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

2025-2026 Course Outline

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Credit Value: 1.0

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

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COURSE DESCRIPTION

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

Credit Value: 1.0

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

OVERALL EXPECTATIONS

Geographic Inquiry and Skill Development

1. **Geographic Inquiry:** use the geographic inquiry process and the concepts of geographic thinking when investigating world issues
2. **Developing Transferable Skills:** apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify careers in which a background in geography might be an asset

Spatial Organization: Relationships and Disparities

1. **Natural Resource Disparities:** analyse relationships between quality of life and access to natural resources for various countries and regions
2. **Population Disparities:** analyse relationships between demographic and political factors and quality of life for various countries and regions
3. **Classifying Regions of the World:** explain how various characteristics are used to classify the world into regions or other groupings

Sustainability and Stewardship

1. **Strategies and Initiatives:** analyse strategies and initiatives that support environmental stewardship at a national and global level, and assess their effectiveness in promoting the sustainability of the natural environment
2. **Population Growth:** assess the impact of population growth on the sustainability of natural systems
3. **Caring for the Commons:** analyse issues relating to the use and management of common-pool resources

Interaction and Interdependence: Globalization

1. **Trade and Immigration:** analyse the influence of trade agreements and immigration policies on global interdependence and the well-being of countries
2. **Impacts and Management:** analyse issues relating to national and global impacts of globalization from a geographic perspective, and assess responsibilities and approaches for managing these issues
3. **Characteristics and Driving Forces:** describe the major characteristics of globalization, and analyse factors that are driving the globalizing process

Social Change and Quality of Life

1. **Leadership and Policy:** analyse the influence of governments, groups, and individuals on the promotion and management of social change
2. **Agents of Change:** analyse impacts of selected agents of change on society and quality of life
3. **Continuing Challenges:** analyse issues relating to human rights, food security, health care, and other challenges to the quality of life of the world's population

OUTLINE OF COURSE CONTENT

The course has been broken down and will be taught via individual units that will encompass the previously stated strands. Expectations from the Historical Inquiry and Skill Development strand will be interwoven throughout the other four strands and throughout the course.

Unit Number	Unit Name	Topics Covered	Instructional Hours	Overall Expectations
1	World Issues and Geographic Inquiry	This unit introduces how world issues are framed within the context of the study of geography. Students are familiarized with the different types of tools that geographers use, and are briefly introduced to how those tools can be applied to world issue analysis. Students then explore the geographic inquiry process in order to practice conducting purposeful, targeted research inquiry projects. Students formulate questions, gather and organize research information, interpret and analyze research information, and draw conclusions.	13	A1, A2
2	Classification and Demographics	This unit begins by demonstrating how population statistics and demographic trends are used to analyze and understand different world issues. Students are introduced to a number of systems that are used to classify different regions of the world according to different statistical measures and indicators. Analysis is extended further as students learn how to choose appropriate statistical measures and indicators pertinent to understanding different world issues and geographic inquiry pursuits. Students continue to explore population trends by examining them within the context of urbanization and migration patterns.	18	B1, B2, B3
3	Disparities and Solutions	Throughout this unit students are challenged to explore the roots of different disparities as they are experienced all throughout the globe, and what connections disparities have to global conflicts. Disparities in natural resources, food, health, and international aid are all examined within the contexts of history, policy, conflict, and conflict resolution.	18	B1, B2, B3
4	Sustainability and Stewardship	A focal concern of the course revolves around finding environmentally sustainable solutions to world issues. Students explore how individuals, businesses, all levels of government, and international organizations protect and preserve the environment, while ensuring that human needs are met. Students will assess a variety of local, national, and international environmental policies, frameworks, and protections. They will also explore how different bodies work together to protect common-pool resources and the natural environment. Students will explore a variety of theories pertaining to the Earth's carrying capacity, as well as how population growth impacts the natural environment.	18	C1, C2, C3
5	Globalization	Globalization is one of the most influential forces shaping society in the modern era. From a variety of different perspectives, students will explore how globalization is experienced. Students will assess how international trade and trade agreements play into global interdependence. They will also examine how immigration and emigration is experienced throughout the globe. Students will develop an understanding of how globalization is experienced throughout culture, economics, the environment, and various other social realms.	18	D1, D2, D3
6	Human Rights, Conflict and Change	The world issues course concludes with an analysis of human rights issues and ethnic and religious conflict. Students familiarize themselves with how different nations protect national security, before looking to the future by exploring agents of change.	18	E1, E2, E3

TOTAL INSTRUCTIONAL HOURS – 110

TEACHING/LEARNING STRATEGIES

Students will be involved in a variety of learning activities including presentations, debates, class discussion, internet/media research, and independent research on topics related to the course. Students will participate in activities by following instructions and giving it their best effort and will maximize achievement with basic learning strategies such as note-taking, studying, re-reading, asking questions, and participating in all class activities.

INDIGENOUS EDUCATION IN ONTARIO

The Ontario First Nation, Métis, and Inuit Education Policy Framework is part of Ontario's Indigenous Education Strategy, which supports the achievement and well-being of Indigenous students across the province. The strategy also raises awareness about First Nation, Métis, and Inuit cultures, histories, perspectives, and contributions among all students in Ontario schools. The strategy is an essential component of Ontario's partnership with Indigenous peoples, and addresses a critical gap in Ontario's efforts to promote high levels of achievement for all students.

Consistent with the strategy, the present revision of the social studies and history curriculum was developed in collaboration with First Nations, Métis, and Inuit educators, community members, and organizations in response to the Truth and Reconciliation Commission's calls to action numbers 62 and 63. The revision strengthens learning connected with Indigenous perspectives, cultures, histories, and contemporary realities, including those related to the residential school system and treaties. It is essential that learning activities and materials used to support Indigenous education are authentic and accurate and do not perpetuate culturally and historically inaccurate ideas and understandings. It is important for educators and schools to select resources that portray the uniqueness of First Nations, Métis, and Inuit histories, perspectives, and world views authentically and respectfully. It is also important to select resources that reflect local Indigenous communities as well as First Nations, Métis, and Inuit individuals and communities from across Ontario and Canada. Resources that best support Indigenous education feature Indigenous voices and narratives and are developed by, or in collaboration with, First Nations, Métis, and Inuit communities. Schools can contact their board's Indigenous lead for assistance in evaluating and selecting resources.

STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE

Assessment Policy

In keeping with the Ministry of Education's document, Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010, this course will be presented to students with consideration of the overall and specific expectations established for the credit, the achievement chart in the appropriate curriculum policy document, and the guidelines for Assessment and Evaluation. The course contains both content standards (the knowledge and skills a student is expected to demonstrate throughout the course) and performance standards (the quality of student learning as reflected by the student's work toward achieving these skills).

To support student learning and to ensure that the assessment and evaluation encourage and promote student achievement as much as possible, course evaluations will be designed with a mind to being:

- balanced and equitable, with clear instructions and criteria;
- reflective of the overall and specific expectations for the course;
- ongoing and varied, allowing students to demonstrate achievement throughout the year;
- ongoing descriptive feedback giving students indications of goals and strategies for improvement;
- supportive of student skills in assessing their own learning (for self-improvement) so that they can set personal goals and strategies

Assessment Types

This course will contain all three types of assessment recommended by the Ministry of Education.

Assessment *for* learning
The teacher will gather information about student's skill and understanding in order to plan teaching activities to maximize student achievement. In addition, the teacher will give feedback on work which is designed to help the student direct his/her efforts to particular skills or content so that he/she can improve his/her results. These assessments are generally not completed for marks, but rather for feedback, and include such things as checklists, student reflections, practice activities, and sample questions.

Assessment *as* learning
The student will be asked to demonstrate progress in developing skills and understanding of content in a way which allows him/her to set goals, reflect on his/her work, and determine strategies for progress. These assessments may or may not be evaluated for marks and may include such things as small tests, quizzes, small writing assignments, brief presentations, student reflections and self and peer-assessed (not for marks) activities.

Assessment *of* learning
The student will be asked to demonstrate that he/she has acquired the skills taught and has developed a strong understanding of the content and performance standards related to the topic. These assessments are done in preparation for moving forward to new content and performance standards or in completion of the course itself. These are assessed for marks and are used to record and report what has been learned. They include such things as unit tests, larger writing assignments, oral presentations, essays, projects, and exams.

All assessments are designed to fit into one or more of the Grade 9 -10 Canadian and World Studies Achievement Chart categories: Knowledge and Understanding, Thinking, Communication, and Application (see Appendix 1).

Learning Skills & Work Habits
The development of learning skills and work habits is needed for success in school and in life. In addition to their assessment based on the achievement chart, student success also reflects a variety of specific learning skills, through which students complete course work and assessments. These learning skills are not assigned grades based on the achievement chart, or a numeric grade, but are rather indicated on the student report card using letters (E=excellent, G=good, S=satisfactory, N=needs improvement). This indicates to the student which learning skills should receive increased effort by the student in order to improve his/her learning, and which skills are helping the student achieve their academic success. The learning skills are behaviours considered essential and integral to student learning and to the evaluation of a student's achievement as he/she progresses through each course and grade. The six learning skills are listed below:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Assessment Structure
Student achievement is communicated formally to students and parents by means of the Provincial Report Card. The report card provides a record of the student's achievement of the curriculum expectations in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart. A final grade is recorded, and a credit is granted and recorded if the student's grade is 50% or higher.

The final grade in the course is determined as follows:

Term Work *	70%
Final Examination	20%
Final Summative	10 %
Final Grade	100%

*Term work is based on evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration may be given to more recent evidence of achievement.

Achievement Chart Categories

There are four categories into which student evaluations are divided: Knowledge and Understanding, Thinking, Communication, and Application. This means that a student's evaluated work will contain marks in all, or some, of these categories as indicated by the teacher and based on the teacher's professional judgment. Students are evaluated according to the criteria established for the course, not according to the achievement of other students. Achievement of level 3 in these categories represents the provincial standard. There are four levels of student achievement, Levels 1-4 (as well as the possibility that a student's work can be evaluated as below level 1).

See full achievement chart for Canadian and World Studies Grade 9-10 in Appendix 1.

CONSIDERATIONS FOR PROGRAM PLANNING

INSTRUCTIONAL APPROACHES

Effective instruction is key to student success. To provide effective instruction, teachers need to consider what they want students to learn, how they will know whether students have learned it, how they will design instruction to promote the learning, and how they will respond to students who are not making progress. When planning what students will learn, teachers identify the main concepts and skills described in the curriculum expectations, consider the contexts in which students will apply the learning, and determine students' learning goals. Instructional approaches should be informed by the findings of current research on instructional practices that have proved effective in the classroom. For example, research has provided compelling evidence about the benefits of the explicit teaching of strategies that can help students develop a deeper understanding of concepts. Strategies such as "compare and contrast" (e.g., through Venn diagrams and comparison matrices) and the use of analogy give students opportunities to examine concepts in ways that help them see what the concepts are and what they are not. Although such strategies are simple to use, teaching them explicitly is important in order to ensure that all students use them effectively.

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

PLANNING CANADIAN AND WORLD STUDIES PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education resource teachers, where appropriate, to achieve this goal**. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006** endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. These beliefs are as follows:

- All students can succeed.
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Classroom teachers are key educators for a student's literacy and numeracy development.

- Each student has his or her own unique patterns of learning.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

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

In planning history courses for students with special education needs, teachers should begin by examining the current achievement level of the individual student, the strengths and learning needs of the student, and the knowledge and skills that all students are expected to demonstrate at the end of the course, in order to determine which of the following options is appropriate for the student:

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

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in his or her Individual Education Plan (IEP).

Students Requiring Accommodations Only

Some students are able, with certain accommodations, to participate in the regular course curriculum and to demonstrate learning independently. Accommodations allow access to the course without any changes to the knowledge and skills the student is expected to demonstrate. The accommodations required to facilitate the student's learning must be identified in his or her IEP. A student's IEP is likely to reflect the same accommodations for many, or all, subjects or courses. Providing accommodations to students with special education needs should be the first option considered in program planning. Instruction based on principles of universal design and differentiated instruction focuses on the provision of accommodations to meet the diverse needs of learners. There are three types of accommodations:

- **Instructional accommodations** are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- **Environmental accommodations** are changes that the student may require in the class- room and/or school environment, such as preferential seating or special lighting.
- **Assessment accommodations** are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

If a student requires "accommodations only" in History courses, assessment and evaluation of his or her achievement will be based on the appropriate course curriculum expectations and the achievement levels outlined in this document.

Students Requiring Modified Expectations

Some students will require modified expectations, which differ from the regular course expectations. For most students, modified expectations will be based on the regular course curriculum, with changes in the number and/or complexity of the expectations. Modified expectations represent specific, realistic, observable, and measurable achievements and describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations. It is important to monitor, and to reflect clearly in the student's IEP, the extent to which expectations have been modified. As noted in section 7.12 of the ministry's policy document **Ontario Secondary Schools, Grades 9 to**

12: Program and Diploma Requirements, 1999, the principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student is eligible to receive a credit for the course. This decision must be communicated to the parents and the student. When a student is expected to achieve most of the curriculum expectations for the course, the modified expectations should identify how the required knowledge and skills differ from those identified in the course expectations. When modifications are so extensive that achievement of the learning expectations (knowledge, skills, and performance tasks) is not likely to result in a credit, the expectations should specify the precise requirements or tasks on which the student's performance will be evaluated and which will be used to generate the course mark recorded on the Provincial Report Card. Modified expectations indicate the knowledge and/or skills the student is expected to demonstrate and have assessed in each reporting period. The student's learning expectations must be reviewed in relation to the student's progress at least once every reporting period, and must be updated as necessary.

If a student requires modified expectations in History courses, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. If some of the student's learning expectations for a course are modified but the student is working towards a credit for the course, it is sufficient simply to check the IEP box on the Provincial Report Card. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, the IEP box must be checked and the appropriate statement from the **Guide to the Provincial Report Card, Grades 9–12, 1999** (page 8) must be inserted. The teacher's comments should include relevant information on the student's demonstrated learning of the modified expectations, as well as next steps for the student's learning in the course.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

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

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

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

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

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

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

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

With exposure to the English language in a supportive learning environment, most young children will develop oral fluency quite quickly, making connections between concepts and skills acquired in their first language and similar concepts and skills presented in English. However, oral fluency is not a good indicator of a student's knowledge of vocabulary or sentence structure, reading comprehension, or other aspects of language proficiency that play an important role in literacy development and academic success. Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes. Moreover, the older the children are when they arrive, the more language knowledge and skills they have to catch up on, and the more direct support they require from their teachers.

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

- modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, and scaffolding; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity);
- use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

When learning expectations in any course are modified for an English language learner (whether the student is enrolled in an ESL or ELD course or not), this information must be clearly indicated on the student's report card.

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

Antidiscrimination Education

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to attain high standards, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the wider society. It requires schools to adopt measures to provide a safe environment for learning, free from harassment, violence, and expressions of hate.

Antidiscrimination education encourages students to think critically about themselves and others in the world around them in order to promote fairness, healthy relationships, and active, responsible citizenship.

Schools have the responsibility to ensure that school–community interaction reflects the diversity in the local community and wider society. Consideration should be given to a variety of strategies for communicating and working with parents and community members from diverse groups, in order to ensure their participation in such school activities as plays, concerts, and teacher interviews. Families new to Canada, who may be unfamiliar with the Ontario school system, or parents of Aboriginal students may need special outreach and encouragement in order to feel comfortable in their interactions with the school.

Antidiscrimination Education and History

The History program provides students with access to materials that reflect diversity with respect to gender, race, culture, and ability. Diverse groups of people involved in various activities and careers should be prominently featured. In planning the History program, teachers should consider issues such as access to laboratory experiences and equipment. Laboratory benches and lighting should be adjustable and appropriate for students with physical disabilities. Equipment and materials can also be adapted in ways that make them accessible to all students.

The examples used to illustrate knowledge and skills, and the practical applications and topics that students explore as part of the learning process, should vary so that they appeal to both boys and girls and relate to students' diverse backgrounds, interests, and experiences.

In many instances, variations in culture and location (whether rural, urban, or suburban) can be found in a single classroom. Students living in apartment buildings will have different access to plants and animals than students living in a rural setting or on a First Nation reserve. Although it is impossible to anticipate every contingency, teachers should be open to adjusting their instruction, if feasible, when concerns are brought to their attention.

It is important that learning activities include opportunities for students to describe, study, or research how women and men from a variety of backgrounds, including Aboriginal peoples, have contributed to History, used History to solve problems in their daily life and work, or been affected by critical thought process processes or phenomena. The calendar systems of various cultures or the use that Aboriginal peoples have made of medicinal plants might be considered. Students might examine the impact of climate change on different regions and cultures around the world, as well as the impact of technologies or technological processes in use in different countries in relation to the food chain, the environment, or the ozone layer. Expectations in the curriculum encourage students to look at the perspectives and world views of various cultures, including Aboriginal cultures, as they relate to History-related issues.

Access to computers should be monitored and a range of software applications provided. A problem-solving approach can benefit students who are having difficulties with materials or equipment. Because access to equipment at home will vary, it is important to offer challenges for or support to students whose levels of prior knowledge differ.

CRITICAL THINKING AND CRITICAL LITERACY IN HISTORY

Critical thinking is the process of thinking about ideas or situations in order to understand them fully, identify their implications, and/or make a judgement about what is sensible or reasonable to believe or do. Critical thinking includes skills

such as questioning, predicting, hypothesizing, analysing, synthesizing, examining opinions, identifying values and issues, detecting bias, and distinguishing between alternatives.

Students use critical thinking skills in History when they assess, analyse, and/or evaluate the impact of something on society and the environment; when they form an opinion about something and support that opinion with logical reasons; or when they create personal plans of action with regard to making a difference. In order to do these things, students need to examine the opinions and values of others, detect bias, look for implied meaning in their readings, and use the information gathered to form a personal opinion or stance.

As they work to achieve the STSE expectations, students are frequently asked to identify the implications of an action, activity, or process. As they gather information from a variety of sources, they need to be able to interpret what they are reading, to look for instances of bias, and to determine why that source might express that particular bias.

In developing the skills of investigation (inquiry/research skills), students must ask appropriate questions to frame their research, interpret information, and detect bias. Depending on the topic, they may be required to consider the values and perspectives of a variety of groups and individuals.

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

In History, students who are critically literate are able, for example, to read or view reports from a variety of sources on a common issue. They are able to assess how fairly the facts have been reported, what biases might be contained in each report and why that might be, how the content of the report was determined and by whom, and what might have been left out of the report and why. These students would then be equipped to produce their own interpretation of the issue.

THE ONTARIO SKILLS PASSPORT AND ESSENTIAL SKILLS

Teachers planning programs in History need to be aware of the purpose and benefits of the Ontario Skills Passport (OSP). The OSP is a bilingual web-based resource that enhances the relevancy of classroom learning for students and strengthens school–work connections. The OSP provides clear descriptions of Essential Skills such as Reading Text, Writing, Computer Use, Measurement and Calculation, and Problem Solving and includes an extensive database of occupation-specific workplace tasks that illustrate how workers use these skills on the job. The Essential Skills are transferable, in that they are used in virtually all occupations. The OSP also includes descriptions of important work habits, such as working safely, being reliable, and providing excellent customer service. The OSP is designed to help employers assess and record students' demonstration of these skills and work habits during their cooperative education placements. Students can use the OSP to identify the skills and work habits they already have, plan further skill development, and show employers what they can do. The skills described in the OSP are the Essential Skills that the Government of Canada and other national and international agencies have identified and validated, through extensive research, as the skills needed for work, learning, and life. These Essential Skills provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. For further information on the OSP and the Essential Skills, visit http://skills.edu.gov.on.ca.

CAREER EDUCATION

Expectations in the History program include many opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. To prepare students for the literacy demands of a wide array of postsecondary educational programs and careers, History courses require students to develop research skills, practise expository writing, and learn strategies for understanding informational reading materials. Making oral presentations and working in small groups with classmates help students express themselves confidently and work cooperatively with others. Regardless of their postsecondary destination, all students need to realize that literacy skills

are employability skills. Powerful literacy skills will equip students to manage information technologies, communicate effectively and correctly in a variety of situations, and perform a variety of tasks required in most work environments.

COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING

Cooperative education and other forms of experiential learning, such as job shadowing, field trips, and work experience, enable students to apply the skills they have developed in the classroom to real-life activities in the community and in the world of business and public service. Cooperative education and other workplace experiences also help to broaden students' knowledge of employment opportunities in a wide range of fields, including publishing, advertising, and media-related industries. In addition, students develop their understanding of workplace practices, certifications, and the nature of employer–employee relationships. Teachers of History can support their students' learning by maintaining links with community-based businesses to ensure that students have access to hands-on experiences that will reinforce the knowledge and skills gained in school.

HEALTH AND SAFETY ISSUES IN THE CLASSROOM

Health and safety issues must be addressed when learning involves cooperative education and other workplace experiences. Teachers who provide support for students in workplace learning placements need to assess placements for safety and ensure students understand the importance of issues relating to health and safety in the workplace. Before taking part in workplace learning experiences, students must acquire the knowledge and skills needed for safe participation. Students must understand their rights to privacy and confidentiality as outlined in the **Freedom of Information and Protection of Privacy Act**. They have the right to function in an environment free from abuse and harassment, and they need to be aware of harassment and abuse issues in establishing boundaries for their own personal safety. They should be informed about school and community resources and school policies and reporting procedures with respect to all forms of abuse and harassment. **Policy/Program Memorandum No. 76A, "Workplace Safety and Insurance Coverage for Students in Work Education Programs"** (September 2000), outlines procedures for ensuring the provision of Health and Safety Insurance Board coverage for students who are at least 14 years of age and are on placements of more than one day. (A one-day job-shadowing or job-twinning experience is treated as a field trip.) Teachers should also be aware of the minimum age requirements outlined in the Occupational Health and Safety Act for persons to be in or to be working in specific workplace settings. All cooperative education and other workplace experiences will be provided in accordance with the ministry's policy document entitled **Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000.**

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

History courses are well suited for inclusion in programs leading to a Specialist High Skills Major (SHSM) or in programs designed to provide pathways to particular apprenticeship or workplace destinations. In an SHSM program, History courses can be bundled with other courses to provide the academic knowledge and skills important to particular industry sectors and required for success in the workplace and postsecondary education, including apprenticeship. History courses may also be combined with cooperative education credits to provide the workplace experience required for SHSM programs and for various program pathways to apprenticeship and workplace destinations. (SHSM programs would also include sector-specific learning opportunities offered by employers, skills-training centres, colleges, and community organizations.)

APPENDIX 1 – ACHIEVEMENT CHART

Knowledge & Understanding – Subject-specific content acquired in the course (knowledge), and the comprehension of its meaning and significance (understanding)				
Categories	**50–59% (Level 1)**	**60–69% (Level 2)**	**70–79% (Level 3)**	**80–100% (Level 4)**
Knowledge of content (e.g., facts, terms, definitions, procedures)	Demonstrates limited knowledge of content	Demonstrates some knowledge of content	Demonstrates considerable knowledge of content	Demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies)	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content
Thinking and Investigation – The use of critical and creative thinking skills and/or processes				
Categories	**50–59% (Level 1)**	**60–69% (Level 2)**	**70–79% (Level 3)**	**80–100% (Level 4)**
Use of planning skills (e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research)	Uses planning skills with limited effectiveness	Uses planning skills with some effectiveness	Uses planning skills with considerable effectiveness	Uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., interpreting, analysing, synthesizing, and evaluating data, evidence, and information; analysing maps; detecting point of view and bias; formulating conclusions)	Uses processing skills with limited effectiveness	Uses processing skills with some effectiveness	Uses processing skills with considerable effectiveness	Uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., applying concepts of disciplinary thinking; using inquiry, problem-solving, and decision-making processes)	Uses critical/creative thinking processes with limited effectiveness	Uses critical/creative thinking processes with some effectiveness	Uses critical/creative thinking processes with considerable effectiveness	Uses critical/creative thinking processes with a high degree of effectiveness

Communication – The conveying of meaning through various forms				
Categories	**50–59% (Level 1)**	**60–69% (Level 2)**	**70–79% (Level 3)**	**80–100% (Level 4)**
Expression and organization of ideas and information in oral, visual, and/or written forms	Expresses and organizes ideas and information with limited effectiveness	Expresses and organizes ideas and information with some effectiveness	Expresses and organizes ideas and information with considerable effectiveness	Expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences (e.g., peers, adults) **and purposes** (e.g., to inform, to persuade) **in oral, visual, and/or written forms**	Communicates for different audiences and purposes with limited effectiveness	Communicates for different audiences and purposes with some effectiveness	Communicates for different audiences and purposes with considerable effectiveness	Communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions, (e.g., mapping and graphing conventions, communication conventions) **vocabulary, and terminology of the discipline in oral, visual, and/or written forms**	Uses conventions, vocabulary, and terminology with limited effectiveness	Uses conventions, vocabulary, and terminology with some effectiveness	Uses conventions, vocabulary, and terminology with considerable effectiveness	Uses conventions, vocabulary, and terminology with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
Categories	**50–59% (Level 1)**	**60–69% (Level 2)**	**70–79% (Level 3)**	**80–100% (Level 4)**
Application of knowledge and skills (e.g., concepts, procedures, spatial skills, processes, technologies) **in familiar contexts**	Applies knowledge and skills in familiar contexts with limited effectiveness	Applies knowledge and skills in familiar contexts with some effectiveness	Applies knowledge and skills in familiar contexts with considerable effectiveness	Applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies) **to new contexts**	Transfers knowledge and skills to new contexts with limited effectiveness	Transfers knowledge and skills to new contexts with some effectiveness	Transfers knowledge and skills to new contexts with considerable effectiveness	Transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts; in proposing and/or taking action to address related issues; in making predictions)	Makes connections within and between various contexts with limited effectiveness	Makes connections within and between various contexts with some effectiveness	Makes connections within and between various contexts with considerable effectiveness	Makes connections within and between various contexts with a high degree of effectiveness

APPENDIX 2 – LEARNING SKILLS & WORK HABITS

LEARNING SKILLS AND WORK HABITS IN GRADES 1 TO 12

Learning Skills and Work Habits	Sample Behaviours
Responsibility	The student: • fulfils responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour.
Organization	The student: • devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals; • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	The student: • independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.
Collaboration	The student: • accepts various roles and an equitable share of work in a group; • responds positively to the ideas, opinions, values, and traditions of others; • builds healthy peer-to-peer relationships through personal and media-assisted interactions; • works with others to resolve conflicts and build consensus to achieve group goals; • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	The student: • looks for and acts on new ideas and opportunities for learning; • demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; • approaches new tasks with a positive attitude; • recognizes and advocates appropriately for the rights of self and others.
Self-regulation	The student: • sets own individual goals and monitors progress towards achieving them; • seeks clarification or assistance when needed; • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • perseveres and makes an effort when responding to challenges.

APPENDIX 3 – RESOURCE LIST

Developed from *The Ontario Curriculum Grade 9 and 10 Canadian and World Studies (revised)*, published, 2018.

Various On-line Sources.