts:* “How might the interior features of Roman Catholic churches differ from those of the Eastern Orthodox or Calvinist Reform traditions?” “How does the construction of a sweat lodge reflect the understandings and beliefs of First Nation people about the natural world?” “Why are prayer wheels incorporated into the design of some Buddhist temples?”

- F2.2** explain ways in which attitudes and actions of believers are shaped by convictions about the significance of place (e.g., *places such as Turtle Island for the Haudenosaunee people, the Western Wall for Jews, the Ganges River for Hindus*)

*Teacher prompts:* “Why is the Ark of the Covenant in a synagogue placed on the side that faces Jerusalem?” “How do adherents of various traditions express reverence when they approach or enter sites of sacred importance?” “How are Aboriginal people’s attitudes towards the environment and the earth a reflection of their larger belief tradition?” “How does the positioning of the Guru Granth Sahib in relation to the congregation in a Gurdwara reflect attitudes about the significance of place?”

- F2.3** identify the relationship between place and common celebrations and commemorations (e.g., *cenotaphs on Remembrance Day*)

*Teacher prompts:* “Why were veterans upset when the French government wanted to remove a British war cemetery on the Somme battlefield to build an airport?” “Why were the Stoney Point Ojibwe protesting at Ipperwash Provincial Park in 1995?”

**F2.4** identify various sacred places that are destinations for pilgrims (*e.g., Jerusalem, Mecca, Varanasi*) and explain the difference between a pilgrimage (*e.g., the hajj*) and other types of spiritual journey (*e.g., the vision quest*)

**Teacher prompts:** “Why has Jerusalem been a focal point of pilgrimage?” “How do pilgrims to Varanasi express reverence?” “Why is there no specific place that a First Nation male must visit during his vision quest?”





# GLOSSARY

## EQUITY STUDIES

**ableism.** Prejudice, stereotyping, and/or discrimination directed against people who have developmental, emotional, physical, sensory, or health-related disabilities. Ableism may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviour of individuals.

**advocacy.** Action in support of a cause, including the attempt to influence public policy with respect to that cause.

**antisemitism.** Prejudice, stereotyping, and/or discrimination directed against individual Jews or the Jewish people on the basis of their culture and religion. Antisemitism may be evident in organizational and institutional structures, policies, procedures, and programs, and in the attitudes and behaviour of individuals.

**appropriation.** The act of taking or making use of another group's property, cultural expressions, traditions, and/or ways of being without authority or right.

**bias.** An opinion, preference, prejudice, or inclination that limits an individual's or group's ability to make fair, objective, or accurate judgements.

**colonization.** A practice of domination that involves the political, economic, and/or cultural subjugation of one people by another.

**cultural appropriation.** See **appropriation**.

**cultural relativism.** The view that norms and values need to be understood within the context of the culture in which they are found, that they are equally valid, and that none are inherently superior.

**culture.** The customary beliefs, values, social forms, and material traits of an ethnic, religious, or social group.

**discrimination.** See **individual discrimination**; **systemic discrimination**.

**diversity.** The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

**equality.** A condition in which all people are treated the same way, regardless of individual differences. See also **equity**.

**equity.** Fair, inclusive, and respectful treatment of all people. Equity does not mean treating all people the same, without regard for individual differences. See also **equality**.

**ethnicity.** The shared national, ethnocultural, racial, linguistic, and/or religious heritage or background of a group of people, whether or not they live in their country of origin.

**feminism.** Theories, movements, and actions that aim to promote social, economic, and political equity for women, and to challenge and eliminate sexism.

**gender.** The characteristics of women and men that are socially constructed.

**gender-based violence.** Any form of behaviour – including psychological, physical, and sexual behaviour – that is based on another individual’s gender and is intended to control, humiliate, or harm that individual. This form of violence is generally directed towards women and girls and is based on an attitude or prejudice, which may be conscious or unconscious and may exist on the individual and/or institutional level, that aims to subordinate an individual or group on the basis of sex and/or gender identity.

**gender binary.** The societal and cultural classification of gender into two distinct categories – masculine and feminine.

**gender identity.** A person’s sense of self with respect to being male or female. Gender identity is different from sexual orientation and may be different from birth-assigned sex.

**gender performance.** The ways in which an individual enacts, or refuses to enact, the gender norms deemed to be appropriate to the individual’s sexed body.

**harassment.** A form of discrimination that may include unwelcome attention and remarks, jokes, threats, name calling, touching, or other behaviour that insults, offends, or demeans someone because of his or her identity. Harassment involves conduct or comments that are known to be, or should reasonably be known to be, offensive, inappropriate, intimidating, and/or hostile.

**homophobia.** A disparaging or hostile attitude or a negative bias, which may be overt or unspoken and may exist at an individual and/or a systemic level, towards people who are lesbian, gay, bisexual, or transgender (LGBT).

**human rights.** Rights that recognize the dignity and worth of every person, and provide for equal rights and opportunities without discrimination, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, or other similar factors.

**individual discrimination.** Unfair or unequal treatment based on race, ethnic origin, sex, sexual orientation, religion, age, and other similar factors, perpetrated by an individual person against another person or group. *See also* **systemic discrimination.**

**intersectionality.** The overlapping, in the context of an individual or group, of two or more prohibited grounds of discrimination under the Ontario Human Rights Code, or other similar factors, that may result in additional biases or barriers to equity for that individual or group.

**intersex.** Referring to people who are born with sex chromosomes, external genitalia, or internal reproductive systems that are not considered standard for either males or females. The existence of intersexuals calls into question rigid binary categorizations of biological sex into male and female.

**LGBT.** The initialism used to refer to *lesbian, gay, bisexual, and transgender* people. A broader range of identities is also sometimes implied by this initialism, or they may be represented more explicitly by *LGBTTIQ*, which stands for *lesbian, gay, bisexual, transgender, transsexual or two-spirited, intersex, and queer or questioning*.

**marginalization.** The process of being relegated to the margins of society and having little or no social power. Marginalization may affect individuals or larger groups, including women and racial, ethnic, and religious groups.

**matriarchy.** A social structure or social organization ruled by women. Also, a social organization in which descent or inheritance is determined through a female line.

**multiculturalism.** The acceptance of cultural pluralism as a positive and distinctive feature of society. In Canada, multiculturalism is government policy, and includes initiatives designed to support cultural pluralism at all levels of government.

**oppression.** The exercise of power or authority by an individual or group to subjugate a less powerful individual or group, using physical, psychological, social, and/or economic threats or force. The term can also refer to injustices suffered by marginalized groups in their everyday interactions with members of more powerful groups. The marginalized groups usually lack the means to effectively challenge their oppression.

**patriarchy.** The norms, values, beliefs, systems, and sociocultural, political, economic, and familial structures that afford power and privilege to men, and thereby marginalize and subordinate women.

**power.** The ability of people to control their environment, including, at times, the behaviour of others. In any society, people with power have the greatest access to resources and can exercise control with only minimal thought to the effect on others. Societies tend to be dominated by those in “unmarked categories of power” – that is, people who are part of a group that represents the norm against which all other groups are compared. Examples of unmarked categories of power are “whiteness”, “masculinity”, and “heterosexuality”. *See also* **privilege**.

**prejudice.** Preconceptions, attitudes, and/or opinions held by a person about a particular group that tend to denigrate that group, despite the absence of sound or legitimate reasons to do so. When such attitudes are held by people with power, they can result in acts of discrimination and oppression against groups or individuals.

**privilege.** The experience of rights, benefits, advantages, access, and/or opportunities granted members of a dominant group. Privilege is usually taken for granted by members of the majority or advantaged group, who do not recognize that minority or disadvantaged groups do not share the same rights, benefits, and opportunities.

**race.** A social construct that groups people on the basis of common ancestry and characteristics such as colour of skin, hair texture, and/or the shape of eyes and other facial features. The term is used to designate the categories into which societies divide people according to such characteristics. Race is often confused with ethnicity, but there may be several ethnic groups within a racial group. *See also* **ethnicity**.

**racial profiling.** Any action undertaken for reasons of safety, security, or public protection that relies on stereotypes about race, colour, ethnicity, ancestry, religion, or place of origin, rather than on reasonable suspicion, to single out an individual for greater scrutiny or differential treatment.

**racialized group.** A group of people who may experience social inequities on the basis of race, colour, and/or ethnicity, and who may be subjected to differential treatment.

**sex.** Refers to the categorization of people as male or female, based on characteristics that are biologically determined. *See also* **gender** and **gender identity**.

**sexism.** Prejudice, stereotyping, and discrimination directed against people on the basis of their sex or gender. Sexism may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviour of individuals.

**sexual orientation.** A person’s sense of sexual attraction to people of the same sex, the opposite sex, or both sexes.

**social constructionism.** The theory that certain social phenomena, which do not necessarily exist in and of themselves, can be created, institutionalized, and made “real” simply because they are agreed to and acted on by social groups. Concepts such as *marriage*, *race*, and *gender* are considered to be social constructions.

**social justice.** A concept based on the belief that each individual and group within a given society has a right to equal opportunity, civil liberties, and full participation in the social, educational, economic, institutional, and moral freedoms and responsibilities of that society.

**stereotype.** A false or generalized, and usually negative, conception of a group of people that results in the unconscious or conscious categorization of each member of that group, without regard for individual differences. Stereotyping may be based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, disability, or other similar factors.

**systemic discrimination.** A pattern of discrimination that arises out of apparently neutral institutional policies or practices, that is reinforced by institutional structures and power dynamics, and that results in the differential and unequal treatment of members of certain groups. *See also* **individual discrimination.**

**transgender.** A term applied to individuals whose gender identity is not consistent with their biological sex. Transgender is not a sexual orientation.

## FAMILY STUDIES

### *Fashion and Housing*

**blind stitching.** A sewing technique in which stitches that are not intended to be seen are made on the surface of a fabric or garment.

**CAD (computer-aided design).** The use of computer technology in the process of fashion design or documentation.

**concept board.** A collage of design sketches, colour swatches, and other images and/or patterns that serve as inspiration for a fashion design or collection, or an interior design.

**croquis.** A sketch of a figure on which fashion illustrations can be drawn.

**dance shawl.** A colourful, fringed shawl typically worn by women in a number of different First Nation communities for some traditional dances.

**dart.** A sewn fold designed to allow a garment to fit more closely to the wearer's body.

**dashiki.** A colourful, loose-fitting shirt, typically worn by men, that is traditional to many West African countries.

**discretionary expense.** An expense that is not considered essential to meeting one's needs.

**ease.** Extra room designed into clothing to allow the wearer to move comfortably.

**elements of design.** Fundamental components of design, including colour, form, line, shape, space, texture, and value.

**Empire waist.** A waistline on a dress or shirt that is placed higher than the natural waistline, often just below the bust.

**escrow.** An amount of money held by a lender or neutral third party to be disbursed on certain conditions. Escrow accounts are often used in real estate transactions or can be used by home owners to pay taxes and/or insurance.

**fabric.** A cloth made by weaving, felting, or knitting fibres.

**fad.** A fashion that becomes very popular for a brief period of time.

**fair trade.** An approach to international trade, with the goal of social and environmental sustainability and fair compensation to producers. In the fashion industry, fair trade fibres and fabrics, such as silk and cotton, as well as clothing are available.

**fashion cycle.** The process by which a particular style or trend becomes very popular and then fades from popularity, displaced by a new style or trend.

**felting.** A process of making wool thicker and more water resistant by immersing it in hot, soapy water and gently agitating.

**feng shui.** An ancient Chinese system of aesthetics. In interior design, feng shui is concerned with light, colour, and the choice and placement of objects (including furniture) to ensure harmony and positive energy.

**fibre.** The natural or synthetic material from which fabric is woven, knitted, or felted.

**finishes.** Chemical or mechanical treatments used to achieve or enhance certain fabric properties (e.g., to make a fabric wrinkle resistant, waterproof, or flame retardant).

**flat-felled seam.** A very durable seam often used on thick fabric such as denim.

**floor plan.** A scale drawing of a room or building drawn as if the room/building were seen from above.

**French seam.** A double-sewn seam often used with delicate fabrics and in garments where a clean, finished look is required.

**gather.** A sewing technique in which a long piece of fabric is attached to a shorter one. The longer piece of fabric is gathered up along two lines of sewing and then stitched to the shorter piece.

**geothermal power.** Thermal energy stored in the earth, which can be used for heating homes and providing electrical power.

**halfway house.** A supportive housing arrangement in which people who have left an institution, such as a hospital or prison, are provided with supports as they reintegrate into society.

**haute couture.** Exclusive custom-made clothing created by fashion houses.

**interfacing.** A textile product attached to the unseen side of fabric to strengthen or add body to parts of a garment such as collars or button holes.

**keffiyeh.** A traditional headdress or scarf typically worn by Arabic or Kurdish men. It is often made of a mix of cotton and wool and sometimes has a distinctive woven check pattern.

**kufi.** A small skull cap, often crocheted, traditionally worn by men of West African descent. Crown-style kufis cover more of the head and are usually worn on formal occasions.

**lien.** A legal interest in a property owned by another that must be settled before the property can be sold. The most common type of lien is when property is used as collateral for a loan.

**maquiladora.** A manufacturing company in Mexico or in other parts of Central America that is typically owned by a multinational corporation and usually sells to other multinational corporations. Maquiladoras are characterized by low wages, low taxes, and low or no tariffs, and lack of labour or environmental standards.

**mortgage.** A loan on a property in which the property is used as security against non-repayment of the loan.

**natural fibre.** A fibre, such as wool or cotton, derived from plants or animals.

**pinking shears.** Scissors with a saw-toothed edge that cut in a zig-zag pattern. Fabric edges cut with pinking shears are less likely to unravel.

**placket.** The area of a garment that opens and to which buttons or zippers are often applied. Plackets are usually sewn with double layers of fabric and sometimes with interfacing to ensure their durability.

**positional goods.** Products whose value is determined mostly by the social status bestowed upon the owner of the product. Expensive jewellery, designer clothing, and luxury cars are considered positional goods.

**pressing ham.** A tightly stuffed pillow with a curved shape used for pressing curved areas of clothing such as sleeves and cuffs.



**principles of design.** Generally accepted ideas about the qualities that contribute to the effectiveness of the design of an item. Principles of design include, but are not limited to, balance, emphasis, harmony, movement, proportion, repetition, rhythm, unity, and variety.

**raw edge.** The edge of fabric on which threads become unravelled if not finished.

**ribbon shirt.** A loose-fitting, long-sleeved shirt that has pieces of coloured fabric sewn onto the garment. Ribbon shirts have become traditional to many First Nations.

**scarification.** A form of body art in which human skin is scratched, etched, or burned to create patterned scar tissue. Scarification may be done for aesthetic, social, or religious reasons.

**seam.** The line where two or more layers of fabric are held together with stitches.

**seam ripper.** A small, sharp tool used to unpick stitches.

**serger.** A special sewing machine that uses three to five threads instead of the conventional two. Sergers sew a seam while trimming off the edge of the fabric.

**social housing.** Non-profit rental or cooperative housing usually funded by a government program.

**social marketing.** The systemic application of commercial marketing principles, typically used to sell products, with the goal of “selling” ideas, attitudes, and behaviours that would benefit the target audience and/or society.

**solar gain.** An increase in temperature caused by solar radiation. In energy efficient building design, solar gain should be maximized in the winter and minimized in the summer.

**stabilizer.** A product that keeps fabric in place during machine embroidery.

**subletting.** Renting a property that is currently rented by another party.

**sweatshop.** A factory, usually producing fashion goods, in which employees work for long hours at low wages and in unhealthy and unsafe conditions.

**synthetic fibre.** A fibre, such as polyester, nylon, or spandex, that is artificially created, often through chemical processes.

**tailor’s tack.** A loose, looped stitch used to transfer markings to fabric or to mark places where two pieces of fabric are to be joined.

**Textile Labelling Act.** Canadian federal legislation that regulates labelling on all textile products sold to consumers. The act requires all textile products to have a label indicating the fibre content of the product as well as the name and address of the producer or importer of the product.

**topstitching.** A sewing technique in which stitches that are intended to be seen are made on the surface of a fabric or garment.

**traffic patterns.** In room design, the typical way in which people enter, move around in, and exit a room. Designers consider typical traffic patterns to ensure safe and efficient use of a space.

**upcycling.** The practice of recycling old or unused goods into something of greater value. The goal is to reduce the use of new raw materials when producing new goods.

**work triangle.** An aspect of kitchen design, in which the layout of the refrigerator, stove/oven, and sink forms a triangle that allows for efficient movement.

**yarmulke.** A small, round head covering worn at all times by observant Jewish men. Yarmulkes are also worn by women in some Jewish communities. Also called a *kippah*.



## Food and Nutrition

**additive.** A chemical substance added to food during preparation or storage to enhance its appearance, texture, flavour, or shelf life. Salt, sugar, starch, vitamins and minerals, and seasonings are not considered food additives.

**aroma.** A distinctive, often savoury scent associated with a particular food.

**bamboo steamer.** A two-sectioned lidded circular container made of bamboo. Water is heated in the lower section and food is placed in the upper section. When heat is applied to the lower section, steam rises through tiny holes into the upper section to cook the food. Bamboo steamers are typically used to cook meat, fish, and dumplings in Asian cooking.

**body image.** A person's perception of his or her own physical appearance, which may or may not be related to objective appearance or physical condition.

**calorie.** A measure of food energy. *See also* **empty calories.**

**Canada's Food Guide.** A set of Canadian dietary guidelines based on scientific evidence to promote healthy eating.

**carbohydrates.** Together with fats and proteins, an important source of energy for the body. Sugars, starch, and fibre are all types of carbohydrates. *See also* **macronutrient.**

**clay oven.** A cylindrical pot made of unglazed clay with a top opening. It is typically heated to very high temperatures using wood, gas, or charcoal. Clay ovens, also called *tandoors*, are used in Indian cooking to make some breads and cook meat on skewers.

**community garden.** Public or shared space in which people can come together to grow fruit, vegetables, herbs, and/or flowers for personal or shared use.

**community kitchen.** A group of people who meet regularly in a supportive environment to prepare food together. Community kitchens teach cooking skills and nutrition information and provide low-cost, nutritious meals to their members.

**cross-contamination.** The spread of bacteria from one food to another. Cross-contamination is prevented by washing hands and surfaces regularly and separating raw meats from other foods.

**cuisine.** A style of cooking, especially one associated with a particular country or region.

**culture.** The way in which people live, think, and define themselves as a community. Food constitutes one aspect of a people's culture.

**dietary reference intakes.** A set of nutrient recommendations for healthy populations that reflects current scientific knowledge.

**Dutch oven.** A heavy cooking pot, usually made of cast iron and with a tightly fitting lid, that is used for braising and making soups and stews.

**empty calories.** Calories coming primarily from sugars and fats in foods that do not contain other important nutrients such as protein, fibre, vitamins, or minerals.

**energy balance.** The ratio of calories ingested to calories expended. Positive energy balance means that more calories are ingested than expended, resulting in weight gain. Negative energy balance means that fewer calories are ingested than expended, resulting in weight loss.

**energy-yielding nutrients.** Nutrients that, when consumed, provide calories to the body. Energy-yielding nutrients are carbohydrates, fats, and proteins.

**etiquette.** Conventional expectations for social behaviour within a particular community or culture.

**fair trade.** An approach to international trade, with the goal of social and environmental sustainability and fair compensation to producers. In the food industry, fair trade products are usually those exported in large quantities from developing countries to developed countries (e.g., coffee, cocoa, sugar, tea, bananas).

**fallow fields.** Tracts of land left unplanted for a season for the purposes of increasing fertility of the soil.

**fats.** Together with carbohydrates and proteins, an important source of energy for the body. Types of fats include saturated fat, monounsaturated fat, and polyunsaturated fat. *See also* **macronutrient**.

**food bank.** A place where donated food is available for people in need.

**food-borne illness.** A disease caused by agents that enter the body through the ingestion of food.

**food safety practices.** Procedures for handling, preparing, and storing food to reduce the risks of spreading food-borne illnesses and exposing people to potentially harmful allergens.

**food security.** The availability of safe, nutritious, sustainable food in sufficient quantities to enable people to maintain a healthy and active life.

**functional food.** A conventional food that, beyond its basic nutritional functions, has been demonstrated to have physiological benefits and/or to reduce the risk of chronic disease.

**herb.** A plant product used for flavouring food or for medicinal purposes. Herbs come from the leafy part of the plant and are grown in temperate climates. *See also* **spice**.

**imperial measures.** Measures that are part of a system of measurement developed in England and that include inches and feet; ounces and pounds; and teaspoons, tablespoons, and cups.

**integrated pest management.** An environmentally friendly approach to pest control in agriculture, with the goal of reducing or eliminating the need for pesticides.

**macronutrient.** An essential nutrient required in relatively large amounts for normal growth and development. Carbohydrates, fats, and proteins are macronutrients.

**metabolism.** The biochemical processes that break down food so it can be used by the body as energy.

**micronutrient.** An essential nutrient required in relatively small amounts for normal growth and development. Vitamins and minerals are considered micronutrients.

**mortar and pestle.** A mortar is a bowl-shaped container; a pestle is a heavy hand-held tool with a rounded end that is used to grind or pulverize spices, herbs, and other foods in the mortar.

**nutrient.** A substance that provides essential nourishment. Types of nutrients include carbohydrates, fats, proteins, vitamins, and minerals.

**nutrient deficiency.** An insufficiency of a nutrient needed for normal growth and development.

**nutrient density.** In any particular food, the ratio of nutrients to calories. Foods are described as nutrient dense if they are rich in nutrients relative to their calorie content.

**organic.** A term describing food that is produced in a way that adheres to a strict set of standards. Organic foods are produced without use of genetically modified organisms or synthetic chemicals such as pesticides or fertilizers.

**proteins.** Together with carbohydrates and fats, an important source of energy for the body. Types of proteins include complete proteins (from meat and dairy, quinoa, and soy products) and incomplete proteins (from grains, legumes, and nuts). *See also* **macronutrient**.

**sanitize.** The process of making a surface or item free from dirt and bacteria. Kitchen surfaces and utensils are usually sanitized by cleaning them with very hot soapy water or chlorine bleach.

**spice.** A plant product used for flavouring foods. Spices come from the seed, bark, fruit, or roots of plants that are usually grown in tropical or sub-tropical climates. *See also* **herb**.

**staple food.** A commonly eaten food in a country or community. Foods such as wheat, rice, and corn are considered staple foods.

**tajine.** A North African earthenware dish with a distinctive cone-shaped lid. A tajine is used for preparing traditional stews, which are typically slow cooked for several hours.

**trans fatty acids.** Manufactured fats formed when liquid fats are transformed into solids through the addition of hydrogen atoms. Trans fatty acids were originally added to processed foods and baked goods to increase their shelf life. Consumption of trans fatty acids has been shown to increase bad cholesterol and decrease good cholesterol, thereby increasing one's overall risk for heart disease.

**vegan.** *See* **vegetarian**.

**vegetarian.** A person who chooses not to eat meat for ethical, religious, health, environmental, economic, or other reasons. Different types of vegetarians include vegans (who eat no animal-derived products), ovo-lacto vegetarians (who eat eggs and dairy products but no meat), pescetarians (who eat fish but no meat), and semi-vegetarians (who eat fish and chicken but no mammalian flesh).

**vermi-composting.** A method of composting that uses worms to break down kitchen scraps and transform them into nutrient-rich fertilizer.

**wok.** A large, round-bottomed, metal pan used for frying and steaming in Asian cooking.

**yield.** The number of servings or portions produced by a given recipe.

## General Family Studies

**acquiescence.** A style of resolving conflicts through passive compliance.

**aggressive communication style.** A communication style in which participants express their own point of view or advocate for their own needs in ways that make it challenging for others to participate. *See also* **assertive communication style** and **passive communication style**.

**assault.** The intentional direct or indirect application of force to another person or the attempt or threat to do so.

**assertive communication style.** A communication style in which participants express their own points of view while respecting the rights and opinions of others. *See also* **aggressive communication style** and **passive communication style**.

**attachment.** The emotional bond between an infant or young child and his or her parent or caregiver. All infants form some type of attachment to their primary caregiver. The nature of the attachment depends on the reliability and responsiveness of the caregiver (e.g., secure attachments form when the primary caregiver reliably responds to the infant's needs).

**blended family.** A family unit usually consisting of a couple made up of two previously married partners and their children from their previous marriages.

**charge card.** *See* **credit card**.

**co-dependence.** A tendency, often related to low self-esteem, to behave in excessively passive ways in relationships.

**cognitive theory.** A theory that explains human behaviour and human development through an understanding of human thought processes.

**compromise.** A settlement of a dispute reached by each side conceding somewhat on its demands.

**conflict theory.** An overarching theoretical perspective of social science that comprises, among other theories, feminist theory, Marxist theory, queer theory, and postcolonial/decolonizing theories. The conflict theory perspective is a reaction to the conservatism of structural functionalism and focuses on inclusion of and justice for social groups that are traditionally socially, politically, and/or economically marginalized.

**consumerism.** The belief that constant consumption of goods is advantageous to the economy.

**credit card.** A small plastic card issued by a bank or other lending agency that allows the user to make purchases based on an agreement to pay at a later time. A credit card, on which a debt may be carried, is different from a *charge card*, which must be paid in full each month, and a *debit card*, a transaction on which results in the immediate withdrawal of funds from the user's bank account.

**crystallized intelligence.** A type of intelligence based on knowing and understanding facts and concepts. This type of intelligence becomes stronger as we age and accumulate new knowledge and understanding. *See also* **fluid intelligence**.

**debit card.** *See* **credit card**.

**demography.** The study of human population characteristics such as size, growth, density, and birth and death rates.

**dualistic thinking.** A way of thinking, often associated with adolescence, in which opinions and knowledge are viewed as absolutes and polar opposites.

**extended family.** A family group consisting of parents, children, and other close relatives, sometimes living under one roof.

**family of affinity.** A family group consisting of people who are not related by blood or marriage but who have close bonds and share resources and responsibilities.

**fine motor skills.** Skills involving the use and coordination of small muscle groups in the hands and fingers. These skills are acquired in infancy and early childhood and develop into adulthood. *See also* **gross motor skills**.

**flourishing.** A model of mental health that includes *hedonia* (happiness) and *eudaimonia* (life satisfaction and the feeling of making a social contribution). *See also* **languishing**.

**fluid intelligence.** A type of intelligence based on an ability to think and reason abstractly and to solve problems. Fluid intelligence is considered by some to be unrelated to specific learning, experience, and education and is thought to decline with age. *See also* **crystallized intelligence**.

**gay-straight alliance.** A student-run club that provides a safe space for students to meet and learn about different sexual orientations, to socialize with and support each other, to discuss and raise awareness of issues related to sexual orientation and gender identity, to combat homophobia, and to promote equity for all.

**gender roles.** Sets of social and behavioural norms that are considered to be socially appropriate for a specific sex at a specific time in a specific culture.

**gross motor skills.** Skills that involve the use and coordination of large muscle groups and are necessary for whole body movement and balance. These skills are acquired in infancy and early childhood and develop into adulthood. *See also* **fine motor skills**.

**harassment.** A form of discrimination that may include unwelcome attention and remarks, jokes, threats, name calling, touching, or other behaviour that insults, offends, or demeans someone because of his or her identity. Harassment involves conduct or comments that are known to be, or should reasonably be known to be, offensive, inappropriate, intimidating, and/or hostile.

**homophobia.** A disparaging or hostile attitude or negative bias, which may be overt or unspoken and may exist at an individual and/or a systemic level, towards people who are lesbian, gay, bisexual, or transgender (LGBT).

**identity.** A person's conception of his or her individuality, values, and group commitments.

**identity fraud.** The deceptive use of the identity information of another person (living or dead) in perpetrating fraud (e.g., impersonating another individual or using his or her debit card or credit card data).

**identity theft.** The acquisition of someone else's identity information for criminal purposes.

**institution.** A social organization that functions to satisfy social needs and links individuals to their larger social context. Social institutions include the family and religious and education systems.

**interpersonal.** Relating to interactions between individuals.

**intimacy.** Emotional warmth or closeness.

**languishing.** A mental state in which a person lacks positive emotion towards life and has poor psychological or social functioning, but is not clinically depressed. *See also* **flourishing**.

**line of credit.** A pre-established amount of credit that is extended to a borrower by a lender and that the borrower can draw against as needed.

**mediation.** An informal, voluntary process intended to resolve conflicts through the use of a neutral third party.

**motor skills.** *See* **fine motor skills**; **gross motor skills**.

**negotiation.** A discussion between two people with the aim of reaching an agreement.

**norms.** Standard behaviours that are shared by members of a social group and to which all members of the group are expected to conform.

**nuclear family.** A family unit consisting of a mother, father, and their biological or adopted children.

**passive communication style.** A communication style in which the participants avoid clear expression of feelings and avoid conflict. *See also* **aggressive communication style** and **assertive communication style**.

**personality.** The pattern of behavioural, temperamental, and emotional traits of a person. *See also* **temperament**.

**plasticity.** The ability to be altered. *Neuroplasticity* refers to the ability of the brain to "rewire" itself, or reorganize neural connections, as a result of new experiences.

**presbycusis.** Age-related hearing loss.

**presbyopia.** Age-related decrease in the ability of the eye to focus on near objects.

**protective factors.** Traits, characteristics, or environmental contexts that research has shown to promote positive mental health. In the context of childhood and adolescence, examples of protective factors include personal strengths (e.g., intelligence, relaxed temperament), family strengths (e.g., a supportive home environment, socio-economic advantages), and school and community strengths (e.g., safe and effective schools; participation in social groups; having at least one significant, caring relationship with an adult). Enhancement of protective factors at the individual, family, and community level is believed to reduce the likelihood of mental health problems and illnesses later in life. *See also* **resilience** and **risk factors**.

**psychodynamic theory.** A theory of human development, founded by Sigmund Freud, based on the premise that all human behaviour and relationships are shaped by conscious and unconscious influences.

**reflex.** An involuntary response movement such as a blink or a sneeze.



**resilience.** The ability to recover quickly from disruptive change, illness, or misfortune without being overwhelmed or acting in dysfunctional ways. Resilient people possess the skills to cope with life's challenges, respond to stress, and move forward. Children and youth have a naturally resilient nature, but it must be nurtured and strengthened, particularly in the face of one or more risk factors for mental health problems or illness. *See also* **protective factors** and **risk factors**.

**risk factors.** Traits, characteristics, or environmental contexts that research has shown to be predictive of mental health problems or illnesses. In the context of childhood and adolescence, examples of risk factors include poverty, having parents with limited parenting skills or mental illness, abuse of alcohol and/or drugs, lack of success in school, and premature birth or low birth weight. The effect of a given risk factor may vary during different periods of a child or youth's life. The effect is often cumulative and tends to be more serious when more than one risk factor is involved. *See also* **protective factors** and **resilience**.

**same-sex parents.** Lesbian or gay couples parenting one or more children.

**self-concept.** The perception a person has of his or her own identity. People form their self-concept using interpretations of information they acquire about themselves through experiences and interactions with others and their environment. A person's self-concept can be influenced by the opinions of others, reinforcement of behaviour, and explanations or understanding of one's own behaviour or actions. Unlike self-esteem, self-concept is not positive or negative, but rather accurate or inaccurate, extensive or narrow. *See also* **self-esteem**.

**self-esteem.** A personal sense of worth. One's self-esteem can be high or low. *See also* **self-concept**.

**socialization.** A continual process, beginning in infancy, whereby individuals modify and adapt their behaviour to conform to the demands of society.

**stalking.** Repeated behaviours (e.g., calling repeatedly, sending constant e-mails, following an individual or his or her family and friends) that are carried out over a period of time and that cause victims to reasonably fear for their safety. Stalking does not necessarily result in physical injury but may be a precursor to subsequent violent acts.

**stranger anxiety.** The distress that infants and toddlers show towards people with whom they are unfamiliar. This distress is a normal part of infant development, usually beginning at 6–8 months and peaking at 12–15 months.

**structuralism; structural functionalism.** An overarching theoretical perspective in sociology and anthropology in which society is conceived of as an organism with a number of constituent elements that are important because of their role or function. These elements include customs, norms, institutions, and traditions. Functionalist theories explain human behaviour with reference to the influence of these elements.

**symbolic interactionism.** A theory, developed by George Mead, according to which people do not merely react to things in their social surroundings; rather, they react to their interpretations of things in their social surroundings. These interpretations are derived, in part, from people's interactions with others and with society.

**temperament.** The natural, innate aspects of an individual's personality. In infants, temperament refers to the natural style of reacting to and interacting with people, places, and things. According to one theory, the three types of temperament are easy, difficult, and slow to warm up.

**teratogens.** A drug, chemical, or infection that has been shown to cause physical or developmental abnormalities in a fetus.

**theory of mind.** A capacity to reflect on one's own mental state (e.g., knowledge, attitudes, beliefs, feelings) and to recognize that others may have different mental states. The capacity to have a theory of mind develops in most children between 3 and 4 years of age.

## Raising and Caring for Children

**active listening.** A communication skill in which the listener focuses closely on the speaker's verbal and non-verbal messages and summarizes these messages to confirm understanding.

**anecdotal record.** In the context of child observation strategies, a written record describing events in a child's day. Anecdotal records usually focus on simple interactions that a child has with other children, with adults, and with materials. *See also* **event sample** and **running record**.

**attachment.** The emotional bond between an infant or young child and his or her parent or caregiver. All infants form some type of attachment to their primary caregiver. The nature of the attachment depends on the reliability and responsiveness of the caregiver (e.g., secure attachments form when the primary caregiver reliably responds to the infant's needs).

**authoritarian parenting style.** A parenting style characterized by significant demands and very little support or warmth. Authoritarian parents usually punish children who fail to follow rules.

**authoritative parenting style.** A parenting style characterized by significant demands and a high level of support and warmth. When children don't meet their expectations, authoritative parents tend to be supportive, nurturing, and forgiving.

**cognitive development.** The development of thought processes, including those related to memory, problem solving, decision making, and abstract thinking.

**contraception.** Any of a variety of methods used to prevent pregnancy, including barrier, hormonal, natural, and surgical methods. Some types of contraception also provide protection against sexually transmitted infections.

**culture.** The customary beliefs, values, social forms, and material traits of an ethnic, religious, or social group.

**emergent curriculum.** A child- rather than teacher-directed teaching strategy sometimes used in early childhood education. In this approach, the teacher creates learning possibilities that stem directly from the children's interests and ideas.

**emotional development.** The maturational process of learning to recognize one's own and others' feelings and to express one's feelings.

**event sample.** In the context of child observation strategies, a record of the details of an event, including its antecedents and consequences, recorded by an observer. *See also* **anecdotal record** and **running record**.

**fetal alcohol spectrum disorder.** Permanent birth defects caused by the mother's consumption of alcohol during pregnancy.

**gender.** The characteristics of women and men that are socially constructed.

**identity.** A person's sense of self. Factors that contribute to identity include gender, ethnicity, religion, vocation, and relationships.

**infant-directed talk.** A form of speech often used by parents and caregivers communicating with infants and toddlers, it is characterized by a high pitch and short and simplified words, and it sometimes uses "cooing" sounds. Infant-directed talk has been found to attract the attention of infants and may be an important component of the parent-infant attachment process.

**logical consequences.** In the context of childcare, responses by a parent or other authority figure that are clearly related to, but not inevitable results of, a child's behaviour. For example, if a child rides his or her bicycle onto the road without permission, a logical consequence might be that he or she is not allowed to ride a bicycle for a set number of days. Logical consequences are an effective discipline strategy when the natural consequences of a particular behaviour would be severe or unsafe. *See also* **natural consequences**.



**natural consequences.** The direct effects of a person's behaviour. When negative, they can lead to decreases in that behaviour. Natural consequences can be used as a discipline strategy that allows children to learn from their mistakes. They are most effective when the consequences follow very soon after the behaviour and are not severe or dangerous. *See also* **logical consequences.**

**permissive parenting style.** A parenting style characterized by a high degree of warmth and few demands on the children.

**physical development.** The growth and maturation of the senses, muscles, and gross and fine motor skills.

**plasticity.** The ability to be altered. *Neuroplasticity* refers to the ability of the brain to “rewire” itself, or reorganize neural connections, as a result of new experiences.

**play-based approach to learning.** A curriculum-planning strategy based on the notion that young children learn most effectively through play that stimulates physical, social, emotional, cognitive, and linguistic development. *See also* **problem-based approach to learning.**

**postpartum depression.** Depression or anger sometimes felt by women after giving birth. Normal postpartum depression usually subsides after ten days. More severe postpartum depression or postpartum psychosis, a serious mental illness, may develop in the first year after giving birth.

**problem-based approach to learning.** A student-centred curriculum-planning strategy in which students generally work in collaborative groups to solve open-ended, challenging problems. Teachers act as facilitators in this approach. *See also* **play-based approach to learning.**

**running record.** In the context of child observation strategies, a very detailed description of behaviour or an event, which is recorded as it happens. *See also* **anecdotal record and event sample.**

**scaffolding.** An instructional strategy in which a child is supported as he or she develops skills and knowledge. Gradually the scaffolds are removed as the child can complete particular tasks independently.

**social development.** The growth and maturation of children's ability to interact effectively with others and communicate in meaningful ways.

**temperament.** The natural, innate aspects of an individual's personality. In infants, temperament refers to the natural style of reacting to and interacting with people, places, and things. According to one theory, the three types of temperament are easy, difficult, and slow to warm up.

**teratogens.** A drug, chemical, or infection that has been shown to cause physical or developmental abnormalities in a fetus.

## GENERAL SOCIAL SCIENCES

**agents of socialization.** The individuals, groups, and institutions that create the social context in which socialization takes place. It is through agents of socialization that individuals learn and incorporate the values and norms of their culture as well as their various positions in the social structure with respect to class, race, and gender.

**alienation.** The condition of being withdrawn or apart from the social world.

**anthropology.** The study of humans of the past and present. Anthropologists examine humans through investigations of culture, language, physical remains, and material evidence (e.g., pottery, remains of structures, etc.).

**assimilation.** A process by which members of an ethnic minority group minimize cultural features that distinguish them from the majority culture group or conform to the characteristics of the majority cultural group.

**behaviourism.** A theory of learning based on the idea that all human and animal behaviours are learned or acquired through pairings of behaviours and rewards or punishments.

**clinical psychology.** The branch of psychology concerned with the assessment and treatment of mental illness, abnormal behaviour, and psychiatric problems.

**cognitive dissonance.** A psychological conflict resulting from incongruous beliefs and attitudes held simultaneously.

**cognitive psychology.** The study of how people perceive, remember, think, speak, and solve problems.

**cognitive theory.** A theory that explains human behaviour and human development through an understanding of human thought processes.

**conflict theory.** An overarching theoretical perspective of social science comprising, among other theories, feminist, Marxist, and queer theory, and postcolonial/decolonizing theories. It is a reaction to the conservatism of structural functionalism and focuses on inclusion of and justice for social groups that are traditionally socially, politically, and/or economically marginalized.

**credentialism.** Reliance on credentials for purposes of conferring jobs or social status.

**cultural materialism.** A theoretical perspective according to which sociocultural adaptation is achieved through the interaction of a human population with its environment or material conditions.

**culture.** The customary beliefs, values, social forms, and material traits of an ethnic, religious, or social group.

**decolonizing research methods.** A research paradigm primarily concerned with issues of social justice of relevance to the community being researched. According to decolonizing researchers, research should set out to make a difference for the researched, and the participation of researchers from outside the community should be limited.

**demographics.** Recent statistical characteristics of a population.

**demographic transition.** The historical shift of birth and death rates in a population.

**deviance.** The experience of differing from a norm or from the accepted standards of a society.

**discrimination.** Unfair or prejudicial treatment of individuals or groups on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability, as set out in the Ontario Human Rights Code, or on the basis of other, similar factors. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits, or advantages that are available to other members of society. Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviour of individuals.

**ethnography.** A qualitative research method according to which empirical data are gathered that are produced in naturally occurring settings, primarily through participant observation and interviews. The goal of ethnography is to describe a cultural group or subculture.

**experimental psychology.** The branch of psychology that relies on the use of scientific method and quantitative research to study the mind and behaviour. *See also* **clinical psychology.**

**exploitation.** A persistent social relationship in which certain persons are being mistreated or unfairly used for the benefit of others.

**feminism.** Theories, movements, and actions that aim to promote social, economic, and political equity for women and to challenge and eliminate sexism.

**fertility rate.** The number of live births per 1000 women aged 15–44 in a given year.

**focus group.** A form of qualitative research in which a group of people are interviewed together and are encouraged to discuss the research questions with one another.

**functionalism; structural functionalism.** An overarching theoretical perspective in sociology and anthropology in which society is conceived of as an organism with a number of constituent elements that are important because of their role or function. These constituent elements include customs, norms, institutions, and traditions. Functionalist theories use the influence of these elements to explain human behaviour.

**globalization.** The development of an increasingly connected global economy through reduced barriers to trade and the use of cheaper foreign labour markets.

**hate crime.** A criminal offence, perpetrated against a person or property, that is motivated by bias or prejudice based on actual or perceived race, ancestry, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, gender identity, gender expression, sexual orientation, or other similar factors. Hate crimes can involve intimidation, harassment, physical force, or threats of physical force against a person or an entire group to which the person belongs.

**humanism.** A philosophy that usually rejects supernaturalism and stresses the individual's dignity and worth and the human capacity for self-realization through reason.

**institution.** A social organization that functions to satisfy social needs and links individuals to their larger social context. Social institutions include the family and religious and education systems.

**interpretive theory.** An overarching theoretical perspective comprising, among other theories, symbolic interactionism, phenomenology, and social constructionism. In contrast to functionalist theories, interpretive theories view human behaviour as the outcome of a subjective interpretation of the social and physical environment.

**multiculturalism.** The acceptance of cultural pluralism as a positive and distinctive feature of society. In Canada, multiculturalism is government policy, and includes initiatives designed to support cultural pluralism at all levels of government.

**norm.** The accepted and expected behaviours within a social group.

**paradigm shift.** A term coined by Thomas Kuhn to refer to a change in the basic assumptions within the ruling theory of science.

**participant observation.** A sociological research methodology in which the researcher takes on a role in the social situation under observation.

**personality.** The pattern of behavioural, temperamental, and emotional traits of a person. *See also* **temperament**.

**phenomenology.** *See* **interpretive theory**.

**postmodern theory.** An overarching theory formed as a reaction to the drive for objectivity that characterized the modern period of social sciences and humanities. In contrast to modernist approaches, which aimed to study truth and reality, postmodern theories are more interested in subjective experiences, the effects of power relations, and the use of language in the creation of socially constructed realities.

**prejudice.** Preconceptions, attitudes, and/or opinions held by a person about a particular group that tend to denigrate that group, despite the absence of sound or legitimate reasons to do so. When such attitudes are held by people with power, they can result in acts of discrimination and oppression against groups or individuals.

**psychodynamic theory.** A theory of human development, originated by Sigmund Freud, based on the premise that all human behaviour and relationships are shaped by conscious and unconscious influences.

**psychology.** The scientific study of the human mind and behaviour.

**qualitative research.** Research methods that rely on in-depth studies of small groups of people to guide and support the construction of hypotheses. The results of qualitative research are descriptive rather than predictive.

**quantitative research.** The systematic empirical investigation of social phenomena using statistical, mathematical, or computational techniques. The objective of quantitative research in the social sciences is to develop and use mathematical models, theories, and/or hypotheses to represent social phenomena.

**queer theory.** An approach to the study of society and culture that rejects traditional categories of gender and sexuality. *See also* **conflict theory**.

**replacement level.** The fertility level of a country in which the number of births is roughly equivalent to the number of deaths.

**rite of passage.** A ritual event that marks a person's progress from one status to another.

**social constructionism.** *See* **interpretive theory**.

**socialization.** The process by which new members are brought into a social order and the ways that a social order is maintained.

**social structure.** Social organization based on established patterns of social interaction between individuals with different roles and relationships (e.g., between parents and children, teachers and students, employers and employees) and regulated through accepted norms and shared values.

**sociology.** The study of the structure and dynamics of human groups and their effects on behaviour.

**structuralism.** A sociological/anthropological theoretical perspective that argues that there are conscious and subconscious cultural categories that all members of a culture must follow for successful communication. These categories, also called structures, are abstract but identifiable and usually exist in terms of opposing binaries such as right/wrong, male/female, and good/evil. According to structuralist theories, these cultural structures determine the ways in which members of a culture pattern their lives.

**symbolic interactionism.** *See* **interpretive theory**.

**temperament.** The natural, innate aspects of an individual's personality. In infants, temperament refers to the natural style of reacting to and interacting with people, places, and things. According to one theory, the three types of temperament are easy, difficult, and slow to warm up.

## PHILOSOPHY

**aesthetics.** The branch of philosophy that is concerned with the study of art and beauty.

**anarchism.** A political ideology that rejects social or political authority.

**animism.** The belief that all things – including plants, animals, inanimate objects, and other natural phenomena – possess a living soul.

**a posteriori.** Knowledge gained through, or justification or arguments using, experience or empirical evidence. *See also* **a priori**.

**a priori.** Knowledge, justification, or arguments that are independent of experience or empirical evidence. *See also* **a posteriori**.

**artworld.** First coined by Arthur Danto, the term refers to a community of people who create a theory and definition of art that participants use to distinguish art from non-art.

**communitarianism.** A political ideology that considers the responsibilities individuals have to a society as more important than personal freedom.

**conservatism.** A political ideology that values the preservation of tradition and the existing order, and advocates slow social or political reform, if any, to ensure stability.

**constructive empiricism.** A belief that the goal of science is to arrive at truth about the observable aspects of the world and not the unobservable aspects of the world. Advocates argue that, in order for a theory to be true, it must adequately explain empirical evidence.

**constructivism.** A belief that truth or reality is subjective and dependent on people's experiences, culture, and world view.

**contractualism.** The belief that what people ought to do is determined by contracts or agreements between the people involved.

**cosmology.** A branch of metaphysics that examines the origins of the universe.

**Dadaism.** An art movement that began after World War I; it rejected prevailing standards in art and emphasized the irrational and absurd.

**deduction; deductive reasoning.** Reasoning that evaluates arguments as valid when their conclusion follows from their premise.

**determinism.** The metaphysical concept that, according to the laws of nature, every event has a cause and every cause has an effect. As such, the future is entirely determined by the past and the laws of nature. In effect, everything happens for a reason, and people have no influence on the direction their lives take.

**dualism.** The metaphysical view that the mind and body are distinct from one another, yet interact in important and meaningful ways.

**empiricism.** The philosophical view that sensory experience is the primary method of acquiring knowledge.

**epistemology.** A branch of philosophy that examines theories of knowledge, including questions about how we know what we know and what counts as knowledge at any given time.

**ethics.** A branch of philosophy that examines questions of what is right and wrong, good and evil, and just and unjust.

**existentialism.** A philosophical school that focuses on what constitutes a meaningful life, the nature of free will, and the human condition.

**expressionism.** A view within aesthetics, it espouses that a work of art must appeal to the viewer's emotions or express the emotions of its creator.

**fallacy.** Incorrect argumentation that uses illogical reasoning and leads to a faulty conclusion.

**falsification.** The specification of a set of circumstances whose occurrence would prove a proposition, theory, or hypothesis to be false.

**feminism.** Theories, movements, and actions that aim to promote social, economic, and political equity of women, and to challenge and eliminate sexism.

**formal logic.** A study of the elements of argument and patterns of reasoning in which the form or the structure of the argument is given more importance than its content.

**free will.** The metaphysical concept that people are free to choose their own paths and control their own actions and are, therefore, responsible for their choices and actions.

**idealism.** The metaphysical view that reality is composed only of non-material things, such as minds, spirits, space, and time.

**ideology.** A belief system of a social movement, institution, class, or large group that explains how society ought to work and how power ought to be distributed.

**induction; inductive reasoning.** Reasoning in which generalizations are made from specific, individual instances.



**instrumentalism.** The view that a scientific theory should be evaluated by how effectively it explains and predicts phenomena rather than by how accurately it describes reality.

**liberalism.** A political ideology based on belief in the essential goodness of human beings as well as the autonomy of the individual. Liberalism argues for the protection of political and civil liberties, and views the government as a crucial instrument for reducing or eliminating social inequities.

**libertarianism.** A political ideology that advocates the maximization of individual rights and freedoms, and the minimization of the government's role or influence in society.

**Marxism.** A political ideology that advocates the abolition of private property and class divisions through revolution and violence, if necessary, in order to establish a classless society.

**materialism.** The metaphysical view that reality consists only of physical or material things. Every event, thing, or state is composed entirely of matter, as there are no non-physical things.

**metaphysics.** A branch of philosophy that explores the nature of reality, including questions about mind and body, space and time, causation, and the existence of God and the soul.

**monism.** The view that the person consists of only a single substance and that there is no relevant difference between mental and physical events, mind and body.

**nihilism.** A belief in nothing, characterized by a sense that there are no values and there is no meaning to existence.

**objectivity.** A reality that exists independent of the mind.

**philosophy.** From the Greek term meaning the love of knowledge or wisdom. Philosophy is the study of abstract and universally important aspects of humanity, including reality, reason, truth, beauty, identity, time, and the meaning of existence.

**philosophy of science.** A branch of philosophy that overlaps in part with epistemology and metaphysics and addresses the nature of scientific knowledge. Philosophy of science questions the assumptions, foundations, methodologies, and implications of science and scientific results.

**Platonism.** The philosophy articulated by Plato and others who were closely allied to his thinking. It posits that physical objects are only imperfect and temporal representations of ideals.

**political philosophy.** The study of people's relationship to society, including the role of the state in relation to its citizens and the rights and responsibilities of citizens in that state. Political philosophy is different from political ideology, which is a belief system. *See also* **anarchism, communitarianism, conservatism, liberalism, libertarianism, and Marxism.**

**positivism.** A term and idea shared by epistemology and philosophy of science. Positivism, which developed in the nineteenth century, focuses on knowledge being something that can be verified. *See also* **falsification.**

**postmodernism.** A philosophical movement beginning in the mid-twentieth century that was highly critical of many fundamental perspectives and assumptions in philosophy up until that time. Postmodernism questions the notion of objective truth and posits that many apparent realities are merely social constructs that are subject to change depending on time and place.

**premise.** An assumption that is used as a basis for an argument.

**rationalism.** The epistemological belief that knowledge is acquired through reason, rather than through the senses or experiences.

**representationalism.** The metaphysical view that we cannot perceive objects directly. Instead, we perceive only representations, or copies, of the real world.

**rights.** In ethics and political philosophy, rights are legal or social principles or entitlements that cannot be infringed upon without some sort of consequence. Rights also come with responsibilities, which include the responsibility to participate in political society and to respect others. Both rights and responsibilities are integral aspects of modern political and moral systems. *See also* **political philosophy** and **social contract**.

**social and political philosophy.** *See* **political philosophy**.

**social contract.** In political philosophy, a contract or agreement between the citizens and the sovereign power or state. Through the social contract, each party agrees upon their respective rights and their responsibilities towards the other in order to form the society in which they live.

**Socratic method.** A method of teaching characterized by a continual series of questions designed to uncover contradictions in thinking.

**substance.** A thing or object with an independent existence; a fundamental aspect of reality.

**syllogism.** A form of deductive reasoning consisting of premises and a conclusion.

**totalitarianism.** An ideologically driven system of rule that demands total control of all aspects of public life.

**utilitarianism.** A theory of ethics positing that the best actions are those that maximize pleasure and happiness and minimize pain and suffering.

**utopianism.** A belief in the existence or possibility of an ideal place or state of life. In political philosophy, this is commonly referred to as an *ideal state* or *ideal society*, in which the citizens and state share common interests and a common vision.

## WORLD RELIGIONS

**Abrahamic religions.** Monotheistic faith traditions that share Abraham as a common important figure. Specifically, the term is used to describe Judaism, Christianity, and Islam.

**adherent.** A follower of a religion or belief tradition.

**agnosticism.** The belief that the existence and/or nature of God cannot be known with any degree of certainty.

**animism.** The belief that all things – including plants, animals, inanimate objects, and other natural phenomena – possess a living soul.

**anthropocentrism.** The placement of humanity at the centre of existence.

**asceticism.** A way of life characterized by abstinence from worldly pleasures for religious or spiritual reasons.

**atheism.** The belief that deities and other divine beings do not exist.

**atonement.** The act of reparation or making amends for wrongdoing.

**civil observance.** An act performed for ceremonial reasons that is without distinct religious implications.

**clergy.** Persons ordained for the function of religious duties.

**commemoration.** The ritualized remembrance of a deceased person or event from the past.

**creed.** A statement of faith or religious belief.

**cult.** A minority group with religious beliefs or practices that are viewed by outsiders as strange or excessively zealous and that serve to unduly influence and control its membership.

**deity.** Within monotheistic faith traditions, this term describes the Creator and supreme being. Within polytheistic belief systems, it refers to a god or goddess.

**denomination.** A subgroup within a faith tradition with distinct beliefs that may or may not be deemed heretical by others within that faith tradition.



**divine.** Possessing the attributes of God or a god.

**ethics.** Ideas relating to morality that influence how one acts.

**ethnocentrism.** Judging the cultures and belief systems of others based on one's own culture and beliefs.

**faith.** Absolute trust and confidence in the truth of ideas that cannot be definitively proven.

**fundamentalism.** Adherence to the beliefs of a faith tradition on the basis of a literal interpretation of foundation documents.

**laity.** Adherents of a particular belief system who are not members of the clergy.

**monotheism.** The belief that there is only one God or supreme being.

**mysticism.** The pursuit of union with divinity through contemplative practice.

**oral teachings.** Sacred beliefs that emerge from, or are transmitted through, the spoken word.

**pantheism.** The belief that there is no separation between God and the universe.

**pilgrimage.** A sacred journey to a place for religious or spiritual purposes.

**polytheism.** The belief that there exists more than one God or supreme being.

**profane.** That which is not concerned with or related to the religious or sacred realm.

**reason.** A process of thought through which conclusions about the universe and nature of being are arrived at through the use of logic.

**reductionism.** The idea that something or someone can be reduced to the simplest expression of its form.

**religion.** The belief in and worship of a supreme being or beings.

**rite.** A solemn act or ceremony with religious significance.

**ritual.** An act performed regularly by a person or group.

**sacred.** Anything set apart from the ordinary by virtue of its connection to the divine.

**sect.** See **denomination.**

**secular.** Not having a relationship to that which is religious or spiritual.

**spiritual.** Matters or issues pertaining to the soul rather than the material world.

**supernatural.** Anything that exists outside of the laws of nature.

**tenets.** The main principles of a belief system.

**theology.** The systematic study of the divine.

**thick description.** A contextual description of the behaviour of an individual or group in such a way that the behaviour is meaningful to outsiders.

**typological approach.** A way of examining behaviours and contexts based on common characteristics.

**vocation.** A calling to a formalized religious state of life, or a way of living one's life as an expression of spiritual beliefs.







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