



## Ontario Alignment

*The presentations offered by the Educated Choices Program provide support for teaching and learning of the following standards.*

The Ontario Curriculum  ENGLISH			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Plant-Based / Cell-Based Technologies
Grade 7	Oral Communication 1.1	Identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate for specific listening tasks ( <i>e.g., to analyse the arguments on both sides of a class debate; to create a character sketch based on a sound clip from a film or an audio-tape of an interview; to synthesize ideas in a literature circle</i> )	✓	✓	✓	✓	✓

	Oral Communication 1.2	demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups ( <i>e.g., take turns with- out interrupting or overlapping during a class debate or panel discussion; ask questions to make connections to the ideas of others; use vocal prompts in dialogue to express empathy, interest, and personal regard: After an experience like that, I can imagine how you felt.</i> )	✓	✓	✓	✓	✓
Grade 7	Oral Communication 1.2	identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts	✓	✓	✓	✓	✓
	Oral Communication 1.7	Analyse oral texts in order to evaluate how effectively they communicate ideas, opinions, themes, or experiences, and suggest possible improvements ( <i>e.g., listen to two sides of an argument in a debate, make a judgement, and develop a personal position on the topic</i> )	✓	✓	✓	✓	✓
	Oral Communication 1.8	Explain the connection between a speaker's tone and the point of view or perspective presented in oral texts ( <i>e.g., the reason why a speaker might employ humour to present a serious theme</i> )	✓	✓	✓	✓	✓
Grade 8	Oral Communication 1.1	Identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate to specific listening tasks ( <i>e.g., to evaluate the effectiveness of the arguments on both sides of a class debate on an environmental, social, or global issue; to respond to feedback in peer conferences and student/teacher conferences</i> )	✓	✓	✓	✓	✓
	Oral Communication 1.2	Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups ( <i>e.g., follow the conversation and make relevant contributions in a group discussion; express interest in what is being said by commenting and questioning</i> )	✓	✓	✓	✓	✓
	Oral Communication 1.9	Identify a wide variety of presentation strategies used in oral texts, evaluate their effectiveness, and suggest other strategies that might have been as effective or more so ( <i>e.g., compare two oral presentations, with a focus on the effectiveness of the presentation strategies used by each speaker</i> )	✓	✓	✓	✓	✓

<b>Grade 9: Academic</b>	Oral Communication 1.1	Identify the purpose of several different listening tasks and set goals for specific tasks ( <i>e.g., identify the purpose of the rhythm and sounds in a read-aloud of a poem; identify the main ideas and significant supporting details in a guest speaker's presentation; listen to both sides of a class debate in order to clarify their own position</i> )	✓	✓	✓	✓	✓
<b>Grade 9: Academic</b>	Oral Communication 1.2	identify and use several different active listening strategies when participating in a variety of classroom interactions ( <i>e.g., ask questions to show interest during a discussion about a poem; acknowledge the teacher's feedback on drafts during a student-teacher writing conference; use culturally appropriate body language and eye contact as a member of the audience during another student's presentation</i> )	✓	✓	✓	✓	✓
	Oral Communication 1.7	Analyse both simple and complex oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response ( <i>e.g., analyse how the meaning of the poem is reinforced through the use of choral reading elements; analyse how a guest speaker uses humour to make the audience more receptive to his or her ideas</i> )	✓	✓	✓	✓	✓
	Oral Communication 1.9	Explain how several different presentation strategies are used in oral texts to inform, persuade, or entertain ( <i>e.g., describe how the actor changes his voice to arouse sympathy; examine the use of charts or statistics in a presentation to establish credibility or authority; evaluate the use of a "hook" in an oral presentation to introduce the topic and engage the interest of the audience, and suggest alternative strategies</i> )	✓	✓	✓	✓	✓
<b>Grade 9: Applied</b>	Oral Communication 1.7	Analyse oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/ viewer's response ( <i>e.g., analyse the ideas emphasized and the tone used in a public service announcement about drinking and driving and suggest how these elements might influence an audience; explain how a motivational speaker gains the trust and inspires the hopes of his or her audience</i> )	✓	✓	✓	✓	✓
	Oral Communication 1.9	identify how a few different presentation strategies are used in oral texts to inform, persuade, or entertain ( <i>e.g., use of technology, inflection, pitch, level of language, specialized vocabulary, humour, pauses, pace, repetition, rhetorical devices, anecdotes</i> )	✓	✓	✓	✓	✓

<b>Grade 10: Academic</b>	Oral Communication 1.1	Identify the purpose of a variety of listening tasks and set goals for specific tasks ( <i>e.g., listen to a teacher read a prose selection aloud in order to identify how the rhythm of the sentences enhances the mood; clarify and extend the ideas of others in a class discussion; synthesize information from a guest speaker's presentation</i> )	✓	✓	✓	✓	✓
<b>Grade 10: Academic</b>	Oral Communication 1.2	Select and use appropriate active listening strategies when participating in a variety of classroom interactions ( <i>e.g., ask questions and respond to the ideas of others during a class discussion about a short story; maintain attentiveness and focus during a guest speaker's presentation</i> )	✓	✓	✓	✓	✓
	Oral Communication 1.7	Analyse oral texts, including increasingly complex texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response ( <i>e.g., explain how a fellow student has used a combination of personal anecdotes and research to support his or her opinion in a presentation; review a radio news broadcast and examine the effective use of "sound bites" to inform and engage the audience</i> )	✓	✓	✓	✓	✓
	Oral Communication 1.9	Evaluate the effectiveness of a variety of presentation strategies used in oral texts, including increasingly complex texts, and suggest other strategies that could be used effectively ( <i>e.g., examine how body language and vocal inflection enhance the delivery of a dramatic monologue; detect the use of emotionally laden language to persuade the audience to accept a point of view, and assess its effectiveness; evaluate the balance between the use of multimedia slides and the performance of the speaker in order to assess the effectiveness of the delivery of the message</i> )	✓	✓	✓	✓	✓
<b>Grade 10: Applied</b>	Oral Communication 1.1	Identify the purpose of several different listening tasks and set goals for specific tasks ( <i>e.g., listen to an oral presentation to determine the main ideas and relevant supporting details; understand others' points of view during a conversation; identify and understand two sides of a news story about an Aboriginal issue or event</i> )	✓	✓	✓	✓	✓
	Oral Communication 1.2	Identify and use several different active listening strategies when participating in a variety of classroom interactions ( <i>e.g., ask clarifying questions during a guest speaker's presentation, when appropriate; acknowledge others' ideas using appropriate body language and facial expressions</i> )	✓	✓	✓	✓	✓

	Oral Communication 1.3	Identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts ( <i>e.g., prepare a note-taking template before listening to a guest speaker; make notes to identify main ideas while listening; summarize an oral text for a partner after listening</i> )	✓	✓	✓	✓	✓
<b>Grade 11: University Prep</b>	Oral Communication 1.1	Identify the purpose of a range of listening tasks and set goals for specific tasks ( <i>e.g., generate mental images during a dramatic reading in order to describe the events; understand suggestions for improvement during a student-teacher conference; understand and extend others' ideas in a small-group discussion; take effective jot notes while listening to a short lecture</i> )	✓	✓	✓	✓	✓
	Oral Communication 1.2	Select and use the most appropriate active listening strategies when participating in a range of situations ( <i>e.g., formulate questions to ask a presenter at the conclusion of a lecture; affirm and build on the ideas of others in a book-club discussion; respond to a speaker's point of view while showing respect for diversity of ideas, language, and culture</i> )	✓	✓	✓	✓	✓
	Oral Communication 1.7	Analyse oral texts, including increasingly complex or difficult texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response ( <i>e.g., explain how a speaker uses statistics and expert opinions to influence an audience; analyse the use of figurative language to establish tone and mood in an audiobook excerpt; compare the tones and ideas evident in the investiture speeches of the current Governor General and a previous one</i> )	✓	✓	✓	✓	✓
	Oral Communication 1.8	Identify and analyse the perspectives and/or biases evident in oral texts, including increasingly complex or difficult texts, and comment with growing understanding on any questions they may raise about beliefs, values, identity, and power ( <i>e.g., track the opinions of one character in a play and comment on any change that occurs; explain the point of view of a speaker on a controversial topic</i> )	✓	✓	✓	✓	✓

<b>Grade 11: College Prep</b>	Oral Communication 1.1	Identify the purpose of a variety of listening tasks and set goals for specific tasks <i>(e.g., understand course selection procedures after listening to a guidance presentation; gather information on a topic of personal interest by conducting an interview; understand a presentation that includes business or technical language; listen to a writing partner’s read-aloud of an essay in order to express an opinion or offer constructive advice)</i>	✓	✓	✓	✓	✓
<b>Grade 11: College Prep</b>	Oral Communication 1.2	Select and use appropriate active listening strategies when participating in a variety of classroom interactions <i>(e.g., stay on topic during a class discussion; respond to a guest speaker with appropriate empathy and interest; ask questions during a student-teacher conference to clarify the teacher’s suggestions for essay revisions)</i>	✓	✓	✓	✓	✓
	Oral Communication 1.4	Identify the important information and ideas in oral texts, including increasingly complex texts, in a variety of ways <i>(e.g., write a summary of the main ideas in an oral text; cite examples from an oral text to support personal opinions in a small-group discussion; create a poster about workplace safety after listening to a presentation on the topic)</i>	✓	✓	✓	✓	✓
	Oral Communication 1.6	Extend understanding of oral texts, including increasingly complex texts, by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them <i>(e.g., assess other speakers’ ideas in relation to their own and consider modifying their own ideas in response; share observations on thematic connections between oral texts during a small-group “Place Mat” activity)</i>	✓	✓	✓	✓	✓
	Oral Communication 1.8	Identify and analyse the perspectives and/or biases evident in oral texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power <i>(e.g., listen for bias in radio broadcasts or in television comedy shows; explain how an oral presentation on a controversial topic helped change their perspective on the topic; identify points that are relevant to a speaker’s argument but have not been included)</i>	✓	✓	✓	✓	✓

<b>Grade 11: Workplace Prep</b>	Oral Communication 1.1	Identify the purpose of several different listening tasks and set goals for specific tasks <i>(e.g., listen to the ideas of others in order to clarify their own opinion; ask questions appropriately during discussions to acquire new knowledge; listen to a customer's complaints in a role play in order to be able to respond appropriately; listen to a presentation about a co-op placement in order to understand what would be expected of them during the placement)</i>	✓	✓	✓	✓	✓
<b>Grade 11: Workplace Prep</b>	Oral Communication 1.2	Identify and use several different active listening strategies when participating in a variety of classroom interactions <i>(e.g., respond to a speaker's opinion while showing respect for diversity of ideas, language, and culture; demonstrate understanding of when to speak, when to listen, and how much to say; use verbal or non-verbal responses to indicate interest or an opinion)</i>	✓	✓	✓	✓	✓
	Oral Communication 1.7	Analyse both simple and complex oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response <i>(e.g., examine and compare the strategies that candidates running for school council use in their speeches to promote themselves; examine the techniques used in radio infomercials to entertain and inform)</i>	✓	✓	✓	✓	✓
	Oral Communication 1.8	Identify the perspectives and/or biases evident in both simple and complex oral texts and comment on any questions they may raise about beliefs, values, identity, and power <i>(e.g., compare the use of stereotypes in two comedy routines; compare recordings of the same song by a male and a female artist)</i>	✓	✓	✓	✓	✓
<b>Grade 12: University Prep</b>	Oral Communication 1.6	Extend understanding of oral texts, including complex and challenging texts, by making insightful connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them <i>(e.g., actively listen to arguments in a debate in order to refute others' interpretations; listen to an advertising campaign in order to detect any flawed logic; compare two oral biographies on the same celebrity to modify any personal preconceptions)</i>	✓	✓	✓	✓	✓

	Oral Communication 1.7	Analyse oral texts, including complex and challenging texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response ( <i>e.g., evaluate how the participants in an expert panel discussion establish authority and credibility; debate how successful the panel was in informing its audience about the topic discussed; listen to two similar speeches and compare the organization and effectiveness of information, entertaining qualities, and persuasive techniques</i> )	✓	✓	✓	✓	✓
<b>Grade 12: University Prep</b>	Oral Communication 1.8	Identify and analyse in detail the perspectives and/or biases evident in oral texts, including complex and challenging texts, commenting with understanding and increasing insight on any questions they may raise about beliefs, values, identity, and power ( <i>e.g., compare and analyse the meaning in the songs of several hip-hop artists; analyse the perspectives of various participants on an expert panel about global warming</i> )	✓	✓	✓	✓	✓
<b>Grade 12: College Prep</b>	Oral Communication 1.6	Extend understanding of oral texts, including increasingly complex or difficult texts, by making effective connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them ( <i>e.g., use a Think/Pair/Share activity to clarify and expand their understanding of the topic; explain how an oral text has given a new perspective to a previous personal experience or helped them develop new insights; compare the main ideas presented by a speaker with research they have done on the topic</i> )	✓	✓	✓	✓	✓
	Oral Communication 1.7	Analyse oral texts, including increasingly complex or difficult texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/ viewer's response ( <i>e.g., compare the content and delivery of two speeches by award winners on a music or film award show; examine the use of repetition of information in radio advertisements to persuade the audience; identify the strengths and weaknesses of the arguments given in a student presentation</i> )	✓	✓	✓	✓	✓

	Oral Communication 1.8	Identify and analyse the perspectives and/or biases evident in oral texts, including increasingly complex or difficult texts, and comment with growing understanding on any questions they may raise about beliefs, values, identity, and power ( <i>e.g., compare the contents and perspectives of their peers' speeches during a class debate; assess how viewpoints about a local community or social issue are presented by a television panel; analyse the values that are conveyed in radio sports broadcasts</i> )	✓	✓	✓	✓	✓
<b>Grade 12: Workplace Prep</b>	Oral Communication 1.2	Select and use appropriate active listening strategies when participating in a variety of classroom interactions ( <i>e.g., apply verbal and non-verbal cues while listening; use body language that sustains, encourages, and facilitates discussion; make notes to record key points during a speech</i> )	✓	✓	✓	✓	✓
<b>Grade 12: Workplace Prep</b>	Oral Communication 1.6	Extend understanding of oral texts, including increasingly complex texts, by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them ( <i>e.g., listen to the dialogue in a video of a workplace situation to compare the quality of the employee/employer communication with their own experiences in the workplace; explain how the ideas in an oral text relate to a social issue in the local community; discuss, with a partner, similarities and differences between the ideas in an oral text and their own ideas</i> )	✓	✓	✓	✓	✓
	Oral Communication 1.7	Analyse oral texts, including increasingly complex texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response ( <i>e.g., examine the informative and persuasive aspects of an army recruitment video; compare the lyrics used in commercials for two different popular soft drinks to understand how they influence the audience</i> )	✓	✓	✓	✓	✓
	Oral Communication 1.8	Identify and analyse the perspectives and/or biases evident in oral texts, including increasingly complex oral texts, and comment on any questions they may raise about beliefs, values, identity, and power ( <i>e.g., identify people and perspectives not represented in popular network talk shows; analyse infomercial testimonials; analyse the campaign speeches of student council candidates</i> )	✓	✓	✓	✓	✓

**The Ontario Curriculum**  
**HEALTH AND PHYSICAL EDUCATION**

**ECP Presentations**

**Environment and  
Modern Agriculture**

**Healthful Eating**

**Modern Animal  
Agriculture**

**The Ethics of Eating**

**Plant-Based / Cell-  
Based Technologies**

The Ontario Curriculum HEALTH AND PHYSICAL EDUCATION			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Plant-Based / Cell- Based Technologies
<b>Grade 7</b>	Personal Skills 1.1	Use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	✓	✓	✓	✓	✓
	Critical and Creative Thinking 1.5	Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analyzing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.	✓	✓	✓	✓	✓

	Healthy Eating C2.1	Demonstrate the ability to make healthier food choices, using information about the role that different foods play as contributing or preventive factors in a variety of health disorders ( <i>e.g., cancer, Type 2 diabetes, cardiovascular disease, obesity, food allergies and anaphylaxis, tooth decay, osteoporosis</i> )		✓		✓	
	Healthy Eating C3.1	Demonstrate an understanding of personal and external factors that affect people's food choices and eating routines ( <i>e.g., <b>personal:</b> likes and dislikes, busy schedules, food allergies or sensitivities, personal values, cultural practices or teachings; <b>external:</b> family budget, cost of foods, type of food available at home, at school, or in the community</i> ), and identify ways of encouraging healthier eating practices	✓	✓	✓	✓	✓
<b>Grade 8</b>	Personal Skills 1.1	Use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in various physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	✓	✓	✓	✓	✓
	Personal Skills 1.3	Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living. ( <i>e.g., <b>Healthy Living:</b> make adjustments to suit particular audiences – parents, peers, younger students, community members – when communicating healthy eating</i> ).		✓		✓	
<b>Grade 8</b>	Critical and Creative Thinking 1.5	Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analyzing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.	✓	✓	✓	✓	✓
	Healthy Eating C2.1	Evaluate personal food choices on the basis of a variety of criteria, including serving size, nutrient content, energy value, and ingredients ( <i>e.g., fats, carbohydrates, protein, vitamins and minerals, calories, additives, allergens</i> ), preparation method, and other factors that can affect health and well-being		✓		✓	

	Healthy Eating C3.1	Identify strategies for promoting healthy eating within the school, home, and community (e.g., implementing school healthy food policies, launching healthy-eating campaigns, choosing healthy food items to sell in fundraising campaigns, getting involved in family meal planning, learning food preparation skills, urging local restaurants to highlight healthy food choices)		✓		✓	
Grade 9	Personal Skills 1.1	Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., <b>Healthy Living:</b> describe the importance of understanding their personal strengths and values and using this understanding to guide them in making thoughtful decisions about their health)	✓	✓	✓	✓	✓
	Interpersonal Skills 1.4	Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., <b>Healthy Living:</b> describe strategies that can help them make healthy and affordable food choices when their friends prefer eating at fast-food restaurants).	✓	✓	✓	✓	✓
Grade 9	Critical and Creative Thinking 1.5	Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analyzing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., <b>Healthy Living:</b> describe strategies, such as planning in advance, weighing pros and cons, or considering consequences, that they can use to make decisions in a variety of situations.	✓	✓	✓	✓	✓
	Healthy Eating C1.1	Explain how active living and healthy eating contribute to a person's physical health and mental, emotional, and spiritual well-being, and describe the benefits of a holistic approach to health (e.g., provides more energy, helps body develop to full physical potential, increases self-esteem)		✓		✓	
	Healthy Eating C2.1	Apply their knowledge of basic nutrition principles and healthy eating practices (e.g., relating food intake to activity level, ensuring their diet includes foods from all food groups in Canada's Food Guide, using healthy preparation methods) to develop a healthy eating plan		✓		✓	

	Healthy Eating C3.1	Analyse the influence of social and environmental factors on food and beverage choices ( <i>e.g., financial status, culture, religion, media influence, peer influence, family food traditions, accessibility of different kinds of food, restaurant choices, proximity to where food was produced, environmental impact of food production methods</i> )	✓	✓	✓	✓	✓
Grade 10	Critical and Creative Thinking 1.5	Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analyzing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education ( <i>e.g., <b>Healthy Living</b>: describe how current dietary trends could influence their food choices, and explain the implications of these choices for healthy development and active living</i> ).	✓	✓	✓	✓	✓
	Healthy Eating C2.1	Explain how their knowledge of physical and emotional factors that influence personal eating habits ( <i>e.g., level of physical activity, physical stage of development, hunger and satiety cues from their bodies, food allergies and sensitivities, hydration and nutritional needs, body image, peer and family influence, stress</i> ) can be applied to making healthy eating choices	✓	✓	✓	✓	✓
Grade 10	Healthy Eating C2.2	Assess the nutritional implications of a variety of dietary choices, including those reflecting current dietary trends, and explain how they can make personal choices that will provide the nutritional requirements for a healthy, active life		✓		✓	
	Making Healthy Choices C2.3	Demonstrate the ability to analyse situations involving conflict within oneself ( <i>e.g., moral and ethical struggles, decision-making problems</i> )...	✓	✓	✓	✓	✓
	Healthy Eating C3.1	Demonstrate an understanding of how they, as consumers, can have an impact on food and beverage choices at school and in the community ( <i>e.g., promoting availability of healthy choices in restaurant and cafeteria menus and in grocery stores, raising awareness of ethical and environmental considerations related to food choices</i> )	✓	✓	✓	✓	✓

Grade 11	Personal Skills 1.1	Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living ( <i>e.g., <b>Healthy Living:</b> explain how some of their choices and behaviours can keep them safe and how others can put them at higher risk of injury or death</i> )		✓		✓	
	Critical and Creative Thinking 1.5	Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analyzing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education ( <i>e.g., Healthy Living: explain how current issues related to food might influence a person's food choices; identify proactive measures and supports that could assist them in making decisions related to their reproductive, sexual, and overall health</i> ).	✓	✓	✓	✓	✓
	Healthy Eating C1.1	Describe the impact of various diseases and health conditions ( <i>e.g., Crohn's disease, celiac disease, diabetes, cancer, anemia, allergies and food sensitivities, vitamin deficiency</i> ) on nutrient requirements, food choices, and meal planning		✓		✓	
Grade 11	Healthy Eating C3.1	Identify current issues that involve food either directly or indirectly ( <i>e.g., issues involving food safety or quality, such as pesticide use, genetic modification of crops, the sale of non-pasteurized milk products; issues involving food marketing and advertising; environmental issues, such as climate change, packaging and waste reduction, water pollution, biodiversity, long-range transportation of food; issues involving agricultural practices, such as humane treatment of animals, labour and trading practices</i> ), and explain how healthy eating choices are related to these issues	✓	✓	✓	✓	✓
Grade 11: College Prep	Determinants of Health A1.3	Explain how personal health practices, health knowledge, and healthy behaviours and attitudes contribute to the protection and improvement of an individual's health		✓		✓	

	Determinants of Health A2.2	identify the key social determinants of health and the factors that shape them, and explain how they influence personal health	✓	✓		✓	
	Determinants of Health A3.1	Describe current environmental issues and their implications for personal health ( <i>e.g., poor air quality increases the risk of developing respiratory diseases and can worsen existing respiratory conditions such as asthma and allergies; climate change increases the potential for water- and food-borne diseases to spread to temperate regions; ozone layer depletion increases exposure to UVB rays that can cause skin cancers and cataracts</i> ), and identify solutions that can contribute to better environmental quality and better personal health	✓			✓	✓
	Determinants of Health A3.2	Describe a variety of personal practices and local programs that are environmentally responsible ( <i>e.g., using active transportation; programs promoting green alternatives and green living, tobacco-free living, eating locally</i> ), and explain how they can also benefit personal health	✓			✓	✓
	Wellness B1.2	Describe the factors that contribute to personal wellness and support healthy living ( <i>e.g., sense of responsibility; ability to make decisions related to physical activity, fitness, and healthy eating; healthy relationships; coping skills; creative and critical thinking skills; a positive sense of self</i> )	✓	✓	✓	✓	✓
<b>Grade 11: College Prep</b>	Healthy Communities C1.3	Describe factors that influence personal choices of health products and services ( <i>e.g., finances; peer, social, cultural, and media influences; government policies and programs; availability and accessibility of health services, facilities, and resources; environmental impact</i> ), and assess the impact of these factors on their own choices of health products and services	✓	✓	✓	✓	✓
	Healthy Communities C3.2	Demonstrate an understanding of the concept of health promotion, and describe strategies and skills that can be used to promote healthy living in their school community		✓		✓	
<b>Grade 12</b>	Critical and Creative Thinking 1.5	Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analyzing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education	✓	✓	✓	✓	✓

<b>Grade 12</b>	Healthy Eating: C2.1	Demonstrate the ability to make healthy eating decisions that take into account their personal requirements and resources ( <i>e.g., nutritional needs, personal likes, ethical and environmental values, budget, time available to shop and cook, access to different kinds of foods</i> ) in a variety of situations that they may encounter now and in the future ( <i>e.g., camping, living on their own, sharing accommodations</i> )	✓	✓	✓	✓	✓
	Healthy Eating C3.1	Assess the food requirements and available food choices of people in a variety of life situations ( <i>e.g., the elderly, children, people with chronic diseases, women who are pregnant, families with low in- come, residents of remote northern communities, urban residents living in “food deserts” without ready access to fresh and local foods, shift workers, workers in sedentary occupations, individuals training to be elite athletes</i> ), and describe the options available to them for maintaining a healthy diet		✓		✓	

<b>The Ontario Curriculum</b>  <b>SCIENCE AND TECHNOLOGY</b>	<b>ECP Presentations</b>				
	<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>	<b>Modern Animal Agriculture</b>	<b>The Ethics of Eating</b>	<b>Plant-Based / Cell-Based Technologies</b>

<b>Grade 7</b>	Understanding Life Systems 1.1	Assess the impact of selected technologies on the environment	✓			✓	✓
	Understanding Life Systems 1.2	Analyse the costs and benefits of selected strategies for protecting the environment	✓			✓	✓
	Understanding Life Systems 3.8	Describe ways in which human activities and technologies alter balances and interactions in the environment ( <i>e.g., clear-cutting a forest, overusing motorized water vehicles, managing wolf-killings in Yukon</i> )	✓			✓	✓
<b>Grade 8</b>	Understanding Life Systems 1.2	assess the potential that our understanding of cells and cell processes has for both beneficial and harmful effects on human health and the environment, taking different perspectives into account ( <i>e.g., the perspectives of farmers, pesticide manufacturers, people with life- threatening illnesses</i> )					✓
	Understanding Structures and Mechanisms 1.2	Assess the impact on individuals, society, and the environment of alternative ways of meeting needs that are currently met by existing systems, taking different points of view into consideration	✓	✓	✓	✓	✓
<b>Grade 8</b>	Understanding Structures and Mechanisms 3.9	Identify social factors that influence the evolution of a system ( <i>e.g., growing concern over the amount of waste creates a need for recycling centres, and the recycling centres must grow as population and waste increase; the desire to make tasks easier creates a need for pulley systems, gear systems, and hydraulic and pneumatic systems; changes in traditional work hours created by technological advances can influence changes in a child care system</i> )	✓	✓	✓	✓	✓
	Understanding Earth and Space Systems 1.1	Evaluate personal water consumption, compare it with personal water consumption in other countries, and propose a plan of action to reduce personal water consumption to help address water sustainability issues	✓			✓	✓

	Understanding Earth and Space Systems 1.3	assess the impact on local and global water systems of a scientific discovery or technological innovation					✓
	Understanding Earth and Space Systems 3.3	Explain how human and natural factors cause changes in the water table ( <i>e.g., lawn watering, inefficient showers and toilets, drought, floods, overuse of wells, extraction by bottled water industry</i> )	✓			✓	✓
	Understanding Earth and Space Systems 3.4	Identify factors ( <i>e.g., annual precipitation, temperature, climate change</i> ) that affect the size of glaciers and polar ice-caps, and describe the effects of these changes on local and global water systems	✓			✓	✓
<b>Grade 9: Academic</b>	Biology: Sustainable Ecosystems B1.1	Assess, on the basis of research, the impact of a factor related to human activity ( <i>e.g., urban sprawl, introduction of invasive species, overhunting/over fishing</i> ) that threatens the sustainability of a terrestrial or aquatic eco- system	✓			✓	✓
	Biology: Sustainable Ecosystems B2.4	Plan and conduct an investigation, involving both inquiry and research, into how a human activity affects water quality ( <i>e.g., leaching of organic or inorganic fertilizers or pesticides into water systems, changes to watersheds resulting from deforestation or land development, diversion of ground water for industrial uses</i> ), and, extrapolating from the data and information gathered, explain the impact of this activity on the sustainability of aquatic ecosystems	✓			✓	✓
<b>Grade 9: Academic</b>	Biology: Sustainable Ecosystems B3.2	Describe the complementary processes of cellular respiration and photosynthesis with respect to the flow of energy and the cycling of matter within ecosystems ( <i>i.e., carbon dioxide is a by-product of cellular respiration and is used for photosynthesis, which produces oxygen needed for cellular respiration</i> ), and explain how human activities can disrupt the balance achieved by these processes ( <i>e.g., automobile use increases the amount of carbon dioxide in the atmosphere; planting more trees decreases the amount of carbon dioxide in the atmosphere</i> )	✓			✓	✓

	Biology: Sustainable Ecosystems B3.5	Identify various factors related to human activity that have an impact on ecosystems (e.g., the introduction of invasive species; shoreline development; industrial emissions that result in acid rain), and explain how these factors affect the equilibrium and survival of ecosystems (e.g., invasive species push out native species and upset the equilibrium in an ecosystem; shoreline development affects the types of terrestrial and aquatic life that can live near lake shores or river banks; acid rain changes the pH of water, which affects the type of aquatic life that can survive in a lake)	✓			✓	✓
<b>Grade 9: Applied</b>	Biology: Sustainable Ecosystems and Human Activity B1.1	Analyse, on the basis of research, how a human activity (e.g., urban sprawl, use of pesticides and fertilizers, creation of pollution, human interaction with wildlife) threatens the sustainability of a terrestrial or aquatic ecosystem	✓			✓	✓
	Biology: Sustainable Ecosystems and Human Activity B2.4	plan and conduct an inquiry into how a factor related to human activity affects a terrestrial or aquatic ecosystem (e.g., how changes to soil composition from the use of different compostable materials or organic or inorganic fertilizers affect the types of plants that can be grown; how lower water levels resulting from water diversion affect waterfowl nesting areas and fish reproduction), and describe the consequences that this factor has for the sustainability of the ecosystem	✓			✓	✓
	Biology: Sustainable Ecosystems and Human Activity B2.5	analyse the effect of factors related to human activity on terrestrial or aquatic ecosystems by interpreting data and generating graphs (e.g., data on the concentration in water of chemicals from fertilizer run-off and their effect on the growth of algae)	✓			✓	✓
<b>Grade 9: Applied</b>	Biology: Sustainable Ecosystems and Human Activity B3.3	describe the complementary processes of cellular respiration and photosynthesis with respect to the flow of energy and the cycling of matter within ecosystems (e.g., carbon dioxide is a by-product of cellular respiration and is used for photosynthesis, which produces oxygen needed for cellular respiration), and explain how human activities can disrupt the balance achieved by these processes (e.g., automobile use increases the amount of carbon dioxide in the atmosphere; planting trees reduces the amount of carbon dioxide in the atmosphere)	✓			✓	✓

	Biology: Sustainable Ecosystems and Human Activity B3.5	Identify some factors related to human activity that have an impact on ecosystems (e.g., the use of fertilizers and pesticides; altered shorelines; organic and conventional farming; urban sprawl), and explain how these factors affect the equilibrium and survival of populations in terrestrial and aquatic ecosystems (e.g., fertilizers change the fertility of soil, affecting what types of plants can grow in it; pesticides leach into water systems, affecting water quality and aquatic life; shoreline development affects the types of aquatic life and terrestrial vegetation that can live by lake shores or river banks; urban sprawl wipes out fields and woods, destroying wildlife habitats)	✓			✓	✓
<b>Grade 10: Academic</b>	Biology: Tissues, Organs, and Systems of Living Things	analyse, on the basis of research, ethical issues related to a technological development in the field of systems biology (e.g., cloning, stem- cell research, live organ transplants, transgenic transplants), and communicate their findings					✓
	Earth and Space Science: Climate Change D1.1	Analyse current and/or potential effects, both positive and negative, of climate change on human activity and natural systems (e.g., loss of habitat for Arctic mammals such as polar bears and loss of traditional lifestyles for Inuit as Arctic ice shrinks; famine as arable land is lost to desertification; an increase in water-borne disease and human resettlement as coastal lands are flooded; expansion of the growing season in some regions)	✓			✓	✓
<b>Grade 10: Academic</b>	Earth and Space Science: Climate Change D1.2	Assess, on the basis of research, the effective- ness of some current individual, regional, national, or international initiatives that address the issue of climate change (e.g., Drive Clean, ENERGY STAR, federal and provincial government rebates for retrofitting older buildings to be more energy efficient, carbon offset programs, community tree-planting programs, municipal recycling programs, Intergovernmental Panel on Climate Change [IPCC]), and propose a further course of action related to one of these initiatives	✓			✓	✓
	Earth and Space Science: Climate Change D3.4	Identify natural phenomena (e.g., plate tectonics, uplift and weathering, solar radiance, cosmic ray cycles) and human activities (e.g., forest res, deforestation, the burning of fossil fuels, industrial emissions) known to affect climate, and describe the role of both in Canada’s contribution to climate change	✓			✓	✓

<b>Grade 10: Applied</b>	Earth and Space Science: Earth's Dynamic Climate D1.1	Analyse, on the basis of research, various ways in which living things and natural systems have been affected by climate change (e.g., the effect of loss of permafrost on northern roads and housing; the effect of longer growing seasons in some regions on farmers; the effect of warming oceans on coral reefs), and communicate their findings	✓			✓	✓
	Earth and Space Science: Earth's Dynamic Climate D1.2	Analyse ways in which human actions (e.g., burning fossil fuels, implementing tree-planting programs) have increased or decreased the production of greenhouse gases	✓			✓	✓
	Earth and Space Science: Earth's Dynamic Climate D2.5	Investigate their personal carbon footprint, using a computer simulation or numerical data (e.g., determine carbon emissions that result from their travelling to school, work, and recreation venues; from vacation travelling; from buying products imported from distant countries), and plan a course of action to reduce their footprint (e.g., a plan to increase their use of bicycles or public transit; to eat more local foods)	✓			✓	✓
	Earth and Space Science: Earth's Dynamic Climate D3.5	describe methods by which greenhouse gases are produced by humans (e.g., burning of biomass, chemical reactions involving pollutants)	✓			✓	✓
<b>Grade 10: Applied</b>	Earth and Space Science: Earth's Dynamic Climate D3.6	identify the natural and human causes of climate change in the world and, in particular, how Canada contributes to climate change	✓			✓	✓
<b>Grade 11: Biology: University Prep</b>	Diversity of Living Things B1.1	Analyse some of the risks and benefits of human intervention (e.g., tree plantations; monoculture of livestock or agricultural crops; overharvesting of wild plants for medicinal purposes; using pesticides to control pests; suppression of wild fires) to the biodiversity of aquatic and terrestrial ecosystems.	✓			✓	✓
	Diversity of Living Things B1.2	Analyse the impact that climate change might have on the diversity of living things (e.g., rising temperatures can result in habitat loss or expansion; changing rainfall levels can cause drought or flooding of habitats)	✓			✓	✓

	Genetic Processes D1.1	Analyse, on the basis of research, some of the social and ethical implications of research in genetics and genomics (e.g., genetic screening, gene therapy, in vitro fertilization)					✓
	Genetic Processes D1.2	Evaluate, on the basis of research, the importance of some recent contributions to knowledge, techniques, and technologies related to genetic processes (e.g., research into the cystic fibrosis gene; the use of safflowers to produce insulin for human use)					✓
	Animals: Structure and Function E1.2	Assess how societal needs (e.g., the need for healthy foods; the need to counteract the effects of sedentary lifestyles) lead to scientific and technological developments related to internal systems (e.g., advances in dietary products and fitness equipment; improved standards for transplanting organs)					✓
	Animals: Structure and Function E3.2	Explain the anatomy of the digestive system and the importance of digestion in providing nutrients needed for energy and growth (e.g., the body's mechanical and chemical processes digest food, which provides the proteins needed to build muscle, and the fibre, water, vitamins, and minerals needed to regulate body processes)		✓		✓	
<b>Grade 11: Biology: University Prep</b>	Plants: Anatomy, Growth, and Function F1.2	Evaluate, on the basis of research, ways in which different societies or cultures have used plants to sustain human populations while supporting environmental sustainability (e.g., sustainable agricultural practices in developing countries such as crop rotation and seed saving; traditional Aboriginal corn production practices)	✓			✓	✓
<b>Grade 11: Biology</b>	Genetics D1.2	Evaluate, on the basis of research, some of the effects of genetic research and biotechnology (e.g., genetically modified organisms [GMOs]) on the environment					✓
	Anatomy of Mammals E1.2	Analyse the impact of various lifestyle choices on human health and body systems (e.g., the impact of excessive alcohol consumption on the liver; of smoking on the respiratory system; of loud noise on the auditory system)		✓		✓	

	Plants in the Natural Environment F1.2	Assess the positive and negative impact of human activities on the natural balance of plants (e.g., crop rotation, the use of fertilizers and herbicides, the introduction of new species)	✓			✓	✓
<b>Grade 11: Chemistry: University Prep</b>	Solutions and Solubility E1.1	Analyse the origins and cumulative effects of pollutants that enter our water systems (e.g., land fill leachates, agricultural run-off, industrial effluents, chemical spills), and explain how these pollutants affect water quality	✓			✓	✓
	Solutions and Solubility E1.2	Analyse economic, social, and environmental issues related to the distribution, purification, or use of drinking water (e.g., the impact on the environment of the use of bottled water)	✓			✓	✓
	Gases and Atmospheric Chemistry F1.1	Analyse the effects on air quality of some technologies and human activities (e.g., smelting; driving gas-powered vehicles), including their own activities, and propose actions to reduce their personal carbon footprint	✓			✓	✓
<b>Grade 11: Environmental Science: University / College Prep</b>	Scientific Solutions to Contemporary Environmental Challenges B1.1	Analyse, on the basis of research, social and economic issues related to a particular environmental challenge (e.g., over fishing, deforestation, acid rain, melting of the polar ice cap) and to efforts to address it	✓			✓	✓
	Scientific Solutions to Contemporary Environmental Challenges B1.2	Analyse ways in which societal needs or demands have influenced scientific endeavours related to the environment (e.g., the development of drought- and pest-resistant crops to address the rising global need for food; research into alternative energy sources in response to demands to address the impact on climate change of burning fossil fuels)	✓			✓	✓
	Scientific Solutions to Contemporary Environmental Challenges B3.1	Identify some major contemporary environmental challenges (e.g., global warming, acid precipitation), and explain their causes (e.g., deforestation, carbon and sulfur emissions) and effects (e.g., desertification, the creation of environmental refugees, the destruction of aquatic and terrestrial habitats)	✓			✓	✓

	Scientific Solutions to Contemporary Environmental Challenges B3.2	Describe how scientists use a variety of processes (e.g., environmental impact assessments, environmental scans) to solve problems and answer questions related to the environment	✓			✓	✓
	Scientific Solutions to Contemporary Environmental Challenges B3.5	Describe a variety of human activities that have led to environmental problems (e.g., burning fossil fuels for transportation or power generation; waste disposal) and/or contributed to their solution (e.g., the development of renewable sources of energy; programs to reduce, reuse, and recycle)	✓			✓	✓
	Human Health and the Environment C1.1	Analyse grassroots initiatives that are intended to reduce the impact of environmental factors on human health (e.g., community cleanup of local aquatic or terrestrial environments; class action lawsuits against major polluters)	✓			✓	
<b>Grade 11: Environmental Science: University / College Prep</b>	Sustainable Agriculture and Forestry D1.2	Evaluate, on the basis of research, the impact, including the long-term impact, of agricultural and forestry practices on human health (e.g., the use of chemical fertilizers and pesticides; the use of growth hormones and antibiotics in livestock; the use of feed containing animal by-products; the clear-cutting of forests)	✓			✓	✓
	Reducing and Managing Waste E1.2	Evaluate the short- and long-term impact on the environment of a specific type of waste (e.g., waste products from animal farming; plastic shopping bags; tailings from mines)	✓			✓	✓
<b>Grade 11: Environmental Science: Workplace Prep</b>	Human Impact on the Environment B1.1	Propose possible solutions, on the basis of research, to a current practical environmental problem that is caused, directly or indirectly, by human activities	✓			✓	✓
	Human Impact on the Environment B3.1	Identify the basic components of soil, water, and air, and describe some of the effects of human activity on soil, water, and air quality (e.g., the effects of industrial or vehicle emissions on air quality; of chemical spills on soil quality; of chlorination on water quality)	✓			✓	✓

	Human Impact on the Environment B3.5	Explain the effects of human activity on an aquatic or terrestrial ecosystem (e.g., the impact of fertilizer run-off, acid precipitation, or an oil spill on an aquatic ecosystem)	✓			✓	
	Human Health and the Environment C3.1	Describe common environmental factors, including pollution and environmental contaminants (e.g., air, noise, soil, and water pollution; UV rays; heat; heavy metals; work- place chemicals; pathogens), and explain how they can affect human health	✓			✓	
	Natural Resource and Science Management E1.1	Assess the environmental impact of industrial practices related to the extracting or harvesting of natural resources, and describe ways in which that impact can be monitored and minimized	✓			✓	✓
<b>Grade 12: Biology, University Prep</b>	Biochemistry B1.2	Evaluate, on the basis of research, some advances in cellular biology and related technological applications (e.g., new treatments for cancer, HIV/AIDS, and hepatitis C; radioisotopic labelling to study the function of internal organs; fluorescence to study genetic material within cells; forensic biological techniques to aid in crime resolution)					✓
	Molecular Genetics D1.1	Analyse, on the basis of research, some of the social, ethical, and legal implications of biotechnology (e.g., the bioengineering of animal species, especially those intended for human consumption; the cultivation of transgenic crops; the patenting of life forms; cloning)					✓
	Population Dynamics F1.1	Analyse the effects of human population growth, personal consumption, and technological development on our ecological footprint (e.g., the deforestation resulting from expanding development and demand for wood products causes the destruction of habitats that support biological diversity; the acidification of lakes associated with some industrial processes causes a decrease in fish populations)	✓			✓	✓
<b>Grade 12: Chemistry: University Prep</b>	Organic Chemistry B1.2	Propose a personal course of action to reduce the use of compounds that are harmful to human health and the environment (e.g., weed lawns by hand rather than using herbicides, use cloth bags for shopping to reduce the number of plastic bags in land fill sites, choose fuel-efficient or hybrid vehicles to reduce fossil fuel emissions)	✓			✓	✓

<b>Grade 12: Chemistry: College Prep</b>	Chemistry in the Environment F1.1	Evaluate, on the basis of research, the effectiveness of government initiatives or regulations (e.g., the Great Lakes Action Plan), and the actions of individuals (e.g., use of public transportation), intended to improve air and water quality, and propose a personal action plan to support these efforts	✓			✓	✓
<b>Grade 12: Science: University / College Prep</b>	Pathogens and Disease	Analyse, on the basis of research, the impact, both positive and negative, of scientific and technological advances intended to prevent the spread of illness and disease					✓
	Nutritional Science D1.2	Evaluate the impact of some personal and societal factors (e.g., allergies, disease, body image, cultural preferences) on eating behaviours (e.g., the relationship between societal ideals of beauty and interest in “fad” diets)		✓		✓	
<b>Grade 12: Science: University / College Prep</b>	Science Issues and Public Health E1.1	Assess the impact of scientific research and technological advances on public health around the world (e.g., widespread immunization for diseases such as polio, telemedicine for people in remote areas, new drug therapies to combat disease)					✓
	Science Issues and Public Health E3.3	Explain the impact of various threats to public health, including infectious diseases (e.g., hepatitis, HIV/AIDS, tuberculosis, malaria, sexually transmitted diseases), chronic diseases (e.g., cardiovascular disease, diabetes, asthma), and environmental factors (e.g., climate change, air pollution, chemical pollutants, radiation)	✓	✓		✓	✓
	Biotechnology F1.1	Analyse social issues related to an application of biotechnology in the health, agricultural, or environmental sector (e.g., issues related to the uses of genetically modified organisms or to the uses and availability of in vitro fertilization)					✓
	Biotechnology F1.2	Analyse, on the basis of research, ethical and legal issues related to an application of biotechnology in the health, agricultural, or environmental sector (e.g., ethical questions related to xenotransplantation; legal issues related to access to an individual’s genetic information)					✓

<b>Grade 12: Science: Workplace Prep</b>	Disease and Its Prevention D1.1	Evaluate the effectiveness of a public policy measure or technological advance intended to control the spread of disease (e.g., mandatory immunization, screening for tuberculosis, quarantine)					✓
	Disease and Its Prevention D1.3	Analyse, on the basis of research, the advantages and disadvantages of selected technologies used to try to control disease (e.g., the effectiveness of pharmaceuticals at combating disease; the side effects of a variety of drugs)					✓
	Nutritional Science F1.1	Assess the environmental implications of food choices available in a variety of situations (e.g., in the school cafeteria, a fast-food restaurant, a supermarket, a local farmers' market, an organic meat shop), and propose ways to minimize the environmental impact of their food choices	✓			✓	✓
<b>Grade 12: Science: Workplace Prep</b>	Nutritional Science F2.5	Modify a recipe or menu to meet a dietary restriction (e.g., reduce the cholesterol content by replacing whole eggs with egg whites; reduce the sodium content by cutting salt; replace milk with soy milk; replace meat with tofu or legumes), and explain the reasons for the changes (e.g., sodium can contribute to high blood pressure; dairy products can cause digestive problems for people who are lactose intolerant; non-animal sources of protein are necessary for vegans, who do not eat any animal products)	✓	✓	✓	✓	✓

**The Ontario Curriculum**  
**SOCIAL SCIENCES AND HUMANITIES**

**ECP Presentations**

<b>The Ontario Curriculum</b> <b>SOCIAL SCIENCES AND HUMANITIES</b>			<b>ECP Presentations</b>				
			<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>	<b>Modern Animal Agriculture</b>	<b>The Ethics of Eating</b>	<b>Plant-Based / Cell- Based Technologies</b>
<b>Grade 9 or 10: Food and Nutrition</b>	Research and Inquiry Skills A1.1	Explore a variety of topics related to food and nutrition ( <i>e.g., Canadian food regulations, food safety, school food regulations</i> ) to identify topics for research and inquiry	✓	✓	✓	✓	✓
	Nutrition and Health B1.2	Describe diverse foods within each of the food groups as described in Canada's Food Guide.		✓		✓	

	Food Choices C1.1	Describe factors that affect people's food needs ( <i>e.g., food preferences, dietary and health needs, busy schedules, major life changes</i> )	✓	✓	✓	✓	✓
	Food Choices C2.1	Identify different factors that influence people's food choices ( <i>e.g., nutritional, cultural, emotional, environmental, religious, social, ethical, economic</i> )	✓	✓	✓	✓	✓
	Food Choices C2.2	Explain how personal, family, and community resources ( <i>e.g., money, time, knowledge, ability, equipment, availability of foods</i> ) influence personal food choices	✓	✓	✓	✓	✓
<b>Grade 9 or 10: Food and Nutrition</b>	Food Choices C2.3	Explain how childhood eating habits can influence lifelong eating patterns		✓		✓	
	Food Choices C3.3	Analyse their personal food choices to determine the extent to which they are influenced by media and advertising/promotional techniques	✓	✓	✓	✓	✓
	Local and Global Foods D2.1	Assess their personal and family food- purchasing and food-preparation practices to determine their effect on the environment ( <i>e.g., local foods require less fossil fuel for transportation; homemade foods require less packaging</i> )	✓			✓	✓
	Local and Global Foods D2.2	Assess programs and practices that reduce the impact of food production and consumption on the environment ( <i>e.g., recycling programs, organic farming, food co-ops, community gardens</i> )	✓			✓	✓

<b>Grade 11: Food and Culture: University / College Prep</b>	Culture, Foods, and Food Practices B1.1	Explain how various factors ( <i>e.g., geography, religion, economics, culture, environment, values</i> ) influence personal and societal food choices	✓	✓	✓	✓	✓
	Culture, Foods, and Food Practices B1.3	Describe the origins and development of food traditions and agricultural practices in a variety of cultures ( <i>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</i> ), and explain how they have influenced current practices in these cultures			✓	✓	
<b>Grade 11: Food and Culture: Workplace Prep</b>	Research and Inquiry Skills A1.1	Explore a variety of topics related to food and culture ( <i>e.g., food guidelines from around the world, herbs and spices used in different cuisines</i> ) to identify topics for research and inquiry	✓	✓	✓	✓	✓
<b>Grade 11: Food and Culture: Workplace Prep</b>	Culture, Foods, and Food Practices B1.1	Describe how various factors ( <i>e.g., geography, religion, economics, culture, environment, values</i> ) influence personal food choices	✓	✓	✓	✓	✓
<b>Grade 12: Nutrition and Health: University Prep</b>	Research and Inquiry Skills A1.1	Explore a variety of topics related to nutrition and health ( <i>e.g., food security, factors affecting metabolism</i> ) to identify topics for research and inquiry	✓	✓	✓	✓	✓
	Nutrition and Health B2.4	Explain the differences in the underlying concepts and recommendations of food guides from other countries ( <i>e.g., Dietary Guidelines for Americans, Mediterranean Food Guide, Chinese Food Guide</i> ) and food guides designed for special groups ( <i>e.g., vegans, vegetarians, diabetics</i> )	✓	✓	✓	✓	✓
	Eating Patterns and Trends C1.2	Explain how various influences throughout the lifespan ( <i>e.g., familial, social, emotional, cultural, religious, economic, ethical, psychological</i> ) can affect people’s food choices	✓	✓	✓	✓	✓

	Eating Patterns and Trends C2.1	Explain why certain eating practices are associated with the prevention and management of particular health conditions ( <i>e.g., allergies, diabetes, cardiovascular disease, osteoporosis, kidney disease</i> )		✓		✓	
	Eating Patterns and Trends C2.5	Identify and evaluate strategies to prevent food- and nutrition-related diseases and illnesses		✓		✓	
	Eating Patterns and Trends C3.1	Evaluate new and emerging food- and nutrition-related products and services in terms of their real or perceived benefits to Canadian consumers ( <i>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</i> )	✓	✓	✓	✓	✓
<b>Grade 12: Nutrition and Health: University Prep</b>	Eating Patterns and Trends C3.2	Explain why people adopt various eating patterns ( <i>e.g., vegetarian diet, slow food diet, organic diet, local food diet, weight-loss program</i> )	✓	✓	✓	✓	✓
	Eating Patterns and Trends C3.3	Assess the effects on overall health of various eating patterns and trends ( <i>e.g., low-carbohydrate diets, promotion of trans-fat-free foods, promotion of antioxidants and phytochemicals</i> )		✓		✓	
	Local and Global Issues D1.1	Explain the importance of each of the key components of food security ( <i>e.g., availability, accessibility, adequacy, acceptability, sustainability</i> )	✓			✓	
	Local and Global Issues D2.4	Analyse the effect of various trends in agriculture and aquaculture ( <i>e.g., organic farming, use of antibiotics, fish farming, genetic engineering, greenhouse food production</i> ) on local and global food supply and production	✓		✓	✓	✓

	Local and Global Issues D3.1	Explain how consumer food choices affect the environment, locally and globally ( <i>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</i> )	✓			✓	✓
	Local and Global Issues D3.2	Analyse the effect on the environment of various agricultural trends ( <i>e.g., growing crops for biofuels</i> ) and food production technologies ( <i>e.g., types of farm equipment, types of energy sources, climate-control techniques, genetic engineering of foods</i> )	✓			✓	✓
<b>Grade 12: Nutrition and Health: University Prep</b>	Research and Inquiry Skills A1.1	Explore a variety of topics related to nutrition and health ( <i>e.g., nutritional needs throughout the lifespan, nutritional status of different groups</i> ) to identify topics for research and inquiry	✓	✓	✓	✓	✓
	Eating Patterns and Trends C1.1	Explain how a variety of factors ( <i>e.g., familial, social, emotional, cultural, religious, economic, geo graphic, ethical, psychological</i> ) influence the food choices people make	✓	✓	✓	✓	✓
	Eating Patterns and Trends C2.1	Describe some eating practices that help in the prevention and management of particular health conditions ( <i>e.g., allergies, diabetes, cardio vascular disease, osteoporosis, kidney disease</i> )		✓		✓	
	Eating Patterns and Trends C3.1	Analyse new and emerging food- and nutrition-related products and services ( <i>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</i> ) in terms of their real or perceived benefits to Canadian consumers ( <i>e.g., health benefits, time savings, environmental benefits</i> )	✓	✓	✓	✓	✓

	Eating Patterns and Trends C3.2	Explain why people adopt various eating patterns ( <i>e.g., vegetarian diet, slow food diet, organic diet, weight-loss program</i> )	✓	✓	✓	✓	✓
	Eating Patterns and Trends C3.3	Describe the effects on overall health of various popular diets and food trends ( <i>e.g., low-carbohydrate diets, promotion of antioxidants and phytochemicals</i> )	✓	✓	✓	✓	✓
	Local and Global Issues D1.5	Demonstrate the ability to act to combat food insecurity at the local and global level ( <i>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</i> )	✓			✓	✓
<b>Grade 12: Nutrition and Health: University Prep</b>	Local and Global Issues D2.4	Analyse the effect of various trends in agriculture and aquaculture ( <i>e.g., organic farming, use of antibiotics, fish farming, genetic engineering, greenhouse food production</i> ) on local and global food supply and production	✓		✓	✓	✓
	Local and Global Issues D3.1	Describe how consumer food choices affect the environment, locally and globally ( <i>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</i> )	✓			✓	✓
	Local and Global Issues D3.2	Explain the effect on the environment of various agricultural trends ( <i>e.g., growing crops for biofuels</i> ) and food-production technologies ( <i>e.g., types of farm equipment, types of energy sources, climate-control techniques, genetic engineering of foods</i> )	✓			✓	✓
<b>Grade 12: Food and Healthy Living:</b>	Research and Inquiry Skills A1.1	Explore a variety of topics related to personal food preparation and consumption ( <i>e.g., food safety, trends in food and nutrition, meal-planning strategies</i> ) to identify topics for research and inquiry	✓	✓	✓	✓	✓

<b>Workplace Prep</b>	Food Fundamentals C1.7	Analyse current issues and trends in food and nutrition to determine their influence on people's health ( <i>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</i> )		✓		✓	✓
	Food Fundamentals C2.1	Identify factors that influence people's dietary needs and preferences ( <i>e.g., allergies, food likes and dislikes, medical conditions requiring special diets, religious affiliations, cultural traditions</i> )	✓	✓	✓	✓	✓
	Food Fundamentals C2.2	Describe strategies to accommodate diverse dietary needs and preferences ( <i>e.g., substituting foods, using new or specialty food products, offering choices, asking guests about needs or preferences</i> )	✓	✓	✓	✓	✓
<b>Grade 12: Food and Healthy Living: Workplace Prep</b>	Food Fundamentals D2.1	Describe environmentally responsible ways of acquiring food ( <i>e.g., buying locally, bartering or exchanging, growing their own vegetables</i> )	✓			✓	✓
	The Food Consumer D3.4	Evaluate the reliability and credibility of nutrition claims from various sources ( <i>e.g., infomercials, health claims and nutrition claims on food labels, websites, blogs, public-service announcements</i> )		✓		✓	
<b>Grade 12: Families in Canada: University Prep</b>	The Impact of Norms, Roles, and Institutions C1.1	Assess ways in which norms, values, and expectations ( <i>e.g., cultural or social norms and expectations, gender expectations, familial values and expectations</i> ) influence individual decisions throughout the lifespan ( <i>e.g., with regard to educational choices, career choices, choices about sexuality and relationships</i> )	✓	✓	✓	✓	✓
	Trends, Issues, and Challenges D1.1	Analyse the significance of recent demographic trends relating to the lives of individuals ( <i>e.g., trends related to educational attainment, workforce participation, income, independent living, age at retirement, life expectancy, rates of cancer and other serious diseases</i> )		✓		✓	

<b>Grade 12: Families in Canada: College Prep</b>	The Impact of Norms, Roles, and Institutions C1.1	Explain ways in which norms, values, and expectations ( <i>e.g., cultural and societal norms and expectations, gender expectations, familial values and expectations</i> ) influence individual decisions throughout the lifespan ( <i>e.g., with regard to educational choices, career choices, choices about sexuality and relationships</i> )	✓	✓	✓	✓	✓
	Trends, Issues, and Challenges D1.1	Describe recent demographic trends relating to the lives of individuals ( <i>e.g., trends related to educational attainment, workforce participation, income, independent living, age at retirement, life expectancy, rates of cancer and other serious diseases</i> )		✓		✓	
<b>Grade 12: Personal Life Management</b>	Daily Living Skills C1.3	Explain how a variety of factors ( <i>e.g., resources; personal, family, and community values; individual goals, abilities, and interests</i> ) can influence an individual's decision-making process	✓	✓	✓	✓	✓
<b>Grade 12: Personal Life Management</b>	Personal and Social Responsibilities D3.1	Describe strategies for making responsible consumer decisions when living independently ( <i>e.g., prioritizing needs and wants, comparison shopping, reading warranties and contracts, considering the environmental impact of purchases, reading information labels</i> )	✓	✓	✓	✓	✓
	Personal and Social Responsibilities D3.2	Identify internal and external factors that influence spending decisions ( <i>e.g., personal preferences, convenience, cultural values, status-related motives, advertising, product cost and availability, environmental impact, considerations related to labour and exploitation issues</i> )	✓	✓	✓	✓	✓
<b>Grade 12: Challenge and Change in Society:</b>	Social Change B2.2	Explain how various economic, environmental, political, or sociocultural factors ( <i>e.g., global warming/climate change, environmental activism, the threat of separatism, leadership changes, pluralism</i> ) can lead to social change, and how other factors ( <i>e.g., cost, traditional values, fear of negative consequences</i> ) can create resistance to change	✓			✓	✓

<b>University Prep</b>	Social Change B3.1	identify some recent technological changes and describe how they affect individuals <i>(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)</i>					✓
<b>Grade 11: Philosophy: The Big Questions: University / College Prep</b>	Research and Inquiry Skills A1.1	Explore a variety of topics related to philosophical questions and/or issues <i>(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?)</i> to identify topics for research and inquiry	✓		✓	✓	✓
<b>Grade 11: Philosophy: The Big Questions: University / College Prep</b>	Philosophical Foundations B1.1	Identify the big questions associated with each of the main areas of philosophy <i>(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?)</i>	✓		✓	✓	✓
	The Relevance of Philosophy D1.2	Explain the relevance of some of the big questions of philosophy to their community and the broader society <i>(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)</i>	✓		✓	✓	✓

<b>Grade 12: Philosophy: Questions and Theories: University Prep</b>	Research and Inquiry Skills A1.1	Explore a variety of topics related to philosophy ( <i>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</i> ) to identify topics for research and inquiry	✓		✓	✓	✓
<b>Grade 12: Philosophy: Questions and Theories: University Prep</b>	Philosophical Foundations B1.1	Explain the main areas of philosophy ( <i>e.g., metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics</i> ), and identify some of the big questions that arise in each area ( <i>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?</i> )	✓		✓	✓	✓
	Philosophical Foundations B2.2	Describe critical thinking skills ( <i>e.g., detecting bias and point of view, systematic and analytical thinking</i> ) and habits of mind ( <i>e.g., open-mindedness, truth seeking, inquisitiveness</i> ) that support philosophical reasoning, and demonstrate the ability to use them in various contexts	✓		✓	✓	✓
	Core Topics: Ethics D1.1	Demonstrate an understanding ( <i>e.g., in class discussions, debates, presentations, written work</i> ) of some of the main questions in ethics ( <i>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?</i> )	✓		✓	✓	✓

	Core Topics: Ethics D3.1	Demonstrate an understanding of the influence that ideas related to ethics have on their everyday life	✓		✓	✓	✓
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The Ontario Curriculum  <b>SOCIAL STUDIES / CANADIAN AND WORLD STUDIES</b>			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Plant-Based / Cell-Based Technologies
<b>Grade 7: Geography</b>	Physical Patterns in a Changing World A1.1	Describe various ways in which people have responded to challenges and opportunities presented by the physical environment ( <i>e.g., building dams, levees, or dikes to contain water and/or reclaim land; building terraces or irrigation systems to permit farming on inhospitable land; designing buildings suited to local climatic conditions or natural events such as earthquakes; specialized economic development such as resource towns in areas rich with ore, or tourism in areas of natural beauty or with a desirable climate</i> ), and analyse short- and long-term effects of some of these responses ( <i>e.g., water pollution from industry and agriculture; loss of animal habitat and wilderness areas as human settlement expands; deforestation and its consequences; the development of provincial or national parks to protect wilderness areas</i> )	✓		✓	✓	✓

	Physical Patterns in a Changing World A1.2	Compare and contrast the perspectives of some different groups ( <i>e.g., Aboriginal peoples living on the land, organic versus large-scale farmers, industrial and agrarian societies, owners of resource-extraction companies, environmental organizations, land developers</i> ) on the challenges and opportunities presented by the natural environment	✓		✓	✓	✓
	Physical Patterns in a Changing World A2.1	Formulate questions to guide investigations into the impact of natural events and/or human activities that change the physical environment ( <i>e.g., the social, political, economic, and environmental impact of natural events such as earthquakes, volcanic eruptions, drought, floods, hurricanes, typhoons, or tsunamis; the economic and environmental impact of industrial pollution on a river system; the social, economic, and environmental impact of agricultural practices; the social, political, economic, and environmental impact of land-reclamation projects; the political, economic, and environmental impact of transportation systems</i> ), ensuring that their questions reflect a geographic perspective	✓			✓	✓
<b>Grade 7: Geography</b>	Physical Patterns in a Changing World A2.2	Gather and organize data and information from a variety of sources, and using various technologies, on the impact of natural events and/or human activities that change the physical environment, ensuring that their sources reflect more than one perspective ( <i>e.g., data and information as well as online maps on climate change from the International Panel on Climate Change and the United Nations; digital representations showing changes to a river system as a result of irrigation, data on agricultural productivity on irrigated lands, and information from wildlife advocacy groups on the impact of the loss of wetlands; data and information from the U.S. National Hurricane Center on the number and severity of hurricanes over the past few years, documentaries on the impact of Hurricane Katrina, and photographs of New Orleans before and after the hurricane</i> )	✓		✓	✓	✓
	Physical Patterns in a Changing World A2.5	Evaluate evidence and draw conclusions about the impact of natural events and/or human activities that change the physical environment	✓			✓	✓

	Physical Patterns in a Changing World A3.5	Describe some key natural processes and human activities ( <i>e.g., changes in rainfall, melting of glaciers, erosion, rising sea levels, climate change, constructing dams, irrigation, bottling water from aquifers</i> ) that create and change water bodies and systems	✓			✓	✓
	Physical Patterns in a Changing World A3.7	Describe some key natural processes and other factors, including human activities ( <i>e.g., ocean currents, wind systems, latitude, elevation, bodies of water, landforms, deforestation, human activities that result in greenhouse gas emissions</i> ) that create and change climate patterns	✓			✓	✓
	Physical Patterns in a Changing World A3.10	Describe some key natural processes and human activities ( <i>e.g., natural and human-influenced climate change, erosion of top soil, deforestation, the use of chemical fertilizers and practice of monoculture, grazing of domestic animals, activities that introduce invasive species into an environment</i> ) that create and change natural vegetation patterns	✓			✓	✓
	Natural Resources Around the World B1.4	Create a personal plan of action outlining how they can contribute to more sustainable natural resource extraction/harvesting and/or use ( <i>e.g., a plan to use FSC-certified wood or reclaimed lumber in a construction project, to reduce energy use in their home or school, to publicize more sustainable approaches to extraction/harvesting, or to reduce personal consumption of consumer goods</i> )	✓			✓	✓
<b>Grade 7: Geography</b>	Natural Resources Around the World B2.1	Formulate questions to guide investigations into issues related to the impact of the extraction/ harvesting and/or use of natural resources around the world from a geographic perspective ( <i>e.g., the social, economic, political, and environmental impact of overfishing; the economic, social, and environmental impact of deforestation and the adequacy of reforestation programs; the social and economic impact on indigenous people of resource extraction in their traditional territories; the economic, political, and environmental impact of developments in the alternative energy sector; the economic, political, and environmental impact of using fossil fuels</i> )	✓			✓	✓
	Natural Resources Around the World B2.2	Gather and organize data and information from a variety of sources on the impact of resource extraction/harvesting and/or use, ensuring that their sources reflect more than one perspective	✓			✓	✓

	Natural Resources Around the World B2.5	Evaluate evidence and draw conclusions about issues related to the impact of natural resource extraction/harvesting and/or use around the world	✓			✓	✓
	Natural Resources Around the World B3.2	Describe ways in which people use the natural environment, including specific elements within it, to meet their needs and wants ( <i>e.g., rock is quarried to make building materials, roads; trees are used for lumber for buildings, wood for furniture, pulp for paper, logs for fuel; fossil fuels are used for heating and cooling, to generate energy for industry, to power vehicles, to make plastics; water is used for drinking, irrigation, to produce electricity, to cool nuclear reactors; animals are used for food, clothing, recreation; the natural environment enables people to live off the land and provides opportunities for relaxation, education, and/or recreation</i> )			✓	✓	
	Natural Resources Around the World B3.3	Identify significant short- and long-term effects of natural resource extraction/harvesting and use on people and the environment ( <i>e.g., deforestation, desertification, smog, acid rain, climate change, soil contamination, habitat destruction, flooding</i> )	✓			✓	✓
	Natural Resources Around the World B3.5	Describe some responses to social and/or environmental challenges arising from the use of natural resources ( <i>e.g., the increased use of wind, solar, or tidal energy; reduced consumption; promotion of energy-saving strategies such as the use of energy-efficient appliances; promotion of fair trade; marketing of "ethical" products such as "ethical oil" or "ethical diamonds"; boycotting less sustainable products or companies using unsustainable practices</i> )	✓			✓	✓
<b>Grade 8: Geography</b>	Global Settlement: Patterns and Sustainability A1.2	Analyse how processes related to the physical environment may affect human settlements in the future ( <i>e.g., the impact of rising sea levels on coastal cities as polar ice caps melt, of desertification, of earthquakes in increasingly populous regions, of increasingly violent tropical storms as a result of climate change</i> )	✓			✓	✓

	Global Settlement: Patterns and Sustainability A1.3	Describe possible features of a sustainable community in the future ( <i>e.g., energy-efficient buildings, use of renewable sources of energy, a comprehensive public transportation system, community gardens, roof gardens, green canopy, naturalized parks with native species, programs for waste and water recycling</i> ), and analyse some challenges associated with creating such a community ( <i>e.g., cost, population growth, increasing urbanization, continued dependence on fossil fuels</i> )	✓			✓	✓
	Global Settlement: Patterns and Sustainability A2.5	Evaluate evidence and draw conclusions about issues related to the interrelationship between human settlement and sustainability	✓			✓	✓
	Global Settlement: Patterns and Sustainability A3.3	Identify significant land-use issues ( <i>e.g., competition for land for agriculture, industry, housing, transportation, recreation, wilderness areas; land claims by indigenous groups; development in ecologically sensitive areas</i> ), and describe responses of various groups to these issues ( <i>e.g., municipal, state/provincial/regional, and/or national governments; local residents; environmental, indigenous, or grass- roots groups; non-governmental organizations</i> )	✓			✓	✓
	Global Settlement: Patterns and Sustainability A3.5	Describe various ways in which human settlement has affected the environment ( <i>e.g., water pollution from industry, agriculture, human waste; air pollution from vehicle and industrial emissions; soil contamination from pesticides, industrial byproducts, garbage dumps; deforestation and loss of habitat from expanding settlement; loss of agricultural land to urban sprawl; light pollution from large cities; disruption of migratory routes of different species; desertification from unsustainable agricultural practices</i> )	✓			✓	✓
<b>Grade 8: Geography</b>	Global Settlement: Patterns and Sustainability A3.6	Describe some practices that individuals and communities have adopted to help make human settlements more sustainable ( <i>e.g., reducing water use, increasing recycling and composting, limiting the construction of housing on land that could be used for agriculture, using public transit, planting and maintaining trees</i> )	✓			✓	✓

	Global Inequalities: Economic Development and Quality of Life B3.1	Identify and describe the significance of several indicators that are commonly used to measure quality of life on a global scale ( <i>e.g., infant mortality, fertility rate, life expectancy, birth rate, death rate, doubling time, access to medical care, access to clean water, literacy rate and access to education, poverty rate, per capita income, GDP, GDP per capita, unemployment rates, national debt</i> )	✓	✓		✓	
<b>Grade 9: Issues in Canadian Geography: Academic</b>	Interactions in the Physical Environment B1.1	Analyse environmental, economic, social, and/or political implications of different ideas and beliefs about the value of Canada's natural environment, and explain how these ideas/beliefs affect the use and protection of Canada's natural assets	✓			✓	✓
	Interactions in the Physical Environment B1.3	Assess environmental, economic, social, and/or political consequences for Canada of changes in some of the Earth's physical processes ( <i>e.g., warming in the North is leading to a shorter, less reliable ice season and changes in plant and animal populations [environmental], threatening traditional Inuit culture [social], expanding opportunities for resource exploitation [economic], and creating conflict between nation states over territorial claims [political]</i> )	✓			✓	✓
	Interactions in the Physical Environment B1.4	Explain how human activities can alter physical processes and contribute to occurrences of natural events and phenomena ( <i>e.g., paving over land can alter drainage patterns and cause sink holes; some agricultural practices can contribute to soil erosion; deforestation can make slopes vulnerable to landslides</i> )	✓			✓	✓
	Managing Canada's Resources and Industries C1.1	Describe strategies that industries and governments have implemented to increase the sustainability of Canada's natural resources ( <i>e.g., green belts, tourism restrictions in environment- ally fragile regions, wildlife culling, rehabilitation of aggregate quarries, sustainable yield management of forests and fisheries, recovery of minerals from mine tailings, community composting, recycling and recovery</i> ), and evaluate their effectiveness	✓			✓	✓
<b>Grade 9: Issues in Canadian</b>	Managing Canada's Resources and Industries C1.4	Analyse the roles and responsibilities of individuals in promoting the sustainable use of resources ( <i>e.g., managing one's own ecological footprint, making responsible consumer choices, recycling, advocating sustainable resource-use policies and practices</i> )	✓			✓	✓

<b>Geography: Academic</b>	Changing Populations D1.3	Determine criteria ( <i>e.g., number of people affected, type of political leadership in region of need, degree and type of support required from Canada, ability to make a difference for the long term</i> ) that should be used to assess Canada's responses to global population issues ( <i>e.g., food and water shortages, lack of health care, illiteracy, displacement, poverty, overcrowding</i> )	✓			✓	✓
	Liveable Communities E1.1	Analyse the effects of food production practices, distribution methods, and consumer choices on the sustainability of Canada's food system	✓			✓	✓
	Liveable Communities E1.5	Propose courses of action that would make a community more sustainable ( <i>e.g., improving community/neighbourhood amenities, establishing local markets, replacing individual ownership of equipment with cooperative ownership, sharing cars, introducing a rental bike network, expanding the amount of green space</i> )	✓			✓	✓
<b>Grade 9: Issues in Canadian Geography: Applied</b>	Interactions in the Physical Environment B1.3	Analyse some environmental, economic, and social impacts of changes in Canada's climate ( <i>e.g., effects of drought on crop production in the Prairies; effects of less sea ice on Inuit communities, Arctic shipping routes, and wildlife habitat; effects of more extreme weather on public safety, personal comfort, and the economy</i> )	✓			✓	✓
	Interactions in the Physical Environment B1.4	Explain how human activities in their local region can have an impact on natural processes ( <i>e.g., vehicle use, chimney emissions, and barbecue and lawn mower usage contribute to smog and can change the acidity of lake water; blasting and drilling may trigger land instability; removing trees and paving over land change the amount of water going into the soil and back into the air; expansion of highways can lead to more animals being struck by vehicles and can also disrupt animal migration patterns and separate animals from their food supplies, thus endangering their populations</i> )	✓			✓	✓
<b>Grade 9: Issues in Canadian</b>	Managing Canada's Resources and Industries C1.2	Assess the impact of different types of food production on resource use and the environment in Canada	✓			✓	✓

<b>Geography: Applied</b>	Managing Canada's Resources and Industries C1.3	Analyse their personal use of natural resources	✓			✓	✓
	Managing Canada's Resources and Industries C1.4	Develop a personal plan of action that supports the idea of stewardship of resources	✓			✓	✓
	Liveable Communities E1.3	Describe ways in which communities can improve their environmental sustainability ( <i>e.g., expansion of recycling programs, promotion of infill development, expansion of mass transit systems, addition of bike lanes to major roadways, support of local market gardens, preservation or addition of green space, promotion of programs to make houses and industries more energy efficient</i> )	✓			✓	✓
	Liveable Communities E1.4	Identify actions that individuals can take to live more sustainably, and explain the benefits for their local community	✓			✓	✓
<b>Grade 10: Canadian History since WWI: Academic</b>	Canada, 1982 to the Present E1.1	Describe various social and cultural trends and developments in Canada since 1982 ( <i>e.g., demographic changes, including changes in the family and in immigration; the development of Hollywood North; developments related to multiculturalism, including ethno-cultural festivals; the growth of social and cultural advocacy groups</i> ), and assess their significance for people in Canada	✓	✓	✓	✓	✓
<b>Grade 10: Canadian History since WWI: Applied</b>	Canada, 1982 to the Present E1.1	Describe some key social trends and/or developments in Canada since 1982 ( <i>e.g., changes in families, such as higher divorce rates, lower birth rates, same-sex marriage; changes in immigration; an increasingly multicultural society; continuing movement from rural to urban areas; the growth of social advocacy groups, including environmental and human rights groups</i> ), and assess their significance for the lives of different people in Canada	✓	✓	✓	✓	✓

<b>Grade 10: Civics and Citizenship</b>	Civic Awareness B1.1	Describe some civic issues of local, national, and/or global significance ( <i>e.g., bullying in schools; violence in local communities; accessibility of buildings in the local community for people with disabilities; availability of recreational facilities in the local community; casino development; voter turnout; issues related to freedom of information, taxation, water quality; Aboriginal treaty rights; the impact of consumer choices; human rights issues related to racism, child labour, the rights of girls or women, homophobia, or classism; intervention in foreign conflict</i> ), and compare the perspectives of different groups on selected issues	✓	✓	✓	✓	✓
	Civic Awareness B1.2	Describe fundamental beliefs and values associated with democratic citizenship in Canada ( <i>e.g., rule of law; freedom of expression; freedom of religion; equity; respect for human dignity, the rights of others, and the common good; social responsibility</i> ), and explain ways in which they are reflected in citizen actions ( <i>e.g., voting, various protest movements and/or demonstrations, various ethnic or religious celebrations or observances, organ donation, environmental stewardship, volunteer work</i> )	✓	✓	✓	✓	✓
	Civic Awareness B1.3	Explain why it is important for people to engage in civic action, and identify various reasons why individuals and groups engage in such action ( <i>e.g., to protect their rights or the rights of others, to advocate for change, to protect existing programs, to protect the environment, to achieve greater power or autonomy, out of a sense of social justice or social responsibility, for ethical reasons, to protect their own interests</i> )	✓	✓	✓	✓	✓
	Civic Engagement and Action C1.2	Describe a variety of ways in which they could make a civic contribution at the local, national, and/or global level ( <i>e.g., by serving on student council or on an organization offering support to students who are being bullied; by reducing the amount of solid waste they generate and by properly disposing of hazardous waste; by volunteering at a food bank, retirement home, hospital, humane society, or recreational facility in the local community; by donating blood; by participating in community clean-up or tree-planting days; by raising funds for a charity or a development</i> )	✓	✓	✓	✓	✓

<b>Grade 10: Civics and Citizenship</b>	Civic Engagement and Action C1.3	Explain how various actions can contribute to the common good at the local, national, and/ or global level ( <i>e.g., engaging in a non-violent protest can heighten awareness of an issue and pressure for change; buying fair trade products helps ensure that producers are fairly compensated for the products they produce; the organized boycotting of products can pressure corporations to change irresponsible practices; donating to a development NGO can help improve the lives of people affected by a natural disaster or enhance health care in developing countries; canvassing or fundraising for an organization that works for social justice can raise people’s awareness of issues related to inequity or human rights abuses</i> )	✓	✓	✓	✓	✓
	Civic Engagement and Action C2.1	Analyse ways in which various beliefs, values, and perspectives are represented in their communities ( <i>e.g., with reference to different racial, ethnic, and/or religious groups; people with various political beliefs and/or social values; people from different age groups; men and women; First Nations, Inuit, or Métis people; people in lesbian, gay, bisexual, and transgender [LGBT] communities; environmentalists; people with disabilities; people from different professions and/or economic circumstances; recent immigrants and new Canadians; business people</i> ), and assess whether all perspectives are represented or are valued equally	✓	✓	✓	✓	✓
<b>Grade 11: The Individual and the Economy: University / College Prep</b>	Fundamentals of Economics B1.3	Analyse how the scarcity of the factors of production (i.e., land, labour, capital, entrepreneurship) influences productivity and specialization	✓		✓	✓	✓
	Fundamentals of Economics B1.4	Explain how needs ( <i>e.g., clean water, food, shelter, leisure time</i> ), wants ( <i>e.g., designer jeans or running shoes, a new smartphone, sweatshop-free clothing, fair-trade produce</i> ), and values ( <i>e.g., fairness, individualism, community mindedness</i> ) influence consumer decisions	✓	✓	✓	✓	✓
	Economic Challenges and Responses C1.1	Apply supply and demand models to analyse how price is influenced by different factors ( <i>e.g., technology, advertising, weather, shortages of raw materials</i> )			✓	✓	

<b>Grade 11: The Individual and the Economy: University / College Prep</b>	Economic Challenges and Responses C1.2	Analyse how individual choices, including ethical consumerism ( <i>e.g., buying fair-trade, local, cruelty-free, and/or green products</i> ), influence markets	✓	✓	✓	✓	✓
	Interrelationships Among Economic Citizens D1.2	Assess the sources and quality of information available to consumers about products on the market in Canada	✓	✓	✓	✓	✓
<b>Grade 11: Regional Geography: University / College Prep</b>	Natural and Human Systems B3.2	Analyse how various factors affect quality of life indicators in the region ( <i>e.g., public expenditures on education, health, infrastructure, social services; war; drought or other natural or human-made disasters; pandemics; government corruption; misappropriation of aid; labour and environmental standards/regulations; discrimination against women or minorities; inequitable access to resources; food security</i> )	✓			✓	✓
	Sustainability & Stewardship C1.1	Identify the main natural resources that are harvested/extracted in the region ( <i>e.g., water, wood, oil and/or gas, coal, minerals, fish, cotton, wheat, rice, livestock</i> ), and assess the sustainability of current rates of harvesting/extraction	✓			✓	✓
	Sustainability & Stewardship C1.2	Assess the effects, both positive and negative, on the region of outside demand for its products and/or resources ( <i>e.g., development of infrastructure, job creation, improvement in standards of living, increase in tax revenue, deforestation and other types of resource depletion/mismanagement, monoculture and other unsustainable agricultural practices, vulnerability to demands of multinational corporations, sweatshops, air pollution, environmental degradation</i> )	✓			✓	✓
	Sustainability & Stewardship C1.3	Describe programs in the region that are intended to foster stewardship / sustainability with respect to natural resources ( <i>e.g., programs related to resource conservation, alternative energy, tree planting, water quality, seed saving, sustainable agricultural practices, land rehabilitation, recycling and waste disposal</i> ), and assess their effectiveness	✓			✓	✓

<b>Grade 11: Regional Geography: University / College Prep</b>	Regional and International Interactions D3.2	Describe the main types of industry in the region ( <i>e.g., manufacturing, agriculture and food processing, resource extraction and processing, tourism, service industries, energy generation, knowledge-based industries, high-tech industries</i> ), and assess their impact	✓	✓	✓	✓	✓
	Dynamics and Change E1.2	Assess the impact of globalization on the natural environment in the region ( <i>e.g., loss of forest as a result of demand for grazing land, and its impact on regional and global climate; weak environmental regulations as an inducement to industrial development; invasive species; air pollution and greenhouse gases from increased industrial production; threats to fresh water supplies as a result of global demands for water; threats to native and heritage vegetation, and animals that depend on them, from genetically modified crops</i> )	✓			✓	✓
	Dynamics and Change E1.3	Describe local, national, regional, and/or international policies and strategies that address issues associated with globalization, and assess their effectiveness ( <i>e.g., with reference to anti- globalization movements/protests, movements/ support for rights/land claims of indigenous peoples, local food movements and buy-local campaigns, organic farming, the trend in stores and restaurants towards identifying sustainably harvested fish and other seafood</i> )	✓			✓	✓
	Dynamics and Change E3.2	Explain how climate change currently affects the region and how it is likely to do so in the future	✓			✓	✓
<b>Grade 11: Forces of Nature: Physical Processes &amp; Disasters: University / College Prep</b>	The Physical Environment: Sustainability & Stewardship C1.2	Assess the effectiveness of various processes used by resource-based industries to protect or rehabilitate the physical environment	✓			✓	✓
	The Physical Environment: Sustainability & Stewardship C1.3	Identify and assess the effectiveness of various national and international strategies and initiatives for reducing the human impact on the natural environment ( <i>e.g., protected areas, such as national parks, marine protection zones, and UNESCO biosphere reserves; environmental monitoring programs; national legislation such as the Species at Risk Act; international agreements such as the Canada–United States Air Quality Agreement or the Great Lakes Water Quality Agreement</i> )	✓			✓	✓

<b>Grade 11: Forces of Nature: Physical Processes &amp; Disasters: University / College Prep</b>	The Physical Environment: Sustainability & Stewardship C2.1	explain how human modification of the landscape ( <i>e.g., urban expansion, paving, river damming or diversion, deforestation, draining of wetlands, mining</i> ) affects natural systems ( <i>e.g., changes in groundwater, loss of habitat, alteration of food chains, creation of heat domes and other local climatic changes, changes in carbon budget and related climate effects, changes in drainage patterns, impairment of surface water quality</i> )	✓			✓	✓
	Systems: Interaction and Interdependence D1.1	Explain how natural events or human activities in one part of the world can have impacts on other parts of the world ( <i>e.g., downstream impacts of dams, climatic effects of volcanic eruptions, effects of fossil-fuel combustion on global climate and acidity of precipitation, effects of the use of ozone-depleting chemicals on the ozone layer</i> )	✓			✓	✓
	Systems: Interaction and Interdependence D1.3	Make predictions about geopolitical issues that may emerge in the future and the regions that they will affect on the basis of current trends in human activities and environmental conditions	✓			✓	✓
	Impacts of Change E1.3	Assess potential impacts, both positive and negative, of climate change on different parts of the world, including their local community	✓			✓	✓
<b>Grade 11: American History: University Prep</b>	The United States Since 1945 E3.4	Analyse the role of consumer culture in the construction of identity in the United States during this period ( <i>e.g., with reference to automobile culture, fashion, the fast-food industry, iconic American products, magazines, advertising, branding, gun culture, suburbanization</i> )	✓	✓	✓	✓	

<b>Grade 12: Analysing Current Economic Issues: University Prep</b>	Fundamentals of Economics B1.2	Explain, using both normative and positive economic analysis, the interrelationship between needs/wants, production decisions, and consumer choices and decisions	✓	✓	✓	✓	✓
	Fundamentals of Economics B3.2	Analyse issues associated with the efficient use of the factors of production and the relationship between efficiency, growth, and sustainability ( <i>e.g., how the relocation of manufacturing from Canada to China to maximize efficient use of capital has affected workers in Canada and the environment in China; how economies of scale associated with mass production can result in lower prices for consumers but put pressure on small producers</i> )			✓	✓	
	Fundamentals of Economics B3.3	Assess the benefits and costs, including the environmental costs, of economic growth ( <i>e.g., with reference to job creation, loss of jobs as a result of relocation offshore or technological changes, increase in gross domestic product [GDP], technological innovation, new products, increasing consumerism, corporate consolidation and growth of multinational corporations, overfishing, deforestation, air and water pollution, climate change</i> )	✓		✓	✓	✓
<b>Grade 12: Analysing Current Economic Issues: University Prep</b>	Firms, Markets, and Economic Stakeholders C2.2	Analyse how different stakeholders view the trade-off between economic growth and concerns for the environment ( <i>e.g., with reference to coal-fired electrical plants to support manufacturing in China and concerns about air quality; debates about the economic and environmental impact of the North American energy pipelines and/or the continuing development of the Alberta oil sands; the expansion of farmland at the expense of rain forest; innovations such as genetically modified seeds/foods and their impact on eco- systems; firms that invest in the development of non-renewable resources and those that fund research on alternative energy</i> )	✓			✓	✓

<b>Grade 12: Making Personal Economic Choices: Workplace Prep</b>	Economic Fundamentals C1.2	Analyse the interrelationship between scarcity, their needs and wants, and their personal values	✓	✓	✓	✓	✓
	Markets, Consumers, and Products D1.1	Analyse differences in the perspectives of producers and consumers in the market with respect to supply and demand ( <i>e.g., how a drought affecting wheat farmers in western Canada might affect producers and consumers; how producers influence demand; how demand and availability can affect prices; how producers are influenced by technology</i> )	✓		✓	✓	✓
	Markets, Consumers, and Products D2.1	Identify key rights of consumers ( <i>e.g., truth in advertising, protection from hazardous products, warnings about potential dangers associated with improper use of products</i> ) and possible recourse when these rights are infringed ( <i>e.g., returning the product to the producer or the point of purchase, writing a letter of complaint, reporting the problem to the relevant government department, using social media to alert others to the problem and/or to campaign for the producer to change its practices</i> )	✓	✓	✓	✓	✓
	Markets, Consumers, and Products D2.3	Explain how various consumer choices can affect the natural environment ( <i>e.g., with reference to buying local, cruelty-free, or organic products; buying unsustainable seafood; buying bulk goods to reduce packaging; disposing of old electronics in land fill; buying Energy Star appliances; boycotting companies that are environmentally irresponsible</i> )	✓			✓	✓
<b>Grade 12: A Geographic Analysis: University Prep</b>	Spatial Organization: Relationships and Disparities B1.3	Analyse ethical issues relating to the control and development of natural resources and the distribution of economic benefits from resource exploitation	✓		✓	✓	✓
	Sustainability and Stewardship C1.3	Analyse the influence of the values and beliefs of individuals and groups ( <i>e.g., environmental non-governmental organizations [NGOs]; business advocacy groups; First Nations, Inuit, and Métis people</i> ) in shaping public opinion about environmental sustainability	✓		✓	✓	✓

<b>Grade 12: A Geographic Analysis: University Prep</b>	Sustainability and Stewardship C3.2	Analyse the impacts of human activities on the commons ( <i>e.g., over fishing, atmospheric pollution, water pollution, water depletion</i> )	✓			✓	✓
	Interactions and Interdependence : Globalization D2.3	Assess the responsibility of consumers for moderating economic, social, and environmental impacts associated with globalization, and describe ways in which this could be done ( <i>e.g., informing themselves about how products are made and disposed of, buying fair-trade products, boycotting products made through exploitive practices, raising awareness of labour and environmental issues in developing countries, supporting NGOs that are active in promoting workers' rights and environmental protection in producing countries</i> )	✓	✓	✓	✓	✓
	Social Change and Quality of Life E1.3	Assess the contributions of various individuals to advancing human rights and improving the quality of life in various countries, and assess the roles and responsibilities of individuals, as global citizens, in helping to solve issues of global concern	✓	✓	✓	✓	✓
	Social Change and Quality of Life E3.5	Identify regional and global patterns relating to disease ( <i>e.g., infectious diseases, chronic diseases</i> ) and health care, and assess the influence of factors affecting quality of life ( <i>e.g., per capita income, lifestyle, access to health care, access to improved water and sanitation systems, caloric intake</i> ) on health in different parts of the world		✓		✓	
<b>Grade 12: World Geography: Urban Patterns and Population Issues: University / College Prep</b>	Sustainability & Stewardship C1.2	Assess the effectiveness of various solutions to environmental problems caused by human activities that affect areas of settlement	✓			✓	✓
	Sustainability & Stewardship C1.3	Assess the effects of an ecumene's natural characteristics on the feasibility of various options for reducing the human impact on the environment ( <i>e.g., number of days of bright sunshine and feasibility of solar power, proximity to volcanoes and hot springs and feasibility of geothermal power</i> )	✓			✓	✓
	Sustainability & Stewardship C2.1	Analyse the roles and responsibilities of individuals, corporations, and governments in ensuring the sustainability of communities	✓			✓	✓
	Sustainability & Stewardship C2.3	Describe actions that individuals can take to contribute to the sustainability of their own communities	✓			✓	✓

<b>Grade 12: The Environment &amp; Resource Management : University / College Prep</b>	Spatial Organization B1.2	Assess the role and effectiveness of various strategies for protecting plant and animal species	✓		✓	✓	✓
	Spatial Organization B2.2	Describe ways in which human settlement and modifications of the natural landscape affect the environment ( <i>e.g., loss of vegetation and related impacts on air quality, loss or fragmentation of habitat, changes in predator/prey relationships</i> )	✓			✓	✓
	Spatial Organization B2.3	Identify factors that contribute to the survival of a species within an ecosystem ( <i>e.g., genetic characteristics, availability of habitat, population size</i> ), and explain why selected species through- out the world are at risk from encroaching human populations	✓			✓	✓
	Sustainability & Stewardship of Natural Resources C2.1	Analyse competing points of view about a natural resource development issue, using a geographic perspective	✓		✓	✓	✓
	Sustainability & Stewardship of Natural Resources C3.1	Analyse the relationship between the availability and use of different kinds of natural resources and the changing needs of human populations	✓			✓	✓
	Ecological Systems: Interconnections & Interdependence D1.1	Evaluate the effectiveness of selected strategies that have been used to reduce pollution from human activities ( <i>e.g., bans on the use of polluting chemicals, such as DDT or CFCs; reformulation of products to eliminate harmful ingredients, such as phosphates in detergents; use of filtration devices, such as stack scrubbers or catalytic converters, to reduce pollutants in emissions; use of non-chemical alternatives to aerosol sprays, pesticides, and other products containing harmful chemicals</i> )	✓			✓	✓
	Ecological Systems: Interconnections & Interdependence D1.2	Analyse some of the challenges associated with reducing various types of pollution	✓			✓	✓

<b>Grade 12: The Environment &amp; Resource Management : University / College Prep</b>	Community Action E1.2	Assess the contribution to environmental sustainability of selected locally implemented initiatives and personal choices ( <i>e.g., waste- reduction initiatives, such as recycling, municipal waste fees, bring-your-own-bag programs; energy- conservation initiatives, such as time-of-use energy pricing, LEED certification; awareness initiatives, such as Earth Hour and environment days</i> )	✓			✓	✓
	Community Action E1.3	Analyse a local, national, or global environmental issue and a range of possible solutions, and create an action plan to address the issue	✓			✓	✓
	Community Action E3.1	assess the importance of behavioural and ethical factors ( <i>e.g., reducing consumption, changing personal activities to reduce one's environmental impact, giving priority to values such as environ- mental sustainability and intergenerational equity in decision making</i> ) in reducing the human impact on the environment	✓			✓	✓
	Community Action E3.2	describe various measurements of human impact on the environment ( <i>e.g., water footprint, carbon footprint, ecological footprint</i> ), and assess their implications for the sustainable development of human societies in the future	✓			✓	✓
<b>Grade 12: World Issues: A Geographic Analysis: College Prep</b>	Spatial Organization: Regional Similarities and Differences B1.2	Analyse environmental, economic, social, and political implications of the unequal distribution of natural, economic, and social resources, nationally and globally ( <i>e.g., over- exploitation of scarce resources and destruction of ecosystems, disparities in standard of living, migration from resource-poor to resource-rich areas, conflict over access to and control over resources</i> )	✓			✓	✓
	Sustainability and Stewardship C1.1	Identify opportunities for personal stewardship and involvement in sustainability initiatives at a local, national, and international level ( <i>e.g., buying locally, participating in community gardens, conserving water, carpooling and ride sharing, walking or riding instead of driving, supporting organizations that promote sustainability</i> ), and assess the environmental, economic, social, and political implications of their choices	✓			✓	✓

<b>Grade 12: World Issues: A Geographic Analysis: College Prep</b>	Sustainability and Stewardship C2.1	Analyse environmental, economic, social, and political impacts related to the use of selected natural resources at the local, national, and global level ( <i>e.g., impacts of freshwater consumption, different methods of energy production</i> )	✓		✓	✓	✓
	Sustainability and Stewardship C3.1	Identify the components of the global commons ( <i>e.g., oceans, air, outer space</i> ), and explain their environmental, economic, social, and political importance ( <i>e.g., oceans and atmosphere support life, control climate, facilitate communications; oceans contain exploitable resources; space facilitates communications, navigation, and observation of the earth</i> )	✓			✓	✓
	Sustainability and Stewardship C3.2	Analyse issues related to human impacts on the global commons ( <i>e.g., threats to ocean life as a result of increased shipping, overfishing, and acidification; increased air pollution and climate change as a result of industrial activity</i> ) and to international management of the commons ( <i>e.g., lack of international authority to regulate the use of the global commons; difficulty of getting countries to subordinate national interests to the welfare of the planet</i> )	✓			✓	✓
	Interactions and Interdependence : Globalization D1.1	Describe the characteristics of global citizenship, and explain how individuals, acting as global citizens, can help to lessen economic, social, and environmental impacts associated with globalization ( <i>e.g., by informing themselves about how products are made and disposed of, buying fair-trade products, boycotting products made through exploitive practices, raising awareness of labour and environmental issues in developing countries, supporting NGOs that are active in promoting workers' rights and environmental protection in producing countries</i> )	✓		✓	✓	✓
	Interactions and Interdependence : Globalization D3.2	Analyse impacts of globalization on human and natural systems within various countries ( <i>e.g., increased industrial employment in developing countries, but with low wages and poor working conditions; disruption of traditional societies and economies; loss of manufacturing capacity and manufacturing jobs in developed countries; increased water and air pollution in developing countries; increased greenhouse gas emissions from transportation; damage to local ecosystems from invasive species introduced by global travel and trade</i> )	✓		✓	✓	✓

<b>Grade 12: World Issues: A Geographic Analysis: College Prep</b>	Changing Societies E1.1	Analyse trends in urban growth, locally and globally, and explain factors contributing to these trends ( <i>e.g., displacement of small farms by larger industrialized farming operations, settlement of refugees in or near larger urban settlements, rural overpopulation, economic opportunities in cities</i> )	✓			✓	✓
	Changing Societies E1.3	Assess the impacts of increased urbanization on the environment and society ( <i>e.g., land degradation, loss of agricultural land, increased demand on services and infrastructure, social tensions, greater economic opportunities</i> )	✓			✓	✓
	Changing Societies E2.2	Analyse the impact of population growth and rising standards of living on the world's food supply and its characteristics, and assess options for meeting future global food requirements ( <i>e.g., increasing productivity through high-yield crop varieties, genetically modified crops, intensive farming, industrial farming, aquaculture; increasing amount of land under cultivation through irrigation, forest clearance, and other means; making greater use of existing resources by reducing the amount of animal protein in our diets</i> )	✓	✓	✓	✓	✓
<b>Grade 12: Living in a Sustainable World: Workplace Prep</b>	Species and Spaces B1.2	Explain why selected natural spaces and species are at risk	✓			✓	✓
	Species and Spaces B2.2	Assess impacts of human settlement and activities on selected ecosystems ( <i>e.g., deforestation and loss of habitat from resource development in the boreal forest; loss of habitat and degradation of water quality from aggregate mining and increased agriculture in the Carolinian forest in southern Ontario; water pollution from industry, agriculture, and human waste in the Florida wetlands; threats to coral reefs from rising water temperatures and increased human interaction</i> )	✓			✓	✓
	Sustainability of Natural Resources C1.2	Describe ways in which individuals can contribute to the sustainable use of natural resources ( <i>e.g., by buying, selling, or donating good-quality used products so that they may be reused; reducing personal consumption; recycling; buying fair-trade products; supporting environmental non-governmental organizations</i> )	✓			✓	✓

<b>Grade 12: Living in a Sustainable World: Workplace Prep</b>	Sustainability of Natural Resources C3.1	Analyse factors affecting the global distribution of major types of renewable and non-renewable natural resources, and assess some of the consequences of the distribution and availability of these resources	✓			✓	✓
	Sustainability of Natural Resources C3.4	Describe how population growth affects the availability and consumption of a variety of resources	✓			✓	✓
	Ecosystems and Human Activity D2.1	Describe ways in which humans have altered ecological processes ( <i>e.g., by draining wetlands, paving over land, contaminating land and water with chemicals, deforestation, overharvesting</i> ), and explain the impacts of these activities on natural systems ( <i>e.g., loss of habitat, lowering of the water table, increase in levels of carbon dioxide in the atmosphere, loss of species, disruption of food chains, formation of urban heat islands and related impacts on air and water quality</i> )	✓			✓	✓
	Community Action E1.1	Analyse the contributions of selected individuals, businesses, and organizations to resolving environmental issues of concern to their local community	✓			✓	✓
	Community Action E2.1	Calculate their ecological footprints and create a plan to reduce personal consumption and waste	✓			✓	✓
	Community Action E2.4	Analyse the impact of consumer behaviour on the environment ( <i>e.g., transportation choices, water and energy consumption, product choices</i> )	✓			✓	✓

<p><b>Grade 12: Canada: History, Identity, and Culture: University Prep</b></p>	<p>Canada Since 1945 E1.1</p>	<p>Analyse key social/cultural trends and developments in Canada during this period, including changes in social attitudes/values (<i>e.g., with reference to changes in the number and origins of immigrants and refugees; changes in birth, marriage, and divorce rates; continuing urbanization and the growth of suburbs; the development of the social safety net; biculturalism and multiculturalism; increasing concerns with rights, fairness, and equity; the development of countercultural, civil rights, environmental, and social protest movements; changes in the role and status of women</i>), and assess their significance for the development of Canada, including the development of identity in Canada</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
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