


**The Ontario Curriculum
Grades 11 and 12**

**Social Sciences
and Humanities**

2000



Contents

Introduction	3
The Place of Social Sciences and Humanities in the Curriculum	3
The Program in Social Sciences and Humanities	5
Overview of the Program	5
Teaching Approaches	8
Curriculum Expectations	8
Strands	9
Family Studies	11
Overview	11
Strands	11
Courses	
Living and Working With Children, Grade 11, College Preparation (HPW3C)	13
Managing Personal and Family Resources, Grade 11, College Preparation (HIR3C) ...	22
Managing Personal Resources, Grade 11, Workplace Preparation (HIP3E)	30
Fashion and Creative Expression, Grade 11, Open (HNC3O)	38
Living Spaces and Shelter, Grade 11, Open (HLS3O)	46
Parenting, Grade 11, Open (HPC3O)	54
Food and Nutrition Sciences, Grade 12, University/College Preparation (HFA4M)	60
Individuals and Families in a Diverse Society, Grade 12, University/College Preparation (HHS4M)	68
Issues in Human Growth and Development, Grade 12, University/College Preparation (HHG4M)	75
Parenting and Human Development, Grade 12, Workplace Preparation (HPD4E)	83
The Fashion Industry, Grade 12, Open (HNB4O)	91
General Social Science	99
Overview	99
Strands	99
Courses	
Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation (HSP3M)	100
Challenge and Change in Society, Grade 12, University/College Preparation (HSB4M) ..	105

Une publication équivalente est disponible en français sous le titre suivant : *Le curriculum de l'Ontario 11^e et 12^e année – Sciences humaines et sociales, 2000.*

This publication is available on the Ministry of Education's website at <http://www.edu.gov.on.ca>.

Philosophy	111
Overview	111
Strands	111
Courses	
Philosophy: The Big Questions, Grade 11, Open (HZB3O)	112
Philosophy: Questions and Theories, Grade 12, University Preparation (HZT4U)	118
World Religions	126
Overview	126
Strands	126
Courses	
World Religions: Beliefs, Issues, and Religious Traditions, Grade 11, University/College Preparation (HRT3M)	127
World Religions: Beliefs and Daily Life, Grade 11, Open (HRF3O)	133
Some Considerations for Program Planning in Social Sciences and Humanities	140
The Achievement Chart for Social Sciences and Humanities	142

Introduction

The Ontario Curriculum, Grades 11 and 12: Social Sciences and Humanities, 2000 will be implemented in Ontario secondary schools starting in September 2001 for students in Grade 11 and in September 2002 for students in Grade 12. This document replaces the sections of the following curriculum guidelines that relate to the senior grades:

- *Family Studies, Intermediate and Senior Divisions and OAC, 1987*
- *Fashion Arts, Senior Division, 1990*
- *Food and Nutrition Sciences, Senior Division, 1991*
- *History and Contemporary Studies, Part A: Policy and Program Considerations, Intermediate Division, Senior Division, Ontario Academic Courses, 1986*
- *History and Contemporary Studies, Part C: Senior Division, Grades 11 and 12, 1987*
- *History and Contemporary Studies, Part D: Ontario Academic Courses, 1987*
- *Philosophy, Ontario Academic Course, 1994*

This document is designed for use in conjunction with *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*, which contains information relevant to all disciplines represented in the curriculum. The planning and assessment document is available both in print and on the ministry's website, at <http://www.edu.gov.on.ca>.

The Place of Social Sciences and Humanities in the Curriculum

The discipline of social sciences and humanities in the Ontario secondary school curriculum encompasses four subject areas: family studies, general social science, philosophy, and world religions. Although these subjects differ widely in topic and approach, they all explore some aspect of human society, thought, and culture.

The social sciences, represented in this curriculum by courses in family studies as well as general social science, explore individual and collective human behaviour and needs, and patterns and trends in society. Studies in these subjects shed light on a variety of social structures, institutions, and relationships. The humanities, represented in this curriculum by courses in philosophy and religion, explore fundamental questions about human nature and the human condition. The program in social sciences and humanities thus offers a range of perspectives and approaches, with an emphasis on the practical and applied in the family studies courses and on the theoretical in the general social science, philosophy, and religion courses.

Both social science and humanities courses teach students a variety of fundamental skills, such as formulating appropriate questions, collecting and analysing data, differentiating between evidence and opinion, recognizing bias, and organizing and communicating results effectively. Students gain experience in researching information from a variety of sources, thinking critically about the ideas and facts they gather, and using that information to solve problems through both independent effort and collaborative work.

The Grade 9 and 10 courses in social sciences and humanities, which centred on family studies, introduced students to topics relating to individual development and family life, such as food and nutrition, resource management, and conflict resolution. They also provided students with a foundation in social science research skills. In the senior grades, in addition to more advanced courses in food and nutrition and individual and family living, courses are offered in specialized areas of family studies, from parenting and resource management to fashion design and living spaces and shelter, giving students an opportunity to develop a range of hands-on, practical skills and to refine their research skills in a variety of areas. The general social science courses bring in perspectives from anthropology, psychology, and sociology to help students explore and gain an understanding of current social issues. In the Grade 11 and 12 philosophy and world religion courses, students are introduced to the history of thought on matters of human nature, existence, and knowledge, and are given the opportunity to further develop critical and logical thinking skills as well as skills associated with research in the humanities.

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

The discipline of social sciences and humanities has connections with many other disciplines taught in secondary school, on the level of both knowledge and skills. Their studies in social science and humanities courses will allow students to bring a broader perspective to their learning in subjects such as history, geography, and English. Students will be able to build on previous learning, integrate related knowledge, and apply learning skills across subject areas. Subject matter from any course in social sciences and humanities can be combined with subject matter from one or more courses in other disciplines to create an interdisciplinary course. The policies and procedures regarding the development of interdisciplinary courses are outlined in the interdisciplinary studies curriculum policy document.

The Program in Social Sciences and Humanities

Overview of the Program

All four of the subject areas encompassed by the secondary program in social sciences and humanities – family studies, general social science, philosophy, and world religions – are concerned with how students view themselves, their families, their communities, and society as they seek to find meaning in the world around them. Through practical experiences, discussions, debates, research, study and reflection, and other vehicles for developing critical and creative thinking skills, social science and humanities courses help students become self-motivated problem-solvers equipped with the skills and knowledge that will allow them to face their changing world with confidence.

Five types of courses are offered in the social science and humanities program: university preparation, university/college preparation, college preparation, workplace preparation, and open courses. (See *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000* for a description of the different types of secondary school courses.)

Courses in Social Sciences and Humanities, Grades 11 and 12

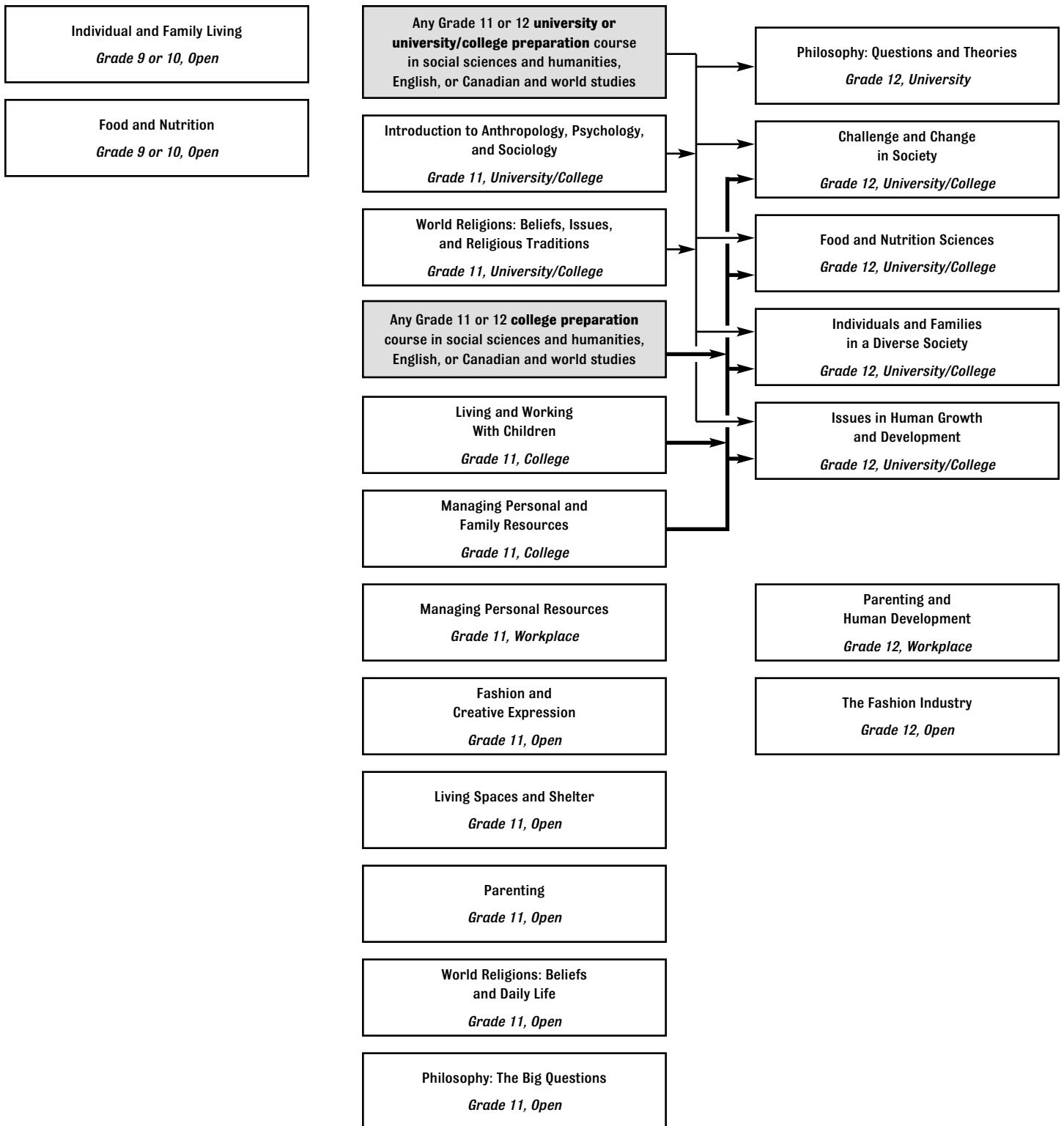
Grade	Course Name	Course Type	Course Code	Prerequisite
Family Studies				
11	Living and Working With Children	College	HPW3C	None
11	Managing Personal and Family Resources	College	HIR3C	None
11	Managing Personal Resources	Workplace	HIP3E	None
11	Fashion and Creative Expression	Open	HNC3O	None
11	Living Spaces and Shelter	Open	HLS3O	None
11	Parenting	Open	HPC3O	None
12	Food and Nutrition Sciences	University/College	HFA4M	Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies
12	Individuals and Families in a Diverse Society	University/College	HHS4M	Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies

Grade	Course Name	Course Type	Course Code	Prerequisite
Family Studies (cont.)				
12	Issues in Human Growth and Development	University/College	HHG4M	Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies
12	Parenting and Human Development	Workplace	HPD4E	None
12	The Fashion Industry	Open	HNB4O	None
General Social Science				
11	Introduction to Anthropology, Psychology, and Sociology	University/College	HSP3M	None
12	Challenge and Change in Society	University/College	HSB4M	Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies
Philosophy				
11	Philosophy: The Big Questions	Open	HZB3O	None
12	Philosophy: Questions and Theories	University	HZT4U	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies
World Religions				
11	World Religions: Beliefs, Issues, and Religious Traditions	University/College	HRT3M	None
11	World Religions: Beliefs and Daily Life	Open	HRF3O	None

Note: Each of the courses listed above is worth one credit.

Prerequisite Chart for Social Sciences and Humanities, Grades 9–12

This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



A Note About Credits. Courses in Grades 11 and 12 are designed to be offered as full-credit courses. However, half-credit courses may be developed for specialized programs, such as school-work transition and apprenticeship programs, as long as the original course is not designated as a requirement for entry into a university program. Individual universities will identify the courses that are prerequisites for admission to specific programs. Such courses must be offered as full-credit courses, to ensure that students meet admission requirements.

In Grades 9-12, half-credit courses, which require a minimum of fifty-five hours of scheduled instructional time, must adhere to the following conditions:

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

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

Teaching Approaches

There is no single correct way to teach or to learn. The nature of the social science and humanities curriculum calls for a variety of strategies for learning. Teachers will use their professional judgement to decide which instructional methods will be most effective in promoting the learning of the knowledge and skills described in the expectations, and in meeting the needs of students.

The social science and humanities curriculum is designed both to engage students in reflective learning and to help them develop practical skills. Where appropriate, the program provides opportunities for students to gain hands-on experience. For students taking certain family studies courses, work-experience programs are recommended. In all courses, students are expected to learn and apply the inquiry skills and research methods particular to the discipline, and to conduct research and analysis using both traditional and technological resources.

Curriculum Expectations

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

Two sets of expectations are listed for each *strand*, or broad curriculum area, of each course. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. The *specific expectations* describe the expected knowledge and skills in greater detail. The specific expectations are organized under

subheadings that reflect particular aspects of the required knowledge and skills and that may serve as a guide for teachers as they plan learning activities for their students. The organization of expectations in strands and subgroupings is not meant to imply that the expectations in any one strand or group are achieved independently of the expectations in the other strands or groups.

Many of the expectations are accompanied by examples, given in parentheses. These examples are meant to illustrate the kind of skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. They are intended as a guide for teachers rather than as an exhaustive or mandatory list.

Strands

In every course, the overall and specific expectations are organized in distinct but related strands. The common strands used in the Grade 9 and 10 family studies courses – Self and Others; Personal and Social Responsibilities; Social Challenges; Social Structures; and Diversity, Interdependence, and Global Connections – also appear in the Grade 11 and 12 family studies courses. In other courses in the discipline, subject-specific strands are introduced. The strands used in each course are listed in the overviews that introduce the four subject areas included in this document. All courses include the strand Research and Inquiry Skills, which gives students the opportunity to examine the models of research, problem solving, analysis, and communication particular to the subject of the course and to apply them as part of their learning throughout the course.

Family Studies

Overview

Family studies is an interdisciplinary subject area integrating social and physical sciences in the study of topics arising from daily life. It includes the study of individual and family development, relationships, parenting, decision making, resource management, food and nutrition, clothing and textiles, housing, and health sciences. Courses in family studies allow students to develop critical and creative thinking skills, and to gain the hands-on experience they need to develop practical skills and understanding. In certain courses (*Living and Working With Children*, *Parenting*, *Issues in Human Growth and Development*, and *Parenting and Human Development*), many of the expectations will be achieved through practical experiences, including those gained in work placements arranged through cooperative education or work experience programs. It is recommended as well that students taking courses relating to fashion and to living spaces and shelter also be given opportunities to gain practical experience that will allow them to develop the skills and apply the knowledge to which they are introduced in the classroom.

Strands

Living and Working With Children, Grade 11, College Preparation

- Children in Society
- Growth and Development
- Socialization of Children
- Social Challenges
- Research and Inquiry Skills

Managing Personal and Family Resources, Grade 11, College Preparation

- Self and Others
- Personal and Social Responsibilities
- Preparing for the Challenges of the Future
- Social Structures
- Research and Inquiry Skills

Managing Personal Resources, Grade 11, Workplace Preparation

- Self and Others
- Personal Responsibilities
- Preparing for the Challenges of the Future
- Social Structures
- Research and Inquiry Skills

Fashion and Creative Expression, Grade 11, Open

- Functions of Clothing
- The Apparel Industry
- Textiles
- Design, Technology, and Creative Expression
- Research and Inquiry Skills

Living Spaces and Shelter, Grade 11, Open

- Functions of Living Spaces and Shelter
- Shelter for Everyone
- Considerations in Acquiring Shelter and Designing Living Spaces
- Occupational Opportunities Related to Living Spaces and Shelter
- Research and Inquiry Skills

Parenting, Grade 11, Open

- Self and Others
- Personal and Social Responsibilities
- Diversity and Universal Concerns
- Social and Legal Challenges of Parenthood
- Research and Inquiry Skills

Food and Nutrition Sciences,***Grade 12, University/College Preparation***

- Self and Others
- Personal and Social Responsibilities
- Diversity, Interdependence, and Global Connections
- Social Challenges
- Research and Inquiry Skills

Individuals and Families in a Diverse Society,***Grade 12, University/College Preparation***

- Self and Others
- Personal and Social Responsibilities
- Diversity, Interdependence, and Global Connections
- Social Challenges and Social Structures
- Research and Inquiry Skills

Issues in Human Growth and Development,***Grade 12, University/College Preparation***

- Human Development
- Socialization and Human Development
- Self and Others
- Diversity, Interdependence, and Global Connections
- Research and Inquiry Skills

Parenting and Human Development,***Grade 12, Workplace Preparation***

- Stages of Family Life
- Human Development: Self and Others
- Personal and Social Responsibilities
- Social Structures and Social Challenges
- Research and Inquiry Skills

The Fashion Industry, Grade 12, Open

- Fashion and Society
- The Canadian Fashion Industry
- Fibres and Textiles
- Design and Construction
- Research and Inquiry Skills

Living and Working With Children, Grade 11, College Preparation

(HPW3C)

This course focuses on the well-being of children in families and community settings. Students will study child behaviour and child development in the context of relationships with parents and others in the community, and will learn through research and by observing and interacting with children. This course prepares students for further study of children, familiarizes them with occupational opportunities related to working with children, and introduces them to skills used in researching and investigating children's behaviour in response to others.

Prerequisite: None

Children in Society

Overall Expectations

By the end of this course, students will:

- analyse the historical roles of children in families and society;
- identify the various ways in which people interact with children throughout their lives;
- demonstrate an understanding of the importance of planning for future parenthood;
- demonstrate an understanding of the role parents play in affecting how children form relationships within and outside the family.

Specific Expectations

Historical Roles of Children

By the end of this course, students will:

- describe the historical roles of children in rural and urban Canada (e.g., as workers, as the father's property, as supporters of aged parents);
- identify the expectations families and society had for children in the past in terms of children's contributions to the family and their status in society;
- demonstrate an understanding of the history of child-care and of child-related work opportunities in our society.

How People Interact With Children

By the end of this course, students will:

- evaluate their current roles in relation to children (e.g., as sibling, aunt, uncle, parent, foster-family member, program volunteer, baby-sitter) and describe roles they might have in the future (e.g., parent, coach, health-care worker);
- compare and contrast the roles of parents, care-givers, and people in occupations that involve working with children, and explain how children interact with people in those roles;
- report on their ongoing interaction with children of all ages in classroom and community settings.

Planning for Future Parenthood

By the end of this course, students will:

- explain how being prepared for parenthood affects the lives of parents and children in the long term;
- demonstrate an understanding of the planning involved in becoming a father, mother, or child-care worker (e.g., planning for physical, emotional, financial changes);
- analyse the demands of the care-giver's role (e.g., in terms of investment of time and energy) and the qualities care-givers bring to their interactions with children (e.g., patience and stamina, understanding);
- identify and describe the training opportunities available for preparation for parenthood (e.g., prenatal classes, community-based parenting programs) and for occupations involving children (e.g., university and college programs, cooperative education placements).

Relationships

By the end of this course, students will:

- explain the importance of an individual's personal experience as a child (e.g., development of trust, expectations of having needs met, having strong role models) as an influence on his or her later attitudes and behaviours towards children;

- analyse the various factors that contribute to healthy, lifelong parenting relationships and relationships with others (e.g., knowledge, commitment, caring, communication, empathy, flexibility);
- demonstrate an understanding of how relationships between children and parents may change as both grow older (e.g., reversal of dependency/nurturing roles).

Growth and Development

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the multifaceted nature of and the various influences on child development;
- describe various child-development theories and evaluate their relevance;
- identify and describe environments provided by families, care-givers, and others that offer positive conditions for child development.

Specific Expectations

The Nature of Child Development

By the end of this course, students will:

- demonstrate an understanding of the many aspects of child development (e.g., social, ethical, emotional, intellectual, physical) and describe strategies used to enhance development in these areas, from conception to adolescence;
- propose solutions to problems that are detrimental to the healthy development of children (e.g., smoking, drinking, or drug use during pregnancy; hunger or malnutrition; abuse; parental neglect; separation; poverty);
- explain how development from conception through the first three years of life affects subsequent human development (e.g., health in later life, school performance, socialization, emotional maturity).

Theories of Child Development

By the end of this course, students will:

- summarize the major modern and contemporary theories of child development (e.g., Freud's, Erikson's, Piaget's, Goleman's, Gorlick's, Gilligan's);
- compare traditional and feminist theories regarding developmental stages (e.g., Freud's and Gilligan's);

- explain the significance for parents and care-givers of special-focus theories of infant and child development (e.g., those related to brain science, attachment, temperament, language acquisition, male/female development);
- apply child-development theories to explain the behaviour of young children in everyday situations.

Positive Environments for Development

By the end of this course, students will:

- describe the conditions that promote growth and development in families, in care-giving situations, and in occupations involving interaction with children;
- demonstrate an understanding of age-appropriate learning environments for preschoolers and primary-school pupils;
- create activities or educational experiences that meet the physical, intellectual, social, and emotional needs of children at different stages of development.

Socialization of Children

Overall Expectations

By the end of this course, students will:

- demonstrate the skills and strategies needed to communicate with and about children;
- identify a variety of social and cultural differences in child behaviour;
- analyse and evaluate a broad range of practices and techniques adopted by parents, care-givers, and others that shape the behaviour of children;
- evaluate various global influences on children and families.

Specific Expectations

Communication Skills and Strategies

By the end of this course, students will:

- demonstrate an understanding of the communication skills and strategies necessary for effective parenting, care-giving, and professional relationships (e.g., establishing eye contact, actively listening, using “I messages”, being attentive to body language);
- compare positive conflict-management strategies (e.g., humour, apology, seeking third-party advice) and negative conflict-management strategies (e.g., sarcasm, threats, withdrawal of love) used by adults and by children;
- evaluate the effectiveness of a variety of conflict-management models in various circumstances.

Social and Cultural Differences in Child Behaviour

By the end of this course, students will:

- demonstrate an understanding of the various family, community, and societal influences on children’s behaviour;
- identify how expectations related to child behaviour vary across time and across cultures (e.g., those related to child labour, deference to elders);
- analyse what constitutes child misbehaviour in family, care-giving, and occupational and/or community situations (e.g., acting out, sibling rivalry, refusing to share, tantrums).

Shaping Children’s Behaviour

By the end of this course, students will:

- demonstrate an understanding of various child-behaviour and child-care theories (e.g., Coloroso’s, Dreikers’s, Brazelton’s, Bowlby’s);
- evaluate techniques and child-care practices promoted by experts in the field (e.g., time-outs, rewards for positive behaviour, ignoring bad behaviour, setting limits, establishing routines) to determine the benefits of each;
- demonstrate an understanding of strategies for encouraging positive behaviour in children (e.g., open communication, problem-solving, conflict resolution, cooperation, taking responsibility);
- report the results of an investigation (e.g., drawing on personal life histories, recorded observations, research studies, case studies, anecdotal evidence) of the effectiveness of child-rearing and discipline techniques available to families, care-givers, and professionals.

Global Influences on Children and Families

By the end of this course, students will:

- demonstrate an understanding of global variations in family form and of the diversity of family and societal beliefs concerning child-rearing practices around the world;

- explain the influence of war, famine, over-crowding, poverty, child labour, and mal-nutrition on the lives of children;
- use electronic technologies to connect with children and with those who live and work with children in other countries, and compare situations and lifestyles.

Social Challenges

Overall Expectations

By the end of this course, students will:

- evaluate society's expectations of and support for parents, care-givers, and people who work with children;
- demonstrate an understanding of issues and challenges that concern parents, care-givers, and others who interact with children in society;
- demonstrate an understanding of causes and consequences of violence towards children, and assess its impact on families, care-givers, and those who work with children.

Specific Expectations

Society's Expectations and Support

By the end of this course, students will:

- identify society's expectations of parents, care-givers, and those who work with children (e.g., providing positive role models, exercising discipline appropriately, being mature and responsible, behaving professionally);
- describe the various child-care options that are currently available;
- explain what parents expect of those who work with and care for their children (e.g., vigilance concerning their children's physical safety and emotional well-being; prompt communication of particular concerns about their children; the ability to exercise authority over their children appropriately);
- demonstrate the special knowledge and skills acquired through working with children in a school or community setting;
- summarize the laws and safety requirements that apply to parents and those who work with children;
- identify the roles played by various social agencies that are in place to support parents, families, care-givers, and those involved with organizations that focus on children (e.g., Children's Aid, YMCA/YWCA, Big Brothers/Sisters).

Issues and Challenges

By the end of this course, students will:

- demonstrate an understanding of the universal rights of children (e.g., the right to food, shelter, safety, a peaceable existence);
- describe ways in which children become the targets of marketing, advertising, and the media (e.g., through licensing of products, back-to-school ad campaigns, Christmas toy launches);
- demonstrate an understanding of the issues and challenges facing parents, care-givers, and those who work with children (e.g., balancing work and family; dealing with television violence, poverty, divorce, child custody, safety);
- identify strategies for meeting the challenges facing those who live and work with children (e.g., on-site child care for working parents, family counselling, safety training for care-givers);
- evaluate a variety of sources of information that offer advice to parents regarding the issues and challenges they face in caring for children (e.g., "how to" books, magazine articles, advice columns, Internet articles).

Violence Towards Children

By the end of this course, students will:

- demonstrate an understanding of circumstances that lead to patterns of violence towards children (e.g., family history of violence, generational cycles of violence);
- identify indicators of violence in families or in other settings involving children (e.g., physical signs such as bruising and laceration; emotional signs such as withdrawal, unexplained fears);
- describe the roles of doctors, parents, school personnel, neighbours, staff in religious institutions, social agencies, and police in reporting and intervening in cases of child abuse and violence;
- assess the impact of violence towards children on families, care-givers, and those whose careers involve children (e.g., family breakdown, damaged reputations, legal repercussions);
- outline strategies for anticipating and preventing violence towards children in situations involving family, care-givers, and professionals (e.g., education, communication, policy development).

Research and Inquiry Skills

Overall Expectations

By the end of this course, students will:

- use appropriate social science research methods in the investigation of issues related to the well-being of children in family and community settings;
- organize and analyse data gathered through their research;
- correctly use terminology associated with the well-being of children in family and community settings;
- correctly use the guidelines provided in recognized style manuals in producing written reports and/or audio-visual presentations and in citing sources;
- communicate the results of their inquiries effectively.

Specific Expectations

Using Research Methodology

By the end of this course, students will:

- identify models of social science research methodology used to study children in family and community settings (e.g., surveys, interviews, clinical observation, participatory observation, action research);
- use appropriate research sources to identify leading authorities on topics related to living and working with children (e.g., Dr. Fraser Mustard, T. Barry Brazelton);
- correctly use terminology related to living and working with children (e.g., *enuresis*, *neglect*, *regression*, *manipulation*, *early identification*);
- compile relevant information gathered from a variety of primary research sources (e.g., interviews, personal observations, statistics, original documents) and secondary research sources (e.g., journal articles, Internet articles, research reports).

Organizing and Analysing Information

By the end of this course, students will:

- pose research questions to frame their inquiries;
- demonstrate an understanding of how to interpret charts, graphs, and statistical data;

- organize information, using headings and subheadings and following accepted style guidelines (e.g., those of the American Psychological Association [APA]);
- summarize and interpret information found in research materials on children's behaviour, development, and well-being;
- differentiate between research evidence and opinion.

Communicating Results

By the end of this course, students will:

- summarize and report on key ideas from their research, and document sources accurately and in accordance with accepted guidelines (e.g., APA);
- demonstrate an understanding of group processes for locating resources and sharing findings;
- effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, written reports, newspaper-style articles, videos).

Managing Personal and Family Resources, Grade 11, College Preparation

(HIR3C)

This course explores how to use human, material, and community resources effectively, and how to make informed choices with respect to clothing purchases, finance, food and nutrition, housing, and transportation. Students will learn about the dynamics of human interaction; how to make responsible choices in their transition to postsecondary education and careers; and strategies to enable them to manage time, talent, and money effectively. This course also introduces students to skills used in researching and investigating resource management.

Prerequisite: None

Self and Others

Overall Expectations

By the end of this course, students will:

- identify the personal resources necessary to make a smooth transition from adolescence to adulthood;
- demonstrate an understanding of the dynamics of human interaction and communication with others;
- demonstrate an understanding of the challenges involved in human interaction.

Specific Expectations

Making the Transition to Adulthood

By the end of this course, students will:

- demonstrate an understanding of the need for greater responsibility, maturity, and independence as part of the transition from adolescence to adulthood;
- categorize the knowledge and skills required for making the transition;
- demonstrate an understanding of how to apply the required knowledge and skills to build on personal strengths and address personal areas of weakness during the transition;
- describe skills that are required in the workplace (e.g., academic, personal resource management, teamwork);
- demonstrate an understanding of the importance of projecting an appropriate image in their role as adults, and of the ways in which choice of clothing can project an image suitable to a particular role or function (e.g., clothes for work, uniforms, clothes for special occasions).

Interacting With Others

By the end of this course, students will:

- identify the various types of interactions in which they are involved (e.g., peer, parent–child, intergenerational, employer–employee);
- analyse the characteristics of healthy relationships (e.g., open communication, trust, empathy, acceptance of differences) and of various types of interactions (e.g., functional, personal);
- identify ways to improve the quality of interpersonal relations (e.g., spending time together, listening, sharing ideas and beliefs).

Communicating With Others

By the end of this course, students will:

- identify the components of spoken communication (e.g., choice of vocabulary, tone of voice, volume, speech rhythm);
- identify the components of non-verbal communication (e.g., body language, eye contact, personal space, image projection);
- describe techniques for communicating effectively (e.g., active listening, maintaining open body language, taking turns in conversation, expressing anger appropriately);

- identify instances of the three basic styles of communication: passive, aggressive, assertive;
- demonstrate an understanding of the role of “I messages” in communicating with others.

***Understanding the Challenges
in Human Interaction***

By the end of this course, students will:

- analyse what leads to challenging personal interactions (e.g., jealousy, perceived unfair treatment, bullying) and how they are manifested in personal relationships, the workplace, and the marketplace (e.g., name-calling, exclusion, displays of temper);
- analyse the effects of living and working in a threatening environment;
- demonstrate an understanding and correct use of techniques for dealing with conflict;
- explain strategies for coping with issues relating to personal and public safety.

Personal and Social Responsibilities

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of models of formal decision making;
- identify the principles of and techniques required for effective management of personal and family resources (e.g., time, money, talent);
- analyse the role that responsible consumerism plays in independent and family living.

Specific Expectations

Understanding Models of Decision Making

By the end of this course, students will:

- evaluate the effectiveness of some common approaches to decision making (e.g., acting on impulse, adopting a laissez-faire attitude, flipping a coin, weighing alternatives);
- evaluate the process of using a decision-making model to make specific personal choices (e.g., what furniture to buy, where to live, what occupations to explore in the future).

Managing Resources

By the end of this course, students will:

- identify the different types of resources (e.g., human, material, community) available to individuals and families;
- analyse how personal goals and priorities, personal needs and wants, and cultural influences affect the use of time, talent, and money;
- demonstrate an understanding of the money-management techniques required for independent living (e.g., budgeting and using credit in order to buy a car; covering the cost of appropriate housing; purchasing food, clothing, and other necessities of life);
- demonstrate an understanding of the relationship between a family's income, expenses, cash flow, net worth, and personal goals, drawing on information from a case study;

- demonstrate an understanding of the management skills involved in the wise use of family resources (e.g., budgeting for, planning, preparing, and serving balanced family meals within a given set of time, money, and equipment constraints).

Becoming a Responsible Consumer

By the end of this course, students will:

- analyse how advertising and other influences affect the individual's choices in the marketplace;
- explain the process of making wise consumer decisions (e.g., comparison shopping, reading labels, checking warranties) for a variety of purposes (e.g., purchasing food and clothing, choosing housing or modes of transportation);
- use a variety of print and electronic sources and telecommunications tools as aids in investigating a specific product or comparing products;
- investigate a variety of retail shopping opportunities (e.g., telemarketing, home shopping channels, buying clubs, catalogue shopping, bulk purchasing, outlet shopping, Internet shopping, shopping for second-hand goods);
- plan for a specific major purchase (e.g., refrigerator, computer, entertainment system), using wise consumer techniques.

Preparing for the Challenges of the Future

Overall Expectations

By the end of this course, students will:

- identify and describe occupations for which they are well suited, taking into account their personal resources;
- demonstrate an understanding of how traditional forms of employment compare with various alternative forms;
- analyse how families are affected by global disparities in wealth and resources.

Specific Expectations

Exploring Occupational Opportunities

By the end of this course, students will:

- analyse the personal criteria (e.g., interests, skills, talents) to be considered when selecting educational and occupational paths;
- outline a career path linked to their personal occupational aspirations;
- identify occupations related to personal and family finance (e.g., financial adviser, credit counsellor, stockbroker, banker).

Comparing Traditional and Alternative Forms of Employment

By the end of this course, students will:

- identify the costs associated with being gainfully employed (e.g., the cost of clothing, safety equipment, tools, transportation, food, child care, taxes);
- describe various alternatives to traditional forms of work (e.g., freelancing, working out of the home, volunteering, temporary work, part-time work, “flex hours”, working at more than one job);

- summarize the usual benefits that employers offer (e.g., health insurance, life insurance, pensions, paid vacations) and the additional financial planning involved for those who choose self-employment or contract and part-time positions;
- analyse the implications for individuals and families of non-traditional forms of work (e.g., more responsibility for time management, overhead costs for equipment and services).

Understanding Global Resources

By the end of this course, students will:

- identify resources that influence the wealth or poverty of communities and nations (e.g., natural resources, agricultural yield, education);
- explain the impact that the availability of these resources has on family life.

Social Structures

Overall Expectations

By the end of this course, students will:

- identify and describe the major expenses of individuals and families throughout the stages of life;
- explain the effects of economic and business trends on the family;
- identify the options and services available to individuals and families for managing resources;
- demonstrate an understanding of the rights and responsibilities of employers and employees.

Specific Expectations

Expenses Throughout the Life Cycle

By the end of this course, students will:

- identify the major expenses of individuals and families throughout the life cycle (e.g., housing, clothing, food, transportation, education, child care, recreation);
- analyse how different lifestyles (e.g., those of single people, childless couples, dual-earner families, single-parent families, retired people) affect spending patterns;
- explain how being employed affects the personal resources of teenagers (e.g., time to study; time to spend on family or extracurricular activities; amount of disposable family income);
- predict, on the basis of a case study, the costs associated with a specific life event (e.g., getting married, going to college or university, moving into a place of one's own).

Economics and the Family

By the end of this course, students will:

- analyse the ways in which economic factors (e.g., interest rates, consumer price index, inflation, unemployment rates, fluctuations in the value of the dollar) affect the family;
- describe the impact that employment-related trends and events (e.g., long strikes; layoffs due to downsizing, plant closures, or out-sourcing; promotions) have on family finances and family relationships;

- investigate and analyse the spending patterns of various socio-economic classes as documented by Statistics Canada;
- determine how demographic changes (e.g., those associated with the aging of the baby-boomers) affect the production of goods and services;
- devise, conduct, and analyse the results of a survey exploring differing attitudes of families towards various aspects of money management and family finances (e.g., towards buying on credit, borrowing, saving, investing, owning or renting property);
- evaluate the costs and implications for families of buying on credit (e.g., credit cards, bank loans, mortgages) and assess the benefits of alternative approaches.

Resources in the Community

By the end of this course, students will:

- investigate community resources that are available to assist individuals and families (e.g., stress-management or financial counselling, occupational therapy, community college courses);
- describe the types of financial services (e.g., savings and chequing accounts, credit, investment) available at various institutions in the community (e.g., banks, credit unions, finance companies, trust companies).

Rights and Responsibilities in the Workplace

By the end of this course, students will:

- identify some of the rights and responsibilities of both employers and employees;
- identify factors that contribute to, and government regulations that control, occupational health and safety (e.g., employees' knowledge of safety procedures; employers' responsibility to provide safety equipment required under the Occupational Health and Safety Act);
- identify legislation that governs labour relations and unions in the workplace.

Research and Inquiry Skills

Overall Expectations

By the end of this course, students will:

- use appropriate social science research methods in the investigation of issues relating to the management of personal and family resources;
- effectively use a variety of print and electronic sources and telecommunications tools to research information;
- correctly use terminology associated with the management of personal and family resources;
- communicate the results of their inquiries effectively.

Specific Expectations

Using Research Methodology

By the end of this course, students will:

- demonstrate an understanding of the steps involved in a social science research investigation (e.g., framing a research question, developing a thesis, preparing a literature review, conducting primary research, critically analysing all research and evaluating the results);
- correctly use terminology related to managing personal and family resources (e.g., *resources, interpersonal communication, decision making, demographics, budgeting, spending patterns, consumerism*);
- demonstrate the effective use of data-collection skills and methods, including surveys, questionnaires, and interviews;
- compile information from a variety of primary research sources (e.g., interviews, personal observations, statistics, original documents) and secondary sources (e.g., journal articles, articles on the Internet, CD-ROM reference resources, and documentary videos).

Organizing and Analysing Information

By the end of this course, students will:

- distinguish between key and supporting issues in formulating questions to be researched;
- summarize and interpret articles on managing personal and family resources found in newspapers, magazines, and selected print research sources;
- differentiate between research evidence and opinion;
- evaluate print and electronic research sources for relevance, bias, accuracy, validity, and authority.

Communicating Results

By the end of this course, students will:

- report on information and key ideas collected in their research, and document the sources accurately, using correct forms of citation;
- effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, written reports, newspaper-style articles, videos).

Managing Personal Resources, Grade 11, Workplace Preparation

(HIP3E)

This course prepares students for living independently and working successfully with others. Students will learn to manage their personal resources (including talent, money, and time), to develop interpersonal skills, and to understand economic influences on workplace issues, in order to make wise and responsible personal and occupational choices. The course emphasizes the achievement of expectations through practical experiences and introduces students to skills used in researching and investigating resource management.

Prerequisite: None

Self and Others

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of self-concept and its role in effective communication;
- describe the role of “interpersonal intelligence” (i.e., the capacity for listening to and empathizing with others) in successful relationships;
- demonstrate an understanding of the elements of communication;
- describe techniques that lead to effective interaction with others;
- demonstrate an understanding of the basic nature of conflict and identify ways in which conflict is resolved.

Specific Expectations

Self-Concept and Communication

By the end of this course, students will:

- explain self-concept and identify the factors that influence it;
- demonstrate an understanding of the importance of self-concept and its role in effective communication (e.g., how one relates to others, one’s acceptance by peers, one’s ability to communicate a point of view);
- describe the impact of a positive self-image in the workplace;
- describe the ways in which an individual might build on personal strengths and address areas for improvement in order to form good relationships and achieve effective communication in the workplace.

Interpersonal Intelligence and Relationships

By the end of this course, students will:

- identify different power positions in the workplace (e.g., superior, peer, subordinate) and behaviour patterns associated with them (e.g., employer-to-employee, employee-to-employee, employee-to-employer);

- demonstrate an understanding of the importance of developing rapport within personal relationships (e.g., team members, work associates);
- describe the role of empathy in making connections with others;
- compile data on models of problem-solving used by people in various roles in the workplace.

Elements of Communication

By the end of this course, students will:

- identify the components of spoken communication (e.g., language level, tone of voice, volume, cadence) and non-verbal communication (e.g., body language, appropriate contact, personal space, image projection), taking into account cross-cultural differences;
- demonstrate an understanding of active listening skills, through observation and practice;
- identify and differentiate instances of the three basic styles of communication: passive, aggressive, assertive.

Effective Interaction With Others

By the end of this course, students will:

- describe the dynamics of group interaction;
- identify the variety of interactions in which they are involved (e.g., peer, parent–child, intergenerational, team or group, employer–employee);
- demonstrate an understanding of models of interaction (e.g., balanced, controlled, blocked, defended, risk-oriented, compromising);
- describe appropriate levels of assertiveness within interpersonal relationships;
- identify the role of initiative, persistence, and motivation on the job, and identify when these qualities are appropriate and helpful.

Managing Conflict

By the end of this course, students will:

- demonstrate an understanding of the nature of conflict within interpersonal relationships;
- analyse the effects of living and working in a threatening environment;
- analyse appropriate models of conflict resolution as they apply to specific workplace challenges (e.g., conflict among team members, disagreement between employee and manager);
- explain strategies for coping with issues of personal and public safety (e.g., be aware of safety organizations that provide protection, understand the use of safety equipment and safety features on the job, be aware of worker-protection protocols such as drills for response to fire and other emergencies).

Personal Responsibilities

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the process of decision making in life situations;
- identify the basic principles and techniques an individual would use in effectively managing personal resources, including talent, time, and money.

Specific Expectations

Making Personal Decisions

By the end of this course, students will:

- demonstrate an understanding of the relationship between effective decision making and well-being;
- investigate some common approaches to decision making that hinder the ability to make good choices (e.g., acting on impulse, adopting a laissez-faire attitude, flipping a coin);
- describe how cultural differences, personal beliefs, and personal preferences can influence attitudes about the ways in which personal resources are used;
- demonstrate an understanding of the process of personal decision making (e.g., identifying the goal, identifying the various ways it can be achieved, evaluating the options, selecting the option that is appropriate for the specific circumstances).

Managing Talent

By the end of this course, students will:

- investigate how factors such as economic and social conditions, prevailing social attitudes, and support networks affect an individual's use of talent as a resource;
- demonstrate an understanding of how a variety of famous people (e.g., in sports, science, entertainment, the arts) use their talent as a resource;
- identify their own personal talents and competencies, and describe how these might affect their choice of a career path.

Managing Time

By the end of this course, students will:

- describe how factors such as personal goals, priorities, and needs and wants affect the use of time as a resource (e.g., setting priorities in scheduling activities, making an effort to be punctual);
- demonstrate an understanding of the ways in which time can be used most efficiently in attaining a specific goal (e.g., in planning, preparing, and serving a meal within established time guidelines).

Managing Money

By the end of this course, students will:

- describe how factors such as personal goals, priorities, and needs and wants affect the use of money as a resource;
- demonstrate an understanding of money-management techniques (e.g., budgeting, banking, credit-card use) in specific situations (e.g., planning to own and operate a vehicle; finding appropriate housing independent of family; budgeting for food, clothing, and other living expenses when living on one's own);
- demonstrate an understanding of the ways in which money can be used most efficiently in attaining a specific goal (e.g., in planning and preparing a meal within specified budgetary constraints);

- identify influences on buying decisions (e.g., advertising, status, convenience) and describe guidelines for becoming a wise and responsible consumer (e.g., comparison shopping, reading labels, checking warranties);
- plan the purchase of specific items for personal use (e.g., clothing, appliances, entertainment equipment), using wise consumer techniques;
- identify and evaluate retail shopping opportunities available within and/or from their communities (e.g., catalogue shopping, retail stores, outlet malls, television home shopping channels, Internet shopping, buying clubs, bulk warehouse purchasing), using a variety of print and electronic sources and telecommunications tools.

Preparing for the Challenges of the Future

Overall Expectations

By the end of this course, students will:

- identify the elements of successful employment and lifestyle planning;
- explain why personal well-being is an important factor in getting and keeping a job;
- demonstrate an understanding of the rights and responsibilities of employers and employees.

Specific Expectations

Planning for Employment and Lifestyle

By the end of this course, students will:

- describe the primary personal considerations that affect the choice of an occupation (e.g., skills in dealing with people, information, and tools used in the workplace; interests; personal attributes);
- identify their short- and long-term goals, and the skills and experience they need to achieve them;
- identify occupations available in fields related to their own talents, interests, and personal attributes;
- establish a personal lifestyle and employment plan (e.g., through tracking experience; identifying skills, interests, and educational achievements; preparing a résumé and letter of application; collecting references; filling out job application forms).

Well-Being and Employment

By the end of this course, students will:

- demonstrate an understanding of the importance of personal hygiene and health;
- demonstrate an understanding of the importance in the workplace of having a positive attitude towards others and developing a strong system of ethics and honesty;

- describe how cultural diversity and individual differences can be advantageous (e.g., by providing access to a variety of perspectives, experiences, and communities);
- identify healthy ways of dealing with stress and anger at work (e.g., by using conflict-resolution techniques, taking breaks, participating in teamwork);
- describe how lifelong learning can lead to future personal successes.

Rights and Responsibilities in the Workplace

By the end of this course, students will:

- identify the rights and responsibilities of employees and employers (e.g., the right of an employer to expect a full day's work from an employee; the responsibility of an employer to provide safe working conditions);
- identify factors that contribute to, and government regulations that control, occupational health and safety;
- identify legislation that governs labour relations and unions in the workplace.

Social Structures

Overall Expectations

By the end of this course, students will:

- describe how economic influences affect the individual;
- identify ways in which financial institutions assist in the management of personal economics;
- identify the benefits and costs of working for pay.

Specific Expectations

Economic Influences

By the end of this course, students will:

- identify ways in which economic trends (e.g., interest rates, the consumer price index, inflation, employment rates, fluctuations in the value of the dollar) affect the individual;
- investigate the impact on personal finances of lay-offs, long strikes, downsizing, plant closures, and promotions;
- identify, by conducting a survey, the attitudes of individuals towards various financial arrangements (e.g., credit-card use, borrowing money, accumulating savings, planning for investment, owning property).

Financial Institutions

By the end of this course, students will:

- identify the types of financial institutions available in the community (e.g., banks, credit unions, finance companies, trust companies) and the services available at those institutions (e.g., debit cards, banking machines, financial advisers);
- demonstrate an understanding of how to complete banking transactions (e.g., by completing forms to open accounts and to deposit and withdraw funds; writing cheques; using a cheque register; applying for credit cards and loans);
- describe different types of personal bank accounts and the advantages of each.

Working for Pay: Benefits and Costs

By the end of this course, students will:

- identify the economic and personal costs associated with working for pay (e.g., cost of clothing, safety equipment, tools, transportation, food, child care; loss of time for personal needs);
- describe the benefits that employers commonly offer (e.g., health insurance, life insurance, pensions, paid vacation, skills-upgrading programs);
- identify the typical deductions on a paycheque stub (e.g., union dues, income tax, employment insurance, Canada Pension Plan);
- identify the advantages of setting aside a portion of income as savings (e.g., as a contingency for emergencies, future purchases, housing).

Research and Inquiry Skills

Overall Expectations

By the end of this course, students will:

- use appropriate social science research methods in the investigation of issues related to personal resource management;
- use a variety of print and electronic sources and telecommunications tools to research information effectively;
- correctly use terminology associated with personal resource management;
- communicate the results of their inquiries effectively.

Specific Expectations

Using Research Methodology

By the end of this course, students will:

- identify the steps involved in a social science research investigation (e.g., framing a research question, developing a thesis, preparing a literature review, conducting primary research, critically analysing all research and evaluating the results);
- demonstrate an understanding of data-collection skills and methods, including the use of surveys, questionnaires, and interviews;
- correctly use terminology related to personal resource management (e.g., *resources, budgeting, goal-setting*);
- compile information from a variety of research sources (e.g., interviews, personal observations, original documents, print materials, Internet articles, CD-ROMs, statistics, videos).

Organizing and Analysing Information

By the end of this course, students will:

- read and report on articles and advertising related to personal resource management found in newspapers, magazines, and “how to” books;
- demonstrate an ability to organize and interpret information gathered through research;
- differentiate between research evidence and opinion;
- recognize bias in print and electronic sources.

Communicating Results

By the end of this course, students will:

- record information and key ideas collected in their research, documenting the sources accurately and using correct forms of citation;
- effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, written reports, newspaper-style articles, group presentations).

Fashion and Creative Expression, Grade 11, Open

(HNC3O)

This course explores what clothing communicates about the wearer and how it becomes a creative and entrepreneurial outlet through the design and production processes. Students will learn, through practical experiences, about the nature of fashion design; the characteristics of fibres and fabrics; the construction, production, and marketing of clothing; and how to plan and care for a wardrobe that is appropriate for an individual's appearance, activities, employment, and lifestyle. Students will develop research skills as they explore the evolution of fashion and its relationship to society, culture, and individual psychology.

Prerequisite: None

Functions of Clothing

Overall Expectations

By the end of this course, students will:

- analyse the ways in which clothing is used as a means of communication, taking into consideration examples from history;
- demonstrate an understanding of psychological, sociological, and cultural attitudes towards beauty, fashion, and apparel;
- identify the criteria used by families in making clothing decisions and purchases;
- identify the criteria used in selecting appropriate clothing for particular functions and occasions.

Specific Expectations

Clothing as Communication

By the end of this course, students will:

- identify the meanings conveyed by particular items of clothing in their function as visual symbols (e.g., protection, modesty, attractiveness, self-esteem, observance of ritual);
- explain the role that clothing has played in defining different classes or roles within a society, drawing on examples from particular periods of history (e.g., the clothing of nobles, warriors, scholars, clerics, and artisans in the Middle Ages);
- demonstrate an understanding of the effects that clothing can have on social interaction (e.g., as it signals the wearer's individuality or conformity to group behaviour, occupation, gender, social role, status);
- describe different cultures' approaches to clothing, distinguishing functional uses from those associated with pageantry and ceremony, and explain what particular items of clothing communicate (e.g., the veil as a symbol of modesty, as well as of allure and mystery; the cloak as a symbol of authority).

Purposes of Clothing and Adornment

By the end of this course, students will:

- describe how clothing affects body language, behaviour, grooming, and social etiquette;
- describe how clothing (e.g., team, school, or work uniforms) and some types of adornment (e.g., perfumed products such as make-up and hairspray) affect group dynamics, group cohesion, and acceptance by the group;
- demonstrate an understanding of how clothing is selected to suit an individual's personality traits; to project a desired image; to reflect social role, age, and lifestyle; to satisfy the requirements of ceremonies and dress codes; and to reflect or mask self-concept and the need to attract attention or rebel;
- describe how the choice of clothing and adornments is affected by both personal considerations and external social factors (e.g., the media, peers, status, social role, occupation);
- outline the historical evolution of a particular item of apparel (e.g., blue jeans, T-shirt, midi skirt, thick-soled shoes) and compare the original purpose of the item with its intended effect in modern fashion.

Family Influences on Clothing Selection

By the end of this course, students will:

- demonstrate an understanding of how various aspects of family life (e.g., roles, interests, special needs, budget, values, lifestyle) influence an individual's clothing choices;
- describe the ways in which families use their resources to meet clothing needs (e.g., sharing, hand-me-downs, recycling, purchasing new or second-hand, making clothing).

Dressing for Function and Occasion

By the end of this course, students will:

- describe the dress code that would be appropriate for a variety of jobs (e.g., office manager, store clerk, factory worker, receptionist, child-care worker) and special occasions (e.g., graduation, wedding, funeral, job interview);
- compare features of the clothing worn by members of particular professions or occupations (e.g., police officer, doctor) in two or three different societies.

The Apparel Industry

Overall Expectations

By the end of this course, students will:

- identify the agencies and regulations that influence the production and labelling of apparel and textiles;
- demonstrate an understanding of the nature and evolution of the fashion retailing industry;
- identify occupational opportunities in the fashion field;
- analyse the impact of the clothing industry on society, and societal influences on the clothing industry;
- summarize the contributions of various countries to the apparel industry.

Specific Expectations

Regulation of the Apparel Industry

By the end of this course, students will:

- identify and interpret existing legislation pertaining to the textile and apparel industries (e.g., Textile Labelling Act, Canada Standard Sizing);
- demonstrate an understanding of Canadian and international care labelling by designing appropriate care labels for garments, based on fibre content;
- identify consumer agencies that handle complaints about defective goods.

The Retailing of Clothing

By the end of this course, students will:

- use correctly the terminology of fashion merchandising (e.g., *couture*, *high fashion*, *fad*, *style*, *mass market*, *consumer demand*, *cyclical timing*);
- summarize the evolution of fashion retailing (e.g., fashion dolls, country stores, trading posts, itinerant pedlars, dressmakers);
- describe various current retail formats (e.g., department stores, specialty stores, mail-order houses, direct selling, online shopping);
- identify outlets serving specialized markets (e.g., bridal wear, maternity wear, protective clothing, uniforms, clothing for those with special needs);

- describe how the retailing of clothing in Canada is affected by whether the clothing is produced domestically or in another country;
- identify the factors that contribute to the cost of goods produced in Canada and abroad (e.g., standard of living, climatic factors, transportation, market size, design, unionization of workforce, government regulation of industry);
- develop criteria for identifying quality-made garments.

Occupational Opportunities in Fashion

By the end of this course, students will:

- classify the types of occupations associated with the three areas of fashion production and distribution identified below, and describe the competencies they require and opportunities for employment in them:
 1. primary markets and industries that provide the raw materials of fashion (e.g., weaver, farmer, quality-control inspector);
 2. secondary fashion markets and manufacturers of apparel and accessories (e.g., designer, pattern maker, pattern grader, cutter, sewer, finisher);
 3. retail distribution (e.g. salesperson, fashion coordinator, display technician, buyer);

- identify possible hazards related to occupations in textile production or fashion, and the protections available to workers in these fields (e.g., occupational health and safety legislation, Workplace Hazardous Materials Information System, Industrial Ladies' Garment Workers' Union);
 - outline a career path for a fashion- or textile-related occupation.
- evaluate the impact on Canadian society of issues relating to the apparel industry, such as the redistribution of jobs brought about by computerization and new technologies, the exploitation of workers both in Canada and abroad, the role of unions in the garment industry, and the hiring of skilled and unskilled immigrant labour.

Society and the Apparel Industry

By the end of this course, students will:

- demonstrate an understanding of the impact of key social developments and historical events (e.g., Industrial Revolution, the two world wars, space travel) on the textile and fashion industries;
 - analyse the influence of current events on men's and women's fashion;
 - compare and analyse the portrayal of male and female models in the media at two different periods in the twentieth century;
- Global Contributions to the Apparel Industry***
By the end of this course, students will:
- assess the contribution of fashion designers from around the world (e.g., Coco Chanel, Oleg Cassini, Karl Lagerfeld, Yves St. Laurent, Calvin Klein, Hanae Mori);
 - identify countries that are major producers of fibres and fabrics (e.g., China, Egypt, England, Scotland);
 - demonstrate an understanding of Canada's place in the international fashion, apparel, and textile industry.

Textiles

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the universal uses of textiles;
- demonstrate an understanding of the properties and uses of major natural and manufactured fibres;
- explain the role of the environment in relation to the textile industry, and describe how the textile industry affects the environment.

Specific Expectations

Universal Uses of Textiles

By the end of this course, students will:

- classify the many uses of textiles (e.g., for apparel, in household products, in transportation, in industry);
- compare the uses of textiles in Canada with their uses in other countries (e.g., burlap used in landscaping and food packaging, felt used in Mongolian yurts).
- identify methods of caring for and maintaining clothing that limit the extent of fibre deterioration (e.g., sorting laundry, ironing, spot cleaning, mending);
- describe the environmental impact of the use and disposal of care products (e.g., dry-cleaning solvents, soaps, detergents, bleaches, dyes, moth balls), and identify methods used to reduce damaging effects.

Fibres, Textiles, and the Environment

By the end of this course, students will:

- demonstrate an understanding of the properties of the major natural fibres (e.g., cotton, linen, wool, silk), the major manufactured fibres (e.g., rayon, nylon, polyester, acrylic, lycra), and other apparel materials, and describe their suggested uses;
- describe the environmental factors that contribute to the deterioration of fabrics used in clothing and household products, and those that extend the wear life of fibres and garments;

Design, Technology, and Creative Expression

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of how the elements and principles of design are used in creating fashion products;
- demonstrate an understanding of how technology is used in the fashion and design industries;
- describe how creative expression is accommodated in the home sewing and craft industries.

Specific Expectations

Design

By the end of this course, students will:

- demonstrate an understanding of concepts and terms related to the elements of fabric and fashion design (e.g., *colour, types of lines, form, texture*) and the principles of design (e.g., *harmony, rhythm, emphasis, proportion, balance*);
- demonstrate an understanding of the elements and principles of design that contribute to creating visual illusions in fashion (e.g., highlighting particular physical attributes);
- analyse items of apparel to show how the elements and principles of design have been used to make the items marketable;
- conduct research comparing contemporary fashion designs with those of an earlier period, identifying elements that have changed, elements that have remained the same, and styles that have come back into fashion (e.g., polyester, bell-bottom pants);
- explain how the media (e.g., trade magazines, journalism, advertising, television and films) have helped to define fashion and influenced design trends.

Use of Technology in the Fashion Industry

By the end of this course, students will:

- demonstrate an understanding of how current technologies (e.g., CAD; electronic sewing, knitting, and embroidery machines; sergers) are used in the creation of fashion products (e.g., fashion profiles, fabrics, garments);
- analyse how certain technologies enhance the design process;
- demonstrate an understanding of the capabilities of one or more of the new technologies (e.g., computerized sewing machines);
- create a variety of fashion products, using two or more technologies appropriately.

Creative Expression

By the end of this course, students will:

- demonstrate an understanding of the creative process as it applies to sewing and crafting by producing articles of clothing or other fashion-related products for various markets;
- analyse the designs used in the clothing or product line of a fashion or craft entrepreneur, assessing the quality of the product and describing key aspects of the business.

Research and Inquiry Skills

Overall Expectations

By the end of this course, students will:

- use appropriate social science research methods in the investigation of topics related to fashion, clothing, and textiles;
- use a variety of print and electronic sources and telecommunications tools in conducting research;
- correctly use terminology associated with fashion, clothing, and textiles;
- communicate the results of their inquiries effectively.

Specific Expectations

Using Research Methodology

By the end of this course, students will:

- correctly use terminology related to fashion, clothing, and textiles (e.g., *fibre, fabric, primary and secondary fashion markets, style, fad*);
- demonstrate an understanding of the research methods used in the study of fashion (e.g., personal observation, interview, survey);
- locate and access primary sources (e.g., interviews with designers and fashion forecasters) and secondary sources (e.g., magazine articles, TV programs) of information relating to fashion.

Organizing and Analysing Information

By the end of this course, students will:

- formulate appropriate research questions to frame their inquiries;
- demonstrate an ability to organize and interpret information gathered through research, summarizing the main points of articles, interviews, and other research materials;

- interpret charts, graphs, and statistical data presented in the literature and produce graphs and charts to organize information gathered through their research;
- evaluate information to determine its validity and reliability;
- differentiate between research evidence and opinion.

Communicating Results

By the end of this course, students will:

- compile information and key ideas from their research, and document sources accurately, using correct forms of citation;
- effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, written reports, newspaper-style articles, videos).

Living Spaces and Shelter, Grade 11, Open

(HLS3O)

This course analyses how different types of living spaces and forms of shelter meet people's physical, social, emotional, and cultural needs and reflect society's values, established patterns of living, and economic and technological developments. Students will learn how to make practical decisions about where to live and how to create functional and pleasing environments, and will explore occupational opportunities related to housing and design. They will also learn skills used in researching and investigating living accommodations and housing.

Prerequisite: None

Functions of Living Spaces and Shelter

Overall Expectations

By the end of this course, students will:

- identify the ways in which living spaces and shelter meet individual and family needs;
- demonstrate an understanding of how shelter needs change with age, life stages, and health.

Specific Expectations

Individual and Family Needs in Relation to Living Spaces and Shelter

By the end of this course, students will:

- summarize the ways in which different forms of shelter satisfy various individual and family needs and functions, such as:
 1. physical needs (e.g., safety and protection, barrier-free access);
 2. psychological needs (e.g., self-expression, sense of belonging, individuality, self-esteem, sense of personal living space within the family environment);
 3. social needs (e.g., status, interaction with others, social acceptance, entertaining);
 4. aesthetic needs (e.g., décor preferences, cultural traditions, balance with nature);
 5. spiritual considerations (e.g., proximity to a place of worship, accessibility of items required by a particular faith);
 6. lifestyle needs (e.g., those related to activities, interests, life-cycle events, community services);
 7. special considerations (e.g., storage space, noise pollution, transportation, maintenance requirements, local demand for technologies and utilities; private and personal spaces).

Shelter Through the Stages of Life

By the end of this course, students will:

- describe how the various stages of life influence choices relating to shelter, such as where to live (e.g., community, neighbourhood) and what type of shelter to live in (e.g., single- or multiple-family dwelling, rooming house, group home, trailer home);
- establish criteria for evaluating shelter units and their locations, taking into consideration particular interests, economic status, and successive stages of family life;
- identify the types of living-space modifications required during various stages of life to provide better access and safety for family members (e.g., safety gates, electrical outlet covers, safety bars in bathrooms, stairway lifts, ramps, heat sensors);
- identify community agencies and resources available to assist with necessary living-space modifications.

Shelter for Everyone

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of social realities related to living spaces and shelter in Canada and abroad;
- identify the ways in which political, social, economic, and technological trends, as well as psychological factors, affect available types of shelter;
- describe the development, types, and availability of special niche markets for accommodation.

Specific Expectations

Social Realities in Relation to Living Spaces and Shelter

By the end of this course, students will:

- demonstrate an understanding of trends relating to home ownership in Canada and other countries (e.g., popularity of cooperatives and condominiums; preferences for home rental over ownership; increasing incidence of homelessness and alternative accommodations);
- identify the ways in which shelter requirements are affected by population fluctuation and growth;
- describe the consequences of unsolved housing problems (e.g., poor plumbing, inadequate heating and insulation);
- summarize the laws and regulations pertaining to such factors as zoning, pollution, and ownership and maintenance of property; building and development; expropriation; and conservation of energy.

Trends Affecting Shelter

By the end of this course, students will:

- summarize how personal and financial changes affect shelter requirements (e.g., “boomerang” kids; cocooning; retirement; single-parenting; single home-ownership);
- analyse how various societal changes (e.g., high unemployment, home-based businesses, population increases, the aging population, technological changes) create a need for accommodation tailored to the physical, financial, and psychological requirements of individuals and families;
- summarize how living spaces and shelter requirements are affected by social norms and pressures (e.g., those resulting from demographic changes);
- identify how families are affected by new trends in household technologies (e.g., modular housing, the computerized home, the ecological house, new energy sources, new trends in appliances and household equipment).

Shelter for Special Markets

By the end of this course, students will:

- demonstrate an understanding of socio-logical, psychological, political, and economic factors connected with dwellings for specialized markets (e.g., criteria for tenant eligibility; geared-to-income and subsidized housing, Habitat For Humanity homes, trailer parks, homes in northern First Nations communities) and of societal attitudes towards those living in such dwellings;
- identify the types of accommodations available for those with special needs (e.g., physical, mental, emotional);
- identify and describe the agencies and programs available to assist those with special needs relating to shelter and accommodation;
- describe the availability and roles of community housing (e.g., for students, recent immigrants, young offenders, the elderly, abused spouses, the physically or developmentally challenged, the homeless).

Considerations in Acquiring Shelter and Designing Living Spaces

Overall Expectations

By the end of this course, students will:

- identify legal, economic, and social considerations involved in acquiring and financing a home;
- demonstrate an understanding of elements and principles of design relating to home environments;
- describe the home furnishings and equipment required to meet diverse needs.

Specific Expectations

Acquiring and Financing a Home

By the end of this course, students will:

- identify the proportion of income to be allocated for shelter needs, based on the amount and stability of income, age of family members, size of family, values and goals, and available shelter options;
- identify the steps involved in renting, buying, and furnishing a house or a unit in a multiple dwelling;
- identify various options for financing the purchase of a home, condominium, or other type of dwelling;
- identify the costs associated with living in a household (e.g., rent, property taxes, utilities, condominium maintenance fees, telephone and cable service fees);
- demonstrate an understanding of legal terminology (e.g., *lease*, *sublet*, *assign*, *leasehold*, *offer to purchase*, *term*, *amortization*, *mortgage*) and of the types of documents associated with the various options for financing shelter;
- summarize the criteria derived from personal and/or family circumstances and values that are used in selecting a type of accommodation (single- or multiple-family dwelling), a style of accommodation (bungalow, Tudor, high-rise), a neighbourhood, and a community.

Designing the Home Environment

By the end of this course, students will:

- describe the influence of several major international and Canadian architects (e.g., Miës van der Rohe, Frank Lloyd Wright, Buckminster Fuller; John C. Parkin, A.J. Diamond, George Baird);
- describe key aspects of trade in building materials, furniture, and appliances around the world (e.g., logs for Canadian modular homes, teak furniture, European appliances);
- describe how the elements and principles of design can be applied to both interior and exterior spaces to provide areas for privacy and for family and personal pursuits and interactions;
- demonstrate an understanding of the relationship between design considerations and the choice of consumer products (e.g., furniture, appliances, draperies, carpets, landscaping, household decoration) in the decoration and furnishing of a small living space selected from a variety of floor plans;
- demonstrate an understanding of ways of enhancing personal spaces (e.g., by creating household accessories), using environmentally friendly materials (e.g., recycled materials, garage-sale purchases, non-toxic building materials and wall and floor coverings);

- demonstrate an understanding of the elements and principles of design that are used in shaping the home environment (e.g., by creating floor plans, front elevations, and models).

***Meeting Diverse Needs
in the Home Environment***

By the end of this course, students will:

- describe home furnishings and equipment requirements as influenced by family composition, living patterns, changing needs throughout the stages of life, cultural traditions, economic and human resources, and energy costs;
- describe the types of furnishings and equipment available for those with special needs (e.g., young children, the elderly, people with serious illnesses or special physical needs);
- explain the criteria involved in the purchase of home furnishings, equipment, and appliances, and describe how these items are maintained.

Occupational Opportunities Related to Living Spaces and Shelter

Overall Expectation

By the end of this course, students will:

- identify and describe occupational opportunities related to living spaces and shelter, and the career paths leading to them.

Specific Expectations

By the end of this course, students will:

- identify and describe building-related occupations (e.g., architect, civil or mechanical engineer, landscape designer, interior designer and decorator, builder, real estate agent, property manager, zoning by-law official, tradesperson);
- describe a career path for these occupations.

Research and Inquiry Skills

Overall Expectations

By the end of this course, students will:

- use appropriate social science research methods in the investigation of issues related to living spaces and shelter;
- correctly use terminology specifically associated with living spaces and shelter;
- use appropriate methods for organizing and interpreting data and analysing results;
- communicate the results of their inquiries effectively.

Specific Expectations

Using Research Methodology

By the end of this course, students will:

- demonstrate an understanding of the methods used to study living spaces and shelter;
- correctly use terminology related to living spaces and shelter (e.g., *principles of design, barrier-free design, subsidized housing, rooming house*);
- locate and access primary and secondary sources of information related to living spaces and shelter.

Organizing and Analysing Information

By the end of this course, students will:

- pose appropriate research questions to frame their inquiries;
- summarize the main points of information gathered from reliable research sources;
- demonstrate an understanding of how to interpret charts, graphs, and statistical data presented in the literature;

- use graphs and charts to organize quantitative research effectively;
- organize information, using headings and subheadings, according to the accepted format for social science research;
- evaluate the validity and reliability of information gathered through their research;
- differentiate between research evidence and opinion.

Communicating Results

By the end of this course, students will:

- record information and key ideas from their research, and document sources accurately, using appropriate forms of citation;
- effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, written reports, newspaper-style articles, videos).

Parenting, Grade 11, Open

(HPC3O)

This course focuses on the skills and knowledge needed to promote the positive and healthy nurturing of children, with particular emphasis on the critical importance of the early years to human development. Students will learn how to meet the developmental needs of young children, communicate and discipline effectively, and guide early behaviour. They will have practical experiences with infants, toddlers, and preschoolers, and will learn skills in researching and investigating questions relating to parenting.

Prerequisite: None

Self and Others

Overall Expectations

By the end of this course, students will:

- describe factors that contribute to the healthy development of children before and during birth, and in the first few months after birth;
- explain patterns in the social, emotional, intellectual, moral, and physical development of children;
- evaluate their own practical experiences involving children.

Specific Expectations

Pregnancy, Birth, and Postnatal Care

By the end of this course, students will:

- outline the stages in the biological process of conception, pregnancy, and birth;
- demonstrate an understanding of how new parents can become capable and confident in making choices that are in the best interests of their children before and during birth, and in the first few months after birth;
- evaluate prenatal and postnatal care/support programs available for parents in the community (e.g., prenatal classes; breast-feeding clinics; Healthy Babies, Healthy Children Program).

Stages of Growth and Development

By the end of this course, students will:

- identify, through practical experiences in a classroom or community setting, the changes in social, emotional, intellectual, and physical development that take place in young children;
- explain how development from conception to three years of age affects and is crucial for development later in life;
- analyse behaviours, conditions, and environments that influence positive or negative growth and development of the foetus, infant, and young child (e.g., breast-feeding, bonding, infant stimulation; violence, addictions, neglect).

Experiences With Children

By the end of this course, students will:

- identify and describe the capabilities and behaviours of young children of different ages in a variety of settings (e.g., play school, day care, nursery school, family, babysitting);
- explain the differences in capabilities and behaviours observed in children in classroom and community settings;
- demonstrate an understanding of what is involved in planning, organizing, and carrying out age-appropriate activities for preschoolers in classroom or community settings.

Personal and Social Responsibilities

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the need for preparation to become a parent;
- demonstrate an understanding of the responsibility parents have for ensuring quality communication in their family;
- describe the nature of and the responsibilities involved in parenting.

Specific Expectations

Preparation for Parenthood

By the end of this course, students will:

- identify the factors involved in deciding whether or not to become a parent (e.g., social pressures, cultural influences, personal maturity and values, economic stability);
- identify what parents bring to their role from their own family background and past experiences;
- conduct and summarize the results of a survey of parents of young children to determine the personal qualities, skills, and experience they perceive as necessary for parenting;
- demonstrate an understanding of an infant's needs and schedules by participating in a baby-simulation experience.

Communication With Young Children

By the end of this course, students will:

- explain how communication influences parent–child relationships (e.g., promotes attachment, fosters mutual respect);
- demonstrate an understanding of age-appropriate communication practices (e.g., patty cake and rhyming for infants);
- identify elements of and skills involved in communication (e.g., eye contact, active listening, “I messages”, encouragement);
- demonstrate an understanding of positive verbal and non-verbal interactions with young children, based on their own interactions with children in real-life settings.

Parenthood

By the end of this course, students will:

- explain why parenting is a lifelong commitment in our society;
- demonstrate an understanding of factors that influence the parenting process (e.g., delayed parenthood, strong parenting partnerships, a love and understanding of children);
- identify and describe the responsibilities parents have for children of different ages (e.g., meeting their needs, teaching them skills, encouraging their independence);
- summarize the lifestyle and relationship changes that parents experience when raising children;
- compare the changing roles of parents and children as both grow older (e.g., from care-giver and nurturer to mentor to dependent adult);
- identify and describe career opportunities related to families at all stages of the life cycle.

Diversity and Universal Concerns

Overall Expectations

By the end of this course, students will:

- identify social and cultural variations in family forms and parenting approaches;
- identify and evaluate various child-rearing practices and beliefs, and parenting techniques;
- demonstrate an understanding of the common experiences of young children across cultures.

Specific Expectations

Family Variations

By the end of this course, students will:

- describe the various possible configurations of family (e.g., nuclear, step, extended, blended, lone-parent, foster, adoptive);
- explain the role of parents and family members in teaching children socially acceptable behaviour;
- describe how fathers, mothers, and grandparents transmit their cultural and religious heritage to infants, toddlers, and preschoolers (e.g., through storytelling, visual arts, children’s festivals, religious and other rituals associated with childhood);
- report on the role of culture and family tradition in child-rearing practices (e.g., name selection, touch and physical contact, rules, discipline, guidance).

Parenting Practices

By the end of this course, students will:

- compare the impact of different styles of parenting (e.g., permissive, authoritarian, democratic) on young children, based on observations made in real-life settings;
- describe the advantages and disadvantages of parenting techniques advocated by current authorities on parenting (e.g., T. Barry Brazelton, Barbara Coloroso, Dr. Fraser Mustard);

- demonstrate, in practical settings, the appropriate use of a variety of techniques for parenting and disciplining young children (e.g., setting limits, establishing routines, offering choices, encouraging independence, helping children understand the logical consequences of behaviours, fostering mutual respect).

Universality of Childhood

By the end of this course, students will:

- demonstrate an understanding of the universal belief in the importance of play in the lives of children (e.g., the presence in all cultures of traditional games involving balls and sticks, games modelled on “tag”, variations of “playing house”), based in part on observations and interactions in practical settings;
- identify and classify the ways in which children are perceived in the folklore and by the media of a society (e.g., as “little adults”, “helpless beings”, “the country’s future”);
- compare and contrast cultural expectations for male and female children;
- identify ways in which families manage early-childhood trauma (e.g., physical exceptionalities, illness, disease).

Social and Legal Challenges of Parenthood

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the challenges facing parents throughout the early-childhood years;
- describe the role society plays in the lives of children and families;
- demonstrate an understanding of child abuse and family violence, and outline strategies to secure a safe, non-violent environment for all children.

Specific Expectations

Parenting Challenges in the Early Years

By the end of this course, students will:

- describe the legal and social responsibilities of parents and guardians (e.g., providing adequate food, shelter, care, education);
- demonstrate an understanding of the challenges faced by parents of young children in today's rapidly changing society (e.g., balancing work and family, finding quality child care, divorce, poverty);
- explain how parents of very young children can support them during the grief process (e.g., after the loss of a family member, friend, or pet).

The Role of Society in the Lives of Children and Families

By the end of this course, students will:

- identify the role of societal agents (e.g., schools, the media, the local community, the religious community) in teaching young children how to live in society (e.g., the importance of rules, social values, acceptable conduct);
- demonstrate an understanding of various social concerns that parents face as their children approach school age (e.g., relating to personal safety, independence, respect for self and others);
- identify the laws that regulate children and parents in society (e.g., legislation governing child protection, child care, school attendance, child labour);

- analyse the problems associated with teenage parenthood and lone-parenting of young children (e.g., poverty, alienation, lack of gender-role modelling, stress, dependence on social agencies).

Child Abuse, Neglect, and Family Violence

By the end of this course, students will:

- describe the indicators of child abuse (e.g., unexplained fear, unusual or repeated injuries), neglect (e.g., malnutrition), and family violence (e.g., insecurity, lack of trust);
- explain the strategies and support needed for a child to survive abuse, neglect, or family violence;
- describe the skills and attitudes that can be developed to secure a safe and peaceful family, community, and social environment;
- explain the social importance of laws related to child abuse and children's rights (e.g., responsibility of community for children's welfare, reporting child abuse);
- identify community social programs and agencies that provide family support (e.g., YMCA/YWCA, Big Brothers/Sisters, LifeSpin, Crimestoppers, Child Help Line) and identify some of the barriers parents face in accessing that support (e.g., language, culture, literacy, education levels).

Research and Inquiry Skills

Overall Expectations

By the end of this course, students will:

- use appropriate social science research methods in the investigation of a wide range of issues that concern parents of young children;
- use appropriate methods for organizing and analysing data collected;
- compile and present the results of their research effectively.

Specific Expectations

Using Research Methodology

By the end of this course, students will:

- demonstrate an understanding of social science research methods (e.g., observation, participatory observation, action research, personal interviews, collecting life stories);
- use social science inquiry skills effectively to explore a variety of issues affecting parents with young children (e.g., balancing of work and family, child-care decisions, poverty, alcoholism, death in the family, lone-parenting);
- identify effective methods for collecting information from a variety of sources (e.g., textbooks, “how to” books, magazines, electronic sources, everyday experience).

Organizing and Analysing Information

By the end of this course, students will:

- pose appropriate research questions to frame their inquiries;
- summarize the main points of information gathered from various reliable sources;
- effectively use headings and subheadings to organize information, following guidelines established for social science research;
- distinguish between fact and opinion in research information on the parenting of young children.

Communicating Results

By the end of this course, students will:

- demonstrate an understanding of the techniques used for recording information and key ideas from research;
- document information sources accurately, using correct forms of citation;
- prepare reports on interactions with and observations of infants, toddlers, and preschoolers;
- effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., written reports, seminars, visual or multimedia presentations, group presentations).

Food and Nutrition Sciences, Grade 12, University/College Preparation

(HFA4M)

This course examines various nutritional, psychological, social, cultural, and global factors that influence people's food choices and customs. Students will learn about current Canadian and worldwide issues related to food, frameworks for making appropriate dietary choices, and food-preparation techniques. This course also refines students' skills used in researching and investigating issues related to food and nutrition.

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

Self and Others

Overall Expectations

By the end of this course, students will:

- identify the social, psychological, economic, emotional, cultural, religious, and physical factors that affect food choices;
- summarize food-related issues that arise throughout the life cycle;
- plan, perform, and present the results of an investigation into the nutritional status of Canadians.

Specific Expectations

Factors Affecting Food Choices

By the end of this course, students will:

- identify psychological and emotional factors that affect eating habits (e.g., eating to relieve tension or boredom, deriving comfort from food);
- describe the sociocultural importance of food in social interactions (e.g., celebrations and gatherings of friends; family rituals; in the transmission of family culture, religion, and traditions; as a symbol of hospitality; as a status symbol);
- describe economic factors that have an impact on the food choices of individuals and families;
- identify the ways in which physical factors influence food choices (e.g., geographical location, regional growing seasons, availability of food markets, home storage capacity);
- plan menus for, select, and prepare foods, taking into consideration economic, geographical, and seasonal factors that affect the availability of ingredients.

Food Issues Throughout the Life Cycle

By the end of this course, students will:

- identify the factors that affect personal food choices throughout the life cycle (e.g., age, health, school and/or work schedules, lifestyle, level of physical activity, lactation, special dietary needs);
- plan, conduct, and summarize the results of an investigation into the availability of food products suitable for various stages of the life cycle (e.g., single-serving products, baby food, fat-reduced food);
- plan a menu for, select, and prepare foods that would meet selected dietary needs during the different stages of life.

Nutritional Status of Canadians

By the end of this course, students will:

- compile a body of core information on the nutritional status of Canadians and determine personal nutrient intake, using a variety of print and electronic sources and telecommunications tools (e.g., *Canada's Food Guide to Healthy Eating* and Health Canada's *Nutrition Recommendations*, computer courseware, Internet sites);
- demonstrate an understanding of how the findings of their nutrition survey apply to themselves and their families.

Personal and Social Responsibilities

Overall Expectations

By the end of this course, students will:

- identify the source of nutrients and the role they play in the maintenance of good health;
- determine the relationship among nutrition, lifestyle, health, and disease;
- identify examples of entrepreneurship in the food industry, and occupations related to food and nutrition sciences.

Specific Expectations

Sources and Roles of Nutrients

By the end of this course, students will:

- identify the role of fibre and water in the body, and the sources and roles of the major components of nutrients (e.g., carbohydrates, fats, proteins, vitamins, minerals);
- demonstrate an understanding of the nutrients provided by foods in each category of *Canada's Food Guide to Healthy Eating* and other dietary guides and standards, and using this knowledge, describe ways to achieve healthy body weight and body image;
- report information gathered from an existing database on the process of digestion, absorption, and metabolism of food, and on the caloric intake of individuals;
- describe ways of preparing and storing food to provide for maximum nutrient retention;
- demonstrate how to use equipment correctly to prepare and store foods for maximum nutrient retention (e.g., steamer, pressure cooker, freezer).

Nutrition and Health

By the end of this course, students will:

- identify the social conditions that contribute to the incidence of illness and disease (e.g., improper nutrition, the pressure of daily living, stress);
- explain the relationship among lifestyle, food choices, and nutrition-related illnesses and diseases (e.g., cardiovascular disease, anorexia nervosa, tooth decay, osteoporosis);
- explain how the messages in *Canada's Food Guide to Healthy Eating* and other dietary guides and standards relate to current scientific knowledge concerning the relationship between diet and disease;
- identify the recommended daily allowances of nutrients for optimal health, by gender and age;
- describe the types of vegetarian dietary regimens and the reasons people adopt them;
- use a variety of print and electronic sources and telecommunications tools to investigate a current nutritional issue of their choice;
- use available resources, including computer technology, both to plan a menu consisting of foods that will maintain good health, and to select and prepare those foods.

Occupations and Entrepreneurship***Opportunities in Food and Nutrition Sciences***

By the end of this course, students will:

- use a variety of print and electronic sources to find information on employment opportunities in areas relating to food and nutrition sciences, such as health and medicine, hospitality services, agriculture, and food technology and production;
- identify types of small businesses related to the food industry (e.g., cottage industries, vendors of Native food products, truck gardeners, pick-your-own-produce ventures);
- design, cost, market, produce, and evaluate a food product (e.g., flavoured vinegar, sugared nutmeats, seasonal cookies).

Diversity, Interdependence, and Global Connections

Overall Expectations

By the end of this course, students will:

- identify the components and foods that form the basis of various cuisines around the world;
- identify the economic, political, and environmental factors that affect food production and supply throughout the world;
- identify the factors that are critical to achieving and maintaining food security and eliminating hunger.

Specific Expectations

World Cuisine

By the end of this course, students will:

- identify the components of a cuisine (e.g., staple foods, conventions of service and consumption, utensils);
- describe a selection of the wide variety of tastes and food preferences displayed by societies around the world;
- demonstrate an understanding of the scientific principles of a variety of types of food preparation (e.g., starch cookery, gluten development, protein cookery);
- conduct and present the findings of an analysis of the nutritional value of a variety of cuisines from around the world;
- plan, prepare, and serve (using available ingredients and technology) specific foods prepared in the style of a variety of ethnic and/or Native cuisines, and draw comparisons among them.

Factors Affecting Food Production and Supply

By the end of this course, students will:

- describe the effects of various economic factors on food production and supply (e.g., standards of living, poverty, personal and family incomes, employment and unemployment);
- investigate the impact of a variety of political factors on food quality, production, and supply (e.g., international food policies, national and provincial food policies, food marketing boards), and present the results of their investigation;
- demonstrate an understanding of the effects of different environmental factors and issues on the production and supply of food items (e.g., energy and resources required to produce various foods; use of pesticides, fertilizers, food additives, and irradiation);
- identify the impact of biotechnology (e.g., antibiotics in the food supply, bovine growth hormone) on food production, supply, and safety;

- identify legislation governing pesticide and fertilizer use, food additives, and the labelling of biogenetically engineered foods;
- identify current food crises (e.g., contamination, crop failures), the factors causing each of them (e.g., production increases, unfavourable global weather changes), and their impact on the availability and cost of food.
- describe the social and cultural traditions that account for inequality among peoples of the world (e.g., gender issues, distribution of wealth, failure to support small business);
- identify the ways in which the local community is responding to hunger and food security (e.g., with food banks, community gardens);
- describe policies necessary to protect the health and safety of food producers (e.g., against the risk of contaminants), and to protect land and water quality, and biodiversity.

Food Security and Hunger

By the end of this course, students will:

- investigate the extent of hunger in the world today and present the results of their investigation;
- describe micro-nutrient deficiencies (e.g., iron, iodine, vitamin A) prevalent in Canada and throughout the world;
- summarize the causes of food insecurity (e.g., an emphasis on cash-cropping and large-scale food production, globalization, urbanization, continued feminization of poverty);
- identify economic and social policies that influence food security (e.g., debt restructuring, the operations of the World Bank);

Social Challenges

Overall Expectations

By the end of this course, students will:

- predict trends in the preparation of foods in the home and in the commercial sector;
- describe noticeable trends in food-consumption patterns.

Specific Expectations

Trends in Food Preparation and Consumption

By the end of this course, students will:

- identify new developments in food preparation and service (e.g., types of restaurant service, ways of presenting foods, styles of kitchens in the home, kitchen appliances);
- describe new foods and food products (e.g., whole-wheat pasta, specialty coffee beverages, soybean products) and analyse their role in the Canadian diet;
- describe the appeal and uses of herbs and spices (e.g., sensory, cultural, nutritive) in food preparation;
- use a variety of print and electronic sources and telecommunications tools to investigate and report on the technology behind some of the new food products and trends that will influence eating habits in the future;
- present the results of an investigation into trends in agribusiness and aquaculture in Canada and the world;
- prepare a menu using some new food products or recipes, and evaluate the results.

Research and Inquiry Skills

Overall Expectations

By the end of this course, students will:

- use appropriate social science research methods in the investigation of food-related issues;
- correctly use terminology associated with food and nutrition;
- communicate the results of their inquiries effectively.

Specific Expectations

Using Research Methodology

By the end of this course, students will:

- correctly use the terminology of food and nutrition sciences (e.g., *nutrient deficiencies, food security, vegetarianism, cuisine, agribusiness, gluten development*);
- identify the models of social science research methodology used to study food and nutrition sciences;
- demonstrate the effective use of data-collection skills and methods, including questionnaires, interviews, and surveys;
- compile information from a variety of primary research sources (e.g., interviews, personal observations, original documents) and secondary sources (e.g., print materials, Internet articles, CD-ROMS, videos);
- distinguish between key and supporting issues in formulating questions to be researched or problems to be solved.

Organizing and Analysing Information

By the end of this course, students will:

- summarize and interpret articles on food and nutrition found in newspapers, magazines, and selected research literature, as well as on the Internet;
- differentiate between research evidence and opinion;
- evaluate print and electronic sources on food and nutrition for bias, accuracy, validity, authority, and relevance.

Communicating Results

By the end of this course, students will:

- record information and key ideas gathered from their research, and document sources accurately, using correct forms of citation;
- effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, written reports, videos).

Individuals and Families in a Diverse Society, Grade 12, University/College Preparation

(HHS4M)

This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent–child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.

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

Self and Others

Overall Expectations

By the end of this course, students will:

- analyse theories and research on the subject of individual development, and summarize their findings;
- analyse theories and research on the subject of the development of and the psychological tasks connected with intimate relationships, and summarize their findings;
- analyse theories and research on the subject of parent–child relationships and their role in individual and family development, and summarize their findings.

Specific Expectations

Individual Development

By the end of this course, students will:

- describe the development of individuals at different stages of life, drawing on a variety of developmental theories (e.g., Erikson's, Gilligan's, Kohlberg's, Levinson's, Piaget's, Sheehy's);
- analyse several viewpoints on similarities and differences in male and female development and on the impact of those differences on the roles individuals play (e.g., Levinson's, Buss's);
- evaluate emerging research and theories (e.g., brain research, evolutionary psychology, feminist theories, theories on aging) explaining the developmental tasks of individuals at various stages of life.

Intimate Relationships and Marriage

By the end of this course, students will:

- demonstrate an understanding of the role of intimate relationships in the lives of individuals and families, considering the similarities and differences for males and females, and traditional and non-traditional relationships;

- describe the findings of research on attraction and the development of intimate and love relationships in contemporary Canadian society (e.g., Fisher's study of childbearing in Canada);
- summarize current research on factors influencing satisfaction within enduring couple relationships (e.g., the impact of children, finances).

Parent–Child Relationships

By the end of this course, students will:

- describe the development of parent–child relationships, drawing on a variety of theories (e.g., social exchange theory, symbolic interactionism);
- explain several theoretical perspectives on the role of the parent in the development and socialization of children (e.g., learning theory, social role theory), and describe supporting evidence from published research.

Personal and Social Responsibilities

Overall Expectations

By the end of this course, students will:

- analyse decisions and behaviours related to individual role expectations;
- explain decisions and behaviours related to role expectations in intimate relationships;
- analyse decisions and behaviours related to parental and care-giver role expectations, including the division of responsibilities for childrearing and socialization.

Specific Expectations

Individual Roles

By the end of this course, students will:

- describe the various roles of individuals in society and the potential for conflict between individual and family roles (e.g., workplace role versus parental role);
- summarize the factors that influence decisions about individual lifestyle at various stages of life (e.g., leaving home, mid-life crisis, retirement), drawing on traditional and current research and theory (e.g., structural functionalism, feminist theory);
- summarize the factors that influence decisions about educational and occupational choices at various stages of life.

Roles in Intimate Relationships and Marriage

By the end of this course, students will:

- explain initial role expectations in intimate relationships on the basis of theories of attraction (e.g., evolutionary psychology, stimulus-value-role theory);
- explain the role negotiation required for effective relationships at various stages of life (e.g., birth of a child, “launching” of adult children), drawing on a variety of theoretical perspectives (e.g., systems theory, conflict theory);

- identify factors that are detrimental to maintaining satisfying relationships (e.g., infidelity, financial difficulties) and explain strategies for communicating and negotiating to maintain satisfying relationships;
- summarize research on the causes and nature of conflict, and evaluate strategies for managing and resolving conflict in intimate relationships (e.g., decision making, problem solving, negotiating).

The Parental Role

By the end of this course, students will:

- explain the factors that influence decisions relating to childbearing (e.g., whether or not to have children, how many to have, at what intervals to have them);
- evaluate parenting styles and strategies for achieving developmental and socialization goals, using socialization theories as criteria;
- analyse the division of responsibility for childrearing and socialization, and the interaction of care-givers (e.g., mother, father, siblings, non-custodial parent, grandparents, child-care workers).

Diversity, Interdependence, and Global Connections

Overall Expectations

By the end of this course, students will:

- explain the historical and ethnocultural origins of contemporary individual lifestyles, socialization patterns, and family roles;
- analyse changes that have occurred in family structure and function throughout the history of the family;
- analyse socialization patterns and the roles of children and parents in various historical periods and ethnocultural contexts.

Specific Expectations

Diverse Roles of Individuals

By the end of this course, students will:

- describe the diversity in personal and family roles of individuals in various cultures and historical periods;
- analyse male and female roles in various societies and historical periods, taking into consideration societal norms and ideals, individuals' perceptions of roles, and actual behaviours;
- analyse changes in labour-force participation, taking into consideration male and female participation rates, child labour, retirement, and the impact of work on socialization.

Family Diversity

By the end of this course, students will:

- explain changing family forms and functions in various societies throughout history, and describe contemporary family forms;
- analyse factors influencing the transition of the family from an economic unit to a psychological unit (e.g., industrialization, feminism, employment of women);
- analyse the historical and ethnocultural factors affecting variations in mate-selection, marriage customs, and marital roles.

Variations in Parent–Child Relationships

By the end of this course, students will:

- describe patterns and practices in child-bearing in various cultures and historical periods (e.g., reasons for having or not having children, age and marital status of parents, family size and spacing of children, adoption, foster care);
- analyse the roles of children in the family and society in various cultures and historical periods, taking into consideration expectations for pace of development, rites of passage, participation in education or labour, and the nature of parent–child relationships;
- identify cultural, historical, and religious variations in parental roles, childrearing practices, and the role of the extended family and society in childrearing.

Social Challenges and Social Structures

Overall Expectations

By the end of this course, students will:

- analyse current issues and trends relevant to individual development, and speculate on future directions;
- analyse current issues and trends affecting the dynamics of intimate relationships, and speculate on future directions for individuals and families;
- analyse current issues and trends affecting childrearing and socialization, and speculate on the changing role of children;
- demonstrate an understanding of the cycle of violence and the consequences of abuse and violence in interpersonal and family relationships.

Specific Expectations

Individual Development

By the end of this course, students will:

- describe current perceptions, opinions, and demographic trends relating to the life patterns of individuals (e.g., life expectancy, educational attainment, labour-force participation, income), and speculate on the significance of these trends for individual development;
- explain the impact on individual development and decision making of social changes and challenges (e.g., AIDS, emerging communication technologies, the increase in non-family households, cultural diversity) and life events (e.g., illness, infertility, disability, unemployment, death, divorce);
- demonstrate an understanding of the effect of various aspects of social systems on individual development (e.g., legal requirements, such as age restrictions; economic factors; educational opportunities; employment trends; availability of social support).

Intimate Relationships and Marriage

By the end of this course, students will:

- describe current perceptions, opinions, and demographic trends relating to intimate relationships, and speculate on the significance of these trends for individual and family development;
- analyse current issues relating to intimate relationships (e.g., cohabitation, delayed marriage, divorce, interracial marriage);
- identify the role of various social institutions (e.g., family, law, religion, economy, government) with respect to intimate relationships (e.g., definition of spouse, rights and obligations of spouses, social support);
- demonstrate an understanding of the cycle of violence in intimate relationships and of strategies for avoiding and responding to violence in relationships.

Parent and Child

By the end of this course, students will:

- describe current perceptions, opinions, and demographic trends relating to child-bearing and childrearing (e.g., birth rate, age at childbearing, number of children, age at leaving home), and speculate on the significance of these trends for parent–child relationships;
- explain the impact that current issues relating to parents and children (e.g., adoption, educational concerns, foster care, genetic testing and selection, infertility and fertility treatment, teen parents) have on the bearing and rearing of children;
- evaluate opinions and research on the subject of working mothers and related issues (e.g., the impact of child care on children’s socialization and development, the balance between family and workplace responsibilities, policies and social planning for child care in Ontario and Canada);
- identify the role that different types of social institutions and systems (e.g., school, media, peer group, medicine, religion) have in the rearing and socialization of children;
- demonstrate an understanding of the nature, prevalence, and consequences of child abuse, and describe strategies and programs that would facilitate its prevention and remediation;
- summarize current research on the effects of divorce on child development and socialization;
- summarize the impact of economic and political instability (including war) and migration on child development and socialization.

Research and Inquiry Skills

Overall Expectations

By the end of this course, students will:

- use appropriate social science research methods in the investigation of issues affecting individuals and families in a diverse society;
- access, analyse, and evaluate information, including opinions, research evidence, and theories, related to individuals and families in a diverse society;
- analyse issues and data from the perspectives associated with key theories in the disciplines of anthropology, psychology, and sociology;
- communicate the results of their inquiries effectively.

Specific Expectations

Using Research Methodology

By the end of this course, students will:

- formulate research questions and develop hypotheses reflecting specific theoretical frameworks;
- select and access secondary sources reflecting a variety of viewpoints (e.g., academic texts; research reports and journals, such as the *Canadian Journal of Home Economics*, *Family Relations*, and the *Journal of Marriage and the Family*; demographic reports; videos; sources accessed by current information technology);
- demonstrate an understanding of research methodologies, appropriate research ethics, and specific theoretical perspectives for conducting primary research (e.g., interviews, surveys and questionnaires, observation, experiment);
- use appropriate current information technology (e.g., CD-ROM, the Internet, e-mail) to access or transmit information (e.g., conduct surveys or interviews).

Organizing and Analysing Information

By the end of this course, students will:

- evaluate information to determine its validity and to detect bias, stereotyping, ethnocentricity, datedness, and unethical practices, and distinguish among perceptions, beliefs, opinions, and research evidence;

- identify and respond to the theoretical viewpoints (e.g., family systems theory, social-exchange theory, feminist theories), the thesis, and the supporting arguments of materials found in a variety of secondary sources;
- effectively use current information technology (e.g., spreadsheet and graphing software) to compile quantitative data and present statistical analyses of data (e.g., percentage, mean, distribution) or to develop databases.

Communicating Results

By the end of this course, students will:

- distinguish among, and produce examples of, the following: an essay arguing and defending personal opinion; a reaction paper responding to another person's argument; a research paper reporting on an original investigation;
- conduct an independent study of an issue concerning individuals or families in a diverse society, and report the results, using social science format and documenting sources accurately, using appropriate forms of citation (e.g., those recommended by the American Psychological Association);
- demonstrate effective use of current technology to facilitate the production and communication of a research paper.

Issues in Human Growth and Development, Grade 12, University/College Preparation

(HHG4M)

This course offers a multidisciplinary approach to the study of human development throughout the life cycle, with particular emphasis on enhancing growth and development. Students will examine how early brain and child development are linked to lifelong learning, health, and well-being, and will develop child-care and human-relationship skills through practical experience in a community setting. This course also refines students' skills used in researching and investigating issues related to human growth and development.

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

Human Development

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of established theories of bonding and attachment;
- evaluate the significance of neuroscience and theories of brain development during critical periods in early childhood;
- demonstrate an understanding of the consequences of environmental deprivation during early childhood;
- analyse changes in human development throughout the life cycle, including early childhood, adolescence, mid-life, and aging.

Specific Expectations

Infant Bonding and Attachment

By the end of this course, students will:

- analyse and evaluate factors that contribute to the emotional and physical well-being of a newborn (e.g., nurturing, breast-feeding, security, trust);
- demonstrate an understanding of issues related to infant bonding and attachment, and investigate the effects of lack of bonding (e.g., failure to thrive, inability to establish meaningful relationships in later life);
- investigate theories related to the causes and effects of healthy and unhealthy parent–infant relationships (e.g., Freud’s, Offord’s), and summarize their findings;
- demonstrate an understanding of what constitutes an effective relationship of care-giver and child by applying attachment and bonding theories in a real-life setting.

Brain Development in the Early Years

By the end of this course, students will:

- explain the relationship between maternal health and well-being and brain development in the child from the neonatal period to age three;
- demonstrate an understanding of the concept of “environmental deprivation” (e.g., lack of visual stimulation, limited exposure to language, minimal physical contact);
- demonstrate an understanding of the ways in which babies acquire language and develop intelligence;
- analyse and evaluate how an individual’s ability to cope with stress relates to early brain development (e.g., as discussed by McCain and Mustard in the *Early Years Study* and by Keating and Hertzman in *Developmental Health and the Wealth of Nations*);
- investigate the long-term effects of inadequate nurturing and environmental deprivation (e.g., behavioural problems, criminal behaviour), and summarize their findings;

- explain and evaluate how play-based problem-solving activities can facilitate brain development in children;
- evaluate the effectiveness of an enriching play-based activity of their own design, implemented in a real-life setting.

Changes Throughout the Life Cycle

By the end of this course, students will:

- identify the major theories of child development (e.g., Freud's, Piaget's, Erikson's) and evaluate their relevance for today's society;
- describe and interpret age-appropriate behaviour for the phases of middle childhood (ages four to eight and nine to twelve);
- describe the physical, intellectual, psychological, social, and emotional changes that take place during adolescence and throughout the remaining stages in the life cycle (e.g., development of identity, capacity for abstract thinking, awareness of aging).

Socialization and Human Development

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the critical role that a family plays in the socialization of its members;
- investigate and interpret the contributions that schools make to the socialization of individuals across the life span;
- identify and evaluate the various ways in which the media can be seen as agents of socialization.

Specific Expectations

The Family as an Agent of Socialization

By the end of this course, students will:

- explain how the current social issues and personal challenges that families face (e.g., divorce, unemployment, poverty, dual/single income, stress) affect the socialization of family members;
- describe the role that the family can play in the positive socialization of its members and how that socialization affects human growth and development (e.g., encourages the formation of meaningful relationships and the development of language and literacy, confidence, and competence);
- demonstrate an understanding of the impact that negative socialization patterns can have on human growth and development (e.g., family violence, addictions);
- identify the various school and community programs and projects designed to assist parents in creating positive home environments that foster optimum human development (e.g., family resource centres; parenting centres; Healthy Babies, Healthy Children Program; family-life education programs);

- describe different theories of parenting (e.g., Baumrind's) and compare children's responses to different parenting styles in one or more real-life settings.

The School as an Agent of Socialization

By the end of this course, students will:

- describe the diverse ways in which aspects of the school environment (e.g., teachers, volunteers, peer relationships, play, curriculum, adult-education programs, and extracurricular activities) contribute to the socialization of individuals at various stages of the life cycle;
- identify through research and critical analysis the social issues that schools face in educating individuals across the life span (e.g., safety, defiance of authority), and evaluate strategies for dealing with these issues;
- demonstrate an understanding of the impact that parental involvement in the schools can have on a child's growth and development (e.g., with respect to academic performance, confidence, attendance);
- describe creative approaches to fostering parental involvement in schools.

The Media as Agents of Socialization

By the end of this course, students will:

- analyse media representations of the family (e.g., in TV sitcoms, advertising, movies, music videos; on the Internet) to identify the inherent values and ideologies;
- demonstrate an understanding of how the media influence people's lives (e.g., making lifestyle changes, stereotyping), and evaluate the effectiveness of media censorship;
- design a set of guidelines for the media that encourages healthy socialization.

Self and Others

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the critical nurturing and teaching roles of parents and care-givers;
- analyse the many relationships that are a part of human development;
- demonstrate an understanding of the ways in which communication and problem-solving skills are essential to human development.

Specific Expectations

Parent/Care-giver as Teacher

By the end of this course, students will:

- demonstrate an understanding of how parents and care-givers can play a key role in ensuring that children are healthy, secure, and confident (e.g., by nurturing, having a positive attitude, demonstrating empathy);
- identify and evaluate the stages of parenting (e.g., Galinsky’s model) and the changing role of the primary care-giver as a teacher in a child’s life;
- analyse the role that temperament plays in the parent–child relationship;
- identify and analyse the causes and effects of positive and maladjusted parent–child relationships.

Relationships With Others

By the end of this course, students will:

- describe how the transition to parenthood changes a couple’s relationship (e.g., as described by Jay Belsky and John Kelly);
- analyse and compare the relationships in a variety of family models (e.g., nuclear families, alternative family groupings);
- identify the issues that affect the ways in which children relate in a family (e.g., being a single child; a sibling; or an older, middle, or younger child).

Communication and Problem Solving

By the end of this course, students will:

- demonstrate an understanding of the relationship between verbal communication and cognitive development in children, from infancy to late adolescence;
- analyse and evaluate the connection between children’s communication skills and the quality of their social interactions (e.g., with peers, parents, other adults);
- identify problem-solving strategies (e.g., active listening, negotiation, “I messages”) and evaluate their effectiveness as builders of confidence;
- apply communication and conflict-resolution skills to work effectively as part of a team in a real-life setting.

Diversity, Interdependence, and Global Connections

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the diverse influences that shape human growth and development;
- explain why social challenges need to be understood within an integrated framework.

Specific Expectations

Diversity and Human Development

By the end of this course, students will:

- evaluate and compare various theories of male/female morality (e.g., Kohlberg's model) in relation to gender differences in moral development (e.g., Gilligan's model);
- explain how different societies have developed a sense of morality;
- describe different forms of socially unacceptable behaviour (e.g., thwarting authority, criminal behaviour, anarchy) and predict their short- and long-term effects in various societies;
- demonstrate an understanding of the diverse ways in which societies value various aspects of intelligence (e.g., spatial skills in societies that engage in hunting and trapping; linguistic and mathematical skills in modern urban societies);
- describe how cultural and religious differences affect the roles and responsibilities of parents, children, and others (e.g., of parents as authority figures; of couples in arranged marriages; of men and women in families and in society);
- recommend, implement, and evaluate strategies for dealing with a special-needs child in a real-life setting;
- compare child-rearing practices in various contexts (e.g., on a kibbutz, in a nuclear family);
- explain, through critical analysis, the ways in which personal values and standards evolve, vary, and change with time and circumstance (e.g., from family to family, from situation to situation, across the life cycle).

Social Challenges in an Integrated Framework

By the end of this course, students will:

- explain, from both a historical and a social perspective, how education for parents has evolved over time;
- describe emerging initiatives promoting shared responsibility between parents and society (e.g., developing caring communities, extending maternity/parental leave, encouraging family-friendly workplaces), and evaluate their effectiveness;
- demonstrate an understanding of the effects that various economic, political, and social factors (e.g., poor nutrition, low birth weight, illiteracy, technological change) can have on human development;
- identify and evaluate ways to prevent these factors from negatively affecting human growth and development;
- demonstrate an understanding of the long-term benefits of early child development and parenting programs on the economic health and well-being of a nation (e.g., as discussed by Keating and Hertzman in *Developmental Health and the Wealth of Nations* and by McCain and Mustard in the *Early Years Study*);
- identify various human-development initiatives that will assist countries in preparing themselves to meet new global challenges (e.g., as outlined by Keating and Hertzman, and by McCain and Mustard).

Research and Inquiry Skills

Overall Expectations

By the end of this course, students will:

- use appropriate social science research methods in the investigation of issues related to human growth and development;
- use appropriate psychological and sociological terminology relating to human growth and development;
- demonstrate an understanding of how to access, organize, analyse, and evaluate information for research purposes;
- communicate the results of their inquiries effectively.

Specific Expectations

Using Research Methodology

By the end of this course, students will:

- demonstrate an understanding of social science research methods (e.g., case study, ethnographic study, narrative inquiry);
- correctly use psychological terms (e.g., *bonding, attachment*) and socio-economic terms (e.g., *poverty, social status*) associated with human growth and development;
- use appropriate research and inquiry skills to investigate topics related to human growth and development.

Organizing and Analysing Information

By the end of this course, students will:

- demonstrate effective data-collection skills, including the ability to gather and select relevant information from a variety of primary and secondary sources (e.g., interviews, questionnaires, Internet sites);
- use information technology effectively to access and organize the information and data collected;
- organize, analyse, and evaluate the quality of the information gathered through research on a particular aspect of human growth and development.

Communicating Results

By the end of this course, students will:

- communicate the results of their investigations effectively in oral presentations and written reports and essays, using an appropriate format for social science research (e.g., introduction/background, statement of purpose, description of method(s), data collection, analysis, discussion of results, conclusion);
- effectively use computer technology to produce and present the results of research inquiries;
- document sources accurately, using correct forms of citation.

Parenting and Human Development, Grade 12, Workplace Preparation

(HPD4E)

This course prepares students for occupations involving older children, and for the responsibility of parenting, with emphasis on school-age and adolescent children. Students will learn, through practical experience in the community, how early child development affects later development, success in school, and personal and social well-being throughout life, and how children and parents change over time. This course also develops students' skills in researching and investigating various aspects of parenting and human development.

Prerequisite: None

Stages of Family Life

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the stages and transitions in the family life cycle;
- compare the changing needs of individuals and families throughout life;
- analyse the characteristics of the expanding family;
- evaluate job opportunities that involve working with older children and families at different stages of the family life cycle.

Specific Expectations

The Family Life Cycle

By the end of this course, students will:

- compare models of the developmental stages in a family life cycle (e.g., Carter-McGoldrick model, Meiklejohn model);
- demonstrate an understanding of the variations in family form (e.g., nuclear, common-law, lone-parent, blended families) that exist at various stages of the family life cycle (e.g., families with young children, adolescent children, and adult children);
- identify the patterns that occur in human development (e.g., dependence on parents, growing autonomy, independence, dependence on adult children) and in family development (e.g., beginning family, expanding family, contracting family);
- explain the adjustments parents and children make as they move from one stage to the next, and when an adult child returns to live at home (e.g., giving up personal space and certain freedoms, revising rules).

Changing Personal and Family Needs

By the end of this course, students will:

- identify how the needs of individuals and families are met at various stages of the life cycle;
- explain how couple relationships and parent–child relationships change over time;

- describe the role of the community in meeting individual and family needs during childhood and adolescence, on the basis of practical experience in a community setting.

The Expanding Family

By the end of this course, students will:

- identify the factors involved in the timing of first and subsequent children in families (e.g., financial situation, goals, cultural traditions);
- explain the challenges facing parents as the family expands (e.g., crowding, strained resources, stress, rivalries).

Job Opportunities

By the end of this course, students will:

- explain the differences between volunteer positions and occupations involving children and adolescents;
- demonstrate an understanding of the training and knowledge required to work in occupations involving older children and adolescents;
- summarize the results of an investigation into occupations relating to families at different stages of the life cycle.

Human Development: Self and Others

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the link between healthy prenatal and infant development and long-term growth and development;
- explain attachment theory, and describe the effects of attachment on social and emotional development in children and adolescents;
- explain, using basic principles of brain science, the role that stimulation plays in the intellectual development of the infant;
- demonstrate an understanding of the stages of moral development.

Specific Expectations

Healthy Beginnings

By the end of this course, students will:

- identify and describe strategies for promoting healthy pregnancies and optimum birth weights in first and subsequent pregnancies (e.g., prenatal health care and nutrition; abstinence from smoking, alcohol, and drugs; breast-feeding);
- demonstrate an understanding of the challenges and long-term costs associated with health problems in infancy that might be prevented with proper prenatal and post-natal care (e.g., low birth weights, delays in early physical development);
- compare locally accessible prenatal and family-support programs that encourage healthy beginnings (e.g., prenatal classes; YWCA/YMCA; Healthy Babies, Healthy Children Program; family resource centres; public health units; women's institutes; parenting classes; drop-in centres), and identify the role of volunteers and employees in such programs, on the basis of observation or job shadowing.

Social and Emotional Development

By the end of this course, students will:

- explain attachment theory and describe various strategies that promote attachment in infants and children;
- analyse the role of family members in emotional and social development;
- analyse the role of peers, youth workers, and others in the social and emotional development of school-age children and adolescents, as observed in a real-life setting;
- explain how emotional intelligence develops throughout childhood and adolescence;
- describe gender differences in, and cultural influences on, social and emotional development.

Intellectual Development

By the end of this course, students will:

- describe key contributions of brain research to our understanding of human development in early childhood;
- identify and describe universal infant-stimulation strategies that foster speech and language development (e.g., repeating sounds, rhyming and word games, modeling correct usage, point-and-say activities, singsongs, reading aloud);
- describe how brain research explains the development of literacy and numeracy skills in childhood and adolescence (e.g., different neural paths, different centres in the brain);
- demonstrate an understanding of differences in adolescent and adult thinking (e.g., altered perspective that comes with maturity, longer attention span, multiple intelligences solidified);
- describe theories or research findings concerning gender differences in intellectual development.

Moral Development

By the end of this course, students will:

- demonstrate an understanding of the different ways in which children and adolescents perceive right and wrong (e.g., children view right and wrong in terms of reward and punishment; adolescents have internalized a code of moral behaviour);
- compare how children of different ages demonstrate moral thinking (e.g., by taking a stand, showing empathy, recognizing injustice, demonstrating tolerance);
- describe key theories of moral development (e.g., Kohlberg's model, Gilligan's model);
- compare a variety of morality tales told to children in different cultures.

Personal and Social Responsibilities

Overall Expectations

By the end of this course, students will:

- explain the role of parents and youth workers in modelling decision-making skills for children and adolescents, and in encouraging the development of those skills in the children in their care;
- demonstrate an understanding of how the parental responsibility for the nutritional well-being of children and adolescents is best fulfilled;
- demonstrate an understanding of strategies that encourage age-appropriate behaviour;
- evaluate family-management techniques that promote self-discipline in children and adolescents.

Specific Expectations

Responsible Decision Making

By the end of this course, students will:

- differentiate between major decisions (e.g., selection of postsecondary destination) and minor decisions (e.g., clothing choices) involved in raising children and adolescents;
- demonstrate an understanding of various models for making informed decisions about children (e.g., the five-step model, the decision web);
- explain how parents gradually increase the responsibility of children and adolescents for making informed decisions (e.g., offer toddlers two choices, offer preschoolers more choices, allow school-age children to decide for themselves).

Nutritional Well-Being

By the end of this course, students will:

- identify and compare the nutritional requirements of growing children and adolescents (e.g., children require three servings of dairy foods daily, whereas adolescents require four);
- explain the impact of inadequate nutrition on student learning, growth, and development (e.g., diminished concentration);

- identify the nutritional components of a healthy snack, a school lunch, and a dinner for a child and for an adolescent;
- describe strategies parents and youth workers can use to encourage healthful eating in children and adolescents (e.g., informing them of the nutritional value and effects of various foods);
- identify occupations that influence the nutritional well-being of school-age children and adolescents (e.g., menu planners for school cafeterias; dieticians).

Social Expectations for Behaviour

By the end of this course, students will:

- demonstrate an understanding, on the basis of observations made in real-life settings, of social and cultural expectations for age-appropriate behaviour in school-age children and adolescents (e.g., children are expected to be polite and helpful; adolescents are expected to take on more responsibility, work part-time, complete their studies);
- identify characteristics of appropriate behaviour within and outside of families (e.g., regressive behaviour can be acceptable at home but not in public);

- explain strategies for encouraging and reinforcing appropriate behaviour in a variety of situations (e.g., modelling, stating expectations, rewarding/awarding), and use these strategies appropriately in practical settings.

Family Management

By the end of this course, students will:

- demonstrate an understanding of the role of communication in family interaction;
- describe gender differences in communication patterns (e.g., as noted by Deborah Tannen, communications by males are more fact-based and less descriptive; those by females indicate an awareness of “metamessages” and are more descriptive);
- describe techniques for managing family conflict and sibling rivalry (e.g., family meetings, mediation, negotiation);
- describe techniques for enabling and empowering children and adolescents through the development of self-discipline (e.g., self-control, setting personal limits, self-talk, anticipating and accepting consequences, taking responsibility).

Social Structures and Social Challenges

Overall Expectations

By the end of this course, students will:

- analyse the challenges of balancing work and family;
- demonstrate an understanding of the role and functions of schooling in our society and in relation to family life;
- evaluate the influence that the media have on parents, children, and adolescents;
- explain the role of social-service organizations in supporting children and families when problems arise.

Specific Expectations

Balancing Work and Family

By the end of this course, students will:

- identify the issues facing fathers and mothers who work while raising children (e.g., meal planning, time management, child-care schedules, care for a sick child on a workday);
- explain the advantages and disadvantages of various child-care and after-school-care options (e.g., public daycare, private daycare, latchkey programs);
- demonstrate an understanding of the effects on children and their families of parents' working full-time, part-time, or not at all.

The Role and Functions of Schooling

By the end of this course, students will:

- demonstrate an understanding of the rules and regulations governing schooling that are of concern to parents (e.g., truancy, busing, codes of conduct);
- explain the role that school plays in the lives of children of different ages (e.g., teaching social conventions, providing a peer group and a sense of belonging, fostering independence);
- compare the role of parents, teachers, youth workers, and children in formal and informal education (e.g., mentoring, monitoring, modelling), on the basis of observations made in school and community settings.

Media Influence

By the end of this course, students will:

- demonstrate an understanding of the effects that media violence has on children and adolescents (e.g., increasing school and peer violence);
- analyse the influences advertising has on families (e.g., pressure to purchase fad items);
- analyse how families can adapt to focus on the positive uses of media (e.g., by keeping abreast of current events through a discussion of daily news stories, by watching educational programming together).

The Role of Social Services

By the end of this course, students will:

- demonstrate an understanding of individual and family concerns (e.g., violence, poverty, family breakdown, addiction, death of a family member) that are addressed by agencies in society;
- identify the support and care options available to parents and siblings when a family member has a physical exceptional-ity or is affected by a disease or illness;
- explain the role and function of family counselling (e.g., short-term and crisis counselling, grief counselling, relationship counselling);
- identify job opportunities in the social-service sector that involve helping families.

Research and Inquiry Skills

Overall Expectations

By the end of this course, students will:

- use appropriate social science research methods in the investigation of issues in human development and parenting of children of all ages;
- compile relevant information and statistics related to their investigations;
- communicate the results of their inquiries effectively.

Specific Expectations

Using Research Methodologies

By the end of this course, students will:

- demonstrate an ability to follow the steps involved in a research investigation independently and in an organized manner;
- use social science research methodologies appropriately and ethically (e.g., surveys, interviews, observation, participatory observation);
- demonstrate an ability to locate and gather information about human development and parenting from print materials, such as books, magazines, newspapers, and pamphlets; current electronic media; and telemedia productions;
- differentiate between research evidence and opinion.

Communicating Results

By the end of this course, students will:

- use techniques for recording information and key ideas from research appropriately and effectively;
- document sources of information accurately;
- prepare clear, well-organized, and thorough reports on interactions with and observations of children in various settings;
- compile and effectively communicate information gathered through research in a variety of ways, including written reports; seminar, poster, or multimedia presentations; and cooperative group presentations.

The Fashion Industry, Grade 12, Open

(HNB4O)

This course provides a historical perspective on fashion and design, exploring the origins, influence, and importance of fashion as an expression of national, cultural, religious, and personal identity. Students will learn about the many facets of the Canadian fashion industry, including both large-scale and small entrepreneurial enterprises, and its worldwide links, as well as gaining practical experience in garment design, production, and care. This course also refines students' skills used in researching and investigating various aspects of the fashion industry.

Prerequisite: None

Fashion and Society

Overall Expectations

By the end of this course, students will:

- recognize the origins, influence, and importance of fashion as a medium of communication and an expression of national, cultural, and personal identity;
- describe the effects of historical and social changes on fashion;
- identify the need for clothing for special markets.

Specific Expectations

Fashion as Communication

By the end of this course, students will:

- identify the social purposes of clothing and personal adornment (e.g., modesty, protection, decoration);
- demonstrate an understanding of fashion as an expression of ethnocultural pride (e.g., wearing the sari, the turban, the yarmulke, the dupatta);
- describe the background and significance of different forms of dress (e.g., kimono, sari, tunic) and adornment (e.g., tattoos, scarification);
- summarize variations in the patterns of cultural or religious dress that are adopted as a result of scientific, social, economic, political, aesthetic, moral, and ritualistic factors;
- explain the process of acculturation through the adoption of styles of another culture and the blending of cultural elements relating to dress;
- describe how elements of fashions from around the world are popularized through the media.

The Impact of History and Social Change on Fashion

By the end of this course, students will:

- demonstrate an understanding of the five sequential phases of the fashion process: invention and introduction, fashion leadership, increased social visibility, conformity within and across social groups, decline and obsolescence;
- analyse the fashion process from a variety of different perspectives (e.g., sociological, psychological, economic, cultural, geographic, historical, aesthetic, communications, marketing).

Clothing for Special Markets

By the end of this course, students will:

- identify the psychological and practical needs for clothing for special markets (e.g., uniforms, clothing in non-standard sizes, clothing for people with physical disabilities, maternity wear, clothing for children and the elderly; protective clothing for dangerous conditions and climatic extremes; purpose-designed clothing for the sports, leisure, and entertainment industries).

The Canadian Fashion Industry

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the importance of the fashion industry in Canada and the interrelationship of the primary and secondary fashion markets;
- evaluate the impact of consumer satisfaction on the Canadian fashion industry;
- describe the impact of international factors on the Canadian fashion industry;
- identify and describe occupations in the fashion industry.

Specific Expectations

The Nature of the Canadian Fashion Industry

By the end of this course, students will:

- explain the geographic and other factors involved in the location of fashion markets in Canada;
- analyse the influence of imports on the Canadian garment and accessories industries;
- describe the diverse nature and economic importance of specific segments of the clothing and fashion industry (e.g., footwear, small leather goods, hats, jewellery, sunglasses, umbrellas, wigs, specialized prostheses);
- differentiate between the primary and the secondary fashion markets.

Consumer Satisfaction

By the end of this course, students will:

- identify the theories of fashion adaptation (e.g., “trickle down”, “trickle across”, “bottom-up”);
- analyse the factors that contribute to consumer satisfaction with apparel (e.g., brand names, design features, fabric details, supportive materials, finishing details, ease of care) for people of various ages, engaged in a variety of activities;

- explain the relationship between individual purchases and the influential role of the consumer in the Canadian fashion industry;

- identify trends in the Canadian fashion industry and explain the strategies and services (e.g., professional forecasting, colour forecasting) used for forecasting fashion trends.

International Influences

By the end of this course, students will:

- describe the nature of haute couture and its influence (e.g., on advertising, ready-to-wear collections, fashion colours);
- explain the influence of the traditional fashion-forward centres (e.g., France, Italy, England) and other international fashion producers (e.g., Brazil, Israel, Japan, Finland, Spain);
- summarize the results of an investigation into the international factors that affect the Canadian apparel industry (e.g., government regulations, availability of materials and labour, child and worker exploitation and related issues, economic cycles, size of the Canadian and other markets).

Fashion-Related Occupations

By the end of this course, students will:

- identify fashion-related occupations, both entry-level and those requiring postsecondary education (e.g., fashion illustrator, designer, buyer, pattern maker, wardrobe co-ordinator, stylist) and satellite opportunities that are seen as fashion-related (e.g., cosmetology, promotion, photography);
- identify community-based resources related to the job-search and educational requirements for careers in the fashion industry;
- describe postsecondary programs for careers in fashion arts, and programs that support occupational aspirations related to the fashion field;
- describe entrepreneurial opportunities in the fashion industry in terms of social, technological, political, and economic changes, with a focus on community needs, financial resources, and demographic patterns;
- identify the protection available against occupational and health hazards in fashion-related occupations.

Fibres and Textiles

Overall Expectations

By the end of this course, students will:

- identify the raw materials and processes that are appropriate for the production of particular fibres and fabrics;
- summarize the properties and end uses of fibres and fabrics.

Specific Expectations

Fibre and Fabric Production

By the end of this course, students will:

- use correctly the terminology associated with fibre and fabric sources and production (e.g., *staple fibre*, *filament fibre*, *comb*, *card*, *spin*, *weave*, *grey good*, *piece dye*, *finish*);
- identify the components, unique properties, production, and uses of natural fibres (e.g., wool, cotton, linen, silk, cashmere, mohair) and manufactured fibres (e.g., nylon, acetate, lycra);
- describe technological developments in fibre production (e.g., monocrylic, teflon) and the uses of resulting fabrics in apparel;
- demonstrate an understanding of the fabric-production sequence, from fibre to finished goods;
- demonstrate an understanding of the relationships between fabric construction methods and specific end uses, between fabric performance and garment construction, and between chemicals used and ecological concerns.

Design and Construction

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the stages of apparel production and marketing;
- demonstrate an understanding of the elements and principles of design;
- describe the role of the textile developer and fashion designer in the initiation and creation of new products;
- demonstrate various techniques and current technologies used in fabric and garment design and production.

Specific Expectations

Fashion Creation, Production, and Marketing

By the end of this course, students will:

- demonstrate an understanding of the terminology of fashion creation, production, and marketing (e.g., *croquis*, *flat pattern design*, *draping*, *CAD*, *trunk shows*, *haute couture*);
- explain the stages of design and production planning in the secondary market (e.g., market analysis, drawings, samples, costing, line, shows, buyer contact, production);
- describe the stages of producing a fashion line (e.g., market analysis, fashion research, illustrations, samples, showings, production of successful designs, marketing, sales distribution);
- demonstrate an understanding of the skills required in fashion marketing (e.g., media or creative display skills) and how they are used.

Elements and Principles of Design

By the end of this course, students will:

- use terminology related to the elements and principles of design (e.g., *line*, *shape*, *balance*, *rhythm*);
- demonstrate an understanding of the techniques of fashion drawing;
- explain the trade uses of fashion drawing and logos, including their use in current advertisements in a variety of national and international publications;

- demonstrate the ability to apply specific garment-design techniques (e.g., drafting, draping, flat pattern, CAD) in the design of a line of garments with a variety of fabric characteristics.

The Creative Process

By the end of this course, students will:

- explain the changing nature of fashion, including influences of fashion designers on the world of fashion;
- summarize the influence of prominent Canadian designers (e.g., Linda Lundstrom, Peter Nygaard, Dorothy Grant, D’Arcy Moses, Brian Bailey);
- demonstrate how various historical and cross-cultural influences are used in the creation of new fashion lines (e.g., Empire waistline; African, Chinese, Greek textile motifs);
- demonstrate an understanding of the necessity to create harmony between textile and garment design, and between textile and body and skin comfort;
- create a sample fabric through basic construction methods such as knitting, weaving, or some form of fibre art.

Garment-Design Techniques and Technologies

By the end of this course, students will:

- describe current technologies developed by the industry for fabric and garment design and construction;
- demonstrate an understanding of how current technology (e.g., CAD, electronic sewing machines, sergers) is used in garment design and construction;
- identify current and high-quality construction techniques (e.g., topstitching, French seams, handsewn detail, interfacings) and use these techniques appropriately in the construction of garment pieces;
- produce a line of at least four high-quality garments that meet professional standards, using a variety of current construction techniques and available technologies.

Research and Inquiry Skills

Overall Expectations

By the end of this course, students will:

- use appropriate social science research methods in a supervised, self-directed study of topics related to fashion and the fashion industry;
- correctly use terminology associated with the fashion industry;
- use appropriate methods for organizing and interpreting data and analysing results;
- communicate effectively through written and audio-visual presentations, using accepted social science research format;
- demonstrate effective collaborative group skills.

Specific Expectations

Using Research Methodology

By the end of this course, students will:

- correctly use terminology associated with the fashion, clothing, and textile industries (e.g., *primary and secondary fashion markets, haute couture, trickle-down theory, fibre art*);
- demonstrate an understanding of the research methods used in the study of fashion and the fashion industry (e.g., personal observation, interview);
- locate and access primary sources (e.g., individual designers, media fashion forecasters) and secondary sources (e.g., magazine articles, Internet articles, TV programs) of information relating to fashion and the fashion industry.

Organizing and Analysing Information

By the end of this course, students will:

- formulate appropriate research questions to frame their inquiries;
- organize and interpret information gathered from reliable sources, and summarize main points;

- interpret charts, graphs, and statistical data presented in the literature, and produce graphs and charts to organize information gathered through quantitative research;
- evaluate the validity and reliability of information collected through research;
- differentiate between research evidence and opinion.

Communicating Results

By the end of this course, students will:

- compile information and key ideas from their research, and document sources accurately, using correct forms of citation;
- effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, written reports, newspaper-style articles, videos).

General Social Science

Overview

The general social science courses focus on the contributions made by anthropology, psychology, and sociology to an understanding of human behaviour. They examine the use of social science methodologies to investigate how social and technological changes affect Canadian society, and introduce students to the gathering and interpretation of data. These courses examine society through an exploration of contemporary issues and institutions.

Strands

Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation

- Self and Others
- Social Structures and Institutions
- Social Organization
- Research and Inquiry Skills

Challenge and Change in Society, Grade 12, University/College Preparation

- Social Change
- Social Trends
- Social Challenges
- Research and Inquiry Skills

Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation (HSP3M)

This course introduces the theories, questions, and issues that are the major concerns of anthropology, psychology, and sociology. Students will develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students will be given opportunities to explore theories from a variety of perspectives and to become familiar with current thinking on a range of issues that have captured the interest of classical and contemporary social scientists in the three disciplines.

Prerequisite: None

Self and Others

Overall Expectations

By the end of this course, students will:

- describe some differences and similarities in the approaches taken by anthropology, psychology, and sociology to the concept of self in relation to others;
- demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists;
- analyse socialization patterns from the perspectives of anthropology, psychology, and sociology.

Specific Expectations

Foundations of Anthropological, Psychological, and Sociological Thought

By the end of this course, students will:

- demonstrate an understanding of the major questions related to “self and others” that are posed by anthropologists (e.g., What are the cultural patterns that help to define the self?), psychologists (e.g., How do defence mechanisms enable us to cope with others?), and sociologists (e.g., What is the relationship between the individual and society?);
- evaluate the major contributions to our understanding of the idea of self in relation to others made by at least one of the leading practitioners in each of anthropology (e.g., Franz Boas, Margaret Mead, Ruth Benedict), psychology (e.g., Sigmund Freud, Jean Piaget, Karen Horney), and sociology (e.g., George Herbert Mead, Irving Goffman).

Forces That Influence and Shape Behaviour

By the end of this course, students will:

- identify and assess the major influences that contribute to an individual’s personal and social development (e.g., heredity, environment, race, gender);
- analyse the role of the mass media in influencing individual and group behaviour;

- explain why behaviour varies depending on context and on the individuals involved (e.g., at work, within a family, in sports, in a crowd, in a large city or small town).

Socialization

By the end of this course, students will:

- explain the role of socialization in the development of the individual;
- identify the primary and secondary agents of socialization (e.g., family, school, peers, media, work) and evaluate their influence;
- demonstrate an understanding of anthropological, psychological, and sociological theories that deal with socialization (e.g., enculturation, nature versus nurture, social isolation);
- evaluate the role of cultural influences in socialization (e.g., as they affect gender expectations).

Social Structures and Institutions

Overall Expectations

By the end of this course, students will:

- identify social institutions common to many different cultures;
- compare how selected social institutions function in a variety of cultures;
- demonstrate an understanding of recent structural changes in work and education and of the impact these changes have on Canadian society.

Specific Expectations

Social Institutions

By the end of this course, students will:

- identify social and civil institutions in Canadian society (e.g., education, health care, the prison system, policing) and analyse the roles they play in society;
- describe some of the social institutions of at least three diverse cultures (e.g., First Nations communities in Canada, Masai communities in Africa, Tamil communities in Asia);
- demonstrate an understanding of the ways in which social institutions change over time, from the perspective of at least one of anthropology, psychology, and sociology.

Social Structure: The World of Work

By the end of this course, students will:

- analyse the structural changes that are occurring in the world of work within Canada (e.g., the shift to part-time jobs and home offices, the focus on information technologies);
- describe the structural ways in which conflict (e.g., sexual and racial harassment) is addressed in the workplace (e.g., through the filing of grievances, mediation, arbitration);
- identify current trends in Canadian employment and unemployment patterns, using information from Statistics Canada, and analyse the influence these trends have on individuals, groups, and communities.

Social Structure: The World of Education

By the end of this course, students will:

- explain the structural changes that are occurring in education in Canada (e.g., distance learning, lifelong learning, education reform);
- analyse the psychological and sociological impact of changes in education on individuals, groups, and communities (e.g., democratization of education, gender balance in higher education, the home as school and office);
- analyse how different decision-making models in education systems (e.g., centralized, consultative, collaborative, democratic) affect the provision of education in a society.

Social Organization

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the characteristics of groups in Canadian society as identified by anthropology, psychology, and sociology;
- analyse the psychological impact of group cohesion and group conflict on individuals, groups, and communities;
- describe the characteristics of bureaucratic organizations.

Specific Expectations

Characteristics and Influences of Groups

By the end of this course, students will:

- demonstrate an understanding of the various reasons and different ways in which individuals form groups, and categorize various types of groups in Canadian society (e.g., social groups; dyads; primary and secondary groups such as clubs, community groups, and athletic teams);
- describe the different types of groups that form to serve collective needs (e.g., study groups, self-help groups, political groups, cults, youth subcultures);
- explain, from the perspectives of anthropology, psychology, and sociology, how membership in different groups (e.g., cliques, gangs, cults, clubs) influences the individual, the family, and the community.

Conflict and Cohesion

By the end of this course, students will:

- identify and compare anthropological, psychological, and sociological perspectives on conflict among individuals, groups, and communities;

- analyse anthropological, psychological, and sociological perspectives on group cohesion;
- demonstrate an understanding of discrimination and exclusion in social relationships, from the perspectives of anthropology, psychology, and sociology;
- analyse examples of social or institutional practices in earlier historical periods that formed the basis for social relationships involving discrimination or exclusion in contemporary society (e.g., apartheid, segregation, ghettoization, ostracism, gender discrimination).

Bureaucratic Organizations

By the end of this course, students will:

- identify examples of bureaucratic organizations (e.g., the military, non-governmental organizations), and describe their characteristics (e.g., cooperative, authoritarian);
- compare a bureaucratic and a non-bureaucratic organization from the perspectives of at least one of anthropology, psychology, and sociology.

Research and Inquiry Skills

Overall Expectations

By the end of this course, students will:

- use appropriate social science research methods effectively and ethically;
- conduct research to determine the critical differences and similarities among the approaches and concepts of anthropology, psychology, and sociology, and summarize their findings;
- effectively communicate the results of their inquiries.

Specific Expectations

Understanding the Foundations of Inquiry in Anthropology, Psychology, and Sociology

By the end of this course, students will:

- correctly use the terminology of anthropology, psychology, and sociology (e.g., *functionalism, behaviouralism, feminism*);
- define the concepts that are central to anthropology (e.g., evolution, diffusion, culture), psychology (e.g., perception, cognition, personality), and sociology (e.g., role, gender, institution);
- demonstrate an understanding of the factors that explain human behaviour from the perspective of anthropology (e.g., myth, kinship), psychology (e.g., conditioning, subconscious), and sociology (e.g., socialization, social interaction);
- formulate appropriate questions for research and inquiry relating to one or more of the main areas of concern in the social sciences.

Using Research Skills

By the end of this course, students will:

- describe the steps involved in social science research and inquiry, including developing and testing a hypothesis;
- demonstrate an understanding of various research methodologies for conducting primary research (e.g., interviews, surveys and questionnaires, observations);

- demonstrate an understanding of the ethical guidelines of social science research;
- demonstrate an ability to locate and select relevant information from a variety of print and electronic sources (e.g., books, periodicals, television, Internet sites, CD-ROMs);
- evaluate the relevance and validity of information gathered through research;
- demonstrate an ability to organize, interpret, and analyse information gathered from a variety of sources.

Communicating Results

By the end of this course, students will:

- record information and key ideas from their research, and document sources accurately, using correct forms of citation (e.g., those recommended by the American Psychological Association);
- effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, lab reports, oral presentations, written reports, essays, newspaper-style articles, video presentations).

Challenge and Change in Society, Grade 12, University/College Preparation

(HSB4M)

This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will analyse cultural, social, and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends.

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

Social Change

Overall Expectations

By the end of this course, students will:

- appraise the differences and similarities in the methodologies and strategies of anthropology, psychology, and sociology applied to the study of change;
- describe key features of major theories from anthropology, psychology, and sociology that focus on change;
- analyse patterns of technological change from the perspectives of anthropology, psychology, and sociology.

Specific Expectations

Foundations of Social Change

By the end of this course, students will:

- identify a major question about social change posed by anthropology (e.g., What impact does technology have on cultural norms?), psychology (e.g., How is ego affected by family breakdown?), and sociology (e.g., How has women's changing workforce participation affected gender relations?);
- define and differentiate the theories of change (e.g., origination, acceptance, acculturation) in anthropology, psychology, and sociology;
- evaluate the major contribution to understanding social change made by leading practitioners in the social sciences (e.g., anthropology: Marvin Harris, Sherry Ortner, Edward Spicer; psychology: Carl Jung, Abraham Maslow, B.F. Skinner, Marion Woodman; sociology: Dorothy Smith, Emanuel Wallerstein, Thelma McCormick).

Forces That Influence Social Change

By the end of this course, students will:

- identify conditions for change (e.g., objectification, advocacy, personality) and impediments to change (e.g., cost, penalty, functional repercussions), as revealed in studies of anthropology, psychology, or sociology;

- explain the relationship among conformity, alienation, and social change;
- demonstrate an understanding of how social change is influenced by poverty and affluence (e.g., consequences of unequal access to personal computers or higher education);
- explain the impact of evolving roles of individuals or groups (e.g., of women in the workplace) and values (e.g., concern for the environment) on social change in Canada.

Technological Change

By the end of this course, students will:

- identify strategies for coping with the psychological stress of technological change on the individual;
- evaluate the social impact of new technologies (e.g., new reproductive technologies, the Internet) on family structure and dynamics;
- analyse the ways in which ecological knowledge resulting from advances in technology (e.g., improved tools, irrigation systems) influences indigenous approaches to resource management and land tenure.

Social Trends

Overall Expectations

By the end of this course, students will:

- appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of trends relating to the baby boom, fertility and fecundity, and the life cycle;
- assess the importance of demography as a tool for studying social trends;
- demonstrate an understanding of the social forces that influence and shape trends.

Specific Expectations

Trends Related to the Baby Boom and Echo Boom

By the end of this course, students will:

- evaluate the anthropological significance of war and the impact of returning soldiers on individuals, families, and communities;
- assess the psychological importance of the baby boom to Generations “X”, “Y”, and “Z”;
- demonstrate an understanding of the social impact of the baby boom and echo boom (e.g., on educational facilities, pensions, health care, entrepreneurial and employment opportunities).

Trends Related to Fertility and Fecundity

By the end of this course, students will:

- demonstrate an understanding of the relationship between fecundity and culture (e.g., age of marriage, average number of children per family);
- explain the psychological impact of the choice of whether or not to have children;
- evaluate the social impact of current birth patterns on Canadian communities.

Trends Related to the Life Cycle

By the end of this course, students will:

- demonstrate an understanding of the influence that anthropological, psychological, and sociological factors have on youth culture (e.g., in terms of music, television, travel, gender identity);
- evaluate the influence of education, career choice, and medical advances on decisions about childbearing (e.g., age of parents at first pregnancy, having children later in life);
- assess the social implications of an aging population for families and communities, and formulate strategies for responding to this shift in demographics (e.g., the granny flat, transcab services, wellness clinics).

Social Challenges

Overall Expectations

By the end of this course, students will:

- appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of social challenges pertaining to health, social injustice, and global concerns;
- demonstrate an understanding of the social forces that shape such challenges.

Specific Expectations

Health and Wellness

By the end of this course, students will:

- analyse social practices leading to health-impairing behaviours from the perspective of at least two of anthropology (e.g., the impact of formula feeding over breast-feeding in developing countries), psychology (e.g., the increase of isolation and depression among the elderly), and sociology (e.g., the rise of smoking among teenaged girls);
- discuss cultural, psychological, and sociological barriers to accessing health care;
- demonstrate an understanding of the ethical issues related to health-care provision (e.g., the blood supply system, organ donation, medical research);
- evaluate the impact of changing social mores on the well-being of Canadians (e.g., desensitization to violence and abuse).

Prejudice and Discrimination

By the end of this course, students will:

- explain the relationship between prejudice and discrimination, and assess the impact of both on ideas of self-worth;
- assess the role of stereotyping as a barrier to full participation in society;
- analyse patterns of hate crimes and differentiate ways in which social scientists (e.g., John Ogbu, Gordon Allport, George Dei, Beverly Tatum, Stuart Hall) would attempt to understand racism.

Challenges Facing Canadians in a Global Context

By the end of this course, students will:

- demonstrate an understanding of the anthropological significance of the relationships among globalization, tribalism, and transnationalism for Canadians;
- analyse, from a Canadian perspective, the social structures that support, and those that weaken, global inequalities (e.g., literacy, poverty, new technologies);
- evaluate, from a psychological perspective, the role of perception in Canadians' understanding of themselves, their families, and their local and global communities.

Research and Inquiry Skills

Overall Expectations

By the end of this course, students will:

- define and correctly use anthropological, psychological, and sociological terms and concepts;
- demonstrate an understanding of the main areas of study in anthropology, psychology, and sociology, and of the similarities and differences among them;
- demonstrate an understanding of the different research methods used by anthropology, psychology, and sociology to investigate questions of importance within each field, and apply relevant skills correctly and ethically;
- demonstrate an ability to select, organize, and interpret information gathered from a variety of print and electronic sources;
- communicate the results of their inquiries effectively.

Specific Expectations

Foundations of Inquiry in Anthropology, Psychology, and Sociology

By the end of this course, students will:

- define and correctly use the terminology of anthropology, psychology, and sociology (e.g., in relation to issues of ethnicity, race, and racism);
- describe and apply to real-life contexts the theories that are central to anthropology (e.g., cultural materialism, functionalism, structuralism), psychology (e.g., behaviourism, psychoanalytic theory, learning theory), and sociology (e.g., symbolic interactionism, feminism, Marxism);
- compare explanations of human behaviour (e.g., aggressive behaviour, competitive behaviour, cult membership) drawn from anthropology, psychology, and sociology, and evaluate the strengths and weaknesses of each approach;
- analyse the ways in which the theories of early social scientists have influenced subsequent social-scientific thinking (e.g., anthropology: Franz Boaz, Margaret Mead; psychology: Ivan Pavlov, Sigmund Freud, Harry Harlow; sociology: Emile Durkheim, Max Weber, Karl Marx).

Using Research Methods and Skills

By the end of this course, students will:

- demonstrate an understanding of a variety of research methods and approaches used in anthropology, psychology, and sociology;
- demonstrate an ability to select, organize, summarize, and interpret information from a variety of print, media, and electronic sources;
- analyse for bias, accuracy, and relevance articles or programs on issues related to anthropology, psychology, and sociology;
- correctly use the terminology of anthropological, psychological, and sociological research, including statistical terminology (e.g., *hypothesis testing, prediction, variance, distribution, correlation, reliability, validity, statistical significance*);
- demonstrate an understanding of the purpose and use of the stylistic guidelines set by the American Anthropological Association, the American Psychological Association, and the American Sociological Association;

- use telecommunications tools appropriately in conducting and reporting on research;
- using ethical guidelines, appropriate methodology, and a range of primary and secondary sources, develop a position on a social issue of importance to anthropology, psychology, or sociology; and, using a research design appropriate to the issue and discipline, carry out a research project in at least one of the disciplines.

Communicating Results

By the end of this course, students will:

- effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, lab reports, written reports, essays, journal-style articles, videos);
- explain conclusions made as a result of an inquiry, using appropriate structure, argument, and documentation;
- use recognized style guidelines (e.g., those of the American Psychological Association [APA]) to present the methods, results, discussion, conclusions, and documentation of research on a social issue or problem.

Philosophy

Overview

Philosophy applies creative and critical thinking tools to fundamental questions about human nature; personal and social responsibilities; good and evil; the nature of human knowledge; social justice; how science, art, and religion are related; and other such issues. Philosophy trains students in critical and logical thinking, writing, and oral communication, and acquaints them with principles underlying their own values and beliefs as well as those of other people and traditions.

Strands

Philosophy: The Big Questions, Grade 11, Open

- Philosophical Questions
- Philosophical Theories
- Philosophy and Everyday Life
- Applications of Philosophy to Other Subjects
- Research and Inquiry Skills

Philosophy: Questions and Theories, Grade 12, University Preparation

- Metaphysics
- Logic and the Philosophy of Science
- Epistemology
- Ethics
- Social and Political Philosophy
- Aesthetics
- Research and Inquiry Skills

Philosophy: The Big Questions, Grade 11, Open

(HZB3O)

This course addresses three (or more) of the following questions: What is a person? What is a meaningful life? What are good and evil? What is a just society? What is human knowledge? How do we know what is beautiful in art, music, and literature? Students will learn critical-thinking skills in evaluating philosophical arguments related to these questions, as well as skills used in researching and investigating various topics in philosophy.

Prerequisite: None

Philosophical Questions

Overall Expectations

By the end of this course, students will:

- describe precisely and clearly three (or more) of the big questions of philosophy;
- summarize their own or others' answers to these questions, and give reasons in support of the answers.

Specific Expectations

By the end of this course, students will:

- compare two or more answers to three (or more) of the big questions of philosophy;
- give appropriate reasons for their own or others' answers to three (or more) of the big questions of philosophy (e.g., What is happiness? Can a life of self-indulgence be meaningful?);
- summarize some arguments for and against answers to three (or more) of the big questions of philosophy (e.g., arguments for and against the claim that morality is objective);
- describe the strengths and weaknesses of the main arguments used to defend answers to three (or more) of the big questions of philosophy (e.g., arguments for and against the claim that science is the best way to know what really is);
- compare philosophical approaches to some of the big questions with non-philosophical approaches (e.g., philosophy and religion regarding the question “Does God exist?”, philosophy and social sciences regarding the question “What is human nature?”).

Philosophical Theories

Overall Expectations

By the end of this course, students will:

- summarize the ideas of some famous philosophers with respect to one or more of the big questions of philosophy;
- describe the strengths and weaknesses of the responses to some of the big questions of philosophy defended by some major philosophers or schools of philosophy.

Specific Expectations

By the end of this course, students will:

- compare answers to some of the big questions by different philosophers (e.g., Mill and Kant about good and evil, Descartes and de Beauvoir about human nature);
- describe the differences in approach to three (or more) of the big questions of philosophy by some major philosophical schools (e.g., Thomism and existentialism regarding the meaning of life, rationalism and empiricism about human knowledge, feminism and libertarianism about social justice);
- describe important similarities and differences among some of the world's philosophical traditions with regard to three (or more) of the big questions (e.g., Confucianism, Platonism, Buddhism, materialism).

Philosophy and Everyday Life

Overall Expectations

By the end of this course, students will:

- relate the big questions of philosophy to their own experience, reports in the news media, and their society;
- demonstrate the application of philosophical theories and skills to jobs, occupations, and everyday life.

Specific Expectations

By the end of this course, students will:

- describe what difference the answers people accept to three (or more) of the big questions of philosophy should make to their values, behaviour, and life plans;
- describe the strengths and weaknesses of alternative responses to questions of applied philosophy (e.g., What decisions, if any, should medical practitioners make for patients without the patients' consent? What obligations, if any, do humans living in the present have to future generations and to the natural environment? What obligations, if any, do humans living in the present have to redress racial or gender inequalities inherited from the past?);
- apply philosophical skills such as precise writing and critical analysis to solve problems that arise in jobs and occupations (e.g., What obligations do employees have to the public, to their employers, and to themselves? When resources are scarce, how should decisions be made about their allocation?).

Applications of Philosophy to Other Subjects

Overall Expectations

By the end of this course, students will:

- identify philosophical theories and presuppositions in natural science, history, art, social science and humanities, and other subjects;
- demonstrate how philosophical skills that are used to address the big questions of philosophy can be used effectively in other subjects.

Specific Expectations

By the end of this course, students will:

- identify philosophical positions presupposed in some other disciplines (e.g., theories of knowledge in natural science, theories of the person in social science);
- contrast alternative philosophical viewpoints in controversies discussed in other subjects (e.g., over what is just in politics or society, what is a meaningful life in works of literature, what is beautiful in fashion or art);
- identify examples of fallacies in reasoning in writings from other subjects (e.g., sociology, psychology, political science).

Research and Inquiry Skills

Overall Expectations

By the end of this course, students will:

- apply research and inquiry skills related to philosophy appropriately and effectively;
- evaluate some main philosophical arguments;
- formulate and defend a response of their own to one or more of the big questions of philosophy;
- effectively use a variety of print and electronic sources and telecommunications tools in research related to the big questions of philosophy;
- effectively communicate the results of their inquiries.

Specific Expectations

Using Reasoning Skills

By the end of this course, students will:

- correctly use the terminology of philosophical argumentation (e.g., *logical validity*, *begging the question*, *vagueness*, *argument from authority*);
- define terms central to philosophical discussions of each of the big questions (e.g., *personal identity*, *nihilism*, *moral realism*, *utilitarianism*, *scepticism*, *aesthetic subjectivism*);
- identify the main conclusions of some philosophical positions regarding one or more of the big questions, and the arguments used to support them;
- illustrate common fallacies in reasoning (e.g., using ambiguous language to reach a conclusion, dismissing an argument because of who advanced it instead of evaluating its intrinsic merits).

Using Research Skills

By the end of this course, students will:

- find overviews of a variety of philosophical concepts and theories by accessing such sources as encyclopedias and surveys, and report on their findings;
- compile information related to the big questions of philosophy, using the Internet.

Using Communication Skills

By the end of this course, students will:

- discuss their own views in philosophical exchanges in class with others;
- clearly explain their views and display their use of philosophical reasoning skills in short written papers, using accepted forms of documentation as required.

Philosophy: Questions and Theories, Grade 12, University Preparation

(HZT4U)

This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical-thinking skills, the main ideas expressed by philosophers from a variety of the world's traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students refine skills used in researching and investigating topics in philosophy.

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

Metaphysics

Overall Expectations

By the end of this course, students will:

- summarize the main questions, concepts, and theories of metaphysics;
- evaluate the strengths and weaknesses of responses to some of the main questions of metaphysics defended by some major philosophers and schools of philosophy, and defend their own responses;
- demonstrate the relevance of metaphysical questions and theories to everyday life;
- illustrate how metaphysical theories are presupposed in other subjects.

Specific Expectations

By the end of this course, students will:

- demonstrate an understanding of some of the main questions in metaphysics (e.g., What are the ultimate constituents of reality? Does God exist? What is Being? What is the relation of mind to matter? What is the self? What is personal identity? Are human actions free? What is the meaning of life?);
- evaluate the positions of some of the major philosophers (e.g., Plato, Avicenna, Buddha, Descartes) and schools of philosophy (e.g., monism, idealism, Buddhism, materialism) on some of the main metaphysical questions;
- formulate their own clear and cogent responses to some of the fundamental questions of metaphysics (e.g., What is the meaning of life?), and defend their responses in philosophical exchanges with others;
- explain, with reference to some classic texts (e.g., Hume’s *Treatise of Human Nature*), how different metaphysical theories about such questions as “Do persons remain the same over time?” make differences in people’s attitudes to such practical issues as making promises, memory, and responsibility for past events;
- demonstrate an understanding of the influence that some metaphysical ideas about topics such as causality, space and time, and the infinite have on other disciplines, such as physics and astronomy.

Logic and the Philosophy of Science

Overall Expectations

By the end of this course, students will:

- identify the main questions in formal and informal logic, and in the philosophy of science;
- apply logical and critical thinking skills in practical contexts, and in detecting logical fallacies;
- demonstrate an understanding of how philosophical questions apply to disciplines such as physics, mathematics, and psychology;
- evaluate the strengths and weaknesses of the responses to some questions of natural and social sciences defended by some of the major philosophers and schools of philosophy, and defend their own responses.

Specific Expectations

Logic

By the end of this course, students will:

- demonstrate an understanding of the main questions in logic (e.g., What is a valid argument? What is a logical fallacy?);
- correctly use the terminology of logic (e.g., *logical consistency*, *contradiction*, *deduction*, *validity*);
- distinguish valid from invalid arguments, and sound from unsound arguments;
- explain the relevance of logic to mathematics, computer science, and artificial intelligence.

Philosophy of Science

By the end of this course, students will:

- demonstrate an understanding of some main questions in the philosophy of science (e.g., What differentiates science from non-science? What constitutes a law-like explanation? Can science tell us what the world is really like?);

- evaluate the strengths and weaknesses of the responses given by some of the major philosophical theories of science (e.g., instrumentalism, logical positivism, scientific realism) to such questions as “What is the relationship between theory and observation?”, making reference to classic texts (e.g., Quine’s *Word and Object*, Kuhn’s *The Structure of Scientific Revolutions*);
- formulate and defend their own responses to some of the fundamental questions in the philosophy of science (e.g., What makes a scientific theory true?);
- explain how philosophical theories (e.g., atomism, phenomenology) have influenced the development of the natural and social sciences.

Epistemology

Overall Expectations

By the end of this course, students will:

- identify the main questions, concepts, and theories of epistemology;
- evaluate the strengths and weaknesses of responses to some of the main questions of epistemology defended by some major philosophers and schools of philosophy, and defend their own responses;
- demonstrate the relevance of philosophical theories of epistemology to concrete problems in everyday life;
- explain how different epistemological theories apply to subject areas such as psychology.

Specific Expectations

By the end of this course, students will:

- demonstrate an understanding of the main philosophical questions of epistemology (e.g., What is human knowledge? Can humans know the world as it really is? Are there some things that humans can never know? Are there some things that we know with absolute certainty?);
- evaluate the strengths and weaknesses of the responses given by some of the major philosophers (e.g., Aquinas, Plato, Descartes, Berkeley, Nagarjuna) and major schools of epistemology (e.g., scepticism, empiricism, pragmatism) to some of the main epistemological questions (e.g., Is human knowledge based entirely on sensory perception? What counts as a justification in claiming to know something?), making reference to classic texts (e.g., Plato's *Meno*, Descartes' *Discourse on Method*);
- formulate their own ideas about some of the main questions of epistemology, and explain and defend those ideas in philosophical exchanges with others;
- describe instances in which philosophical problems of knowledge occur in everyday contexts (e.g., conflicting eyewitness claims in court trials), and can be clarified and analysed using philosophical theories of epistemology;
- explain how theories of knowledge (e.g., realism) are adopted and applied in subject areas such as psychology (e.g., the psychology of perception).

Ethics

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the main questions, concepts, and theories of ethics;
- evaluate the strengths and weaknesses of responses to ethical questions and moral problems defended by some major philosophers and schools of philosophy, and defend their own responses;
- illustrate the relevance of philosophical theories of ethics to concrete moral problems in everyday life;
- demonstrate an understanding of how philosophical theories of ethics are implicit in other subjects.

Specific Expectations

By the end of this course, students will:

- identify the main questions of ethics (e.g., What are good and evil? What is the good life? What is virtue? Why be moral? What obligations do people have to one another?);
- evaluate the responses given by some of the major philosophers (e.g., Maimonides, Kant, Mill) and major schools of ethics (e.g., utilitarianism, Thomism, post-modernism, Confucianism) to some of the main ethical questions (e.g., Are moral values objective? On what grounds should the rightness and wrongness of actions be determined?), making reference to classic texts (e.g., Aristotle’s *Nicomachean Ethics*, Maimonides’ *The Guide of the Perplexed*, Mill’s *Utilitarianism*);
- use critical and logical thinking skills to defend their own ideas about ethical issues (e.g., the nature of the good life) and to anticipate counter-arguments to their ideas;
- demonstrate how the moral problems and dilemmas that occur in everyday contexts (e.g., in medicine, business, law, the media) can be effectively analysed using a variety of different philosophical theories (e.g., virtue ethics, social-contract theory);
- describe how problems in ethics and the theories that address them (e.g., existential ethics, utilitarianism, Buddhist ethics) may be illustrated in novels and drama, and in religious stories and parables (e.g., the moral nihilism of Dostoevsky’s “underground man”, the biblical Abraham’s moral conundrum).

Social and Political Philosophy

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the main questions, concepts, and theories of social and political philosophy;
- evaluate the strengths and weaknesses of the responses to the main questions of social and political philosophy defended by some major philosophers and schools of philosophy, and defend their own responses;
- identify instances of theories of social and political philosophy that are presuppositions in everyday life;
- demonstrate the relevance of social and political philosophy to other subjects.

Specific Expectations

By the end of this course, students will:

- demonstrate an understanding of the main questions of social and political philosophy (e.g., What are the just limits of state authority? Do people have a right to equal treatment? Should individual citizens be free to do what they want? What are an individual's rights and responsibilities?);
- evaluate the responses of major philosophers (e.g., Wollstonecraft, Confucius, Rousseau) and major schools of social and political philosophy (e.g., individualism, communitarianism, feminism) to some of the main questions of social and political philosophy (e.g., What is justice? What is the proper boundary between public policy and private morality?), making reference to classic texts (e.g., Hobbes's *Leviathan*, Rousseau's *Social Contract*, de Beauvoir's *The Second Sex*);
- use critical and logical thinking skills to develop and defend their own ideas about some of the major questions of social and political philosophy, and to anticipate counter-arguments to them;
- analyse how theories of social and political philosophy (e.g., libertarianism, egalitarianism) are adopted and realized in contemporary political policy making (e.g., concerning the distribution of wealth), and how the adoption of a particular theory makes a difference to political and social practices;
- demonstrate an understanding of how particular philosophical theories (e.g., of rights, citizenship, duties) have influenced the development of subjects such as political science, economics, or law.

Aesthetics

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the main questions, concepts, and theories of aesthetics;
- evaluate the strengths and weaknesses of responses to some of the main questions of aesthetics defended by some major philosophers, and defend their own responses;
- illustrate the relevance of aesthetics to other subjects.

Specific Expectations

By the end of this course, students will:

- demonstrate an understanding of philosophical questions of aesthetics (e.g., What is beauty? Are judgements about what is beautiful or ugly subjective? Should art have social value?);
- evaluate the strengths and weaknesses of the responses of some of the world's major philosophers (e.g., Plato, Aristotle, Kant, Dewey) to some of the main questions of aesthetics (e.g., Are the standards of beauty universal? Is it the role of art to improve people?), making reference to classic texts (e.g., Aristotle's *Poetics*, Dewey's *Art as Experience*, Nietzsche's *The Birth of Tragedy*);
- formulate and defend their own responses to some of the main questions of aesthetics (e.g., What makes something a work of art? Can art tell us what is true and false?);
- explain how philosophical theories of aesthetics influence music, art, and fashion.

Research and Inquiry Skills

Overall Expectations

By the end of this course, students will:

- correctly use the terminology of philosophy;
- identify the main areas of philosophy, and analyse philosophical arguments within them;
- demonstrate an understanding of the unique character of philosophical questions;
- effectively use a variety of print and electronic sources and telecommunications tools in research;
- effectively communicate the results of their inquiries.

Specific Expectations

Using Reasoning Skills

By the end of this course, students will:

- classify philosophical conclusions (e.g., according to whether they claim to state empirical facts about human behaviour or recommend ways people ought to behave);
- classify philosophical arguments (e.g., according to whether or not their conclusions are supposed to follow with logical necessity from their premises or are only made plausible or likely by the arguments);
- apply logical and critical thinking skills to evaluate or defend positions in philosophical writings;
- apply logical and critical thinking skills to problems that arise in jobs and occupations (e.g., What obligations do employees have to the public, to their employers, and to themselves? When resources are scarce, how should decisions be made about their allocation?).

Using Research Skills

By the end of this course, students will:

- summarize main philosophical concepts and theories from information gathered from encyclopedias or surveys (e.g., by using the Internet to access appropriate electronically recorded philosophy resource material, such as surveys, journal articles, bibliographies, and listserves);
- compare the problems, principles, methods, and conclusions of different philosophers (e.g., how Aristotle made use of Plato's theory of forms, how Kant replied to Hume's scepticism);
- describe the ways in which the ideas of philosophers have influenced subsequent philosophers.

Using Communication Skills

By the end of this course, students will:

- clearly explain their own views in philosophical discussions in class and in other types of exchanges (e.g., electronic, intra- and interschool) with peers;
- clearly explain their views and display their use of philosophical reasoning skills in written papers, using accepted forms of documentation as required.

World Religions

Overview

The world religion courses introduce students to an exploration of religions around the world, and provide them with an awareness of the nature, place, and function of religion in diverse societies. The courses examine the critical issues facing world religions and their followers today.

Strands

World Religions: Beliefs, Issues, and Religious Traditions, Grade 11, University/College

Preparation

- Religious Beliefs
- Social Structures
- Religion and the Human Experience
- Research and Inquiry Skills

World Religions: Beliefs and Daily Life, Grade 11, Open

- Exploring Religious Beliefs
- Religion and Daily Life
- Exploring Festivals, Celebrations, and Memorializations
- Exploring the Milestones of Life
- Research and Inquiry Skills

World Religions: Beliefs, Issues, and Religious Traditions, Grade 11, University/College Preparation

(HRT3M)

This course enables students to discover what others believe and how they live, and to appreciate their own unique heritage. Students will learn about the teachings and traditions of a variety of religions, the connections between religion and the development of civilizations, the place and function of religion in human experience, and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions.

Prerequisite: None

Religious Beliefs

Overall Expectations

By the end of this course, students will:

- summarize the major historical influences on and events in the development of various religions;
- analyse the similarities and differences between the central beliefs of various religions;
- analyse and describe the connection between the human experience and sacred writings and oral teachings;
- demonstrate how practice, ritual, and symbolism are external representations of the beliefs and principles of religion.

Specific Expectations

Historical Background

By the end of this course, students will:

- identify the origins of various religious beliefs regarding creation, birth, death, god, destiny, and afterlife;
- identify the major influences in the development of various religions (e.g., social unrest, advances in technology, changing mores);
- identify influential personalities (e.g., Abraham, Baha'ullah, Christ, Confucius, Dalai Lama, Guru Nanak, Moses, Muhammad, Siddhartha Gautama, Zoroaster) and summarize their contributions to the development of selected religions;
- evaluate the impact of key concepts and events (e.g., ahimsa, resurrection, jihad, Pesach, fundamentalism, revelation, salvation) on contemporary religions;
- demonstrate an understanding of the development of the institutions that govern and promote the religious life of a religion's adherents (e.g., Sanhedrin, Universal House of Justice, Papacy, Qadis).

Systems of Belief

By the end of this course, students will:

- identify common problems and questions associated with the search for spiritual meaning;
- specify the responses of some religions to these common problems and questions;
- demonstrate an understanding of the concept of the supernatural in various belief systems (e.g., those of Native peoples);
- describe the role of faith in systems of belief;
- summarize the relationship religious symbolism has to these systems of belief in various religions;
- identify significant sacred writings and/or oral teachings from various religions;
- explore the origins and development of sacred writings;
- compare and contrast the roles sacred writings and oral teachings have in various religions;
- identify key principles from relevant passages of sacred writings and oral teachings in various religions;
- examine the influence of sacred writings and oral teachings from various religions on life in modern society.

Practices, Rituals, Symbols, and Festivals

By the end of this course, students will:

- categorize the practices and rituals of various religions (e.g., adhan, almsgiving, asceticism, atonement, anointing, covenant, sacrifice, holy days, dietary laws, vision quest);
- identify the origin and significance of various practices, rituals, symbols, and festivals;
- demonstrate an understanding of the role of sign and symbol in various religions.

Social Structures

Overall Expectations

By the end of this course, students will:

- summarize the ways in which religions and the development of civilizations are interconnected;
- analyse the influence of religion on artistic expression;
- describe the influence that differing gender-role expectations have had on the development of religion;
- demonstrate an understanding of religious pluralism as a defining feature of contemporary Canadian society.

Specific Expectations

By the end of this course, students will:

- review the political, economic, social, ideological, or geographic impact of religion on at least one culture;
- demonstrate an understanding of how religious beliefs influence the development of the policies and practices of social institutions;
- describe the relationship of religion and the state, and its historical transformation in specific cultures;
- identify ways in which symbolic meaning is incorporated into civil practices that are commemorated in a solemn fashion (e.g., through flags, the national anthem, observances on Remembrance Day);
- identify ways in which religion is reflected in specific works of art, architecture, music, literature, dance, and in dress and cuisine, and interpret their religious significance;
- identify how and why different religions express their beliefs through distinct cultural media;
- analyse the role of gender stereotypes in the development of religious institutions and practices;
- identify the diverse religions represented in Canada, and analyse how the high degree of religious pluralism in the population is reflected in Canadian society and culture.

Religion and the Human Experience

Overall Expectations

By the end of this course, students will:

- identify the function of religion in human experience;
- demonstrate an ability to recognize prejudices associated with, and misconceptions about, various religions, beliefs, and traditions;
- analyse the significance of religion or other belief systems in the lives of various historical figures;
- speculate on the present and future roles of religion.

Specific Expectations

Place and Function of Religion

in Human Experience

By the end of this course, students will:

- identify the basic role and/or responsibility of the individual adherents of a religion;
- demonstrate an understanding of a variety of belief systems (e.g., secular humanism, materialism, agnosticism, atheism);
- analyse demographic data to predict the direction of religious change in contemporary society.

Prejudices and Misconceptions

By the end of this course, students will:

- identify religious leaders who used religion to oppose prejudice and discrimination (e.g., Martin Luther King Jr., Mohandas K. Gandhi, Marcus Garvey, Jesus Christ, Guru Nanak, Muhammad), and describe the ways in which they did so;
- analyse attitudes, biases, and prejudices held by adherents of various religions;
- analyse how positive and negative attitudes within religious traditions have been used to justify local and global prejudices and biases;
- demonstrate an understanding of differences among traditional religions, sects, cults, and other types of religious expression.

Significant Figures

By the end of this course, students will:

- identify significant figures from a range of belief systems;
- describe how significant individuals have been motivated by the belief systems studied to influence events, create movements, and challenge the status quo of their day;
- demonstrate an understanding of the characteristics, functions, and roles of selected religious leaders (e.g., reformer, civil activist, politician, founder, monastic, minister, missionary, prophet, guru, liberator, diplomat).

Present and Future Roles of Religion

By the end of this course, students will:

- demonstrate an understanding of the influence of religion on individuals in society;
- explain how the “religious impulse” can be expressed outside formal religion;
- evaluate religion’s place in a highly technological and scientific age;
- define the concept of civil religion and give examples from various societies and eras.

Research and Inquiry Skills

Overall Expectations

By the end of this course, students will:

- use appropriate theories and analyses of religion in preparing an independent study;
- distinguish between fact and opinion, belief and religion, and theory and practice, as they apply to the study of religion;
- identify the implications of different research methodologies in the study of religion;
- employ at least one of the following research methodologies in an independent study: opinion survey, demographic study, in-depth interview, database search, exploration of primary sources;
- communicate the results of these inquiries effectively;
- demonstrate effective collaborative group skills.

Specific Expectations

Using Research and Inquiry Skills

By the end of this course, students will:

- identify problems in the study of religion that require specific methods of quantitative and/or qualitative research;
- compile a demographic study of the various religions and traditions within their community, using personal research methodologies (e.g., interviews, surveys) and/or Statistics Canada data;
- conduct an in-depth interview, using an appropriate interview format, with an individual who has dedicated his or her life to a specific faith or belief system;
- explore and employ primary and secondary research material appropriately in completing an assignment;
- demonstrate an ability to organize, interpret, and evaluate the validity of information gathered through research;
- use the Internet and other available technologies as tools in researching topics in the study of religion, and in establishing appropriate communication with people of different faiths, as identified by the teacher.

Communicating Results

By the end of this course, students will:

- record information and key ideas from their research, and document sources accurately, using correct forms of notation;
- effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, written reports, essays, newspaper-style articles, videos);
- defend a thesis, using appropriate style, structure, argument, and documentation;
- use an appropriate research format to investigate a socio-religious issue or problem, and present the methods, results, discussion, and conclusion as part of a larger group assignment;
- use communications technology appropriately to produce and disseminate the results of their research.

World Religions: Beliefs and Daily Life, Grade 11, Open

(HRF3O)

This course introduces students to the range and diversity of world religions, and examines how systems of belief affect individual lives and social relationships. Students will learn about a variety of religious beliefs, teachings, traditions, and practices. The course also helps students to develop skills used in researching and investigating topics related to world religions.

Prerequisite: None

Exploring Religious Beliefs

Overall Expectations

By the end of this course, students will:

- identify the origins of various religions;
- explain the nature of several significant beliefs from each of the religions studied;
- relate the practices and rituals of religions to the lives of individuals;
- explain the difference between sacred writings and oral teachings, providing specific examples from various religions.

Specific Expectations

Origins of Religion

By the end of this course, students will:

- describe, for one or more religious traditions, the historical and geopolitical stage on which the specific religion emerged;
- identify major figures from the history of various religions, and be able to explain the contributions these figures made to their religion;
- recount in their own words some significant episodes from the history of each of the religions studied;
- compare and contrast the origins, development, and roles of the founders or reformers of several religions.

Significant Beliefs

By the end of this course, students will:

- define the terms *belief*, *faith*, *tradition*, and *ritual*, and be able to relate these to the religions studied;
- demonstrate an understanding of the perceived nature and role of the supernatural in various religions;
- identify sacred beliefs from a variety of religions and explain any commonalities (e.g., flood narratives, creation stories);
- describe some of the symbols of the various religions, and explain how and when they are used.

Practices and Rituals

By the end of this course, students will:

- explain the difference among ritual, habit, and custom, using examples of all three from various religions;
- compare and contrast the rituals and practices of various religions (e.g., holy days, dietary laws);
- describe the role and significance of fasts and feasts in several religious traditions;
- relate religious practices and rituals to specific historical incidents;
- critically examine the roles assigned to women by different religious traditions;
- demonstrate an understanding of the connections between symbols and practices in specific religions (e.g., in Catholicism, the Rosary; in Zoroastrianism, the symbolism of the Sudreh and Kusti as it relates to the Avesta; in Judaism, the mezuzah; in Native spirituality, the eagle feather).

Sacred Writings and Oral Teachings

By the end of this course, students will:

- explain the difference between sacred writings and oral teachings;
- identify and interpret the significance of specific passages from sacred writings or oral teachings from various religions;
- describe the importance of sacred writings and oral teachings in the various religions studied;
- compare and contrast the portrayals of women in the sacred texts of different religions.

Religion and Daily Life

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of religions whose beliefs and practices accommodate a range of commitment, from strict observance to liberal compromise;
- explain the impact of prejudices associated with, and misconceptions about, various religions, beliefs, and traditions;
- explain how religious beliefs, or a lack of them, can affect the ways in which individuals relate to others and address issues in daily life in Canada;
- analyse the role of practices and rituals in the daily lives of believers from various religious traditions;
- apply critical-thinking and problem-solving skills to personal situations, work situations, and social issues as they relate to the religious traditions or principles of various groups;
- analyse two or more of the global effects of religion.

Specific Expectations

Spectrum of Beliefs

By the end of this course, students will:

- demonstrate an understanding of the terms *orthopraxy/orthodoxy, conservative, liberal, secularizing, reformist, fundamentalist, reconstructionist, and normative* in the context of various religions;
- identify specific differences in interpretation of belief within religious communities (e.g., in Christianity, the filioque clause);
- explain how variations in practice can cause divisions within a religion or religious community (e.g., the Taliban of Afghanistan);
- analyse the influence of concepts of morality and ethics in various religious traditions.

Beliefs, Prejudices, and Misconceptions

By the end of this course, students will:

- describe how misconceptions can influence people's views of various religions, beliefs, and practices;
- demonstrate an understanding of the concepts of prejudice, bias, and discrimination, and identify examples associated with various religions, beliefs, and practices;

- explain the effect of prejudice and discrimination on relationships between persons of different faiths, and apply problem-solving strategies to case studies of interreligious conflict;
- identify some areas in which relationships between people of different beliefs, traditions, and practices can create conflict (e.g., Aboriginal peoples' response to the encroachment of development on sacred sites);
- explain the difference between secularism and fundamentalism, and discuss the effect of both on relationships between persons of various faiths;
- analyse the concerns of women regarding their evolving roles in various religious institutions, traditions, and practices.

Practices and Rituals

By the end of this course, students will:

- demonstrate an understanding of meditation, prayer, fasting, and pilgrimage in various religious traditions;
- define mysticism, using examples from various traditions;

- categorize daily rituals employed by various religions (e.g., regular prayer, fasting);
- describe the main features of the places of worship of several distinct religions, demonstrating knowledge that might be gained by visiting a mosque, synagogue, temple, church, or meeting-house;
- analyse the difficulties that individuals who follow particular religious practices in regard to dress, diet, or behaviour may encounter living in Canadian society (e.g., wearing hejab, blood transfusions);
- describe how religious movements (e.g., Reform Judaism) or events (e.g., Second Vatican Council) have led to changes in religious practice over the centuries.

Global Effects

By the end of this course, students will:

- demonstrate an understanding of the global dissemination of various religions;
- explain the concepts of ecumenism and interfaith dialogue;
- investigate the origins of the Parliament of World Religions and analyse the implications of its recent published statements;
- explain the concepts of “church” and “state” and investigate specific examples of societies in which these institutions are blended or distinct.

Exploring Festivals, Celebrations, and Memorializations

Overall Expectations

By the end of this course, students will:

- evaluate the importance of celebration and memorialization in human experience;
- describe the major festivals and commemorations of various religions;
- demonstrate an understanding of the origins of common celebrations and commemorations;
- analyse the effects of various religious celebrations on contemporary Canadian society;
- differentiate between popular and religious symbolism associated with festivals and celebrations derived from various religions.

Specific Expectations

By the end of this course, students will:

- identify and describe the observances associated with the major festivals, commemorations, and celebrations of various religions (e.g., the Tuvan “fire feast”);
- demonstrate an understanding of the terminology associated with celebration, commemoration, and festivals in various religions (e.g., the K’uraka among the Yatiris of Bolivia);
- demonstrate an understanding of the importance of calendars and other cyclical calculations (e.g., jubilees) in the observance of various religions;
- evaluate the similarities and differences between civil and religious observances and celebrations (e.g., oath of citizenship, marriage vows, pilgrimage, visit to Parliament Hill, Canada Day, Remembrance Day, New Year’s);
- analyse the diverse origins of symbols associated with specific civil and religious festivals, celebrations, and commemorations (e.g., flags, Advent wreath, menorah, Kara, Kusti, lotus, fireworks, sweetgrass, military displays);
- demonstrate the skills and knowledge necessary to relate symbols, scriptures, and works of art, music, or literature to festivals, celebrations, and commemorations.

Exploring the Milestones of Life

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of common features of individual human development across several cultures and historical eras;
- demonstrate an awareness of the rites of passage of the religions studied;
- demonstrate the skills and knowledge necessary to correlate rituals and beliefs, in regard to various religions.

Specific Expectations

By the end of this course, students will:

- identify the main stages of individual human development as perceived in various cultures and religious traditions (e.g., birth, rites of passage, marriage, death, afterlife);
- identify the origin of various rites of passage and demonstrate an understanding of the symbols, art, and literature associated with each;
- describe the connection between systems of belief and the celebrations associated with various rites of passage (e.g., circumcision, baptism, moksha, bar- and bat-mitzvah, bhakti, caste, Confirmation, ashrama, Pillars of Islam, Kesh, Sacred Thread Ceremony, vision quest);
- analyse the reasons why such observances may have changed over time, or in various places.

Research and Inquiry Skills

Overall Expectations

By the end of this course, students will:

- distinguish between fact and opinion, belief and religion, and theory and practice in the context of the study of religion;
- demonstrate the knowledge and skills necessary to use a variety of research methodologies in the study of religion;
- effectively communicate the results of individual or group research.

Specific Expectations

By the end of this course, students will:

- formulate appropriate research questions relating to the beliefs or practices of various religions;
- employ appropriate methods to research such questions in independent and collaborative studies;
- use primary and secondary sources appropriately in conducting research;
- employ appropriate interviewing skills in conducting an in-depth interview with an individual who has dedicated his or her life to a specific religion or belief system;
- effectively use the Internet or other electronic data-recovery systems as a tool in researching various topics in the study of religion;
- effectively communicate the results of their research, using a variety of forms and methods (e.g., written reports or essays, oral presentations, group presentations);
- prepare and deliver assignments, using various appropriate technological means.

Some Considerations for Program Planning in Social Sciences and Humanities

Teachers who are planning a program in social sciences and humanities must take into account considerations in a number of important areas. Essential information that pertains to all disciplines is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*. The areas of concern to all teachers that are outlined there include the following:

- types of secondary school courses
- education for exceptional students
- the role of technology in the curriculum
- English as a second language (ESL) and English literacy development (ELD)
- career education
- cooperative education and other workplace experiences
- health and safety

Considerations relating to the areas listed above that have particular relevance for program planning in social sciences and the humanities are noted here.

Education for Exceptional Students. The Education Act and regulations made under the act require school boards to provide exceptional students with special education programs and services that are appropriate for their needs.

An Individual Education Plan (IEP) must be developed and maintained for each student who is identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The IEP must outline, as appropriate, any modified or alternative curriculum expectations and any accommodations (i.e., the specialized support and services) that are required to meet the student's needs. The IEP must also identify the methods by which the student's progress will be reviewed. For exceptional students who are fourteen years of age or older and who are not identified solely as gifted, the IEP must contain a plan to help them make the transition to postsecondary education, apprenticeship programs, or the workplace, and to help them live as independently as possible in the community.

An IEP may also be prepared for a student with special needs who is receiving special education programs and/or services but who has not been identified as exceptional by an IPRC.

Family studies courses involve practical applications and experiential learning, often drawing on real-life situations. Topics that may interest some exceptional students include exploring educational and career opportunities, fashion, parenting, making healthy nutritional choices, and investigating housing opportunities. Certain accommodations, such as ensuring barrier-free access to kitchen appliances in the preparation of food, will enable students with physical impairments to experience and become skilled in various activities that are part of daily living. In planning family studies courses, teachers should consider the kind of specialized equipment and the types of learning aids that would help meet the needs of exceptional students as set out in their IEPs.

The Role of Technology in the Curriculum. In social science and humanities courses, information technology plays an important role in the development of students' research and inquiry skills and in their ability to communicate the results of their research and learning. Students can use electronic and telecommunications tools to access, organize, and interpret information and ideas; word-processing applications to draft, organize, revise, format, and transmit written work; statistical software to organize, interpret, and display statistical data; and presentation software and audio-visual technologies to enhance the effectiveness of oral and visual presentations. In family studies courses, students may also use a range of other available technologies to support their learning: food processors and microwave and convection ovens in resource management and food and nutrition science courses; infant simulators in parenting courses; electronic and computerized sewing machines in fashion courses; and computer assisted design technology (CAD) both in fashion courses (for pattern making) and in the course on living spaces and shelter (for designing front elevations).

English As a Second Language and English Literacy Development (ESL/ELD). Social science and humanities courses are well suited to students in ESL/ELD programs because, in their focus on the topic of diversity and interdependence, they allow all students, including newcomers to Canada, to see their experience reflected in the curriculum. These courses also give ESL/ELD students an opportunity to use English in the context of practical situations encountered in daily life.

Career Education. The courses in the social science and humanities program help prepare students for the world of work, in that they include expectations related to career exploration and employability skills. Opportunities to work with experts in fields related to the course material can help to increase students' awareness of current issues and approaches in career areas that interest them. Students taking family studies courses will be encouraged to explore careers in early childhood education, food and nutrition sciences, health sciences, and social services. All social science and humanities courses emphasize research and inquiry skills, as well as conflict-resolution, communication, and problem-solving skills, which are highly valued in a variety of different occupations.

Cooperative Education and Other Workplace Experiences. Work experiences in the community allow students to apply and enhance the skills and knowledge they acquire in their social science and humanities courses. Social science courses lend themselves to a broad range of placements, both in service industries and in professions. Work-experience placements are beneficial for students taking courses relating to human development, working with children, and parenting, as well as fashion and housing. Students can earn additional credits through cooperative education programs related to social science and humanities courses.

Health and Safety. In family studies courses, teachers must take particular care to ensure that safety requirements are met and safety procedures followed when students are involved in practical activities. Students must be made aware of any health or safety hazards that might be connected with the activities in which they are engaged and must be coached in the proper use of safety equipment, such as fire extinguishers. Schools must provide pre-placement health and safety instruction for students in work experience and cooperative education programs. Employers are expected to provide placement-specific health and safety training as part of a student's learning plan.

The Achievement Chart for Social Sciences and Humanities

The achievement chart that follows identifies four categories of knowledge and skills in social sciences and humanities – Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. These categories encompass all the curriculum expectations in courses in the discipline. For each of the category statements in the left-hand column, the levels of student achievement are described. (Detailed information on the achievement levels and on assessment, evaluation, and reporting policy is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*.)

The achievement chart is meant to guide teachers in:

- planning instruction and learning activities that will lead to the achievement of the curriculum expectations in a course;
- planning assessment strategies that will accurately assess students' achievement of the curriculum expectations;
- selecting samples of student work that provide evidence of achievement at particular levels;
- providing descriptive feedback to students on their current achievement and suggesting strategies for improvement;
- determining, towards the end of a course, the student's most consistent level of achievement of the curriculum expectations as reflected in his or her course work;
- devising a method of final evaluation;
- assigning a final grade.

The achievement chart can guide students in:

- assessing their own learning;
- planning strategies for improvement, with the help of their teachers.

The achievement chart provides a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. A variety of materials is being made available to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement.

The ministry is providing the following materials to school boards for distribution to teachers:

- a standard provincial report card, with an accompanying guide
- instructional planning materials
- assessment videos
- training materials
- an electronic curriculum planner

When planning courses and assessment, teachers should review the required curriculum expectations and link them to the categories to which they relate. They should ensure that all the expectations are accounted for in instruction, and that achievement of the expectations is assessed within the appropriate categories. The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. Students should be given numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories. Teachers may find it useful to provide students with examples of work at the different levels of achievement.

The descriptions of achievement at level 3 reflect the provincial standard for student achievement. A complete picture of overall achievement at level 3 in a course in social sciences and humanities can be constructed by reading from top to bottom in the column of the achievement chart headed “70–79% (Level 3)”.

Achievement Chart – Grades 11 and 12, Social Sciences and Humanities

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge/ Understanding	The student:			
– knowledge of facts and terms	– demonstrates limited knowledge of facts and terms	– demonstrates some knowledge of facts and terms	– demonstrates considerable knowledge of facts and terms	– demonstrates thorough knowledge of facts and terms
– understanding of concepts, principles, and theories	– demonstrates limited understanding of concepts, principles, and theories	– demonstrates some understanding of concepts, principles, and theories	– demonstrates considerable understanding of concepts, principles, and theories	– demonstrates thorough and insightful understanding of concepts, principles, and theories
– understanding of relationships among concepts, principles, and theories	– demonstrates limited understanding of relationships among concepts, principles, and theories	– demonstrates some understanding of relationships among concepts, principles, and theories	– demonstrates considerable understanding of relationships among concepts, principles, and theories	– demonstrates thorough and insightful understanding of relationships among concepts, principles, and theories
Thinking /Inquiry	The student:			
– critical and creative thinking skills (e.g., decision-making skills, problem-solving skills)	– uses critical and creative thinking skills with limited effectiveness	– uses critical and creative thinking skills with moderate effectiveness	– uses critical and creative thinking skills with considerable effectiveness	– uses critical and creative thinking skills with a high degree of effectiveness
– research and inquiry skills (e.g., formulating questions; selecting strategies and resources; analysing and evaluating information; forming conclusions)	– applies few of the skills involved in a research/inquiry process	– applies some of the skills involved in a research/inquiry process	– applies most of the skills involved in a research/inquiry process	– applies all or almost all of the skills involved in a research/inquiry process

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication	The student:			
– communication of information and ideas	– communicates information and ideas with limited clarity	– communicates information and ideas with some clarity	– communicates information and ideas with considerable clarity	– communicates information and ideas with a high degree of clarity, and with confidence
– use of language, symbols, and visuals	– uses language, symbols, and visuals with limited accuracy and effectiveness	– uses language, symbols, and visuals with some accuracy and effectiveness	– uses language, symbols, and visuals with considerable accuracy and effectiveness	– uses language, symbols, and visuals with a high degree of accuracy and effectiveness
– communication for different audiences and purposes	– communicates with a limited sense of audience and purpose	– communicates with some sense of audience and purpose	– communicates with a clear sense of audience and purpose	– communicates with a strong sense of audience and purpose
– use of various forms of communication (e.g., reports, interviews)	– demonstrates limited command of the various forms	– demonstrates moderate command of the various forms	– demonstrates considerable command of the various forms	– demonstrates extensive command of the various forms
Application	The student:			
– application of ideas and skills in familiar contexts	– applies ideas and skills in familiar contexts with limited effectiveness	– applies ideas and skills in familiar contexts with moderate effectiveness	– applies ideas and skills in familiar contexts with considerable effectiveness	– applies ideas and skills in familiar contexts with a high degree of effectiveness
– transfer of concepts, skills, and procedures to new contexts	– transfers concepts, skills, and procedures to new contexts with limited effectiveness	– transfers concepts, skills, and procedures to new contexts with moderate effectiveness	– transfers concepts, skills, and procedures to new contexts with considerable effectiveness	– transfers concepts, skills, and procedures to new contexts with a high degree of effectiveness
– application of procedures, equipment, and technology	– uses procedures, equipment, and technology safely and correctly only with supervision	– uses procedures, equipment, and technology safely and correctly with some supervision	– uses procedures, equipment, and technology safely and correctly	– demonstrates and promotes the safe and correct use of procedures, equipment, and technology
– making connections (e.g., between personal experiences and the subject, between subjects, between the subject and the world outside the school)	– makes connections with limited effectiveness	– makes connections with moderate effectiveness	– makes connections with considerable effectiveness	– makes connections with a high degree of effectiveness

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

The Ministry of Education wishes to acknowledge the contribution of the many individuals, groups, and organizations that participated in the development and refinement of this curriculum policy document.

ISBN 0-7778-9197-2

00-047

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