

## Toronto Central Academy

### COURSE OUTLINE Grade 12 Families in Canada HHS4U

Department: Social Sciences

Teacher Name:  
Gillian Matthews

**Course Description:** 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.

#### Overall Curriculum Expectations and Strands:

- **Research and Inquiry Skills**

*By the end of this course, students will:*

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

- **Theoretical Perspectives on Development**

*By the end of this course, students will:*

- B1. Individual Development: demonstrate an understanding of theoretical perspectives and research on various aspects of individual development;
- B2. The Development of Intimate Relationships: demonstrate an understanding of theoretical perspectives and research on the development of intimate relationships;
- B3. The Development of Family and Parent-Child Relationships: demonstrate an understanding of theoretical perspectives and research on the development of family and parent-child relationships.

- **The Impact of Roles, Norms and Institutions**

*By the end of this course, students will:*

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

- **Trends, Issues and Challenges**

*By the end of this course, students will:*

- D1. Trends and Challenges for Individuals: demonstrate an understanding of demographic trends related to the lives of individuals and of the impact of social issues and challenges on individual development;
- D2. Trends and Challenges in Intimate Relationships: demonstrate an understanding of demographic and social trends and issues related to intimate relationships and of strategies for responding to challenges in those relationships;
- D3. Trends and Challenges in the Family and in Parent-Child Relationships: demonstrate an understanding of demographic trends related to the family and to parent-child relationships and of the impact of social issues and challenges on family development.

Outline of Course Content		
Unit 1	Research and Inquiry Skills	10 hours
Unit 2	Theoretical Perspectives on Development	30 hours
Unit 3	The Impact of Norms, Roles and Institutions	30 hours
Unit 4a	Trends, Issues and Challenges: For Individuals and Relationships	20 hours
Unit 4b	Trends, Issues and Challenges: Family and Parent Child Relationships	20 hours
	<b>Total Hours</b>	<b>110</b>

**Unit Titles:** The following units make up the course. A variety of activities and learning opportunities will be designed to facilitate an understanding in the following units:

Unit 1	Students explore family definitions, structures, and roles within various historical and cultural origins. Theoretical frameworks for studying the family are examined from the disciplines of sociology, psychology, and anthropology. Students are introduced to social science research methods to investigate issues that affect individuals and families in a diverse society.
Unit 2	An understanding of individual development is gained through the exploration of a variety of related theories. Historical and ethno cultural understandings of the origins of contemporary individual lifestyles, socialization patterns, and family roles are developed. Students undertake an analysis of current issues and trends relating to the young adult. They use social science research skills to enhance their learning.
Unit 3	Students analyse and evaluate theories about mate selection. The legal aspects of marriage are presented and examined. An overview of the historical, religious, and cultural perspectives of marriage is given. The students learn the skills, attitudes, and behaviours necessary to build satisfying and lasting relationships. Current issues, such as divorce, power/abuse, and alternatives to marriage are explored.
Unit 4a	Students analyse theories and research related to individuals and families ranging from mid-to-late adulthood. Students take into consideration diversity in personal and family roles as well as the roles of social institutions. Many important life issues that occur from mid-life through to death are examined. Students come to understand that at this stage in life we revisit some earlier issues from a different perspective.
Unit 4b	Students examine and explore the development of the parent-child relationship. Students use knowledge of family theories gained in Unit 1 to analyse information from both a psychological and sociological perspective. Issues, such as the role of parents and children in the family, socialization patterns, and parenting practices are examined within the contexts of various cultural perspectives and historical periods. Current issues such as divorce, reproductive technology, teen parenting, and child abuse are investigated in order to speculate on the significance of these trends for individual and family development.

**Assessment and Evaluation:** *“Evidence of student achievement for evaluation is collected over time from three different sources – Observations, conversations, and student products. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning.” (Growing Success, 39)*  
In class activities, group readings, response journals, essays, tests, media presentation, quizzes, oral presentations, written responses, analysis of media, reflections on bias and stereotyping, research project  
*Term Work: 70% “Seventy per cent of the grade will be based on evaluation conducted throughout the course.” Growing Success, 41*  
*Final Evaluation = 30% “Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.” (Growing*

Success,41)

**Students will be assessed according to the following four categories:**

<i><b>Knowledge &amp; Understanding</b></i>	<i><b>Thinking &amp; Inquiry</b></i>	<i><b>Communication</b></i>	<i><b>Application</b></i>
Tests/ assignments/projects 25%	Tests/ assignments/projects 25%	Tests/ assignments/projects 25%	Final Evaluation 30%

**Assessment/Evaluation Tools:**

Checklist, anecdotal notes, assignment to hand in, brainstorming, computer work, conferencing, debate, discussion, group work, independent study, journal check, observation, participation, project, culminating activity, written test, quiz

**Learning Skills applied in this course:**

Independent work, collaboration, organization, responsibility, initiative, self-regulation

**Resources:**

1. [www.curriculum.org](http://www.curriculum.org)
2. **Growing Success. Assessment, Evaluation and Reporting in Ontario Schools. 2010**
3. **Individuals and Families in a Diverse Society (textbook): E-Version Coming**

**Materials Required:**

- ❖ Binder
- ❖ Journal
- ❖ Writing Tools/computer

**Achievement Policy**

A credit is granted and recorded for every course in which the student's final percentage mark is 50 per cent or higher. Procedures for students whose final grade is below 50 per cent and who do not receive a credit are outlined in the ministry policy document *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (currently under revision). *Growing Success, 41*

**Plagiarism**

Students are expected to think independently and work honestly. All students must avoid presenting the work or ideas of others as their own. It is in the best interest of each student to build habits which contribute to genuine academic, personal, and social growth, and which attest to sound character. Plagiarism is an academic dishonesty which cannot be tolerated at IFS. The first offence will result in a mark of zero and all previous work may be put to scrutiny. Subsequent offence may result in removal from school. (IFS Student Planner, page 30)

**Late Assignment Submission Policy**

*"Students are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher."* (**Growing Success, page 43.**) If a student has not already procured an extension from a teacher and does not meet assignment deadlines, he/she has up until the time the marked assignments are returned to submit the work for a full mark. Any work submitted after this will be marked and given a mark up to 50%.

## Teaching/Learning Strategies

- encourage maximum student engagement in the learning activity;
- include whole class, small group, and individual instruction;
- use electronic technology as appropriate;
- address a variety of learning styles;
- provide opportunities for genuine inquiry;
- encourage students in self and peer evaluation;
- use diagnostic assessment for planning instruction (see FOR, AS, and OF learning Strategies);
- use formative assessment to provide opportunities for practice and consolidation;
- Make authentic connections with the classroom, the school, and the world beyond the school walls e.g. Field trips, neighborhood survey
- respect the cultural diversity of Ontario classrooms;
- Use positive ways to incorporate the needs of ESL students into the classroom environment e.g., phrases and syntax that express encouragement, requests for repetition, clarification, and restatement;
- Assign activities that need the production of a specific and concrete product expected of students e.g. Independent Study, Map Analysis, Chart Analysis, Terminology, Guided Internet Research
- Monitor note-taking and summarizing and provide constructive feedback.

## Assessment For, As, and Of Learning Strategies

### **Diagnostic Assessment (For)**

Is the process of gathering evidence of student learning prior to commencing instruction? This information is useful for planning instruction, and in particular for individualizing program delivery. It is not used to determine student achievement levels.

#### ***Implementation Strategy***

- Anthropology/Psychology/Sociology vocabulary / idioms/ English competency assessment at beginning of course
- Pretest for each section of the Course
- Interview with teacher

### **Formative assessment (As)**

Is the process of gathering information during the learning process? It involves constructive and specific feedback to students aimed to improve learning. This evidence may be used for determining a grade/level when there is insufficient evidence from summative assessments.

#### ***Implementation Strategy***

- Learning expectations and criteria for assessment are communicated to students in advance.
- Frequent use of quizzes or short art assignments to provide feedback to student and teacher
- Class room observation with teacher feedback to student
- Provide rubrics to that clarify performance expectations and levels of achievement

<p>for rich assignments</p> <ul style="list-style-type: none"> <li>· Discuss how the achievement chart levels relate to selected specific expectations</li> <li>· Provide ongoing feedback on their learning to help them establish goals for improvement</li> <li>· Peer assessment of selected assignments, performances, presentations etc.</li> <li>· Provide students with guidance to learn how to assess their own work and to set goals for improvement.</li> <li>· Examples of student work are stored in student portfolios</li> <li>· Provided students with exemplars to illustrate achievement levels</li> <li>· Provide students with opportunity to demonstrate authentic performance and investigation skills</li> </ul>
<p><b>Summative assessment (Of)</b></p> <p>May occur throughout a course. Summative assessment is designed to allow students to demonstrate achievement toward the expectations of a course. It forms the primary basis for establishing the report card levels of achievement.</p> <p><b>Implementation Strategy</b></p> <ul style="list-style-type: none"> <li>· Summative tests at end of each unit referencing the achievement charts</li> <li>· Assign at least one rich project (e.g. independent investigation involving map work)</li> <li>· Determination of grading levels for formal reporting purposes should primarily reflect student performance on summative tasks. Students' level grades will reflect their most consistent level of achievement with an eye to their most recent levels of achievement at the time of reporting.</li> <li>· Theory Tests and art history presentation</li> <li>· Final portfolio and presentation</li> </ul>

## Evaluation

Evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. Student achievement of the learning expectations will be evaluated according to the following breakdown.

Categories of the Achievement Chart		Wt.
<b>Knowledge/ Understanding</b>	<ul style="list-style-type: none"> <li>· Knowledge of content (e.g., facts, terms, definitions)</li> <li>· Understanding of content (e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies)</li> </ul>	25%
<b>Thinking/ Inquiry/ Problem Solving</b>	<ul style="list-style-type: none"> <li>· Use of planning skills (e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research)</li> <li>· Use of processing skills (e.g., interpreting, analyzing, synthesizing, and evaluating data, evidence, and information; analyzing maps; detecting point of view and bias; formulating conclusions)</li> <li>· Use of critical/creative thinking processes (e.g., applying</li> </ul>	25%

	concepts of disciplinary thinking; using inquiry, problem-solving, and decision-making processes)	
<b>Communication</b>	<ul style="list-style-type: none"> <li>· Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms</li> <li>· Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms</li> <li>· Use of conventions (e.g., mapping and graphing conventions, communication conventions), vocabulary, and terminology of the discipline in oral, visual, and written forms</li> </ul>	25%
<b>Application</b>	<ul style="list-style-type: none"> <li>· Application of knowledge and skills (e.g., concepts, procedures, spatial skills, processes, technologies) in familiar contexts</li> <li>· Transfer of knowledge and skills (e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies) to new contexts</li> <li>· Making connections within and between various contexts (e.g., between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts; in proposing and/or taking action to address related issues; in making predictions)</li> </ul>	25%
<b>Total</b>		100%

## Final Mark

The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for Canadian and World Studies.

70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

30% of the grade will be based on a final evaluation. At least 20% of this evaluation will be a final assessment. The other 10% may be any one of a variety of assessment tools that suit the students learning style.

## SOME CONSIDERATIONS FOR PROGRAM PLANNING IN CANADIAN AND WORLD STUDIES

*The Ontario Curriculum, Grades 11 and 12: Canadian and World Studies, 2013, (revised) contains a more detailed description of planning considerations for this course. The following reflects classroom practice at The Toronto Central Academy.*

## **INSTRUCTIONAL APPROACHES**

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

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

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

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

### **A Differentiated Approach to Teaching and Learning**

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

### **Lesson Design**

Teachers engage students in a lesson by clarifying the purpose for learning, and making connections to contexts that will help them see the relevance and usefulness of what they

are learning. Teachers select instructional strategies to effectively introduce concepts, and consider how they will adjust their teaching methodology in ways that will best accommodate the needs of their students, the majority of whom are ELL.

### **Instructional Approaches in Canadian and World Studies**

Instruction in Grade 9 Geography should help students acquire the knowledge, skills, and attributes they need in order to achieve the curriculum expectations for grades 11 and 12. To be effective, instruction must be based on the belief that all students can be successful and that learning in Geography is important and valuable for all students. The Grades 11 and 12 Canadian and World Studies curriculum will provide later opportunities for teachers and students to select, within the broad parameters of the expectations, topics for investigation. This flexibility allows teachers to tailor topics to suit the interests and readiness of their students and to address the context of their local communities. Students who are recently from Asia will benefit from reference to geography related issues to Pacific Rim countries.

### **Connections to Current Events and Issues**

Teachers need to integrate current events and issues within the curriculum expectations, and not treat them as separate topics, for example severe weather patterns that draw media attention from time-to-time. The integration of current events and issues into the curriculum will help students make connections between what they are learning in class and past and present-day local, national, and global events, developments, and issues. Examining current events helps students analyse controversial issues, understand diverse perspectives, develop informed opinions, and build a deeper understanding of the world in which they live. In addition, investigating current events will stimulate students' interest in and curiosity about the world around them. The inclusion of current geographic events will help turn the curriculum into a relevant, living document.

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

This is not applicable for students at The Erindale Academy because there are no students with special needs.

### **PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS**

Young people whose first language is not English enter Ontario secondary schools with diverse linguistic and cultural backgrounds. These students can bring a rich array of background knowledge and experience to the classroom, and all teachers must share in the responsibility for their English-language development. Students who come to Ontario from other countries will find the study of the subjects within Canadian and World Studies particularly useful. Through this study, they can develop an understanding of Canadian economics, geography, history, law, and politics that will help them to become well-informed Canadian citizens.

In a supportive learning environment, most students will develop oral language proficiency quite quickly. Teachers can sometimes be misled by the high degree of oral



proficiency demonstrated by many English language learners in their use of everyday English and may mistakenly conclude that these students are equally proficient in their use of academic English. Most English language learners who have developed oral proficiency in everyday English will nevertheless require instructional scaffolding to meet curriculum expectations.

Appropriate adaptations for ELL students include:

- modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., modeling, movement and gestures; open-ended activities; extensive use of visual cues, images, diagrams; visual representations of key ideas; graphic organizers; scaffolding; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., simplified text, illustrated guides or diagrams that show how to use equipment or perform skills, guides available in languages that students speak at home, bilingual dictionaries, visual material, displays; and materials and activities that reflect cultural diversity);
- use of assessment accommodations (e.g., provision of extra time; use of interviews and oral presentations; use of portfolios, demonstrations, visual representations or models, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

## **ENVIRONMENTAL EDUCATION AND CANADIAN AND WORLD STUDIES**

There are many opportunities to integrate environmental education into the teaching of Geography. Students can be encouraged to explore a range of environmental issues. In economics, students have opportunities to analyse the environmental impact of economic growth as well as issues related to the scarcity of natural resources. Students also consider how the actions of consumers and producers can affect the environment.

## **HEALTHY RELATIONSHIPS AND CANADIAN AND WORLD STUDIES**

A climate of cooperation, collaboration, respect, and open-mindedness is vital in the classroom. These attitudes and attributes enable students to develop an awareness of the complexity of a range of issues. Moreover, in examining issues from multiple perspectives, students develop not only an understanding of various positions on these issues but also a respect for different points of view. Students develop empathy as they analyse events and issues from the perspectives of people in different parts of Canada or the world, or from different historical eras. These attitudes and attributes provide a foundation on which students can develop their own identity, explore interconnectedness with others, and form and maintain healthy relationships.

## **EQUITY AND INCLUSIVE EDUCATION IN THE CANADIAN AND WORLD STUDIES PROGRAM**

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

It is important that teachers of Geography create an environment that will foster a sense of community where all students feel included and appreciated. It is imperative that students see themselves reflected in the choices of issues, examples, materials, and resources selected by the teacher. When leading discussions on topics related to diverse ethno-cultural, socio-economic, or religious groups or the rights of citizenship, teachers should ensure that all students – regardless of culture, religious affiliation, gender, class, or sexual orientation – feel included and recognized in all learning activities and discussions. By teachers carefully choosing support materials that reflect the makeup of a class, students will see that they are respected. This will lead to student understanding of and respect for the differences that exist in their classroom and in the multiple communities to which they belong.

## **FINANCIAL LITERACY IN CANADIAN AND WORLD STUDIES**

Financial literacy education can provide the preparation Ontario students need to make informed decisions and choices in a complex and fast-changing financial world. They need to develop an understanding of world economic forces and the effects of those forces at the local, national, and global level. In order to make wise choices, they will need to understand how such forces affect their own and their families' economic and financial circumstances. Finally, to become responsible citizens in the global economy, they will need to understand the social, environmental, and ethical implications of their own choices as consumers. For all of these reasons, financial literacy is an essential component of the education of Ontario students.

## **LITERACY, MATHEMATICAL LITERACY, AND INQUIRY SKILLS IN CANADIAN AND WORLD STUDIES**

Many of the activities and tasks that students undertake in the Geography curriculum involve literacy skills relating to oral, written, and visual communication. In all Geography courses, students are required to use appropriate and correct terminology, including that related to the concepts of disciplinary thinking, and are encouraged to use language with care and precision in order to communicate effectively.

Helpful advice for effectively addressing the literacy demands of different curriculum areas, including those represented in Geography may be found in resource materials available in the literacy domain of the EduGAINS website, at [www.edugains.ca/newsite/literacy/index.html](http://www.edugains.ca/newsite/literacy/index.html).

The Geography program also builds on, reinforces, and enhances mathematical literacy. Geography provides students with opportunities to reinforce their mathematical literacy in areas involving computational strategies and data management and, in particular, the ability to read and construct graphs.

Inquiry and research are at the heart of learning in all subject areas. In Geography courses, students are encouraged to ask questions and explore a variety of possible answers to those questions.

## **CRITICAL THINKING AND CRITICAL LITERACY IN CANADIAN AND WORLD STUDIES**

Students use critical-thinking skills in Geography when they assess, analyse, and/or evaluate the impact of something and when they form an opinion about something and support that opinion with a rationale. In order to think critically, students need to examine the opinions and values of others, detect bias, look for implied meaning, and use the information gathered to form a personal opinion or stance, or a personal plan of action with regard to making a difference. In Geography, students who are critically literate are able, for example, to actively analyse media messages and determine potential motives and underlying messages. They are able to determine what biases might be contained in texts, media, and resource material and why that might be, how the content of these materials might be determined and by whom, and whose perspectives might have been left out and why. Students would then be equipped to produce their own interpretation of the issue.

## **THE ROLE OF THE SCHOOL LIBRARY IN THE CANADIAN AND WORLD STUDIES PROGRAM**

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

The school library program enables students to:

- develop a love of reading for learning and for pleasure;
- acquire an understanding of the richness and diversity of texts produced in Canada and around the world;
- obtain access to programs, resources, and integrated technologies that support all curriculum areas;
- understand and value the role of public library systems as a resource for lifelong learning.

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

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

In addition, teacher-librarians can work with teachers of Canadian and world studies to help students:

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

Teachers of Canadian and world studies are also encouraged to collaborate with both local librarians and teacher-librarians on collecting digital, print, and visual resources for projects (e.g., biographies and/or autobiographies of people who have contributed to Canada; books with historical and geographic photographs and maps of Canada; culture-specific image collections; and informational videos). Librarians may also be able to assist in accessing a variety of online resources and collections (e.g., professional articles, image galleries, videos).

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

## **THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY IN THE CANADIAN AND WORLD STUDIES PROGRAM**

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

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

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

The Essential Skills identified in the OSP are:

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

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

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

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

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

Categories		50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
<b>Knowledge and Understanding</b> - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)					
	The student:				
knowledge of facts and terms	demonstrates limited understanding of facts and terms	demonstrates some understanding of facts and terms	demonstrates considerable understanding of facts and terms	demonstrates thorough understanding of facts and terms	
understanding of concepts, principles, and theories	demonstrates limited knowledge of concepts, principles, and theories	demonstrates some knowledge of concepts, principles, and theories	demonstrates considerable knowledge of concepts, principles, and theories	demonstrates thorough knowledge 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 insightful understanding of relationships among concepts, principles, and theories	
<b>Thinking and Inquiry</b> - The use of critical and creative thinking and inquiry skills and/or processes					
	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 an inquiry process	applies some of the skills involved in an inquiry process	applies most of the skills involved in an inquiry process	applies all or almost all the skills involved in an inquiry process	
<b>Communication</b> - The conveying of meaning through various forms					
	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 purpose	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	
<b>Application</b> - The use of knowledge and skills to make connections within and between various contexts					
	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)	makes connections with limited effectiveness	makes connections with moderate effectiveness	makes connections with considerable effectiveness	makes connections with a high degree of effectiveness	