

6	Social Studies	<p>Strand: A. Heritage and Identity: Communities in Canada, Past and Present</p> <p>A1. Application: Diversity, Inclusiveness, and Canadian Identities</p> <p>A2. Inquiry: The Perspectives of Diverse Communities</p>	<p>A1.1 explain how various features, including built, physical, and social features of communities, can contribute to identities in and images of a territory and/or country, and assess the contribution of some of these features to images of and identities in Canada.</p> <p>A1.4 explain how various groups and communities have contributed to the goal of inclusiveness in Canada and assess the extent to which Canada has achieved the goal of being an inclusive society.</p> <p>A2.1 formulate questions to guide investigations into different perspectives on the historical and/or contemporary experiences of a few distinct communities.</p> <p>A2.2 gather and organize information from a variety of primary and secondary sources that present different perspectives on the historical and/or contemporary experience of a few communities.</p>
	Language	<p>Strand: A. Literacy Connections and Applications</p> <p>A3. Applications, Connections, and Contributions</p>	<p>A3.2 Identity and Community: demonstrate an understanding of the contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring the concepts of identity, self, and sense of belonging in culturally responsive and relevant texts.</p>
	The Arts	<p>D. Visual Arts</p> <p>D2. Reflecting, Responding, and Analysing</p> <p>D3. Exploring Forms and Cultural Contexts</p>	<p>D2.1 interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey.</p> <p>D3.1 identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of communities, times, and places.</p>

Grade	Subject	Overall Expectations	Specific Expectations
7	History	Strand: B. Canada, 1800-1850: Conflict and Challenges B3. Understanding Historical Context: Events and Their Consequences	B3.1 identify factors contributing to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850 and describe the historical significance of some of these events/trends for different individuals, groups, and/or communities, including Indigenous individuals and/or communities. B3.3 identify key political and legal changes that occurred in and/or affected Canada during this period and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities.
	Language	Strand: A. Literacy Connections and Applications A3. Applications, Connections, and Contributions	A3.2 demonstrate an understanding of the historical contexts, contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring and analyzing the concepts of identity, self, and sense of belonging in a variety of culturally responsive and relevant texts.
	The Arts	D. Visual Arts D2. Reflecting, Responding, and Analysing D3. Exploring Forms and Cultural Contexts	D2.1 interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey. D3.1 identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of cultures and civilizations. D3.2 demonstrate an understanding of the function of visual and media arts in various contexts today and in the past, and of their influence on the development of personal and cultural identity.

8	History	<p>Strand: A. Creating Canada, 1850-1890</p> <p>A1. Application: Peoples in the New Nation</p>	<p>A1.3 assess the impact that differences in legal status and in the distribution of rights and privileges had on various settler/newcomer groups and individuals in Canada between 1850 and 1890</p> <p>A1.4 analyse some of the actions taken by various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1850 and 1890 to improve their lives.</p>
		<p>A2. Inquiry: Perspectives in the New Nation</p>	<p>A2.1 formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1850 and 1890</p> <p>A2.2 gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, using a variety of primary sources and secondary sources.</p>
		<p>Strand: B. Canada, 1890-1914: A Changing Society</p> <p>B1. Application: Canada – Past and Present</p>	<p>B1.1 analyse key similarities and differences in the experiences of various groups and communities, including First Nations, Métis, and Inuit communities, in present-day Canada and the same groups/communities in Canada between 1890 and 1914</p> <p>B1.3 analyse some of the challenges facing various non-Indigenous individual, groups, and/or communities in Canada between 1890 and 1914 and compare some of these challenges with those facing present-day Canadians.</p>
		<p>B3. Understanding Historical Context: Events and their Consequences</p>	<p>B3.2 identify factors contributing to some key events and/or developments that occurred in and/or affected Canada between 1890 and 1914 and explain the historical significance of some of these events and/or developments for various non-Indigenous individuals, groups, and/or communities.</p>
	Language	<p>Strand: A. Literacy Connections and Applications</p> <p>A3. Applications, Connections, and Contributions</p>	<p>A3.2 Identity and Community: demonstrate an understanding of the historical contexts, contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring and analyzing the concepts of identity, self, and sense of belonging in a variety of culturally responsive and relevant texts.</p>
	The Arts	<p>D. Visual Arts</p> <p>D2. Reflecting, Responding, and Analysing</p>	<p>D2.1 interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey.</p> <p>D2.2 analyse ways in which elements and principles of design are used in a variety of art works to communicate a theme or message and evaluate the effectiveness of their use on the basis of criteria generated by the class.</p>
		<p>D3. Exploring Forms and Cultural Contexts</p>	<p>D3.2 identify and analyse some of the social, political, and economic factors that affect the creation of visual and media arts and the visual and media arts community.</p>

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9	English (ENL1W)	<p>Strand: A. Literacy Connections and Applications A3. Applications, Connections, and Contributions</p> <p>Strand: B. Foundations of Language B1. Oral and Non-verbal Communication</p>	<p>A3.2 Identity and Community: demonstrate an understanding of the historical contexts, contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring and analyzing the concepts of identity, self, and sense of belonging in a variety of culturally responsive and relevant texts.</p> <p>B1.1 Effective Listening Skills: evaluate and use various effective listening skills to enhance comprehension, including paraphrasing, asking open-ended questions, making relevant responses in group discussions, and reflecting on what has been said, and use these skills in formal and informal contexts and for various purposes.</p>
	Visual Arts (AVI1O)	<p>Strand: B. Reflecting, Responding, and Analysing B1. The Critical Analysis Process</p> <p>B2. Art, Society, and Values</p> <p>Strand: C. Foundations C2. Conventions and Techniques</p>	<p>B1.1 identify and describe their initial reactions to a variety of art works. B1.2 identify, on the basis of examination, elements and principles of design used in various art works and describe their effects. B1.3 interpret a variety of historical and/or contemporary art works.</p> <p>B2.1 identify the functions of various types of art works in the past and present societies. B2.3 identify ways in which creating and/or analysing art works has affected their personal identity and values.</p> <p>C2.1 demonstrate an understanding of some techniques that artists use to achieve specific effects. C2.2 demonstrate an understanding of some of the conventions used in visual art works.</p>

10	English (ENG2D)	Strand: Oral Communication 1. Listening to Understand	1.1 identify the purpose of a variety of listening tasks and set goals for specific tasks.
	(ENG2P)	Strand: Oral Communication 1. Listening to Understand	1.1 identify the purpose of several different listening tasks and set goals for specific tasks. 1.2 identify and use several different active listening strategies when participating in a variety of classroom interactions. 1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them. 1.7 analyse both simple and complex oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response.
	Visual Arts (AVI2O)	Strand: B. Reflecting, Responding, and Analysing B1. The Critical Analysis Process B2. Art, Society, and Values	B1.1 identify and describe their initial reactions to a variety of art works and explain the reasons for their reactions. B1.2 identify and describe the elements and principles of design used in their own art works and the works of others and describe their effects. B1.3 explore and interpret a variety of art works, both historical and contemporary, to identify and describe their purpose and style, the materials used, and the meanings the works convey. B2.2 identify and describe ways in which various art works reflect the society in which they were created. B2.3 identify and describe ways in which creating and/or analysing art works has affected their personal identity and values.
	Canadian History since World War 1 (CHC2D)	Strand E: Canada, 1982 to the Present E1. Social, Economic, and Political Context E2. Communities, Conflict, and Cooperation E3. Identity, Citizenship, And Heritage	E1.1 describe various social and cultural trends and developments in Canada since 1982 and assess their significance for people in Canada, including First Nations, Métis, and Inuit communities. E2.1 describe some significant ways in which Canadians have cooperated and/or come into conflict with each other since 1982 and analyse these interactions from various perspectives. E3.2 explain ways in which various individuals, groups, organizations, and/or events have contributed to the arts and popular culture in Canada since 1982 and assess the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada. E3.3 assess the significance of public acknowledgements and/or commemoration in Canada of past human tragedies and human rights violations, both domestic and international.
	(CHC2P)	Strand E: Canada, 1982 to the Present E1. Social, Economic, and Political Context E3. Identity, Citizenship, And Heritage	E1.1 describe some key social trends and/or developments in Canada since 1982 and assess their significance for the lives of different people in Canada, including First Nations, Métis, and Inuit communities. E3.2 describe ways in which individuals, organizations, and/or events have contributed to the arts and/or popular culture in Canada since 1982 and explain their significance for cultural identities, including multiculturalism, in Canada. E3.4 describe some of the ways in which Canada and people in Canada have, since 1982, acknowledged the consequences of and/or commemorated past events, with a focus on human tragedies and human rights violations that occurred in Canada or elsewhere in the world and explain the significance of these acknowledgments/commemorations for identities and/or heritage in Canada.

Grade	Subject	Overall Expectations	Specific Expectations
11	Equity, Diversity, and Social Justice (HSE3E)	Strand: A. Research and Inquiry Skills A1. Exploring Strand: B. Foundations B1. The Social Construction of Identity	A1.1 explore a variety of topics related to equity, diversity, and/or social justice. B1.1 explain how various aspects of identity may be socially constructed and internalized. B1.4 explain how biases and stereotypes, including those related to race, class, gender, and sexual orientation, are transmitted through the media and popular culture and describe their possible impact on individuals.
	Visual Arts (AVI3M)	Strand: A. Creating and Presenting A2. The Elements and Principles of Design Strand: B. Reflecting, Responding, and Analysing B2. Art, Society, and Values	A2.1 explore how elements and principles of design can be used to convey emotion and enhance personal expression and use a combination of these elements and principles to create two- and three-dimensional art works that express personal feelings and communicate specific emotions to an audience. B2.1 analyse the function and social impact of different kinds of art works in both past and present societies. B2.2 explain, on the basis of research, ways in which various art works are a response to and a reflection of the society in which they were created.
	(AVI3O)	Strand: B. Reflecting, Responding, and Analysing B1. The Critical Analysis Process	B1.2 identify and describe the elements and principles of design used in their own art works and the works of others and explain how they are used to achieve specific effects. B1.3 communicate their understanding of the meanings of a variety of historical and contemporary art works, based on their interpretation of the works and an investigation of their historical and/or social context.
	World History since 1900: Global and Regional Interactions (CHT3O)	Strand: E. A Globalizing World: Issues and Interactions since 1991 E3. Identity, Citizenship, and Heritage	E3.5 describe some key cultural issues, trends, and/or developments during this period, and explain their impact on identity and heritage
	Media Studies (EMS3O)	Strand: B. Media and Society 1. Understanding Media Perspectives	1.1 analyse the representation of groups and individuals in media texts and comment on the perspectives, beliefs, or biases that are evident in the texts.
	Presentation and Speaking Skills (EPS3O)	Strand: A. Understanding Presentations 1. Identifying Elements of Effective Presentations	1.3 identify the techniques that effective speakers use to make convincing presentations. 1.4 identify how audio-visual aids are used to support the oral components of a presentation.

12	English (ENG4U)	Strand: Oral Communication 1.Listening to Understand	1.2 select and use the most appropriate active listening strategies when participating in a wide range of situations. 1.4 identify the important information and ideas in oral texts, including complex and challenging texts, in a variety of ways. 1.6 extend understanding of oral texts, including complex and challenging texts, by making insightful connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them.
	Equity and Social Justice: From Theory to Practice (HSE4M)	Strand: B. Understanding Social Construction B3. Media and Popular Culture Strand: C. Addressing Equity and Social Justice Issues C1. Historical and Contemporary Issues C2. Leadership Strand: D. Personal and Social Action D1. Promoting Equity and Social Justice	B3.1 analyse stereotypes found in the media and popular culture and assess their impact. B3.3 demonstrate an understanding of various ways in which media and popular culture can be used to raise awareness of equity and social justice issues. C1.1 analyse the rationale for specific instances of social injustice in Canadian history and demonstrate an understanding of how perspectives on the issues related to these historical injustices have changed. C1.2 analyse a broad range of current equity and social justice issues in Canada with reference to the underlying social circumstances and potential strategies for addressing the issues. C2.1 evaluate the achievements of a range of individual Canadians in the areas of equity and social justice. D1.2 describe how education can help promote equity and social justice.
	World Cultures (HSC4M)	Strand: B. The Concept of Culture B2. Cultural Dynamics Strand: C. Cultural Expressions C1. Art, Philosophy, and Religion	B2.2 analyse how culture is acquired and maintained within a group. C1.1 describe forms of artistic expression found within a specific culture and explain how they relate to aspects of that culture.
	Visual Arts (AVI4M)	Strand: B. Reflecting, Responding, and Analysing B1. The Critical Analysis Process B2. Art Society and Values	B1.2 deconstruct with increasing skill and insight the visual content and the use of elements and principles of design in their own artwork and the work of others. B2.2 assess the impact of socio-economic, political, cultural, and/or spiritual factors on the production of art works. B2.3 assess the impact that the creation and analysis of art works has had on their personal identity and values and their perceptions of society.
	(AVI4E)	Strand: B. Reflecting, Responding, and Analysing B1. The Critical Analysis Process	B1.2 identify the elements and principles of design used in art works, including applied and commercial art works, analyse their purpose, and evaluate their effectiveness.
	Canada: History, Identity, and Culture (CHI4U)	Strand: E. Canada Since 1945 E1. Setting the Context E3. Diversity and Citizenship	E1.1 analyse key social/cultural trends and developments in Canada during this period, including changes in social attitudes/values and assess their significance for the development of Canada, including the development of identity in Canada. E3.4 describe the contributions of various individuals and groups, including ethnocultural and regional groups to the development of culture and identity in Canada during this period.