

The Ontario Curriculum  
Grades 9–12

# First Nations, Métis, and Inuit Connections

Scope and Sequence  
of Expectations

2016



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Une publication équivalente est disponible en français sous le titre suivant : *Le curriculum de l'Ontario de la 9e à la 12e année – Perspectives des Premières Nations, des Métis et des Inuits : Portée et enchaînement des attentes et contenus d'apprentissage, 2016*

This publication is available only on the Ministry of Education's website, at [www.ontario.ca/edu](http://www.ontario.ca/edu).

# PREFACE

“Over the past three years, relationships with school boards; schools; parents; teachers; and First Nation, Métis and Inuit communities and organizations have become stronger. Activities have enhanced targeted supports for students and educators. Knowledge and awareness of First Nation, Métis and Inuit histories, cultures and perspectives have increased throughout the provincial education system. Through additional supports, including classroom resources and professional development opportunities, teachers are also better equipped to embed Aboriginal perspectives into the classroom.”

Ontario Ministry of Education, *A Solid Foundation: Second Progress Report on the Implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework*, 2013, pp. 6–7.

In support of its focus on student achievement and closing attainment gaps, the Ministry of Education has identified First Nations, Métis, and Inuit education as an important priority in Ontario.

Ministry policies, strategies, and initiatives, including the equity and inclusive education strategy, the English language learners policy, and the Indigenous education strategy, support respect for and acceptance of diversity in Ontario’s schools. For example, through the *Ontario First Nation, Métis, and Inuit Education Policy Framework*, a key part of the Indigenous education strategy, the ministry is committed to developing strategies to support and strengthen a curriculum that facilitates learning about contemporary and traditional First Nations, Métis, and Inuit cultures, histories, and perspectives among all students.

To ensure Indigenous perspectives are represented in the curriculum, a wide range of Indigenous partners, including First Nations, Métis, and Inuit Elders, Senators, knowledge keepers, educators, cultural advisers, and community leaders, are engaged in the curriculum review process. All revised curriculum policy documents also undergo a third-party review to ensure the accuracy and relevancy of the First Nations, Métis, and Inuit perspectives included in them.

Ontario publicly funded schools have an important role to play in promoting an inclusive school climate and a learning environment in which all students, including First Nations, Métis, and Inuit students, see themselves reflected in the curriculum and in which all students have opportunities, across the Ontario curriculum, to learn about and appreciate contemporary and traditional First Nations, Metis, and Inuit cultures, histories and perspectives. The Ontario curriculum promotes active and engaged citizenship, which includes greater awareness of the distinct place and role of Indigenous peoples in our shared heritage and in the future in Ontario.

As the following statement by Clinton L. Beckford and Russell Nahdee indicates, the inclusion of First Nations, Métis, and Inuit connections in the curriculum creates enriching experiences and outcomes for all learners:

“For Aboriginal students, the inclusion of indigenous perspectives can help to foster engagement in the learning process through increased relevance to their own experiences and culture, leading to increased self-esteem and better learning outcomes. For other students, indigenous perspectives extend and enrich the educational experience, provide intercultural knowledge and experiences and afford opportunities to explore and appreciate Aboriginal socio-cultural, economic and ecological contributions to Canadian society.”

“Teaching for Ecological Sustainability: Incorporating Indigenous Philosophies and Practices”, *What Works? Research into Practice*, Research Monograph #36 (Literacy and Numeracy Secretariat / Ontario Association of Deans of Education, September 2011), p. 1.

This *Scope and Sequence* resource document is designed to assist teachers with incorporating First Nations, Métis, and Inuit perspectives into the classroom by highlighting where there are opportunities for students to explore themes, ideas, and topics related to Indigenous peoples in Canada in each discipline, from Grades 9 to 12. This document will be updated regularly to reflect changes related to First Nations, Métis, and Inuit connections in revised curriculum policy documents that have come into effect.

This resource is one among many tools the ministry has developed, or is currently developing, to build educator capacity and support the delivery of learning opportunities for students in the area of Indigenous cultures, contributions, histories, and perspectives. Additional resources include:

- *Educator videos* – Videos have been created to demonstrate opportunities for making Indigenous connections in various contexts (e.g., making connections in an arts curriculum [go to Curriculum Services Canada at <http://resources.curriculum.org/arts/>]; showcasing the integration of financial literacy teaching and learning in a classroom in Moosonee [go to <http://www.edugains.ca/newsite/financialLiteracy/teachinglearningexamples.html>]).
- Ontario First Nations and Treaties Map from the Ministry of Indigenous Relations and Reconciliation: The map is available online at: [ontario.ca/treaties](http://ontario.ca/treaties)
- Information for Educators: This resource supports the use and implementation of the First Nations Treaties Map and is available online at: [edugains.ca/resourcesCurrImpl/OntCurriculum/InfoEducatorsTreaties.pdf](http://edugains.ca/resourcesCurrImpl/OntCurriculum/InfoEducatorsTreaties.pdf)
- Webinar for educators: Webinar on First Nations, Métis, and Inuit Connections and Associated Supports in the Curriculum available at: [edugains.ca/newsite/curriculum/ontariocurriculum.html](http://edugains.ca/newsite/curriculum/ontariocurriculum.html)
- *Language resource documents* – Documents have been developed to support educators in teaching language patterns for various dialects, including Oneida, Cayuga, and Mohawk; Ojibwe, Cree, and Oji-Cree as well as Delaware. Go to:
  - [Oneida, Cayuga, and Mohawk](#);

- [Delaware](#)
- [Ojibwe, Cree, and Oji-Cree](#)
- *Textbooks* – Textbooks such as *Aboriginal Peoples in Canada* and *Aboriginal Beliefs, Values, and Aspirations* have been developed to meet the expectations of the Grade 10 and Grade 11 Native studies courses. These textbooks were published by Pearson Canada in 2011 with support from the Ministry of Education.

In the curriculum policy documents, the ministry endeavours to use terminology that is most current at the time of publication related to Indigenous peoples in accurate, respectful ways that reflect the specific context and circumstance the term is meant to describe. While language is always evolving and terminological preferences vary, the ministry has now chosen to use the term “Indigenous” when a context is inclusive of all three cultural groups – First Nations, Métis, and Inuit (while also recognizing the diversity within these groups). Where the context is specific to a particular cultural group, the ministry has endeavoured to be as specific as possible to the community, nation, and/or cultural group. The term “Aboriginal” may still be found in a variety of curriculum expectations, examples, and teacher supports as their publication occurred prior to 2016.

Some disciplines, by virtue of their content, are more closely linked to the development of skills and knowledge related to First Nations, Métis, and Inuit connections than others. This document identifies both the expectations that explicitly address aspects of First Nations, Métis, and Inuit histories, cultures, and perspectives and those where connections can be made through the accompanying examples or teacher prompts. The First Nations, Métis, and Inuit connections identified in this document are only a sample, including only the most direct opportunities available in the existing secondary curriculum. Even where the subject matter of a discipline or course does not lend itself explicitly to making First Nations, Métis, and Inuit connections, educators can draw on Indigenous cultures and realities for scene setting in examples and lessons wherever possible.

The expectations listed in this resource document are taken from the current Ontario curriculum policy documents for Grades 9 and 10 and Grades 11 and 12 in the following disciplines:

- the arts
- business studies
- Canadian and world studies
- classical studies and international languages
- computer studies
- English
- English as a second language and English literacy development
- French as a second language – Core, Extended, and Immersion French
- guidance and career education
- health and physical education
- interdisciplinary studies
- mathematics
- Native languages
- Native studies

- science
- social sciences and humanities
- technological education

The date of publication of each of the documents represented is given in the heading at the start of the section for each discipline.

The disciplines are organized alphabetically in the document, and expectations are presented under the name of the strand within which they appear in the curriculum policy document. Examples and teacher prompts are included only if they have a First Nations, Métis, and/or Inuit connection.

# THE ARTS, GRADES 9 AND 10 (2010) AND GRADES 11 AND 12 (2010)

Many of the courses in the arts curriculum provide opportunities to explore First Nations, Métis, and Inuit connections. Students can study and respond to works of art that reflect the diversity of First Nations, Métis, and Inuit cultures. They can investigate how Indigenous beliefs and rituals, especially those connected to the land and nature, are reflected in the various arts. In creating various forms of art themselves, students can draw inspiration from and explore issues relating to Indigenous artistic expression and contributions to Canadian identity.

## Dance, Grade 9, Open (ATC1O)

### A. *Creating, Presenting, and Performing*

#### A2. **Choreography and Composition**

**A2.2** construct a short dance composition based on a given stimulus (e.g., ... *create a short dance based on images from nature in Aboriginal art*)

### C. *Foundations*

#### C2. **Contexts and Influences**

**C2.3** identify some shared characteristics of dance forms from around the world and illustrate them through performance (e.g., ... *identify elements in the Aboriginal dances of two different cultures that reveal their connection to nature and the environment*)

**Teacher prompts:** ... “How are dances of Polynesians and Aboriginal peoples in Canada the same and/or different in the way they reflect the natural environment?”

## Dance, Grade 10, Open (ATC2O)

### B. *Reflecting, Responding, and Analysing*

#### B2. **Dance and Society**

**B2.3** identify and describe ways in which different types of dance reflect the cultures that produced them (e.g., ... *the hoop dance reflects Aboriginal beliefs about how all living things on the earth grow, change, and are connected*)

**Teacher prompts:** ... “What beliefs about the natural world are expressed in the Aboriginal hoop dance or animal dance?”

## Drama, Grade 9, Open (ADA10)

### A. Creating and Presenting

#### A1. The Creative Process

**A1.2** select and use appropriate forms to suit specific purposes in drama works (e.g., ... *develop a ritual that could be part of an Aboriginal celebration*)

**Teacher prompts:** ... “What kinds of things might Aboriginal people celebrate with ritual? What types of rituals are used? ...”

### B. Reflecting, Responding, and Analysing

#### B2. Drama and Society

**B2.1** identify and explain the various purposes that drama serves or has served in diverse communities and cultures from the present and past (e.g., ... *to highlight or interpret religious or ethical beliefs, as in ... Aboriginal cultures; to celebrate or commemorate key traditions or historical events of a culture or country*)

**B2.4** identify ways in which dramatic exploration promotes an appreciation of diverse cultures and traditions (e.g., *describe what they learned from experiencing different perspectives on reality through drama works based on Aboriginal and/or international sources*)

**Teacher prompts:** “What did you learn about our connections to nature and the world around us from viewing or presenting dramas based on Aboriginal legends?”  
“How does presenting or viewing drama based on stories from another culture help you understand that culture better?”

## Drama, Grade 10, Open (ADA20)

### B. Reflecting, Responding, and Analysing

#### B1. The Critical Analysis Process

**B1.2** analyse a variety of drama works to compare and assess how they explore universal themes and issues (e.g., *compare and contrast the handling of similar themes in dramatizations of ... Aboriginal tales*)

#### B2. Drama and Society

**B2.4** identify ways in which dramatic exploration contributes to their understanding of diverse cultures and traditions (e.g., *identify insights they gained through exploring the role of ritual in ... Aboriginal ceremonies*)

## Integrated Arts, Grade 9 or 10, Open (ALC10/ALC20)

### A. Creating and Presenting

#### A1. The Creative Process

**A1.3** use the appropriate stages of the creative process to produce and present preliminary integrated art works, individually and/or collaboratively, in response to creative challenges (e.g., ... a work that integrates drama and music to represent a First Nation, Métis, or Inuit world view), and revise their works on the basis of peer- and self-assessment ...

### B. Reflecting, Responding, and Analysing

#### B2. The Function of the Arts in Society

**B2.1** describe the role of the arts as a vehicle for both cultural expression and the individual expression of the artist, with reference to works from both the past and the present (e.g., ... compare indigenous dances from different parts of the world with respect to their cultural meaning)

**Teacher prompts:** “What does this particular dance reveal about the culture that created it?” ...

#### B3. Values and Identity

**B3.2** demonstrate an understanding of how exploring the arts has affected their perception and understanding of Canadian identity (e.g., ... their understanding of issues that concern Canadians, including Aboriginal peoples; ...)

**Teacher prompts:** ... “How has your knowledge of the work of Aboriginal artists contributed to your understanding of Canadian identity?” ...

### C. Foundations

#### C2. Contexts and Influences

**C2.1** demonstrate an understanding of common symbols and themes in past and present art works from a variety of cultures, including First Nation cultures (e.g., explore world views and values inherent in Aboriginal cultural symbols; ...)

**Teacher prompts:** ... “What are some of the most common symbols in First Nation art? What is the meaning of these symbols for First Nation artists?”

**C2.2** describe, on the basis of research, themes in the work of some past and/or present artists, including Canadian artists, whose body of work incorporates more than one art form (e.g., prepare a short presentation on themes explored by artists such as ... Tomson Highway, ...)

#### C3. Conventions and Responsible Practices

**C3.3** identify, on the basis of research, ethical and legal practices related to the various arts disciplines, and apply these practices when creating, presenting, or promoting art works, including integrated art works/productions (e.g., ... respect cultural protocols when exploring First Nation, Métis, and/or Inuit art forms)

## Media Arts, Grade 10, Open (ASM2O)

### A. *Creating and Presenting*

#### A1. **The Creative Process**

**A1.1** use a variety of strategies (*e.g., brainstorming, concept webs, mind maps, research using sources such as the Internet and/or oral sources*) to generate ideas, individually and/or collaboratively, for solutions to creative challenges (*e.g., creating a media art work based on a theme such as child poverty in Ontario*)

**Teacher prompts:** "... How can you access oral sources, such as First Nation, Métis, and Inuit storytelling, in your research?" ...

### B. *Reflecting, Responding, and Analysing*

#### B2. **Identity and Values**

**B2.2** identify and describe ways in which media art works reflect cultural identity (*e.g., ... the media art works of Ron Noganosh*)

**Teacher prompts:** "How might a media artist use video to interpret and present the culture and history of the Métis?" ...

## Music, Grade 9, Open (AMU1O)

### B. *Reflecting, Responding, and Analysing*

#### B2. **Music and Society**

**B2.1** identify and describe ways in which traditional music reflects the society in which it was created and how it has affected communities or cultures (*e.g., ... the focus of the music in ceremonies and celebrations of some of Canada's Aboriginal peoples; ...*)

**Teacher prompts:** ... "Why are First Nation musical ceremonies and celebrations often connected to aspects of nature? What do these themes tell us about the Aboriginal societies in question?"

### B. *Foundations*

#### C2 **Characteristics and Development of Music**

**C2.2** identify and describe shared and unique characteristics of types of music from around the world, including Aboriginal music (*e.g., the use of instruments in Aboriginal song; ...*)

## Music, Grade 10, Open (AMU2O)

### ***B. Reflecting, Responding, and Analysing***

#### **B2. Music and Society**

**B2.2** describe significant contributions of individuals within a community or culture to genres of traditional, commercial, and/or art music (*e.g., ... Susan Aglukark's integration of her Inuit musical heritage into contemporary music; ...*)

### ***C. Foundations***

#### **C2. Characteristics and Development of Music**

**C2.2** identify and describe shared and unique characteristics of traditional and contemporary music, including Aboriginal music, from Canada and around the world (*e.g., compare and contrast Native music from Canada with that of other countries; in a small group, replicate ceremonial music from a Canadian Aboriginal group; ...*)

**Teacher prompts:** "What are some of the characteristics of Canadian Aboriginal music? Why does it often portray or speak about nature and the environment?" ...

## Visual Arts, Grade 10, Open (AVI2O)

### ***B. Reflecting, Responding, and Analysing***

#### **B2. Art, Society, and Values**

**B2.2** identify and describe ways in which various art works reflect the societies in which they were created (*e.g., with reference to the use of available materials, cultural influences, the depiction of current events or issues important to that society, the purpose of the work, the views and beliefs of audiences at the time*)

**Teacher prompts:** ... "How did access to materials affect the type of art works historically produced by various Aboriginal cultures in Canada (*e.g., Mi'kmaq quillwork, Inuit soapstone sculpture, Haida cedar masks*)?"

## Dance, Grade 11, Open (ATC3O)

### ***A. Creating, Presenting, and Performing***

#### **A3. Dance Techniques**

**A3.1** apply knowledge of the movement vocabularies of a variety of dance forms from around the world (*e.g., practise and demonstrate movements from ... one or more world dance forms, such as the Anishinabe "jingle dress dance" ...*)

## **C. Foundations**

### **C2. Contexts and Influences**

**C2.3** identify and describe similarities and differences in some dance forms from around the world and illustrate them through performance (*e.g., do research to identify and compare some characteristic gestures and movements of Kathakali dance and Aboriginal dance, ... and perform excerpts from these styles to demonstrate their findings*)

## **Drama, Grade 11, University/College Preparation (ADA3M)**

### **A. Creating and Presenting**

#### **A1. The Creative Process**

**A1.1** develop interpretations of drama texts or other sources from a variety of Western and non-Western traditions as a basis for their own drama presentations (*e.g., ... scenes from plays by men and women playwrights, including Aboriginal ... dramatists*)

## **Drama, Grade 11, Open (ADA3O)**

### **A. Creating and Presenting**

#### **A1. The Creative Process**

**A1.2** select and use appropriate dramatic forms to present themes or ideas about diverse cultures, contexts, and perspectives (*e.g., use choral speaking, spoken word, and/or mime to dramatize an Aboriginal ... folk tale; ...*)

#### **A2. Elements and Conventions**

**A2.1** identify distinctive uses of the elements of drama in texts and sources from a range of cultures and incorporate them in their own drama works (*e.g., use trickster characters such as Nanabush, coyote, ... from Aboriginal ... folk tales; ...*)  
**Teacher prompt:** “How can you present this story so that all the action happens within one day?”

## **Drama, Grade 12, University/College Preparation (ADA4M)**

### **A. Creating and Presenting**

#### **A1. The Creative Process**

**A1.1** develop interpretations of drama texts from a variety of Western and non-Western dramatic traditions, past and present, as a basis for their own drama works (*e.g., ... pivotal or climactic scenes from works by playwrights such as ... Tomson Highway, ...*)

**Teacher prompts:** “How does this play reflect its own time period and culture? How can we stage it so as to show its relevance to our own society?” ... “In what ways were women treated in society at the time this play was written? How did they deal with their subordination? What does the playwright communicate to us about their strength despite the odds that they face?”

## ***B. Reflecting, Responding, and Analysing***

### **B1. The Critical Analysis Process**

**B1.2** analyse a variety of contemporary and historical drama works to explain and evaluate how they communicate themes and dramatize issues (*e.g., describe the strategies used to explore political and social issues in plays like ... The Rez Sisters by Tomson Highway, and comment on their effectiveness*)

### **B2. Drama and Society**

**B2.1** demonstrate an understanding of how drama questions social and cultural conditions in a variety of Canadian and global drama sources and traditions (*e.g., determine the intended message in ... Drew Hayden Taylor’s scrutiny of Native culture in Toronto at Dreamer’s Rock, ...*)

**Teacher prompts:** ... “What are the defining characteristics of this style of theatre? How does it relate to the culture and time period in which it was created?”

## **Exploring and Creating in the Arts, Grade 11 or 12, Open (AEA30/AEA40)**

## ***B. Reflecting, Responding, and Analysing***

### **B1. The Critical Analysis Process**

**B1.2** identify and describe the elements and principles used to create integrated art works, and analyse the methods used to combine these elements and principles into unified art works (*e.g., ... create a mind map of the artistic elements in a music video by contemporary First Nation, Métis, or Inuit musicians, and analyse how they have been combined into a cohesive whole*)

### **B2. The Function of the Arts in Society**

**B2.1** explain various functions of the arts in society, with reference to both past and present societies (*e.g., ... report on the functions of art in Aboriginal societies; ...*)

### **B3. The Arts and Personal Development**

**B3.2** analyse, on the basis of research, the impact of a range of factors on the development of artists from various arts disciplines (*e.g., ... the influence of Aboriginal culture on the work of Santee Smith; ...*)

## **C. Foundations**

### **C2. Contexts and Influences**

- C2.1** demonstrate an understanding of symbols used in a variety of past and present art works from various cultures from around the world (*e.g.F, research and report on the significance of symbols associated with ... First Nation, Métis, and Inuit pictographs; ...*)
- C2.2** research, reflect on, and explain how common themes (*e.g., love, war, heroism, death, joy, work, nature*) are addressed in a variety of past and present art works from various cultures **Teacher prompts:** ... “What are some of the ways in which Canadian artists, including ... First Nation, Métis, and Inuit artists, have addressed the theme of nationhood?”

## **Media Arts, Grade 11, University/College Preparation (ASM3M)**

### **A. Creating and Presenting**

#### **A3. Using Technologies, Tools, and Techniques**

- A3.3** communicate their purpose and artistic intention when creating and presenting media art works, using a variety of tools, technologies, and techniques (*e.g., create a video-based installation that uses dramatic images to encourage the audience to consider social issues related to Aboriginal rights ...*)

### **B. Reflecting, Responding, and Analysing**

#### **B2. Identity and Values**

- B2.2** analyse the ability of media art works to express historical or contemporary cultural identities (*e.g., Alanis Obomsawin’s Kanehsatake: 270 Years of Resistance; ...*), and explain how obstacles can limit that ability

## **C. Foundations**

### **C3. Responsible Practices**

- C3.2** explain ethical and legal issues associated with media arts, particularly with respect to social justice and equity issues (*e.g., issues of ... cultural appropriation*), and use ethical and legal practices when creating, presenting, or promoting media art works **Teacher prompt:** “What factors should you consider when representing or documenting ... cultural groups or when exploring sensitive issues?”

## Media Arts, Grade 11, Open (ASM30)

### A. Creating and Presenting

#### A1. The Creative Process

**A1.4** exhibit or perform media art works, individually and/or collaboratively, using a variety of methods that are appropriate for their work (*e.g., ... a podcast on the significance of storytelling in First Nation, Métis, and/or Inuit cultures*)

### B. Reflecting, Responding, and Analysing

#### B2. Identity and Values

**B2.2** explain ways in which media art works reflect cultural identity (*e.g., works in the ImagINATIVE Film and Media Arts Festival; the work of Jenny Fraser*)

**B2.3** identify and explain ways in which media art works can influence community or societal values (*e.g., ... explore the effects of community-based broadcasting on the maintaining of cultural identity in Aboriginal communities*)

**B2.5** explain how the process of critically analysing media art works has affected their understanding of the values of other cultures and communities (*e.g., how analysing the approach and message of, and tools used in, a work by a media artist from outside their own community/culture has expanded their understanding of another culture*)

**Teacher prompt:** “In what ways has your analysis of Zacharias Kunuk’s film *Atanarjuat / The Fast Runner* informed your understanding of the traditional values of Inuit culture?”

## Media Arts, Grade 12, University/College Preparation (ASM4M)

### A. Creating and Presenting

#### A3. Using Technologies, Tools, and Techniques

**A3.3** communicate their purpose and artistic intention when creating and presenting media art works, using a variety of approaches, tools, technologies, and techniques in an increasingly skillful and personalized way (*e.g., ... produce a short documentary to raise awareness of a current Aboriginal issue, using an approach similar to that in Alanis Obomsawin’s works*)

## ***B. Reflecting, Responding, and Analysing***

### **B1. The Critical Analysis Process**

**B1.2** use the critical analysis process, including the process of deconstruction, to analyse and evaluate different types of media art works (*e.g., interactive installations, animations, music videos, performance art, websites, digitally manipulated photographs, documentaries*) by contemporary media artists (*e.g., ... assess the effectiveness of Don Kelly's A Fish Out of Water in providing insight into contemporary Aboriginal identities*)

### **B2. Identity and Values**

**B2.2** analyse, on the basis of investigation, the ability of media art works to express and promote cultural identities (*e.g., a media art work on the spirit or resilience of an Aboriginal culture*), and analyse how obstacles can limit that ability (*e.g., how galleries or the Internet might limit the representation of different cultures; how appropriation of ideas can affect the expression of identity*)

**Teacher prompts:** ... “What are some of the ways in which Aboriginal media artists have portrayed their cultures? In what ways are these portrayals different from outsiders’ portrayals of these cultures? What accounts for these differences?”

## ***C. Foundations***

### **C2. Contexts and Influences**

**C2.1** analyse in detail the connections between a contemporary media art work and related historical art works (*e.g., compare and contrast the use of text in media art works with its use in ... Aboriginal rock paintings that include pictographs; ... compare contemporary First Nation, Métis, and/or Inuit portrait photography, such as that in the Aboriginal youth magazine SAY, with the historical photographs of Edward Curtis*)

## **Media Arts, Grade 12, Workplace Preparation (ASM4E)**

### ***B. Reflecting, Responding, and Analysing***

#### **B2. Identity and Values**

**B2.2** analyse how media art works express cultural identity (*e.g., ... documentaries such as The Invisible Nation; ...*)

## Music, Grade 11, University/College Preparation (AMU3M)

### A. Creating and Performing

#### A3. Techniques and Technologies

**A3.2** apply compositional techniques when composing and/or arranging music (e.g., ... *use vocables and strophes when composing a vocal composition in the style of a First Nation song; ...*)

### C. Foundations

#### C1. Theory and Terminology

**C1.1** extend their understanding of the elements and other components of music, particularly through practical application and aural recognition, and use appropriate terminology related to these elements (e.g., ... *recognize various forms and aspects of form, such as ... vocables in Native American songs*)

#### C2. Characteristics and Development of Musical Forms

**C2.2** analyse, on the basis of research, and report on the characteristics of and ideas in traditional and contemporary music, including Aboriginal music, from Canada and around the world (e.g., ... *research and report on connections between music and nature; interview a First Nation musician and share his or her experiences and perspectives with their peers*)

**Teacher prompts:** ... “What are some of the key themes in Aboriginal music in Canada? How do these themes compare to those in Aboriginal music in other countries?”

## Music, Grade 11, Open (AMU3O)

### C. Foundations

#### C1. Theory and Terminology

**C1.2** demonstrate an understanding of, and use proper terminology when referring to, aspects of musical form in a variety of genres (e.g., ... *vocables in North American Aboriginal songs; ...*)

#### C2. Musical Genres and Influences

**C2.2** describe, in a research-based report or presentation, the interrelationship between nature / the environment and various kinds of music, including Aboriginal music ...

**Teacher prompts:** “What attitudes towards the environment are evident in traditional and contemporary Aboriginal music?” ...

## Music, Grade 12, University/College Preparation (AMU4M)

### ***B. Reflecting, Responding, and Analysing***

#### **B1. The Critical Analysis Process**

**B1.4** gather information from a range of reliable sources on music history, composers and musicians, technical and/or aesthetic criticism, and audience responses, and analyse, critique, and reflect on the information with increasing insight to enhance their critical judgement and ongoing interpretation of music (*e.g., ... investigate the purpose, cultural context, technical complexities, and elements of a selection of contemporary Aboriginal music; ...*)

**Teacher prompts:** ... “Does an understanding of the cultural or historical context of a composition influence your opinion of the work? Why or why not?”

#### **B2. Music and Society**

**B2.2** analyse the impact of significant individuals or groups from a variety of cultures or communities on various genres of traditional, commercial, and/or art music ...

**Teacher prompts:** ... “Name some influential Canadian Aboriginal artists, and describe how they have contributed to contemporary Aboriginal musical genres.”

### ***C. Foundations***

#### **C2. Characteristics and Development of Musical Forms**

**C2.2** analyse, on the basis of in-depth research, and report on the characteristics of and ideas in a variety of forms of traditional and contemporary music, including Aboriginal music, from Canada and around the world (*e.g., ... the use of the didgeridoo in Aboriginal music in Australia; ...*)

## Music, Grade 12, Workplace Preparation (AMU4E)

### ***C. Foundations***

#### **C2. Characteristics and Development of Musical Forms**

**C2.2** explain, in a research-based report or presentation, the characteristics of and ideas addressed in traditional and contemporary music, including Aboriginal music from Canada and around the world ...

**Teacher prompts:** “What themes are expressed in contemporary Aboriginal music in Canada?” ...

## Visual Arts, Grade 11, University/College Preparation (AVI3M)

### *B. Reflecting, Responding, and Analysing*

#### **B2. Art, Society, and Values**

**B2.3** reflect on and explain how creating and analysing art works has affected their personal identity and values and/or changed their perceptions of society and social issues (*e.g., with reference to ... their understanding of the meaning of objects and symbols associated with a variety of cultural groups; ...*)

**Teacher prompts:** “Has analysing art works created by First Nation artists affected your awareness of or position on Aboriginal issues in Canada? Why or why not?” ...

## Visual Arts, Grade 11, Open (AVI3O)

### *B. Reflecting, Responding, and Analysing*

#### **B1. The Critical Analysis Process**

**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 (*e.g., Haida masks or totem poles; ...*)

### *C. Foundations*

#### **C3. Responsible Practices**

**C3.1** describe legal and ethical issues associated with the use of images, materials, and property (both physical and virtual) in the production of art works (*e.g., ... issues associated with cultural appropriation*), and demonstrate legal and ethical practices when creating, presenting, and/or promoting art works ...

## **Visual Arts, Grade 12, Workplace Preparation (AVI4E)**

### ***B. Reflecting, Responding, and Analysing***

#### **B1. The Critical Analysis Process**

**B1.3** interpret meanings of art works, including applied and commercial art works, from different historical periods (*e.g., ... Haida totem poles*)

### ***C. Foundations***

#### **C3. Responsible Practices**

**C3.1** demonstrate an understanding of legal and ethical issues associated with intellectual, virtual, and physical property (*e.g., issues related to ownership, plagiarism, appropriation*), and apply ethical practices when appropriating the property of others and using cultural images in their art works (*e.g., show sensitivity when using images associated with other cultures, including First Nation, Inuit, and Métis cultures*)

# **BUSINESS STUDIES, GRADES 9 AND 10 (2006) AND GRADES 11 AND 12 (2006)**

In the business studies curriculum, First Nations, Métis, and Inuit connections can be made in expectations that focus on invention and innovation, the effects of technology, entrepreneurship, ethical issues, and leadership techniques.

Some subjects and courses within business studies may not lend themselves to the exploration of First Nations, Métis, and Inuit connections. Below are listed only the subjects and courses that offer clear opportunities for such connections.

## **Introduction to Business, Grade 9 or 10, Open (BBI10/BBI20)**

### ***Entrepreneurship***

#### **Invention and Innovation**

- describe a variety of Canadian inventions ... and innovations ..., including Aboriginal inventions and innovations (e.g., goggles, snowshoes, kayaks)

## **Information and Communication Technology in Business, Grade 9 or 10, Open (BTT10/BTT20)**

### ***Ethics and Issues in Information and Communication Technology***

#### **Legal, Social, and Ethical Issues**

- describe the impact of access and equity issues relating to information and communication technology (e.g., ... the effect of technology on northern and Aboriginal communities)

## **ENTREPRENEURSHIP, GRADES 11 AND 12**

### **Entrepreneurship: The Venture, Grade 11, College Preparation (BDI3C)**

#### ***Enterprising People and Entrepreneurs***

#### **Characteristics and Contributions of an Entrepreneur**

- develop a profile of a typical entrepreneur by researching a diverse group of successful entrepreneurs, including Aboriginal entrepreneurs

## ***Ideas and Opportunities for New Ventures***

### **Sources of Opportunities and Ideas**

- describe how similar needs and wants have been satisfied in different ways (e.g., alternative methods of healing, such as Aboriginal ... methods, versus Western medicine; ...)

## ***The Benefits of a Venture Plan***

### **Components of a Venture Plan**

- describe sources of information and advice that may facilitate the preparation of a business plan (e.g., ... Aboriginal Business and Economic Development Organization, ...)

## **Entrepreneurship: The Enterprising Person, Grade 11, Open (BDP30)**

### ***Entrepreneurship and the Enterprising Employee***

### **Entrepreneurial Characteristics and Factors Affecting Successful Entrepreneurship**

- describe the barriers that various entrepreneurs (e.g., ... Aboriginal peoples, ...) have faced in the past and the factors that are contributing to their success today (e.g., funding, education, changing attitudes, mentoring)

## **BUSINESS LEADERSHIP, GRADE 12**

## **Business Leadership: Management Fundamentals, Grade 12, University/College Preparation (BOH4M)**

### ***Foundations of Management***

### **Issues of Ethics and Social Responsibility**

- evaluate the impact of major ethical issues (e.g., ... Aboriginal land claims versus interests of resource companies) and dilemmas (e.g., for the individual, the workplace, and the local and global community) on management strategies and decision making

### ***Leading***

### **Human Behaviour**

- analyse the elements that shape human personality (e.g., cultural, social, and family influences) and their impact on human behaviour

**Group Dynamics**

- analyse the factors that contribute to the success or failure of a team (e.g., ... cultural expectations, ...)

**Leadership Techniques**

- compare different leadership styles (e.g., democratic, autocratic, laissez-faire, collaborative) and describe how these styles are exemplified by a variety of business leaders (e.g., men and women from diverse ethnocultural groups, including Aboriginal peoples)

# CANADIAN AND WORLD STUDIES, GRADES 9 AND 10 (2013) AND GRADES 11 AND 12 (2015)

In many of the courses in the Canadian and world studies curriculum, there are First Nations, Métis, and Inuit connections related to the influence of the histories, cultures, and perspectives of Indigenous peoples in defining and shaping their identities and their contributions to Canadian society, as well as the social, economic, and political issues and challenges facing Indigenous peoples in Canada both now and in the past. In addition, some courses in the Canadian and world studies curriculum provide learning opportunities and connections to Native American Nations and global Indigenous peoples.

The combination of the citizenship education framework (provided on page 10 of the 2013 Grade 9 and 10 and on page 13 of the 2015 Grade 11 and 12 curriculum documents) and the knowledge and skills outlined in the curriculum expectations provides opportunities for students to learn what it means to be a responsible, active citizen – in both the community of the classroom and the diverse communities to which students belong within and outside the school, including First Nations, Métis, and Inuit communities. As teachers make connections between the citizenship education framework and the curriculum expectations, they may focus on terms and topics listed in the framework. The learning opportunities that are reflected within the identity section of the citizenship education framework hold particular relevance to learning about First Nations, Métis and Inuit perspectives.

Some examples of terms and topics of particular relevance to First Nations, Métis, and Inuit contexts are *stewardship, advocacy, rights and responsibilities, fairness and justice, respect, power and authority, law, and interconnectedness*.

## Issues in Canadian Geography, Grade 9, Academic (CGC1D)

### A. Geographic Inquiry and Skill Development

#### A1. Geographic Inquiry

**A1.5** use the concepts of geographic thinking (*i.e., spatial significance, patterns and trends, interrelationships, geographic perspective*) when analysing and evaluating data and information, formulating conclusions, and making judgements about geographic issues relating to Canada (*e.g., ... use the concept of geographic perspective to analyse the environmental, social, political, and economic impacts of globalization on various First Nations, Métis, and Inuit communities*)

### B. Interactions in the Physical Environment

#### B1. The Physical Environment and Human Activities

**B1.1** analyse environmental, economic, social, and/or political implications of different ideas and beliefs about the value of Canada's natural environment, and explain how

these ideas/beliefs affect the use and protection of Canada's natural assets

**Sample questions:** "How does the traditional ecological knowledge of the First Nations, Métis, and Inuit peoples influence their beliefs about the natural environment and its importance to them?" ...

**B1.2** analyse interrelationships between Canada's physical characteristics and various human activities that they support (*e.g., mountainous landforms support recreation; water bodies and flat land facilitate urban development and transportation*)

**Sample questions:** ... "How will the effect of warmer temperatures on caribou migration affect Inuit and other Aboriginal communities in Canada's North?"

**B1.3** assess environmental, economic, social, and/or political consequences for Canada of changes in some of the Earth's physical processes (*e.g., warming in the North is leading to a shorter, less reliable ice season and changes in plant and animal populations [environmental], threatening traditional Inuit culture [social], expanding opportunities for resource exploitation [economic], and creating conflict between nation states over territorial claims [political]*)

## **C. Managing Canada's Resources and Industries**

### **C1. The Sustainability of Resources**

**C1.3** analyse the influence of governments, advocacy groups, and industries on the sustainable development and use of selected Canadian resources (*e.g., ... First Nations, Métis, Inuit organizations; ...*)

### **C2. The Development of Resources**

**C2.1** explain how the availability and spatial distribution of key natural resources, including water, in Canada are related to the physical geography of the country, and assess the significance of their availability and distribution, nationally and globally (*e.g., the amount of bright sunshine in a region determines the potential viability of solar energy development; a region's rock type determines which mineral resources are available and the way they are mined; a region's precipitation, temperature, and soil type determine the type of agriculture that is practised there*)

**Sample questions:** ... "What kinds of political issues (*e.g.,* Aboriginal rights and concerns, boundary disputes, stakeholder concerns) may be related to the location of a resource and its development?"

**C2.2** analyse, from a geographic perspective, issues relating to the development, extraction, and management of various natural resources found in Canada (*e.g., export of icebergs for fresh water and potential political controversies relating to ownership of the resource; development of oil and gas pipelines and related economic pressures and social and environmental concerns; management of wild fish stocks and related economic, environmental, social, and political concerns*)  
**Sample questions:** "... What view do First Nations people take of the ownership of such resources?" "What implications would the development of the rich mineral resources of northern Ontario's ring of fire region have for ... First Nations communities in the area?"

## **D. Changing Populations**

### **D1. Population Issues**

**D1.1** analyse the impact of selected population trends on people living in Canadian communities (e.g., ... *growth of First Nations, Métis, and Inuit populations increases need for education, housing, health care, infrastructure, and resolution of land claims and rights disputes*) and their implications for the future (e.g., *aging population will further increase demand for health care, retirement housing, and transit support; increased diversity of newcomers will increase demand for language training*)

### **D3. Demographic Patterns and Trends**

**D3.1** describe patterns of population settlement in Canada (e.g., *linear, scattered, clustered*), and assess the importance of various factors in determining population size, distribution, and density (e.g., *landforms; climate; proximity to food and water sources; connections to transportation, communications, energy, and economic networks*)

**Sample questions:** ... “What pattern or patterns best describe the location of First Nations reserves across Canada? What are some factors that account for the location of reserves?” ...

**D3.5** analyse trends in the migration of people within Canada (e.g., *increase in First Nations, Métis, and Inuit peoples moving into urban centres, ...*)

## **E. Liveable Communities**

### **E2. Impacts of Urban Growth**

**E2.2** analyse various economic, social, and political impacts of urban growth (e.g., *cost of expanding infrastructure and public services; health impacts, such as faster spread of disease in densely populated communities, increases in asthma attacks as a result of poor air quality, and stress related to crowding; traffic congestion and related economic costs; conflict over development priorities*)

**Sample questions:** ... “How might the increased migration of First Nations people from reserves to urban centres have an impact on both communities?”

## **Issues in Canadian Geography, Grade 9, Applied (CGC1P)**

### **A. Geographic Inquiry and Skill Development**

#### **A1. Geographic Inquiry**

**A1.5** use the concepts of geographic thinking (*i.e., spatial significance, patterns and trends, interrelationships, geographic perspective*) when analysing and evaluating data and information, formulating conclusions, and making judgements about geographic issues relating to Canada (e.g., ... *use the concept of geographic perspective to analyse the environmental, social, political, and economic impacts of*

*building a highway or energy pipeline through the lands of a First Nation, Métis, and/or Inuit community)*

## **B. Interactions in the Physical Environment**

### **B1. Natural Processes and Human Activity**

**B1.3** analyse some environmental, economic, and social impacts of changes in Canada's climate (*e.g., ... effects of less sea ice on Inuit communities, ...*)

## **C. Managing Canada's Resources and Industries**

### **C2. Canadian Industries**

**C2.3** assess the economic, environmental, social, and political significance of a specific industry for their local area or another area of their choice

**Sample questions:** ... "How might the development of the rich mineral resources of northern Ontario's ring of fire region affect First Nations communities in the area?"

## **D. Changing Populations**

### **D3. Population Characteristics**

**D3.1** describe key characteristics of different types of population settlements in Canada (*e.g., ... First Nations reserves*) and explain their distribution (*e.g., near rivers, highways, natural resources*)

**Sample questions:** ... "Why might a First Nation student prefer to live on a reserve rather than in a nearby city?" ...

## **E. Liveable Communities**

### **E2. Impacts of Land Use**

**E2.4** analyse the impact of a selected project on a community (*e.g., ... opening of a mine near a reserve community*)

## **Canadian History since World War I, Grade 10, Academic (CHC2D)**

### **A. Historical Inquiry and Skill Development**

#### **A1. Historical Inquiry**

**A1.2** select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources (*e.g., primary sources: ... treaties; ...*), ensuring that their sources reflect multiple perspectives

**A1.3** assess the credibility of sources and information relevant to their investigations (*e.g., by considering the perspective, bias, accuracy, purpose, and context of the source and the values and expertise of its author*)

**Sample question:** “If you were consulting various websites for information on the First Nations protests in Caledonia, how would you determine which sites were the most reliable and credible?”

- A1.4** interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry (e.g., ... use a concept map to help them assess the short- and long-term consequences of residential schools for Aboriginal people)
- A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., ... an essay on turning points for Aboriginal people since 1960; ...)

## **A2. Developing Transferable Skills**

- A2.3** apply the knowledge and skills developed in the study of Canadian history when analyzing current social, economic, and/or political issues (e.g., to determine perspectives or bias in media reports on a current event; to analyse key causes and/or predict possible consequences of a current political policy; to determine ways in which the current responses of Canadians to a specific social issue are similar to or different from their responses in the past), in order to enhance their understanding of these events and their role as informed citizens **Sample question:** “Which historical events might help you more fully understand the issues involved in current debates over resource development projects in Canada and First Nations treaty rights?”

## **B. Canada, 1914–1929**

### **B1. Social, Economic, and Political Context**

- B1.1** analyse historical statistics and other primary sources to identify major demographic trends in Canada between 1914 and 1929 (e.g., trends related to ... Aboriginal populations, ...), and assess their significance for different groups in Canada

### **B2. Communities, Conflict, and Cooperation**

- B2.4** explain the goals and accomplishments of some groups and/or movements that contributed to social and/or political cooperation during this period (e.g., ... the League of Indians; ...) **Sample questions:** “What impact did the League of Indians have on the lives of Aboriginal peoples in Canada?” ...
- B2.5** describe attitudes towards and significant actions affecting ethnocultural minority groups in Canada during this period (e.g., with reference to ... residential schools, restrictions imposed by the Indian Act ...), and explain their impact

### **B3. Identity, Citizenship, and Heritage**

- B3.1** explain how some individuals, groups, and/or organizations contributed to Canadian society and politics during this period and to the development of identity, citizenship, and/or heritage in Canada (e.g., with reference to ... Fred O. Loft, ... the League of Indians, ...)

**B3.2** describe some significant changes in the arts and popular culture in Canada during this period and explain the contributions of some individuals and/or events to these changes (e.g., ... *Tom Longboat*, ...)

### **C. Canada, 1929–1945**

#### **C1. Social, Economic, and Political Context**

**C1.4** describe the main causes of some key political developments and/or government policies in Canada during this period ... and assess their impact on different groups in Canada

**Sample questions:** ... “What amendments were made to the Indian Act in the 1930s? What was their impact?” ...

#### **C3. Identity, Citizenship, and Heritage**

**C3.1** describe contributions of various individuals, groups, and/or organizations to Canadian society, politics, and/or culture during this period (e.g., ... *Tommy Prince*, ...), and assess the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada

### **D. Canada, 1945–1982**

#### **D1. Social, Economic and Political Context**

**D1.4** describe some key political developments and/or government policies in Canada during this period (e.g., ... *the 1969 White Paper*; ...), and assess their significance for different groups in Canada

#### **D2. Communities, Conflict, and Cooperation**

**D2.1** describe some significant instances of social conflict and/or inequality in Canada during this period (e.g., ... *protests against ... the James Bay project; conflict over ... Aboriginal title and land claims*, ...), and analyse them from multiple perspectives

**D2.2** describe some significant examples of social and/or political cooperation in Canada during this period, including a variety of social movements (e.g., ... *Aboriginal activism*; ...), and analyse them from multiple perspectives

**Sample questions:** “What do you think was a major turning point for First Nations’ activism during this period? Why?” ...

**D2.3** analyse key aspects of life for Canadian women, with a focus on what changed during this period and what remained the same (e.g., ... *challenges facing Native women*; ...)

#### **D3. Identity, Citizenship, and Heritage**

**D3.1** describe contributions of various individuals, groups, and/or organizations to Canadian society and politics during this period (e.g., ... *Frank Arthur Calder, Harold Cardinal, Matthew Coon Come*, ... *the National Indian Brotherhood*, ...), and explain the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada

**D3.2** explain ways in which various individuals, events, groups, and/or organizations contributed to the arts and popular culture in Canada during this period (e.g., *Kenojuak Ashevak, ... Chief Dan George, ... Norval Morrisseau, ... Buffy Sainte-Marie, ... Cape Dorset artists, ...*), and assess the significance of these contributions for the development of identity and/or heritage in Canada

**D3.3** explain some significant events, developments, and/or issues that affected First Nations, Inuit, and/or Métis people in Canada during this period (e.g., *forced relocation of some Inuit communities; the recognition in the constitution of existing Aboriginal and treaty rights; the continuing operation of residential schools; the formation of the National Indian Brotherhood/Assembly of First Nations; the Berger commission; the Calder case; the James Bay project and the resulting protests; the efforts of Mary Two-Axe Early and others to secure equality for First Nations women; the creation of the Inuit Circumpolar Council*), and assess the impact of these developments on identity, citizenship, and/or heritage in Canada.

**Sample questions:** “What was the significance for Canadian citizenship of the enfranchisement of status Indians in 1960?” “What was the purpose of the 1969 White Paper? How did Aboriginal groups respond to it? What does that response reveal about the identity of First Nations in Canada?” “Do you think the constitutional recognition of the Métis as one of the three Aboriginal peoples of Canada was important for Métis identity? Why or why not?”

## **E. Canada, 1982 to the Present**

### **E1. Social, Economic, and Political Context**

**E1.4** describe some key political developments and/or government policies in Canada since 1982 (e.g., *... the creation of Nunavut, ... Bill C-31 amending the Indian Act, ...*), and assess their significance for different people in Canada

**Sample questions:** ... “What is the significance of the 2013 ruling by Justice Michael Phelan for the relationship between the federal government and both the Métis and non- status Indians in Canada?” ...

### **E2. Communities, Conflict, and Cooperation**

**E2.1** describe some significant ways in which Canadians have cooperated and/or come into conflict with each other since 1982 (e.g., *... continuing legal conflict and/or political protests over Aboriginal land claims; the Idle No More movement; ...*), and analyse these interactions from various perspectives.

**E2.3** identify some key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Métis, and Inuit peoples since 1982 (e.g., *Bill C-31 [1985]; the Meech Lake Accord; disputes over land claims at Oka, Ipperwash, and/or Caledonia; land claims by the Lubicon Lake Nation; Delgamuukw v. British Columbia [1997]; the Nisga’a Final Agreement [1988]; the creation of Nunavut; R v. Powley [2003]; the McIvor decision; the Truth and Reconciliation Commission of Canada; the Idle No More movement; Justice Phelan’s 2013 ruling on the Constitution Act, 1867*), and analyse them from various perspectives **Sample questions:** “What were the underlying issues in the Oka crisis? How did the positions of the various parties on these issues lead to the

conflict?” “How has the Supreme Court of Canada interpreted the protection of Aboriginal rights in the Constitution Act, 1982?” “How has the apology for residential schools been viewed by Aboriginal people? By Canadians in general?”

### **E3. Identity, Citizenship, and Heritage**

**E3.1** describe contributions of various individuals, groups, and/or organizations to Canadian society and politics since 1982 (*e.g.*, ... *Shawn Atleo*, ... *Clément Chartier*, ... *Nellie Cournoyea*, ... *Métis Nations of Ontario*, ...), and explain the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada **Sample questions:** “What have been the short- and long-term consequences of Elijah Harper’s rejection of the Meech Lake Accord?”

...

**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 (*e.g.*, *Susan Aglukark*, ... *Adam Beech*, ... *Tomson Highway*, ...), and assess the significance of these contributions for the development of identity, 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 (*e.g.*, ... *residential schools*; ... *forced relocation of Inuit families*)

## **Canadian History since World War I, Grade 10, Applied (CHC2P)**

### **A. Historical Inquiry and Skill Development**

#### **A1. Historical Inquiry**

**A1.5** use the concepts of historical thinking (*i.e.*, *historical significance*, *cause and consequence*, *continuity and change*, and *historical perspective*) when analysing, evaluating evidence about, and formulating conclusions and/or judgments regarding historical issues, events, and/or developments in Canada since 1914 (*e.g.*, ... *use the concept of historical perspective when evaluating evidence about residential schools*)

### **B. Canada, 1914–1929**

#### **B1. Social, Economic, and Political Context**

**B1.4** describe the impact that World War I had on Canadian society and politics and the lives of different people in Canada ...

**Sample questions:** “What impact did the Halifax Explosion have on people living in Halifax, Dartmouth, and the Mi’kmaq settlement in Tufts Cove?” ...

#### **B2. Communities, Conflict, and Cooperation**

**B2.2** describe some significant ways in which Canadians cooperated and/or came into conflict with each other at home during this period ... and explain the reasons for these interactions as well as some of their consequences

**Sample questions:** ... “Why was the League of Indians founded? What impact did it have?” ... “Why was it mandatory for status Indians to attend residential schools? What were the goals of these schools?”

**B2.3** describe some significant challenges facing immigrants and other ethnocultural minorities in Canada during this period (*e.g., ... the quality of life on reserves; restrictions imposed by amendments to the Indian Act in 1920; residential schools*), and explain some of their consequences

**Sample questions:** “What challenges did African-Canadian and First Nations men face when trying to enlist in the Canadian armed forces during World War I?” ...

### **B3. Identity, Citizenship, and Heritage**

**B3.1** describe how some individuals and organizations during this period contributed to the development of identity, citizenship, and/or heritage in Canada (*e.g., ... Fred O. Loft, Tom Longboat, ...*)

## **C. Canada, 1929–1945**

### **C3. Identity, Citizenship, and Heritage**

**C3.1** describe how some individuals, organizations, and symbols contributed to the development of identity, citizenship, and/or heritage in Canada during this period (*e.g., individuals: ... Tommy Prince; ...*)

## **D. Canada, 1945–1982**

### **D2. Communities, Conflict, and Cooperation**

**D2.2** identify some major social movements in Canada during this period (*e.g., ... Aboriginal, ...*), and explain their goals and perspectives

**Sample questions:** ... “What were some of the issues around which Aboriginal people organized during this period?”

### **D3. Identity, Citizenship, and Heritage**

**D3.1** describe ways in which some individuals, symbols, and/or events during this period contributed to the development of identity, citizenship, and/or heritage in Canada (*e.g., individuals: ... Kenojuak Ashevak, ... Frank Arthur Calder, ... Chief Dan George, ... Norval Morrisseau, ... Buffy Sainte-Marie, ...*)

**D3.2** describe some significant developments and/or issues that affected First Nations, Métis, and Inuit people in Canada during this period (*e.g., the continuing existence of residential schools; enfranchisement in 1960; land claims; the White Paper and the “Red Paper”; the founding of the Assembly of First Nations; the James Bay project; efforts to secure equality for First Nations women*), and explain the impact of these developments/issues on identity, citizenship, and/or heritage in Canada

**Sample questions:** “When did status Indians in Canada gain the right to vote? What was the significance of this development for First Nations people? For citizenship in Canada?” “What impact did First Nations and Inuit art from this period have on Aboriginal and Canadian heritage and identity?” “What impact did the

recognition of Métis in the 1982 constitution have on Métis and Canadian heritage and identity?”

## **E. Canada, 1982 to the Present**

### **E1. Social, Economic, and Political Context**

**E1.4** describe some key political developments and/or government policies in Canada since 1982 (e.g., ... *Aboriginal rights in section 25 of the Constitution Act, ...*) and assess their impact on the lives of different people in Canada) and assess their impact on the lives of different people in Canada

**Sample questions:** ... “How has the *Marshall* decision affected how Canadians view Aboriginal rights?”

### **E2. Communities, Conflict, and Cooperation**

**E2.2** describe some significant issues and/or developments that have affected relations between governments and First Nations, Inuit, and Métis peoples in Canada since 1982 (e.g., *the Meech Lake Accord; disputes over land claims at Oka, Ipperwash, and/or Caledonia; the Nisga’a Final Agreement (1988); Ottawa’s apology for the residential school system; the creation of Nunavut; the New Credit Settlement; the Idle No More movement*), and explain some changes that have resulted from them

**Sample question:** “What progress has been made with respect to Aboriginal land claims since 1982?”

### **E3. Identity, Citizenship, and Heritage**

**E3.1** describe ways in which some individuals and organizations have contributed to society and politics and to the development of identity, citizenship, and/or heritage in Canada since 1982 (e.g., ... *Shawn Atleo, ... Matthew Coon Come, ... Phil Fontaine, ... the Assembly of First Nations, ...*)

**E3.2** describe ways in which individuals, organizations, and/or events have contributed to the arts and/or popular culture in Canada since 1982 (e.g., *Susan Aglukark, ... Adam Beach, ... Wab Kinew, ... Shania Twain, ...*), and explain their significance for cultural identity, including multiculturalism, in Canada

**E3.4** describe some of the ways in which Canada and Canadians 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 (e.g., *apologies for ... residential schools; ... Aboriginal History Month*), and explain the significance of these commemorations for identity and/or heritage in Canada

## Civics and Citizenship, Grade 10, Open (CHV2O)

### A. Political Inquiry and Skill Development

#### A1. Political Inquiry

**A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the intended audiences and purpose (e.g., ... *a petition calling for clean, safe water on First Nations reserves; ...*)

#### A2. Developing Transferable Skills

**A2.4** identify some careers in which civics and citizenship education might be useful (e.g., *Aboriginal community development worker, ...*)

### B. Civic Awareness

#### B1. Civic Issues, Democratic Values

**B1.1** describe some civic issues of local, national, and/or global significance (e.g., ... *Aboriginal treaty rights; ...*), and compare the perspectives of different groups on selected issues

**B1.2** describe fundamental beliefs and values associated with democratic citizenship in Canada (e.g., *rule of law; freedom of expression; freedom of religion; equity; respect for human dignity, the rights of others, and the common good; social responsibility*), and explain ways in which they are reflected in citizen actions (e.g., *voting, various protest movements and/or demonstrations, various ethnic or religious celebrations or observances, organ donation, environmental stewardship, volunteer work*)

**Sample questions:** ... “What beliefs/values underpin movements initiated by Aboriginal people, such as Idle No More? What is the significance of the actions taken by the people in this movement?” ...

#### B2. Governance in Canada

**B2.1** identify the political parties in Canada and their position on the political spectrum, and explain how the beliefs/values that underpin them may affect their perspectives on and/or approaches to issues of civic importance (e.g., ... *Aboriginal self-government, ...*)

**Sample questions:** ... “What are the positions of different political parties on ‘inherent’ Aboriginal rights? What do these differences tell you about differences in beliefs/values in these parties?”

**B2.2** explain, with reference to issues of civic importance, the roles and responsibilities of different levels of government in Canada (e.g., ... *Aboriginal governments*) and of key figures at each level (e.g., ... *chiefs, band councillors, Métis Senators*)

**Sample questions:** “If you were concerned about a social issue in publicly funded schools, would it be more appropriate to contact your MP, your MPP, or your city or band councillor? Why?” “Given his or her responsibilities, what issues would you like to discuss with your ... band councillor?” ...

### **B3. Rights and Responsibilities**

**B3.1** demonstrate an understanding that Canada's constitution includes different elements, and analyse key rights of citizenship in the constitution, with particular reference to the Canadian Charter of Rights and Freedoms (*e.g., ... rights of Aboriginal people*)

**B3.4** analyse rights and responsibilities of citizenship within a global context, including those related to international conventions, laws, and/or institutions (*e.g., ... Declaration on the Rights of Indigenous Peoples [2007] ...*)

**Sample questions:** ... "What are the issues surrounding Haudenosaunee passports?"

### **C. Civic Engagement and Action**

#### **C1. Civic Contributions**

**C1.1** assess the significance, both in Canada and internationally, of the civic contributions of some individuals (*e.g. Shawn Atleo, ... Elijah Harper, ...*) and organizations, including NGOs and social enterprises (*e.g., ... Inuit Circumpolar Conference, Métis Nation of Ontario, Ontario Federation of Indian Friendship Centres, ...*)

**C1.2** describe a variety of ways in which they could make a civic contribution at the local, national, and/or global level (*e.g., ... by writing to or speaking with their ... band councillor... to request action on an issue*)

#### **C2. Inclusion and Participation**

**C2.1** analyse ways in which various beliefs, values, and perspectives are represented in their communities (*e.g., with reference to ... First Nations, Inuit, or Métis people; ...*), and assess whether all perspectives are represented or are valued equally

**C2.2** describe ways in which some events, issues, people, and/or symbols are commemorated or recognized in Canada (*e.g., ... through observances such as ... National Aboriginal Day, ...*), and analyse the significance of this recognition.

## **ECONOMICS, GRADES 11 AND 12**

### **The Individual and the Economy, Grade 11, University/College Preparation (CIE3M)**

#### **A. Economic Inquiry and Skill Development**

#### **A2. Developing Transferable Skills**

**A2.3** apply the concepts of economic thinking when analysing current events involving economic issues (*e.g., costs and benefits of supporting infrastructure development in the First Nations community of Attawapiskat; ...*) in order to enhance their understanding of these events and their role as informed citizens

## **B. Fundamentals of Economics**

### **B1. Scarcity and Choice**

**B1.5** compare prices in different communities in Canada (*e.g., the price of groceries on a fly-in First Nation reserve, ...*)

## **C. Economic Challenges and Responses**

### **C3. Employment Patterns and Trends**

**C3.1** analyse economic data to identify employment/unemployment patterns (*e.g., ... unemployment on First Nations reserves, ...*), and explain how these patterns affect individuals and society

### **C4. Economic Inequality**

**C4.4** assess the impact that economic fluctuations have had on different communities in Canada (*e.g., ... First Nations reserves across Canada*) by analysing measures of poverty and affluence for those communities (*e.g., number of people below the low-income cut-off, poverty indices, food bank use, social welfare rolls, housing prices, average income*)

## **D. Interrelationships among Economic Citizens**

### **D3. Economic Citizenship**

**D3.1** describe economic rights and responsibilities of Canadian citizens (*e.g., rights: equality of economic opportunity, mobility rights, eligibility for social assistance, right to private property, free elementary/secondary education, rights associated with copyright and patent laws; responsibilities: to pay taxes; to respect laws relating to business regulations, economic transactions, health and safety; to understand the role of political, economic, and social institutions in their lives and communities; to engage in local, national, and/or global communities for the common good*)

**Sample questions:** ... “Why must the government consult Aboriginal peoples before allowing development on their land?”

## **E. Economic Interdependence**

### **E1. Perspectives on Scarcity and Sustainability**

**E1.1** compare the perspectives of various stakeholders with respect to scarcity in Canada and explain how these perspectives are reflected in the policies or positions of these stakeholders with respect to economic issues (*e.g., with reference to... First Nations, Métis, and/or Inuit people ...*)

**E1.2** analyse how First Nations, Métis, and/or Inuit people have responded to issues relating to scarce resources (*e.g., with reference to land claims, fishing rights, resource development on and/or environmental degradation of Aboriginal land*), and explain similarities and differences between their responses and those of other groups in Canada, including governments (*e.g., environmental groups, mining companies, provincial or federal governments, the courts*)

**Sample questions:** “What competing beliefs about scarcity and sustainability underpin the Musqueam Nation’s conflict with the B.C. government over fishing rights?” “Why are there often differences in the perspectives of governments, corporations, and First Nations, Métis, and/or Inuit people on the development of natural resources?” “What are the implications for different stakeholders of court decisions on Aboriginal land claims?” “Given the scarcity of land/resources, what are some of the advantages of collective ownership of property? What are some of the disadvantages of collective and private ownership of property? Do you think these advantages/disadvantages are the same for First Nations communities as they are for other groups in Canada? Why or why not?”

## **Analysing Current Economic Issues, Grade 12, University Preparation (CIA4U)**

### **A. Economic Inquiry and Skill Development**

#### **A2. Developing Transferable Skills**

**A2.3** apply the concepts of economic thinking when analysing current events involving economic issues (*e.g., ... demonstrations in support of First Nations land claims; ...*) in order to enhance their understanding of these events and their role as informed citizens

### **B. Fundamentals of Economics**

#### **B2. Supply and Demand Models**

**B2.1** demonstrate an understanding of models of supply and demand, including price elasticity, and apply these models to analyse selected economic decisions.

**Sample questions:** ... “How might issues related to supply and demand influence the decision of an individual to move from a First Nation reserve to an urban centre?”

### **C. Firms, Markets, and Economic Stakeholders**

#### **C2. Economic Trade-Offs and Decisions**

**C2.4** assess some responses, or possible responses, to current economic issues, using cost/benefit analysis (*e.g., the cost and benefits of carbon taxes, oil/gas pipelines, child labour, sweatshops, high housing costs, foreign debt relief*).

**Sample questions:** “What are the costs and benefits of plans to build North American energy pipelines? Why is it important to take the perspectives of different stakeholders – such as the oil/gas industry, manufacturers relying on such energy, environmentalists, and First Nations, Métis, and/or Inuit peoples – into account when analysing these costs and benefits?”

## **D. Macroeconomics**

### **D2. Fiscal Policy**

**D2.1** assess the significance of factors that influence fiscal policy decisions in Canada (*e.g., ... responsibilities for health care, education, programs in Aboriginal communities, and other services;...*)

## **E. Global Interdependence and Inequalities**

### **E2. International Economic Developments**

**E2.4** describe ways in which individuals and groups attempt to address problems related to international economic activities (*e.g., child labour, environmental degradation, human rights violations, copyright violations, poor working conditions*), and assess their effectiveness

**Sample questions:** ... “How effective do you think Idle No More or other indigenous movements have been in raising awareness about the erosion on a global scale of environmental protection of publicly held and/or managed resources?”

### **E3. International Economic Power and Inequality**

**E3.3** explain how various social movements and social justice organizations address global economic inequality, and assess their effectiveness (*e.g., with reference to ... indigenous rights, ...*)

## **Making Personal Economic Choices, Grade 12, Workplace Preparation (CIC4E)**

### **C. Economic Fundamentals**

#### **C3. The Role of Labour**

**C3.4** analyse the characteristics of some Canadian entrepreneurs as well as the role of entrepreneurs in the Canadian economy (*e.g., First Nations or youth entrepreneurs, small-business people, individuals such as ... Clarence Louie, Tom Maracle, ...*)

#### **C4. Stakeholders' Views on Economic Issues**

**C4.2** analyse some key economic issues related to Canada's natural resources from the perspective of different stakeholders (*e.g., ... resource development and Aboriginal land claims;...*)

**C4.3** explain why various stakeholders might have different views of the costs and benefits of a project affecting the local natural environment (*e.g., a proposal for an energy pipeline, a resource-extraction or -processing proposal, an alternative energy project, highway expansion, a new housing or commercial development, the expansion of public transit, a new skateboard park*)

**Sample questions:** “How might different stakeholders view the costs and benefits of logging a forest in a particular area? ... Why might some groups, including local Aboriginal communities, believe that not all costs are considered in a traditional cost-benefit analysis of such activity?”

## **E. Economies of Canadian Communities**

### **E2. Economic Variations among Canadian Communities**

**E2.3** identify some reasons for variations in employment rates between communities (*e.g., proximity of communities to natural resources; jobs moving offshore; changes in demand for a particular product; availability of infrastructure to attract business; the closing or downsizing of a plant*)

**Sample questions:** “...Why are unemployment rates on some First Nations reserves higher than in most other communities in Canada?” “What are some strategies that different communities with high unemployment rates are using to try to boost employment?”

## **GEOGRAPHY, GRADES 11 AND 12**

### **Regional Geography, Grade 11, University/College Preparation (CGD3M)**

#### **B. Natural and Human Systems**

##### **B1. Regional Characteristics**

**B1.2** describe the region’s main cultures (*e.g., with reference to language; religious groups; ethnic groups, including indigenous cultures; the arts; food; history*), and assess the level of cultural diversity in the region

#### **C. Sustainability and Stewardship**

##### **C1. Sustainability and Stewardship of Natural Resources**

**C1.4** explain how imperialism/colonialism has affected the region, with reference to its people and their relationship with the natural resources in the region (*e.g., ... the exploitation of people and natural resources before, during, and after the colonial period; the impact of colonization on indigenous peoples and/or the language, religion, and culture of the region; ...*)

**Sample questions:** “...Were indigenous people in this region displaced as a result of colonization?” “If countries in this region were imperial powers, what was their relationship with indigenous people in their colonies? What were some of the key short- and long-term effects of this relationship for the indigenous people? Do these historical relationships continue to affect indigenous people today?”

##### **C3. Inequality and Sustainability**

**C3.2** compare the perspectives of different groups on development projects, including, where applicable, megaprojects, in the region

**Sample questions:** “... “Are there indigenous people in this region who have a stake in this project? If so, what is their perspective? Does it differ from that of the governments and/or the businesses/business sectors involved in the construction of the project? If so, how and why?”

## **D. Regional and International Interactions**

### **D1. International Organizations in the Region**

**D1.2** assess the effectiveness of intergovernmental organizations and/or agreements in addressing issues in the region (e.g., *with reference to ... UN conventions on ... the rights of indigenous peoples; ... alliances, treaties, ...*)

### **D2. Conflict and Cooperation**

**D2.1** explain interrelationships between economic change/development and conflict and/or cooperation involving this region (e.g., *how economic development has heightened tensions over land claims or sovereignty; cooperation on and/or disagreement over joint megaprojects; disagreements over emissions targets or other environmental issues; local resistance to the practices of multinational corporations; conflict over the sale and/or privatization of water or the use of genetically modified organisms [GMOs] in the region's agriculture industry*)

**Sample questions:** "Have economic developments in this region affected the ability of indigenous people to access or live off their traditional lands? If so, how did these people respond to the threat to their rights and/or way of life?" ...

**D2.3** analyse key causes of social and/or cultural conflict and cooperation within the region (e.g., *... the need to organize to respond to issues of concern to indigenous peoples, ...*)

**D2.4** describe instances of political conflict or cooperation in the region, and explain their impact (e.g., *conflict: ... land claims; suppression of dissent by governments; invasion/aggression over disputed territory ... treaties/alliances*)

### **D3. Economic Development**

**D3.3** explain the relationship between the distribution of natural resources in the region and their development (e.g., *... political disputes over land and/or ownership of resources; the environmental sensitivity of the land where the resources are*)

## **E. Dynamics and Change**

### **E1. Globalization**

**E1.1** assess the impact of globalization on the people of the region (e.g., *with reference to ... indigenous cultures*)

**E1.3** describe local, national, regional, and/or international policies and strategies that address issues associated with globalization, and assess their effectiveness (e.g., *with reference to ... movements/ support for rights/land claims of indigenous peoples, ...*)

## **Forces of Nature: Physical Processes and Disasters, Grade 11, University/College Preparation (CGF3M)**

### **D. Systems: Interaction and Interdependence**

#### **D1. Sharing the Physical Environment**

**D1.2** analyse issues relating to the sharing of resources by different countries or population groups (e.g., *water extraction, water level, and water quality issues in the Great Lakes basin; resource exploration and extraction and wildlife management in the Arctic; conflict*

*between herders and farmers in the Sahel region of Africa; conflict between ranchers and ecologists over the reintroduction of wolves to Yellowstone National Park)*

**Sample questions:** ... “How might Aboriginal treaty rights affect agreements between Canada and the United States for managing shared water resources?”

## ***E. Impacts of Change***

**E1.3** assess potential impacts, both positive and negative, of climate change on different parts of the world, including their local community

**Sample questions:** “How will Arctic warming affect animal populations and migration patterns? How are indigenous communities likely to be affected?”

## **Travel and Tourism: A Geographic Perspective, Grade 11, Open (CGG30)**

### ***C. Sustainability, Stewardship, and Tourism***

#### **C2. Sustainable Tourism and Stewardship**

**C2.1** analyse different approaches for protecting natural and cultural resources that are essential to tourism (*e.g., the creation of protected areas, such as national and provincial parks; access limitations; laws and regulations; stewardship education; visitor guidelines; heritage designations for places of natural or cultural significance; protective enclosures and barriers*)

**Sample questions:** “How are petroglyphs protected in British Columbia’s Petroglyph Provincial Park, Ontario’s Petroglyphs Provincial Park, and Kejimikujik National Park in Nova Scotia?”

#### **C3. Stewardship and the Sustainability of Societies**

**C3.2** describe impacts of travel and tourism on the cultural sustainability of indigenous communities (*e.g., Haida in the Queen Charlotte Islands, Maya in southern Mexico, Maoris in New Zealand, Masai in Kenya*)

### ***E. Impacts of Change: Challenges for Travel and Tourism***

#### **E2. Impacts on Local Populations and Indigenous Peoples**

**E2.2** analyse the impacts of tourism on the lands, cultures, and livelihoods of indigenous people in tourist destinations

**Sample questions:** “Where have indigenous peoples lost lands or the right to use lands as a result of tourism development? Have they been adequately compensated for the loss of these lands?” “Does ecotourism facilitate ‘biopiracy’?” “What happened in Oka, Quebec, when developers wanted to replace a Mohawk burial ground with a golf course?” “What are the advantages and disadvantages for indigenous communities of using casinos as an engine of economic development?”

**Using spatial skills:** Students can create an infographic that includes maps, charts, and photographs to summarize the conditions and concerns of indigenous people in a specific tourist destination.

**E2.3** analyse issues of cultural appropriation and commodification that may result due to tourism

**Sample questions:** “How are indigenous communities affected when aspects of their culture, such as art, crafts, clothing, ceremonies, and everyday life, become commodities to be sold to tourists? How can these cultures be protected? Who benefits from the sale of mass-produced replicas of indigenous artefacts? Should indigenous peoples have the right to determine whether these artefacts are sold or not? Can you provide an example of a tourist destination that sells mass-produced replicas of indigenous artefacts, clothing, or regalia as tourist souvenirs?” “Do the advantages of experiencing a tour of a ‘real’ indigenous home outweigh the potential negative impacts?” “How can discussion and partnerships between indigenous groups, governments, and tourism organizations help solve the problem of cultural appropriation?”

## **Introduction to Spatial Technologies, Grade 11, Open (CGT30)**

### ***C. Using Spatial Technologies to Support Sustainability and Stewardship***

#### **C1. Creating and Supporting Sustainable Spaces**

**C1.2** describe the role of spatial technologies in assessing the sustainability of a variety of outdoor recreational activities and venues (*e.g., ... fishing ... canoeing ... kayaking;...*)

### ***D. Spatial Technologies, Society, and Interdependence***

#### **D1. Spatial Technologies and Society**

**D1.6** describe and assess some of the ways in which various First Nations, Métis, and Inuit communities use spatial technologies to inform decisions around land use and make plans for future development (*e.g., to investigate land claims, to conduct resource inventories, to choose the routes of ice roads or snowmobile trails, to conduct independent reviews of proposals for resource extraction*)

**Sample questions:** “How might the use of spatial technologies help First Nations communities in research and planning concerning the proposed location of a new mine? What types of data and information would they need to collect? Which spatial technology or technologies would help them collect the data and information they need?”

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

### ***B. Spatial Organization: Relationships and Disparities***

#### **B3. Classifying Regions of the World**

**B3.2** evaluate particular indicators or characteristics that are used to classify countries, and analyse the advantages and disadvantages of their use

**Sample questions:** ... “How might applying the Human Development Index specifically to indigenous peoples give us a different sense of the quality of life for subgroups within a developed country?”

## **C. Sustainability and Stewardship**

### **C1. Strategies and Initiatives**

**C1.3** analyse the influence of the values and beliefs of individuals and groups (e.g., ... *First Nations, Inuit, and Métis people*) in shaping public opinion about environmental sustainability

**Sample questions:** “How do First Nations, Inuit, and Métis people typically see the relationship between the environment and humans? What impact have their beliefs had on the Canadian public in general?” ...

### **Social Change and Quality of Life**

### **E2. Agents of Change**

**E2.1** explain the impact of technology as an agent of change, and describe ways in which technology could be used to bring about beneficial change in the future

**Sample questions:** ... “How might a wireless Internet service help to improve medical and educational services for remote Aboriginal communities?”

## **World Geography: Urban Patterns and Population Issues, Grade 12, University/College Preparation (CGU4M)**

### **A. Geographic Inquiry and Skill Development**

#### **A1. Geographic Inquiry**

**A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., *a debate for classmates on the relocation of Aboriginal communities in Canada, ...*)

### **D. Systems: Interdependence of Ecumenes**

#### **D1. Policies and Change**

**D1.3** analyse the influence of past policies and historical attitudes on instances of conflict or cooperation in selected ecumenes

**Sample questions:** “How did issues relating to land claims and land use contribute to violent conflict in Caledonia, Ontario?”

#### **D3. Challenges of Interdependence**

**D3.1** analyse impacts of population movements on cultural diversity and social interaction in urban areas

**Sample questions:** ... “How has the number of status Indians living in urban areas changed in comparison with the number living on reserves?” ...

# The Environment and Resource Management, Grade 12, University/College Preparation (CGR4M)

## A. Geographic Inquiry and Skill Development

### A1. Geographic Inquiry

**A1.5** use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information and formulating conclusions and/or making judgements about issues related to the environment and natural resource management (e.g., use the concept of spatial significance to analyse the choice of location for an oil refinery; use the concept of patterns and trends to analyse short- and long-term trends in population growth and the carrying capacity of urban centres; use the concept of interrelationships to determine ways in which various natural and human factors have contributed to inequalities in the availability of potable water; use the concept of geographic perspective to analyse the social, political, economic, and environmental impacts of a change in land use)

**Sample questions:** ... “How can geographic perspective help you analyse the implications of developing natural resources in areas inhabited by indigenous peoples?”

## B. Spatial Organization

### B2. Human Impacts

**B2.1** analyse differences in the views that various groups of people, including indigenous peoples, hold about the natural environment

**Sample questions:** “How do the environmental beliefs of Aboriginal groups in Canada compare with those of indigenous peoples in other parts of the world, such as the Maori of New Zealand or the Masai of Kenya?” “Why is it important to analyse the beliefs and values of different groups towards the natural environment when investigating a proposal to open a new mine in northern Ontario? Why might these groups’ attitudes and ideas differ? Which groups and stakeholders would you need to research?”

## C. Sustainability and Stewardship of Natural Resources

### C2. Development of Natural Resources

**C2.1** analyse competing points of view about a natural resource development issue, using a geographic perspective

**Sample questions:** “What are the positions of various stakeholders on oil sands development (e.g., ... Aboriginal communities along the Athabasca River; ...)”

**C2.3** compare the economic, cultural, and social costs and benefits of selected resource development projects for various individuals or groups (e.g., *indigenous peoples*, ...)

**Sample questions:** ... “How might different groups use the Ontario First Nations Environmental Assessment Toolkit when analysing an existing or proposed resource development project?” “How does one measure the cost of displacing a community in order to develop a resource? What were the social and economic costs of displacing Cree communities in northern Quebec to allow the development of the La Grande River power project? ...”

## **Spatial Technologies in Action, Grade 12, University/College Preparation, (CGO4M)**

### ***C. Using Spatial Technologies to Support Sustainability***

#### **C1. Supporting Sustainable Environments**

**C1.3** assess issues of sustainability (*e.g., environmental, social, economic, political issues*) relating to First Nations, Métis, and Inuit peoples and communities (*e.g., issues relating to development projects such as the construction of hydroelectric dams, oil and gas extraction processes*), using spatial technologies as appropriate

**Sample questions:** “What data layers illustrate the impact on First Nations, Métis, and Inuit communities of the decline of traditional food sources due to environmental degradation?” “How might land claim issues have an impact on resource development?” “How does the use of spatial technologies support groups using the First Nations Environmental Assessment Toolkit?” “How might First Nations, Métis, and Inuit communities be affected by water quality, garbage disposal, and sewage treatment issues?”

## **World Issues: A Geographic Analysis, Grade 12, College Preparation (CGW4C)**

### ***E. Changing Societies***

#### **E1. Urbanization**

**E1.2** analyse the role of migrant neighbourhoods in the settlement of new arrivals to a city, and assess, from a geographic perspective, the impacts of this type of settlement on the residents of these communities and on the larger urban area that they are a part of (*e.g., improved quality of life for migrants, access to economic opportunities, increased demands on the social resources of the host communities, health and environmental impacts related to lack of clean water and waste disposal infrastructure in informal settlements*)

**Sample questions:** “Do Aboriginal people moving to cities in Canada concentrate in particular neighbourhoods? Why or why not? Why might it be different for cities like Winnipeg or Vancouver compared to Toronto or Calgary?” ...

## **Living in a Sustainable World, Grade 12, Workplace Preparation (CGR4E)**

### ***A. Geographic Inquiry and Skill Development***

#### **A1. Geographic Inquiry**

**A1.5** use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information, formulating conclusions, and making judgements about issues affecting the natural environment (*e.g., use the concept of spatial significance to analyse the global distribution of fresh water; use the concept of patterns and trends to identify opportunities for using alternative transportation methods; use the concept of interrelationships to interpret the contributions of various natural and human factors to climate change; use the concept of geographic perspective to analyse the social, political, economic, and*

*environmental significance of an environmental event such as Earth Hour)*

**Sample questions:** ...“How can geographic perspective help you analyse the significance of Aboriginal peoples’ beliefs about the natural environment?”

## ***B. Species and Spaces***

### **B2. Human Impacts on Ecosystems**

**B2.1** describe the beliefs of various groups of people, including indigenous peoples, about the natural environment, and explain how these beliefs have contributed to the preservation or loss of natural spaces

**Sample questions:** “How do the art and stories of various Aboriginal groups reflect their views of the natural environment?”

## ***C. Sustainability of Natural Resources***

### **C2. Resource Development and Impacts**

**C2.2** analyse the perspectives of stakeholders concerned with a resource management or development issue

**Sample questions:** “How do various stakeholders, such as First Nations and Inuit people, local residents and businesses, governments, oil companies, and environmental organizations, perceive the Alberta oil sands development? What arguments do they use to support their positions? Which arguments do you find most persuasive? Why?” “How might different points of view about the development of a resource, such as oil or diamonds, influence the choices you make as a consumer?”

## ***E. Community Action***

### **E3. Community Infrastructure**

**E3.1** assess the environmental impact of water supply and wastewater management systems in various communities

**Sample questions:** ... “Why might a disproportionate number of First Nations communities be on a long-standing boil-water advisory?”

## **HISTORY, GRADES 11 AND 12**

### **American History, Grade 11, University Preparation (CHA3U)**

#### ***A. Historical Inquiry and Skill Development***

##### **A1. Historical Inquiry**

**A1.5** use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding issues, events, and/or developments in American history (*e.g., ... use the concept of historical perspective when analysing interactions between early settlers and Native Americans to ensure that they consider multiple points of view*)

**A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., ... *an essay on how westward expansion in the nineteenth century affected Native Americans; ...*)

## **B. The United States, Pre-Contact to 1791**

### **B1. Social, Economic, and Political Context**

**B1.1** compare various aspects of life of different Native American nations in the United States prior to contact with Europeans (e.g., *with reference to economies, spirituality, oral traditions, relationships with the environment, political organization, lifestyles, arts and culture, gender roles, child-rearing practices*)

**Sample questions:** “In what ways were the lives of Native people on the Great Plains different from those of Native people who lived near the Great Lakes? What factors might account for those differences?” “How were the roles of women and children viewed in different Native groups?” “What were the interconnections between this group’s spiritual practices and beliefs and its relationship with the environment?”

**B1.2** compare various aspects of life of different groups living in the colonial United States (e.g., Quakers in New England, European settlers and Native American nations on the frontier, merchants and artisans in developing towns, slaves in rural and urban areas, farmers, plantation owners, women and/or children from different classes)

### **B2. Communities, Conflict, and Cooperation**

**B2.1** analyse how various factors affected relations between European settlers and Native American nations during this period (e.g., *with reference to military alliances, Peace and Friendship Treaties, the exchange of knowledge and technology, the work of missionaries, the impact of Western diseases on Native American populations, competition for land and resources in the face of increasing European settlement, the introduction of new weapons, Europeans’ oppression of Native American peoples, the Royal Proclamation of 1763, the Northwest Ordinance*)

**Sample questions:** “What impact did colonists’ growing demands for land have on Native American nations?” “How did colonists view various Native American nations during this period? Did all colonists have the same view? If not, what factors might account for the differences?”

**B2.2** analyse various military conflicts in the United States prior to 1791 from different perspectives, including, where applicable, the perspectives of Native American nations (e.g., *Iroquois-Huron conflicts, King Philip’s War, Bacon’s Rebellion, King William’s War, the Stono Rebellion, the Seven Years’ War, Pontiac’s Rebellion, the Boston Massacre, the War of Independence*)

**Sample questions:** “What were the ramifications of the Seven Years’ War for various Native American nations and the Thirteen Colonies? How great a role did this conflict play in events leading to the American Revolution?”

**B2.3** analyse significant instances of social, economic, and/or political cooperation among various groups and communities in the United States prior to 1791 (e.g., *the Five Nations Confederacy, trade among Native peoples, early cooperation between Native American nations and European settlers, ...*), and explain their importance

**Sample questions:** “What was the political and economic significance of the Five Nations Confederacy?” “What groups came together in the American colonies to rebel against British authority?”

**B2.4** identify some of the main challenges and opportunities presented by the environment in the United States during this period, with reference to both Native American nations and European colonists (*e.g., variations in climate, land forms, natural resources*), and analyse their impact (*e.g., whether communities were nomadic or settled, agricultural or hunter-based; items/materials available for trade, production, and/or consumption; impact on housing, clothing, crops, and/or transportation routes*)

**Sample questions:** “What are some ways in which the environment affected the lives of various Native American peoples in the precontact era? What are some of the ways in which they managed their environments?” “What were some of the environmental challenges colonists faced in Jamestown and Plymouth? How did they learn to overcome these challenges?” ...

### **B3. Identity, Citizenship, and Heritage**

**B3.2** explain some key differences among the Thirteen Colonies (*e.g., with reference to ... Native populations; ...*), and analyse how these differences contributed to the development of distinct regional identities in the United States

**B3.3** analyse the role of religion/spirituality in the development of the United States prior to 1791 (*e.g., with reference to the role of ... cosmologies of some indigenous ... cultures, ...*)

**B3.4** analyse the impact of prejudice and discriminatory policies and practices in the United States prior to 1791 (*e.g., with reference to ... attempts to convert Native American people and disregard for their land rights and ways of life, ...*)

**B3.5** explain how various individuals who lived in the United States prior to 1791, as well as symbols dating from this period, contributed to the development of identity, citizenship, and/or heritage in the United States (*e.g., individuals such as ... Alexander McGillivray, ... Pocahontas, Pontiac, ...*)

## **C. The United States, 1791–1877**

### **C1. Social, Economic, and Political Context**

**C1.2** describe the daily lives of different groups in the United States in this period (*e.g., Native American nations, ...*), including how they responded to the challenges of everyday life (*e.g., environmental challenges, isolation, poverty, displacement, prejudice and discriminatory policies, sickness*)

### **C2. Community, Conflict, and Cooperation**

**C2.1** analyse developments affecting interactions between Native American nations and governments in the United States during this period, and assess their impact (*e.g., with reference to the Jay Treaty, the Battle of Tippecanoe, the participation of Native Americans in the War of 1812, the Seminole Wars, the Indian Removal Act of 1830, forced migrations, the Indian Appropriations Act of 1851 and the creation of western reservations, the Great Sioux War, the Nez Perce War*)

**Sample questions:** “What social attitudes were reflected in Congress’s ignoring Cherokee chief John Ross’s plea against the forced removal of his people?” “If the chiefs of the Seminole and the Cherokee both wanted the same thing – to stay on their land – why did one choose to fight the government in a court of law while the other chose armed resistance?” “How would you characterize U.S. government policy with respect to Native American nations during this period?”

### **C3. Identity, Citizenship, and Heritage**

**C3.2** analyse the impact on heritage and identity in the United States of policies and actions related to western expansion during this period (*e.g., with reference to ... treaties with and displacement of Native Americans, ...*)

**C3.3** analyse how migration during this period help shaped American society and contributed to the development of identity and heritage in the United States (*e.g., with reference to ... the forced migration of ... Native Americans; the Trail of Tears ...*)

**C3.4** analyse ways in which discriminatory policies and practices reflected and/or reinforced ideas about citizenship, rights, and social status in the United States during this period (*e.g., with reference to ... the forced relocation of Native Americans; ...*)

**C3.5** explain the contributions of various individuals to American society and politics during this period, and assess their impact on identity, citizenship, and/or heritage in the United States (*e.g., with reference to ... Sitting Bull, Geronimo, Sacajawea, ...*)

**Sample questions:** “Why might some of the policies of Ulysses S. Grant’s presidency, including his support for the Fifteenth Amendment, be seen as pushing for widespread change in attitudes towards race and Native American nations?” ...

### **D. The United States, 1877–1945**

#### **D1. Social, Economic, and Political Context**

**D1.1** describe key social trends and developments in the United States during this period, and analyse their impact on various groups (*e.g., with reference to ... the impact on Native American nations of the near extinction of buffalo on the Great Plains; ...*)

**D1.3** describe key political events and/or developments related to domestic policy in the United States during this period, and analyse some of their causes as well as their consequences for various groups (*e.g., with reference to ... the Indian Reorganization Act, ...*)

#### **D2. Communities, Conflict, and Cooperation**

**D2.1** explain issues underlying some key instances of social conflict in the United States during this period (*e.g., the Massacre at Wounded Knee, ...*)

#### **D3. Identity, Citizenship, and Heritage**

**D3.4** analyse developments related to citizenship rights for various groups in the United States during this period (*e.g., with reference to Native American nations; ...*)

**Sample questions:** “What was the significance of the 1924 Indian Citizenship Act?” ...

### **E. The United States, since 1945**

#### **E2. Communication, Conflict, and Cooperation**

**E2.2** explain the context for the development of various reform movements in the United States during this period (*e.g., ... Native rights ... movements; the ideas and activism of ... the American Indian Movement, ...*)

#### **E3. Identity, Citizenship, and Heritage**

**E3.1** analyse how various groups have contributed to the development of identity, citizenship, and/or heritage in the United States during this period (*e.g., ... Native Americans, ...*)

**E3.2** explain the impact of religion/spirituality on the development of identity, citizenship, and/or heritage in the United States during this period (*e.g., with reference to the ... spiritual practices of Native Americans; ...*)

## **World History to the End of the Fifteenth Century, Grade 11, University/College Preparation (CHW3M)**

### ***B. Early Societies and Rising Civilizations***

#### **B1. Early Societies**

**B1.2** explain how various factors contributed to differences in the development of early societies (*e.g., climate, physical region, available space, fertility of land, scarcity or abundance of local resources, political structures and decisions, religion/spirituality, degree of isolation from or proximity to other societies, external influences, types of trade, level of urbanization*)

**Sample questions:** ... “How did different local resources help shape the development of various First Nations in the precontact period?” ...

### ***C. Flourishing Societies and Civilizations***

#### **C1. Social, Economic, and Political Context**

**C1.1** compare social structures in various flourishing societies/civilizations (*e.g., class and caste systems; families and clans; social structures associated with feudal societies; hereditary privilege and meritocracy; educational and religious institutions; administrative structures; codes of chivalry*)

**Sample questions:** ... “How widespread were matriarchal clan structures among First Nations?”

### ***E. The Legacy of Civilizations***

#### **E1. Social, Cultural, and Political Heritage**

**E1.6** assess the significance of political and legal contributions of some societies/civilizations (*e.g., ... Athenian or Haudenosaunee democracy, ...*)

## **Origins and Citizenship: The History of a Canadian Ethnic Group, Grade 11, Open (CHE3O)**

### ***D. The Canadian Experience***

#### **D1. Settling in Canada**

**D1.3** describe, and analyse the influence of, factors that contributed to the decision of some ethnic communities, including, where applicable, the selected ethnic group, to relocate from their initial place of settlement in Canada (*e.g., ... forced resettlement/ relocation, changes in the job market*)

## **D2. Facing Challenges in Canada**

**D2.2** analyse challenges that institutionalized racism and prejudice in Canada have presented to some ethnic groups, with a particular focus, where applicable, on the selected ethnic group (*e.g., with reference to ... assimilation, stereotypes, ...*)

### ***E. The Ethnic Group in Contemporary Canada***

#### **E1. Social, Economic, and Political Issues**

**E1.2** analyse ways in which some social, economic, and/or political issues, events, and/or developments at the national level in Canada have affected the selected ethnic group (*e.g., demographic changes; changes in technology; economic cycles; changes in political policy with respect to immigration, refugees, social services, or foreign aid; internments or deportations*)

**Sample questions:** ... “How have treaty relations between the government and indigenous peoples in Canada affected this ethnic group, either directly or indirectly?”

## **World History since 1900: Global and Regional Interactions, Grade 11, Open (CHT30)**

### ***C. Economic and Political Crises, 1919–1945***

#### **C3. Identity, Citizenship, and Heritage**

**C3.1** explain how various groups, practices, and/or attitudes limited citizenship and/or human rights in two or more regions of the world during this period (*e.g., with reference to the Ku Klux Klan, the Gestapo, the People’s Commissariat for Internal Affairs, censorship, incarceration and internment, eugenics programs, racism, antisemitism, segregation, disenfranchisement*)

**Sample questions:** “How did residential schools in Canada and Australia violate the rights of Aboriginal peoples in those countries?” ...

### ***D. The Cold War Years 1945–1991***

#### **D2. Communities, Conflict, and Cooperation**

**D2.5** analyse the role of religion/spirituality in two or more regions of the world during this period (*e.g., ... the role of religious institutions in operating boarding schools for indigenous children in Canada, the United States, and/or Australia; ...*)

#### **D3. Identity, Citizenship, and Heritage**

**D3.2** analyse the contributions of some significant individuals and/or organizations to human rights in two or more regions of the world during this period (*e.g., with reference to the UN ... Declaration on the Rights of Indigenous Peoples ...*)

**D3.3** describe some of the main social movements in two or more regions of the world during this period (*e.g., ... Aboriginal, ... movements*), and assess their significance

**Sample questions:** “What are some ways in which Aboriginal peoples from different regions of the world began to organize during this period to speak out about the need for change and for the acknowledgement of past injustices? What factors contributed to these movements? What issues did they address?” “Why do you think that many people’s attitude

towards the environment changed during this period? What were some developments that reflected these changes of attitude?”

## ***E. A Globalizing World: Issues and Interactions since 1991***

### **E3. Identity, Citizenship, and Heritage**

**E3.3** describe some ways in which communities, including the international community, have addressed human rights abuses during this period (*e.g., through truth and reconciliation commissions in South Africa, Argentina, Canada; ... government apologies for past violations of human rights*)

**Sample questions:** ... “What is the relationship between changing attitudes towards human rights and official government apologies for past actions/policies?”

## **Canada: History, Identity, and Culture, Grade 12, University Preparation (CHI4U)**

### ***A. Historical Inquiry and Skill Development***

#### **A1. Historical Inquiry**

**A1.2** select and organize relevant evidence and information on aspects of Canadian history from a variety of primary and secondary sources (*e.g., primary: artefacts, art works, diaries, legislation, letters, maps, period newspapers, photographs, political cartoons, statistics, treaties; secondary: books and/or articles from the library, current newspapers or magazines, documentaries and/or other films, textbooks, websites*), ensuring that their sources reflect a range of perspectives

**Sample questions:** “How can you ensure that your sources reflect a variety of perspectives?” “If you were studying the Indian Act in the nineteenth century, what sources might you consult? What types of sources would reflect the position of the government? Where might you find information about the impact of the act on First Nations peoples and their response to it?”

**A1.4** interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry (*e.g., develop criteria to rank the significance of the causes of Confederation; use a concept map to help them determine the short-and long-term consequences of the Quebec Act; construct graphs to help them interpret data on demographic changes in the 1960s; compare press reports supporting and condemning the Upper Canada Rebellion*)

**Sample questions:** ... “When you examine traditional Inuit clothing and/or housing, and the tools used to create them, what do they tell you about the resources available to these people?”

**A1.6** use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canadian history (*e.g., ... take the concept of historical perspective into account when analysing interactions between Jesuit missionaries and First Nations people*)

**A1.8** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (*e.g., ... a presentation on the impact of*

*residential schools on Aboriginal communities; a blog discussing the historical accuracy of portrayals of First Nations peoples in film; ...)*

## **B. Canada, Origins to 1774**

### **B1. Setting the Context**

**B1.1** compare various aspects of life among different Aboriginal peoples in Canada prior to contact with Europeans (*e.g., with reference to economies, spirituality, oral traditions, relationships with the environment, political organization, lifestyles, arts and culture, gender roles, child-rearing practices*)

**Sample questions:** “What do the spiritual practices of different Aboriginal peoples reveal about their relationship with the environment?” “What sorts of tools and weapons did the Thule people living in the Arctic use? In what ways were they different from or similar to the tools and weapons used by the Wendat?” “In what ways were the lives of First Nations on the West Coast of Canada different from those of First Nations who lived near the Great Lakes or on the Prairies? What factors might account for those differences?”

**B1.3** describe various practices and developments associated with the emerging economy in colonial Canada prior to 1774 (*e.g., First Nations trade routes, ...*), and assess their significance for the development of Canada, including the development of identity in Canada (*e.g., with reference to the creation of the Métis nation, ...*)

**B1.4** assess the significance, for different groups of people, of some key political events and developments in Canada prior to 1774 (*e.g., the impact of the Iroquois Confederacy on various First Nations, the impact that the establishment of Royal Government in New France had on the ... the Haudenosaunee, ... ; ... the impact that the conflicts between France and Britain had on ... First Nations communities, ...*)

### **B2. Interactions and Independence**

**B2.1** analyse the roles of various groups in colonial Canada prior to 1774 (*e.g., Cree trappers and guides, First Nations and Acadian farmers, ... Haudenosaunee and Wendat warriors, First Nations healers and shamans, ...*) and how they contributed to the development of Canada

**Sample questions:** ... “What impact did the relationship between French traders and explorers and Cree trappers, traders, and guides have on the development of Canada?”

**B2.2** analyse how different factors affected relations between Aboriginal peoples and European settlers in colonial Canada prior to 1774 (*e.g., with reference to military alliances, fur trade partnerships, the exchange of knowledge and technology, the work of missionaries, the impact of European diseases on Aboriginal population intermarriage, increasing European settlement and the location of those settlements, Europeans’ sense of superiority to Aboriginal peoples, colonial policies such as treaties and land grants*)

**Sample questions:** “What effects did land grants and expanding European settlement have on various Aboriginal communities? When you look at the changes to Aboriginal communities that resulted from European settlements, which were the most profound? Who was most greatly affected? Why?”

**B2.4** describe the involvement of First Nations in various military conflicts in Canada prior to 1774 (*e.g., warfare between First Nations prior to European contact, the Iroquois and French Wars, the Seven Years’ War, Pontiac’s Rebellion*), and analyse the causes and consequences of this involvement (*e.g., causes: competition over land and resources; colonial rivalries between French, English, and Dutch powers and their Native allies; Native*

*discontent with colonial policies; consequences: the introduction of new weapons to First Nations; loss of Native territory; heightened rivalries among First Nations; the Royal Proclamation of 1763)*

**Sample questions:** “What was the most significant factor contributing to the destruction of the Wendat Confederacy?” “In what ways does the loss of Native territory during this time continue to affect the relationship between First Nations communities and governments in Canada today?”

### **B3. Diversity and Citizenship**

**B3.1** describe the roles of some notable individuals in early Canadian society (e.g., ... *Donnacona, ..., Hiawatha, ... Kateri Tekakwitha, ...*), and assess their contributions to the development of identity and/or heritage in Canada

**B3.2** analyse ways in which Aboriginal culture contributed to the development of Canada prior to 1774 as well as to the development of heritage and identity in Canada (e.g., *with reference to agricultural and/or hunting practices, spirituality/religion, relationship with the environment, clothing, housing, transportation*)

**Sample questions:** “Which aspects of Aboriginal culture did seventeenth-century European settlers in Acadia and/or Quebec adopt? Why did they adopt some and not others?” “Which Aboriginal contributions have received a meaningful place in the Canadian narrative? Why do you think those contributions are recognized, and not others? Who decides what is considered important?”

**B3.3** analyse ways in which colonial policy and practices reflected ideas about rights, citizenship, and social status in Canada prior to 1774 (e.g., ... *attempts to convert First Nations, the rights of women, crime and punishment*)

**Sample questions:** ... “What does the work of missionaries in New France suggest about European attitudes towards First Nations peoples?”

## **C. Canada, 1774–1867**

### **C1. Setting the Context**

**C1.1** describe various key social trends and developments in Canada during this period (e.g., ... *the expansion of European settlement and the consequent dislocation of First Nations and Métis people; ... the expansion of First Nations reserves; ...*), and analyse their impact on people in Canada

**Sample questions:** “What were some key developments that led to changes in First Nations and Métis societies in Canada during this period? What forces or developments tended to support continuity in these societies?” ...

**C1.3** describe some major cultural developments during this period, including contributions of various individuals to Canadian arts and culture (e.g., ... *Paul Kane, ...*), and assess their impact on the development of heritage and/or identity in Canada

**C1.5** analyse how British colonial policies during this period affected the political development of Canada, including Confederation (e.g., *with reference to British policies towards First Nations, the Constitutional Act of 1791, ...*)

## **C2. Interactions and Interdependence**

**C2.3** describe some of the main sectarian and regional divisions in colonial Canada as well as significant conflicts involving Canadians during this period (*e.g., ... divisions between western settlers and First Nations and/or Métis; ...*), and analyse how they affected the development of Canada, including the development of identity in Canada

**C2.4** analyse ways in which First Nations, Métis, and/or Inuit peoples interacted with other communities in Canada during this period (*e.g., the participation of First Nations in the Revolutionary War or the War of 1812, or of Métis in the Pemmican Wars; facilitating the mapping of western and northern Canada by British explorers; supplying the fur or buffalo robe trade; confronting prospectors during the B.C. gold rushes*), and assess the impact of these interactions

**Sample questions:** “What impact did the fur trade have on First Nations during this period?” “What is the controversy over the role the Inuit played in the 1845 Franklin expedition to the Arctic?”

**C2.5** analyse the role of religion/spirituality in Canadian society during this period and how it contributed to the development of Canada (*e.g., with reference to ... the spiritual practices of First Nations*)

**Sample questions:** ... “In what ways did churches aid in the subjugation and assimilation of Aboriginal peoples?”

## **C3. Diversity and Citizenship**

**C3.1** explain the contributions of various individuals to society and politics in Canada during this period (*e.g., Joseph and Molly Brant, ... John Norton, ... Shawnadithit, ... Tecumseh, ...*), and assess their impact on the development of identity, citizenship, and/or heritage in Canada

**C3.2** analyse how immigration changed Canadian society and contributed to the development of identity in Canada during this period (*e.g., with reference to ... the impact of immigration on First Nations and Métis populations*)

**Sample questions:** “What social attitudes were reflected in the treatment of Black Loyalists or in the forced removal of First Nations and Métis communities on the arrival of Loyalists? In what ways have these social attitudes changed over time? In what ways have they stayed the same?”

**C3.3** analyse ways in which various francophone communities acted to preserve their political and cultural identity during this period (*e.g., with reference to ... Métis; ...*)

## **D. Canada, 1867–1945**

### **D1. Setting the Context**

**D1.1** analyse some key social developments as well as dominant social attitudes and values during this period (*e.g., ... the expansion of Native residential schools; ...*), and assess their significance for the development of Canada, including the development of identity in Canada

**Sample questions:** ... “What does the trend towards assimilation reveal about the way First Nations, Métis, and Inuit people were viewed?” ...

**D1.3** describe a variety of developments in the arts and popular culture in Canada during this period (*e.g., in art, literature, music, sports and recreation, fashion, the press, radio, or motion pictures*), and explain how arts and popular culture contributed to the development of heritage and identity in Canada (*e.g., with reference to the work of Pauline Johnson, ... Tom Longboat, ...*)

**D1.5** analyse how key political developments during this period contributed to the development of Canada, including the development of identity in Canada (*e.g., ... the Métis rebellions; ...*)

**D1.6** analyse a variety of government policies during this period, with a focus on how they expanded the role of government in the lives of people in Canada (*e.g., with reference to the Indian Act, ... residential schools for Aboriginal children, ...*)

**Sample questions:** “What were some ways in which the Indian Act was used to control the lives of First Nations people?” ...

### **D3. Diversity and Citizenship**

**D3.1** explain the contributions of various individuals to Canadian society and politics during this period (*e.g., ... Louis Riel, Gabriel Dumont, ...*), and assess their impact on the development of identity, heritage, and/or citizenship in Canada

**D3.2** analyse ways in which francophone communities, including those outside of Quebec (*e.g., ... Métis*), sought to maintain their identity during this period

**Sample questions:** “Did all francophone communities have the same struggles to maintain their identities? Did they all experience the same threats? What do these communities and their struggles reveal about issues at this time as well as in Canada today?”

**D3.3** explain the significance of “status” for First Nations people, their identity, and their relationships with governments in Canada during this period (*e.g., with respect to limitations imposed by the Indian Act, disenfranchisement, assimilationist policies, life on reserves, the impact on Native women who married non-Indian men, rights of non-status First Nations people and of Inuit and Métis*)

**Sample question:** “What does the term *status* imply about the dependence of First Nations people on the Canadian government?”

**D3.4** analyse the development of ethnocultural identities in different regions of Canada during this period (*e.g., with reference to First Nations and Métis peoples in western Canada; Inuit in the North; ...*) and their impact on the development of a national identity in Canada

**D3.6** explain the significance of the denial of citizenship rights to certain groups in Canada during this period (*e.g., First Nations, Métis, Inuit, ...*)

## **Canada since 1945**

### **E1. Setting the Context**

**E1.5** analyse key causes of major political developments and/or government policies in Canada during this period (*e.g., ... Aboriginal peoples, ... the creation of Nunavut; amending the Indian Act; ...*), and assess the contribution of these developments/policies to the development of Canada

## **E2. Interactions and Interdependence**

**E2.1** explain the context for the development of various reform movements in Canada during this period (e.g., ... *Aboriginal rights*, ...), and evaluate the success of some of these movements

**E2.2** analyse some significant instances of social and political conflict in Canada during this period (e.g., ... *the Oka Crisis; antiglobalization protests*), and assess their impact on the development of identity in Canada

**E2.3** analyse interactions between Aboriginal peoples and different governments in Canada during this period, with a focus on both positive changes and unresolved issues (e.g., with reference to *amendments to the Indian Act, the closure of residential schools, the White and Red Papers, the formation of the National Indian Brotherhood and the Assembly of First Nations, the Meech Lake Accord, Native protests at Oka and Ipperwash and the government response, the creation of Nunavut, land claims, self-government, issues around funding for and quality of life on reserves, the Lubicon-Daishowa dispute, protests against the James Bay hydroelectric project, the Idle No More movement, pipeline protests in British Columbia*)

**Sample questions:** “What was the significance of the Berger Commission for interactions between Aboriginal peoples and the Canadian government?” “What types of issues have provoked Native protests since the 1950s? Are there any similarities between these issues and those of concern to Aboriginal Canadians in earlier years?”

## **E3. Diversity and Citizenship**

**E3.1** explain the contributions of various individuals to Canadian society and politics during this period (e.g., ... *Nellie Cournoyea, ... Mary Two-Axe Early, ..., Elijah Harper, ... Ovide Mercredi, Paul Okalik, ...*), and assess their impact on identity, heritage, and/or citizenship in Canada

**E3.2** analyse how the lives, roles, and rights of Canadian women changed during this period (e.g., with reference to *changes in...amendments to address inequities in the Indian Act; ...*)

**E3.4** describe the contributions of various individuals and groups, including ethnocultural and regional groups (e.g., *Aboriginal Canadians, ...*), to the development of culture and identity in Canada during this period (e.g., *in areas such as literature, film, sports, art, music, theatre, cultural festivals*)

**Sample questions:** “What impact has the work of people such as Tomson Highway, Joane Cardinal-Schubert, Thomas King, and/or Zacharias Kunuk had on heritage and identity in Canada?”

## **World History since the Fifteenth Century, Grade 12, University Preparation (CHY4U)**

### ***A. Historical Inquiry and Development***

#### **A1. Historical Inquiry**

**A1.2** select and organize relevant evidence and information on aspects of world history since the fifteenth century from a variety of primary and secondary sources (e.g., primary: ... treaties; ...), ensuring that their sources reflect a range of perspectives

## **B. The World, 1450–1650**

### **B2. Communities, Conflict, and Cooperation**

**B2.1** explain some key reasons for increasing contact between various societies during this period (e.g., *increased trade, including along the Silk Road and spice trade routes; advances in transportation technologies; exploration, including transoceanic voyages; imperial ambitions and rivalries; warfare*), and assess the impact of this contact on different peoples (e.g., *with reference to ... the impact of European invaders or colonizers on indigenous peoples of the Americas, ...*)

**B2.2** analyse ways in which predominant social attitudes and beliefs/values were reflected in interactions within and/or between communities during this period (e.g., *with reference to beliefs and attitudes that underpinned European exploration during this period; the Treaty of Tordesillas and its presumption of European superiority over indigenous peoples and rights to their land; attempts to convert indigenous peoples in the “New World” and underlying assumptions about the value of Christianity and indigenous religious/spiritual practices; ...*)

**B2.3** analyse causes and consequences of some key social, economic, and/or political conflicts in various regions of the world during this period (e.g., *the intended and unintended consequences of the rule of imperial powers on local indigenous peoples; ...*)

**B2.5** analyse the impact of some key instances of social, economic, and/or political cooperation in various regions of the world during this period (e.g., *... cooperation between colonists and indigenous people, ...*)

**Sample questions:** ... “What role did First Nations play in helping to ensure the survival of early settlements in New France?”

## **C. The World, 1650–1789**

### **C1. Social, Economic, and Political Context**

**C1.3** analyse some of the causes and consequences of key economic issues, trends, and/or developments in various regions during this period (e.g., *the increase in international trade; the exploitation of colonial resources and its consequences for colonies and imperial powers; changes to the traditional economies of colonized peoples; the economic and social impact of the transatlantic and Arab slave trade; changes in agricultural practices and the beginnings of industrialization in Britain*)

**Sample questions:** ... “How did the establishment and growth of the Hudson’s Bay Company change the lives of some Aboriginal peoples in North America?”

### **C2. Communities, Conflict, and Cooperation**

**C2.1** analyse some of the causes and consequences of key wars and revolutions in different regions of the world during this period (e.g., *the Glorious Revolution, the Revolt of the Three Feudatories, the Portuguese invasion of Congo, the War of the Spanish Succession, the Deccan Wars, the American Revolution*)

**Sample questions:** “What criteria would you use to rank the consequences of the Seven Years’ War? ... Would the ranking change again if you considered the perspectives of ... First Nations in colonial North America?”

**C2.3** analyse the impact of the slave trade during this period on various societies around the world (e.g., *with reference to ... the use of slaves in indigenous societies in North, Central, and/or South America; ...*)

**C2.5** analyse the impact of exploration and colonization on colonizers and indigenous peoples during this period (*e.g., the economic, social, and environmental impact of the exploitation of colonial resources; the threat of assimilation and loss of traditional culture; economic partnerships; loss of land and/or economic control among colonized people; conversion and loss of traditional religious/spiritual practices; resistance to colonial incursions; war, including civil war; death from new diseases; the impact of racism and discrimination*)

**Sample questions:** ... “How was the establishment of the Métis nation related to the exploration and colonization of North America?” ...

### **C3. Identity, Citizenship, and Heritage**

**C3.2** analyse the role of religion/spirituality in various societies during this period, including how religion contributed to their identity and heritage (*e.g., with reference to indigenous animist religions and people’s relationship with the environment; ...*)

**C3.4** assess the contribution of some key political figures from different regions of the world to the development of identity, citizenship, and/or heritage in their societies (*e.g., Catherine the Great, Frederick the Great, Thomas Jefferson, Louis XIV, Marie Antoinette, Tokugawa Iemitsu, Empress Dowager Xiaozhuang*)

**Sample questions:** ... “What role did First Nations chiefs play in the conflicts that occurred in North America during this time? What impact did this have on North American heritage?”

## **D. The World, 1789–1900**

### **D2. Communities, Conflict, and Cooperation**

**D2.1** assess the impact of significant revolutions and rebellions on various societies during this period (*e.g., ...the Indian Rebellion of 1857, ...*)

## **E. The World Since 1900**

### **E1. Social, Economic, and Political Context**

**E1.1** analyse the impact of some key social trends and/or developments in various regions of the world during this period (*e.g., with reference to ... Aboriginal, ... movements*)

### **E2. Communities, Conflict, and Cooperation**

**E2.4** analyse some significant interactions between diverse groups during this period, including those characterized by violence and/or deprivation of rights as well as those characterized by cooperation (*e.g., with reference to ... residential school systems; ...*)

**E2.5** analyse some significant developments related to colonization, decolonization, and globalization during this period, including their impact on different groups in various regions of the world (*e.g., with reference to ... the United Nations Declaration on the Rights of Indigenous Peoples; ...*)

## World History since the Fifteenth Century, Grade 12, College Preparation (CHY4C)

### ***B. The World, 1450–1650***

#### **B1. Social, Economic, and Political Context**

**B1.4** describe political systems in some societies in different parts of the world during this period, highlighting key similarities and differences in those systems (*e.g., governments headed by a monarch, emperor, tsar, shogun, sultan, chief*)

**Sample questions:** ... “What were some differences among the political systems of First Nations in North America during this period?” ...

#### **B2. Communities, Conflict, and Cooperation**

**B2.5** explain how exploration and colonialism affected the lives of people in different societies during this period (*e.g., ... the impact that invaders and colonizers had on the indigenous peoples of different societies, ...*)

### ***C. The World, 1650–1789***

#### **C1. Social, Economic, and Political Context**

**C1.1** describe some key social issues and/or developments during this period, and explain their impact (*e.g., with reference to the Enlightenment, the status of women, developments in class/caste structures, changes in feudal societies, the reinforcement of and challenges to inherited privilege*)

**Sample questions:** ... “What impact did colonial structures and practices have on the role of women in some First Nations and/or African communities during this period?”

#### **C2. Communities, Conflict, and Cooperation**

**C2.1** describe some key conflicts in various regions during this period, and analyse their impact on those regions (*e.g., ... conflicts between France and England and their impact on Aboriginal peoples and settlers in North America; ...*)

**C2.4** describe some of the intended and unintended consequences of exploration and colonization for indigenous people during this period (*e.g., the exploitation of people and resources by colonial powers, forced assimilation, religious conversion, disruption of traditional economies, loss of traditional cultures, cooperation between indigenous peoples and explorers or traders, intermarriage*)

**Sample questions:** “Why was disease and death a consequence of colonization for many indigenous groups during this period? Is it fair to say this was an intended consequence of contact?”

#### **C3. Identity, Citizenship, and Heritage**

**C3.1** analyse the role of religion/spirituality in different societies during this period, including how religion/spirituality contributed to identity and/or heritage (*e.g., with reference to indigenous spirituality ...*)

## ***E. The World Since 1900***

### **E1. Social, Economic, and Political Context**

**E1.1** describe some key social trends and/or developments in different regions of the world during this period, and explain their impact (*e.g., with reference to ... Aboriginal movements*)

### **E3. Identity, Citizenship, and Heritage**

**E3.3** describe some significant cultural trends and developments during this period, and explain their contribution to regional and/or global heritage and/or identity (*e.g., ... indigenous arts and crafts; ...*)

## **Adventures in World History, Grade 12, Workplace Preparation (CHM4E)**

### ***B. Origins to the Fifteenth Century***

#### **B1. Society and Community**

**B1.2** analyse some of the causes and consequences of migration during this period (*e.g., causes: natural disasters, political persecution, poverty, famine, war, slavery or other forms of forced migration; consequences: loss of traditional language, culture, and/or identity of migrating groups; new opportunities; cross-cultural influence*)

**Sample questions:** ... “Why did the Anishinaabe people regularly migrate between the Great Lakes and the Atlantic Ocean?”

**B1.5** describe different types of human dwellings during this period, and explain how they reflected the societies that produced them (*e.g., ... Wendat longhouses, ...*)

**Sample questions:** ... “What do traditional dwellings of First Nations or Inuit in North America tell you about the lives of these people, including the natural resources to which they had access?” “What impact did the environment have on how dwellings were built in this society? In what ways are these dwellings different from those in another society that had a different climate and access to different natural resources?”

#### **B3. Work and Economies**

**B3.3** describe the work roles of different people in selected societies and how they contributed to those societies (*e.g., ... elders, healers, ... warriors, shamans, ...*)

**Sample questions:** ... “What were some differences in the roles of women in ancient Athenian, Norse, and Wendat societies?”

#### **B4. Culture and Heritage**

**B4.2** compare some key beliefs and practices associated with two or more religious/spiritual traditions (*e.g., ... Aboriginal spiritual practices*)

**Sample questions:** ... “How important was the environment to the religious/ spiritual beliefs of the Maya and some Aboriginal people in what would become Canada? What evidence do you have to support your ideas?” ...

**B4.6** explain the impact that the actions and/or ideas of some significant individuals from this period had on identity and/or heritage (*e.g., Alexander the Great, Al-Zahrawi, Archimedes, Christine de Pizan, Confucius, Cyrus the Great, Genghis Khan, Jesus of Nazareth, Joan of Arc, Leif Ericson, Muhammad, Octavian Caesar, Ramesses II, Siddhārtha Gautama, Sun Tzu*)

**Sample questions:** ... “What role did Deganawida and Hiawatha play in establishing the Five Nations Confederacy? What was the significance of the confederacy?”

## **C. The Fifteenth to the Nineteenth Century**

### **C1. Society and Community**

**C1.1** identify some significant social developments during this period, and explain how they affected different groups (*e.g., ... European settlement in the “New World” and consequent disruption of indigenous settlements/ cultures; ...*)

**Sample questions:** “What impact did colonialism have on the lives of indigenous peoples in North and/or South America? What do European attitudes towards and actions affecting indigenous people reveal about the dominant social values of the time?”

### **C2. Politics and Conflict**

**C2.2** analyse some of the political, economic, and/or social consequences of European voyages of exploration and imperial expansion during this period (*e.g., ... epidemics among Aboriginal people coming in contact with Europeans; ...*)

**C2.3** describe some significant conflicts, both within and between countries, during this period, and analyse their impact (*e.g., ... conflicts between imperial powers in North America, including the role of their Native allies ...*)

**Sample questions:** ... “What might have been the motivations for some First Nations to enter into alliances with the different imperial powers?”

### **C3. Work and Economies**

**C3.2** describe the work of different people in selected societies, and explain how they contributed to those societies (*e.g., with reference to ... Aboriginal and European traders, ...*)

## **D. Since the Early Nineteenth Century**

### **D1. Society and Community**

**D1.3** describe some social movements that developed during this period, and analyse their impact (*e.g., with reference to labour, women’s suffrage, civil rights, environmental, indigenous peoples’, or peace movements*)

**Sample questions:** ... “What are some strategies indigenous people have used during this period to promote their causes?” ...

### **D2. Politics and Conflict**

**D2.6** analyse some key developments related to human rights during this period (*e.g., the emancipation of slaves in the British Empire and the United States and serfs in Russia; the extension of the vote to women in many countries; the Geneva Conventions; the Holocaust, Holodomor, or other genocides; the end of segregation in the United States or apartheid in South Africa; human rights non-governmental organizations*)

**Sample questions:** “How important do you think UN declarations such as ... the Declaration on the Rights of Indigenous Peoples are for human rights around the world?”

## LAW, GRADES 11 AND 12

### Understanding Canadian Law, Grade 11, University/College Preparation (CLU3M)

#### ***A. The Inquiry Process and Skill Development in Legal Studies***

##### **A1. The Inquiry Process in Legal Studies**

**A1.5** use the concepts of legal thinking (i.e., legal significance, continuity and change, interrelationships, and legal perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding legal issues (*e.g., ... use the concept of continuity and change when investigating legal disputes in the past few decades over treaties between First Nations communities and Canadian governments; ...*)

#### ***A. Legal Foundations***

##### **B2. Legal Heritage**

**B2.1** describe how early legal systems (*e.g., as reflected in ... First Nations customs, treaties, ...*) have influenced Canadian law

##### **B3. Legal Roles and Responsibilities**

**B3.2** explain the legal significance of some key aspects of the Canadian Constitution (*e.g., ... the recognition of Aboriginal rights, ...*)

##### **B4. Development of Law**

**B4.3** explain how points of view and issues associated with diverse groups and individuals (*e.g., ... Donald Marshall, ..., Elijah Harper, Cindy Blackstock ...*) have influenced the development of law in Canada

**Sample questions:** “What legal issues relating to Aboriginal people were highlighted by Elijah Harper’s opposition to the proposed Meech Lake Accord? What were some of the immediate and longer-term outcomes of his actions?” ... “How did the advocacy of Sandra Lovelace and Mary Two-Axe Early lead to revision of the Indian Act?”

**B4.4** describe how legislation and recent landmark cases relating to First Nations, Métis, and Inuit peoples have influenced the circumstances of Aboriginal people and the interpretation of Aboriginal rights in Canada (*e.g., the Royal Proclamation of 1763; Numbered Treaties; the Indian Act and its amendments; the creation of Nunavut; R. v. Drybones, 1970; R. v. Sparrow, 1990; R. v. Moses, 1992; Delgamuukw v. British Columbia, 1997; Bazley v. Curry, 1999; R. v. Marshall [No. 1], 1999; R. v. Powley, 2003; Tsilhqot’in Nation v. British Columbia, 2014*)

#### ***B. Rights and Freedoms***

##### **C1. Human Rights**

**C1.2** describe historical and contemporary barriers to the equal enjoyment of human rights in Canada (*e.g., ... residential schools; the Indian Act*) and the laws intended to help people

overcome such barriers (e.g., *the Canadian Bill of Rights, the Ontario Human Rights Code, the Canadian Human Rights Act*)

## **C2. Development of Human Rights Law**

**C2.3** analyse and describe how the actions of various individuals and groups have contributed to the development of human rights law in Canada (e.g., ..., *Neil Stonechild, ... the Assembly of First Nations, ...*)

## **C3. Protecting Rights and Freedoms**

**C3.1** explain the significance for human rights in Canada of historical and contemporary laws and judicial and other inquiries/commissions (e.g., ... *the Status of ... Aboriginal People; ... the Indian Residential Schools Truth and Reconciliation Commission*)

**C3.3** explain how human rights legislation and the courts attempt to balance minority and majority rights (e.g., ... *through provisions regarding alternative sentencing practices for First Nations, Métis, and Inuit people; ...*)

## **E.Criminal Law**

### **E3. Criminal Justice System**

**E3.1** assess from a legal perspective how well the rights of various parties are protected in the Canadian criminal justice system (e.g., ... *women's rights [findings of the Missing Women Commission of Inquiry]*)

**E3.4** analyse how the media (e.g., *social media, news, films, television*) influence society's perceptions and expectations related to the criminal justice system and legal procedures and trends (e.g., *with respect to ... response to protests [Kanesatake ...], ...*)

### **E4. Development of Criminal Law**

**E4.2** assess, from a legal perspective, how various individuals, groups, and cases have influenced the development of Canadian criminal law (e.g., ... *Assembly of First Nations ...*)

**E4.3** assess the significance of cases in which legal rights guaranteed under the Canadian Charter of Rights and Freedoms have been invoked in an effort to change the provisions of the Criminal Code of Canada (e.g., *cases related to Aboriginal rights [R. v. Marshall, 1999]; ...*)

## **Understanding Canadian Law in Everyday Life, Grade 11, Workplace Preparation (CLU3E)**

### **B. Legal Foundations**

#### **B1. Legal Principles**

**B1.5** describe the legal importance of some key aspects of the Canadian constitution, with particular reference to responsible government, the division of powers between the federal and provincial governments, and the entrenchment of rights

**Sample questions:** ... "How does the constitution ensure that different levels of government must cooperate in addressing First Nations land claims?"

## **B2. Development of Law**

**B2.1** describe the influence on the development of Canadian law of early legal systems (e.g., *Aboriginal law, English common law, French civil law*)

## **C. Human Rights**

### **C1. Human Rights**

**C1.2** identify barriers to the equal enjoyment of human rights in Canada (e.g., *discrimination on grounds of disability, class, age, race, ethnocultural background, religion, language, gender, or gender identity; discrimination resulting from geographic isolation, unequal access to education*) and the human rights issues raised by various historical and contemporary instances where the rights of different groups were violated (e.g., ... *the residential schools system; the “Sixties Scoop” of Aboriginal children; ... Attorney General of Canada v. Lavell, 1974, and its aftermath in the 1985 amendment to section 12(1)(b) of the Indian Act; ...*)

**C1.5** analyse situations in which a right or freedom may be limited in Canadian law (e.g., ... *Charter section 25, which states that the Charter cannot override existing Aboriginal rights and freedoms*)

### **C2. Development of Human Rights Law**

**C2.1** explain how the actions of various individuals and groups have contributed to the development of human rights law in Canada (e.g., ... *Donald Marshall, Jr., ... the Assembly of First Nations, ...*)

## **Canadian and International Law, Grade 12, University Preparation (CLN4U)**

## **B. Legal Foundations**

### **B2. Legal Theory and Procedures**

**B2.1** evaluate from a legal perspective the relative influence of various theories and perspectives (e.g., ... *First Nations, Métis, and Inuit perspectives; ...*) on the interpretation and administration of laws and legal processes

**B2.3** explain various historical and contemporary methods and systems for adjudicating legal questions (e.g., ... *Aboriginal sentencing circles and other indigenous legal practices; ...*)

### **B3. Development of Law**

**B3.2** explain how evolving social attitudes, values, and circumstances have promoted or prevented changes in various areas of Canadian and international law over time, and might do so in the future (e.g., laws relating to: ... *the rights of indigenous peoples, ...*)

**B3.3** explain the reasons of various individuals and groups for seeking legal reform (e.g., individuals: ... *Mary Two-Axe Early, Sandra Lovelace ...* ; groups: *the Assembly of First Nations, ...*), and assess the significance of specific instances where the advocated reforms have been achieved

**Sample questions:** ... “What is Jordan’s Principle? How did the campaign for Jordan’s Principle lead to a change in the way some First Nations children receive health care? Do you think the legal reforms adequately addressed the issues that led to the campaign?”

## **C. Rights and Freedoms**

### **C1. Legal Principles of Human Rights Law**

**C1.3** explain the legal implications of a country’s signing of various internationally recognized treaties and conventions related to the protection of human rights (e.g., ... *United Nations Declaration on the Rights of Indigenous Peoples*)

**Sample questions:** “What concerns did Canada voice with respect to the UN Declaration on the Rights of Indigenous Peoples? Now that Canada is a signatory, what power does the declaration have within Canada? What recourse do indigenous people in Canada have should the government fail to protect the rights specified in the declaration?”

### **C2. Development of Human Rights Law**

**C2.1** analyse the impact, both positive and negative, of landmark legislation on the development of human rights law in Canada (e.g., ... *the Indian Act, 1876*; ...)

**Sample question:** “What are some ways in which Canadian laws since 1867 have protected, or failed to protect, the human rights of groups such as First Nations, Métis, and Inuit people, women, and/or racialized groups?”

**C2.3** analyse various issues associated with addressing human rights violations, with reference to specific past and/or present examples of violations in Canada and around the world (e.g., ... *Native residential schools in Canada*; ...)

**Sample question:** “Do current governments have a legal obligation to redress or apologize for past actions of former governments?”

### **C4. Contemporary Issues**

**C4.3** assess the strengths and weaknesses of current laws for protecting the rights of individuals and various groups (e.g., *indigenous peoples*) from the impact of human activities that cause changes to the natural environment (e.g., *the construction of hydroelectric dams, pipelines, highways; resource extraction and processing*)

## **D. Foundations of International Law and Dispute Resolution**

### **D1. Fundamentals of International Law**

**D1.1** explain the legal significance of various principles and key concepts in international law (e.g., *rule of law, equality and non-discrimination in the enjoyment of human rights, diplomatic immunity, collective security, national sovereignty, concepts related to customary law and treaty law*)

**D1.2** describe various challenges that face sovereign states in creating, ratifying, and implementing international treaties (e.g., *divergent interests/views/beliefs in relation to: foreign policy, equity, the role of government, territorial claims*)

**Sample question:** “How might the laws and policies of sovereign states hinder the ratification of international environmental or trade agreements?”

### **D3. Conflict and Cooperation**

**D3.1** identify different types of international disputes (e.g., *about treaty violations, boundary disputes, access to resources, trade barriers*) and compare the strengths and weaknesses of peaceful and non-peaceful methods of resolving them (e.g., *mediation, arbitration, negotiation, sanctions, embargoes, war, armed conflict, hostage-taking*)

**D3.5** analyse Canada's record of supporting or not supporting various alliances, agreements, and treaties under international law (e.g., *North Atlantic Treaty Organization [NATO], North American Free Trade Agreement [NAFTA], United Nations Framework Convention on Climate Change, various UN human rights declarations and conventions*)

**Sample question:** "How has Canada's international status been affected by its support for or failure to support (or both) international agreements such as the UN Declaration on the Rights of Indigenous Peoples?"

### **E. International Legal Issues**

#### **E1. Criminal Law**

**E1.3** assess from a legal perspective the strengths and weaknesses of arguments for and against interventions by the international community in instances of crimes against people of a particular region, country, or ethnicity (e.g., *government-sanctioned human rights abuses, failure to protect the rights of indigenous peoples, ...*)

#### **E2. Environmental Protection**

**E2.2** describe from a legal perspective the role of various individuals and groups in developing and enforcing environmental protection laws (e.g., *the role of: ... First Nations, Métis, and Inuit groups in strengthening requirements for environmental assessments*)

#### **E4. Emerging Legal Issues**

**E4.3** evaluate the strengths and weaknesses of international agreements in protecting various rights and freedoms (e.g., *the rights of... indigenous people; ...*)

## **Legal Studies, Grade 12, College Preparation (CLN4C)**

### **A. The Inquiry Process and Skill Development in Legal Studies**

#### **A1. The Inquiry Process in Legal Studies**

**A1.5** use the concepts of legal thinking (i.e., legal significance, continuity and change, interrelationships, and legal perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding legal issues (e.g., *... take the concept of legal perspective into account when analysing competing interests relevant to Aboriginal treaty rights*)

**A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., *... a case study that looks at how the interpretation of Aboriginal rights to land use has changed over time; ...*)

## **B. Legal Foundations**

### **B2. Development of Law**

**B2.1** explain how shifting societal attitudes, values, and customs have influenced the development of Canadian law (e.g., *laws relating to: ... treaty rights and land claims*)

### **B3. Law and Diversity**

**B3.1** explain various provisions in Canadian law (e.g., *Charter guarantees of rights [including equality rights, language rights, and minority language education rights]; Charter limitations clause [section 1] and notwithstanding clause [section 33]; constitutional protection of Aboriginal rights [Charter section 25, and Constitution Act section 35]*) that may be used to accommodate the interests and needs of diverse groups (e.g., *First Nations, Métis, and Inuit groups; ...*)

## **C. Rights and Responsibilities**

### **C2. Rights and Responsibilities**

**C2.2** analyse from a legal perspective issues related to the right of individuals, groups, and governments to use natural resources, and the corresponding responsibilities/regulations related to environmental protection (e.g., *rights: access to water; Aboriginal hunting/trapping, fishing, and harvesting treaty rights; other hunting/ trapping, fishing, and harvesting rights; mining rights; responsibilities/regulations: antipollution laws, licensing requirements, duty to consult, environmental assessment requirements, reforestation laws, ecological restoration requirements*)

**Sample questions:** ... “When you examine some landmark cases (e.g., *Delgamuukw v. British Columbia*, 1997; *R. v. Marshall*, 1999; *R. v. Powley*, 2003; *Haida Nation v. British Columbia [Minister of Forests]*, 2004; *Tsilhqot’in Nation v. British Columbia*, 2014), what do you notice about how the Supreme Court of Canada’s interpretation of Aboriginal rights to land use has changed?”

**C2.5** assess the level of consistency between government policies and actions and Canada’s stated commitment to the protection of human rights at home and abroad (e.g., *with respect to: ... standard of living on First Nations reserves and in remote communities, ...*)

## **C. Contemporary Legal Issues**

### **D2. Legal Structures and Processes**

**D2.3** analyse situations in which legal judgements balance the competing rights and interests of individuals, groups, and governments (e.g., *... Aboriginal treaty rights versus provincial hunting and fishing regulations*)

### **D3. Emerging Legal Issues**

**D3.1** explain the legal implications of issues affecting specific demographic groups (e.g., *First Nations, Métis, and Inuit groups: access to safe drinking water, land claims ...*)

## POLITICS, GRADES 11 AND 12

### Politics in Action: Making Change, Grade 11, Open (CPC30)

#### ***B. Foundations of Political Engagement***

##### **B2. Issues of Political Importance**

**B2.1** explain the political importance of some current local, national, and/or global issues (*e.g., substandard housing in some First Nations communities, ...*)

**B2.3** analyse the positions of different stakeholders concerned with some issues of political importance (*e.g., those directly affected, upstanders or advocates, bystanders, non-governmental and intergovernmental organizations, governments, business*)

**Sample questions:** ... “Why might First Nations people and cottagers take different positions on water conservation or protection?”

##### **B3. Causes, Impact, and Solutions**

**B3.1** analyse the causes of some issues of political importance and how an understanding of these causes can affect the action taken to address the issues

**Sample questions:** ... “Why might a First Nation community have a boil water advisory while a non-indigenous community in the same region has access to clean water?”

#### ***C. Policy, Politics, and Democratic Change***

##### **C1. The Influence of Individuals and Groups**

**C1.2** explain the role of various individuals and groups in Canada in changing specific laws or policies, and assess the significance of the changes (*e.g., ... Shannen Koostachin and Shannen’s Dream for equitable school funding in First Nations communities, ...*)

**Sample question:** “What role did Mary Two-Axe Early play in changing sections of the Indian Act that discriminated against status Indian women who married non-status men?”

**C1.3** describe the main goals and strategies of some individuals and groups/movements that have brought about and/or are attempting to bring about greater socio-political equality, and assess their effectiveness (*e.g., ..., Elijah Harper ... Aboriginal rights, ...*)

**Sample questions:** “What are the main political goals of Aboriginal rights groups in Canada? What strategies have they used to support these goals? What challenges do they face in achieving these goals?”

##### **C2. Law and Policy in Canada**

**C2.2** analyse some key policy changes that have contributed to equity in Canada (*e.g., closing residential schools, ... official apologies to some groups who faced discriminatory treatment*) and the political processes involved in achieving these changes

**Sample questions:** ... “What factors contributed to the government’s apology for Indian residential schools? Do you think this apology has contributed to equity in Canada? Why or why not?”

# Canadian and International Politics, Grade 12, University Preparation (CPW4U)

## **A. Political Inquiry and Skill Development**

### **A2. Developing Transferable Skills**

**A2.3** apply the concepts of political thinking when analysing current events relating to issues of national and international political importance (*e.g., a coup d'état, a political protest and the government response, a terrorist attack, the mistreatment of Canadian nationals in another country, a new international trade agreement, a break in diplomatic relations between two states*), in order to enhance their understanding of these issues and their role as informed citizens

**Sample questions:** ... “What is the political significance of the 2013 Federal Court ruling that Métis people in Canada have the same status as ‘status Indians’?”

## **B. Political Foundations**

### **B2. The Evolution of Modern Politics and International Relations**

**B2.1** “What political approaches/ideologies are reflected in Canadian and provincial policies towards First Nations, Inuit, and Métis people?”

### **B3. Influences on Canadian and International Politics**

**B3.2** analyse various ways in which national, ethnic, and/or regional identities influence politics in and relations between various countries, including Canada (*e.g., Mohawk protests at Oka and/or Anishinaabe protests at Ipperwash, ...*)

**Sample questions:** ... “How have First Nations beliefs in the right to self-determination with respect to governance, land, and resources influenced Canadian politics?” ...

**B3.6** analyse how geographic and environmental factors influence politics in and relations between various countries, including Canada (*e.g., with reference to geographic location, natural resources, water scarcity, climate change, environmental degradation, natural disasters, invasive species*)

**Sample questions:** “How does the relationship of First Nations, Métis, and/or Inuit people with the environment influence their position on some political issues?”

## **D. Non-Governmental Action on Canadian and International Political issues**

### **D2. Challenges and Strategies**

**D2.1** explain key challenges relating to some specific issues of national and global political importance (*e.g., Aboriginal land claims, ... violence against women, ...*)

**D2.4** analyse how the perspectives of individuals and non-governmental stakeholder groups (*e.g., corporations; unions; environmental, social justice, or women’s groups; religious organizations; political lobby groups*) may influence their response to issues of national and/or international political importance

**Sample questions:** ... “Why might Aboriginal people in Canada be sceptical of a lands claim process created by non-Aboriginal lawyers and policy strategists?”

## ***D. Rights and Power in the International Community***

### **E3. Human Rights at Home and Abroad**

**E3.1** analyse some violations of human rights in Canada (*e.g., ... residential school policies, segregation, ...*) ...

**Sample questions:** “What are some similarities and differences between government policies on Aboriginal rights and treaty issues in Canada and those in other countries such as Australia or New Zealand? What historical, political, social, and/or economic factors might account for any differences?” “What are some examples of a government’s offering a public apology for past injustices? What are the reasons for such apologies? How meaningful or effective do you think such apologies are in addressing historical and/or continuing inequities?”

# CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES, GRADES 9 to 12 (2016)

The expectations in the classical languages courses provide First Nations, Métis, and Inuit connections in the intercultural understanding strand. In addition, specific aspects of the cultures of countries where the language of ancient Greek or Latin were spoken (e.g., customs, cuisine, celebrations and cultural events, literature, art, and music) can be explored and compared with the cultures of First Nations, Métis, and Inuit peoples in Canada and other indigenous peoples globally. The course on classical civilization provides Indigenous comparisons and connections to other ancient societies.

Within International Languages, intercultural understandings can be made between the language communities being studied and First Nations, Métis, and Inuit communities. These connections can be explored through both implicit and explicit curriculum connections.

## Classical Languages (Ancient Greek/Latin), Level 1, Academic (LVGBD/LVLBD)

### *D. Intercultural Understanding*

#### **D1. Understanding the Influence of Classical Languages**

**D1.1 Investigating Derivatives:** identify some words, phrases, and abbreviations that are derived from the classical language and found in English and other languages, and use them accurately (*e.g., science/scientia; pecuniary/pecunia; Aboriginal/ab+origine; family/familia; a.m. as an abbreviation of ante meridiem; & as a ligature of et; etc. as an abbreviation of et cetera; eureka/ἔρηρα*)

#### **D2. Making Cultural Connections**

**D2.2 Making Cultural Connections:** relate aspects of classical culture (*e.g., religious practices, social customs, technology*) to comparable aspects of other societies and cultures (*e.g., ... create a drama about the roles of ancestors and elders in the ancient world and in First Nation communities; ...*)

## Classical Languages (Ancient Greek/Latin) Level 2, University Preparation (LVGCU/LVLCU)

### *D. Intercultural Understanding*

#### **D2. Making Cultural Connections**

**D2.1 Understanding the Classical World:** demonstrate knowledge and understanding of diverse aspects of life in the classical world, using several different strategies (*e.g., ... describe illustrations of the burial customs of different peoples in the classical world; ... compare the empires of Alexander the Great and the Romans and their impact on indigenous peoples; ...*)

**D2.2 Making Cultural Connections:** relate aspects of classical culture (e.g., *military practices, religious practices, social customs, technology, political ideas, scientific inquiry*) to comparable aspects of other societies and cultures (e.g., ... *a common classical religious practice that evolved into a non-religious custom in later society; compare ancient and modern weddings by recreating three elements of the bride's apparel in the classical world that are similar to or different from those of a modern bride; ... construct a T-chart comparing elements of classical and contemporary governmental systems, including First Nations governance structures; ...*)

## **Classical Languages (Ancient Greek/Latin), Level 3, University Preparation (LVGDU/LVLDU)**

### ***D. Intercultural Understanding***

#### **D2. Making Cultural Connections**

**D2.1 Understanding the Classical World:** demonstrate knowledge and understanding of diverse aspects of life in the classical world, using a variety of strategies (e.g., *enter the dates of important Roman religious festivals in a digital calendar, using the original Roman dating system; create an interpretive dance that re-enacts Apollo's pursuit of Daphne or Pan's of Syrinx ...*)

**D2.2 Making Cultural Connections:** relate aspects of classical culture (e.g., *art, architecture, philosophy, social customs, religious practices, political ideas, technology, law, literature*) to comparable aspects of other societies and cultures (e.g., *create a poster identifying similarities and differences between classical law codes and modern law codes; outline in a research essay the influence of the Vestal Virgins on the development of the Roman Catholic convent; lead a seminar analysing Roman urban planning policies during the Empire and evaluating their effectiveness in light of modern environmental standards; outline in a research essay the influence of Greek political philosophy on contemporary Western political ideas and institutions; deliver a presentation illustrating the influence of classical art on the art of later societies; identify examples of modern architecture that show the influence of classical architecture; compare and contrast Cormac McCarthy's *The Road* and Vergil's *Aeneid*; identify ways in which Homer's *Iliad* and *Odyssey* and Vergil's *Aeneid* influenced Dante's description of the *Inferno* in his *Divine Comedy*)*

**Teacher prompts:** "... Are there any similarities between laws in the classical world and ideas on justice in traditional First Nations, Métis, or Inuit communities before contact with Europeans?" ...

## **Classical Civilization, Grade 12, University Preparation (LVV4U)**

### ***A. Critical Thinking and Literacy Skills***

#### **A3. Communication**

**A3.1 Communicating Orally:** communicate orally about the classical world for a wide range of purposes and audiences, using a variety of communication strategies and demonstrating effective word choice, clear expression, convincing delivery, and accurate use of Latin and ancient Greek when required (e.g., ... *display cross-cultural and historical*

*sensitivity in presenting potentially uncomfortable material on warfare, indigenous peoples, race, gender roles, slavery, disability, and religion)*

**A3.3 Developing and Producing Texts:** plan and produce a variety of literary, informational, and graphic texts about the classical world for a wide range of purposes and audiences, using effective words, images, and language structures, correct grammar, and a range of editing and revising strategies (e.g., ... *write an essay comparing King Cogidubnus and Joseph Brant as indigenous leaders faced with occupation by a dominant power; ...*)

## **B. Mythology and Literature**

### **B4. Intercultural and Other Connections**

**B4.1 Investigating Connections:** identify and describe parallels and/or relationships between classical myths or literary works and those of other cultures, including examples of classical influences on the cultural products of later societies (e.g., ... *describe similarities and differences between Hesiod’s cosmogony and the Inuit story of Sedna and the creation of the universe; ... describe parallels to classical mythology that can be found in other oral traditions, such as First Nation, Métis, and Inuit traditions*)

## **International Languages, Level 1, Academic (LBABD–LDYBD)**

### **A. Listening**

#### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., ... *listen to a peer’s description of a holiday or cultural event in a target-language community and relate it to an event in their own community; ... listen to a media clip describing family customs in a target-language community and make connections to their own family customs; ...*)

**Teacher prompt:** “When you heard your peer describe a tradition in the target-language community, how did it remind you of one of your own traditions? What were some of the similarities?”

### **B. Speaking**

#### **B3. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally in the target language about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities (e.g., ... *share with a peer some naming practices and traditional nicknames, including names/naming ceremonies in First Nations communities; ... describe the cuisine or meal-time customs of a target-language community, and compare them with examples from their own community; describe the traditional clothing, dances, or music of a target-language community and compare them with traditional Inuit clothing, dances, or music; plan and estimate the costs of a sightseeing tour in a city where the target language is spoken, making comparisons to the costs of a similar tour in their own community*)

**Teacher prompts:** ... “Describe some meal-time customs of the target-language community. In what ways are they similar to your own?” “How much does a visit to a museum in your own community cost? How can you find the cost of a similar visit in the target-language community?”

### **C. Reading**

#### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... read target-language song lyrics and compare them with lyrics written in their own first language; ...*)

**Teacher prompt:** ... “What ideas in the song lyrics seemed similar to ideas you’ve read in lyrics in your first language? Did any of the expressions in the target-language lyrics surprise you? Why?”

### **D. Writing**

#### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work in the target language, communicate information about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities ...

## **International Languages, Level 1, Open (LBABO–LDYBO)**

### **A. Listening**

#### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

### **B. Speaking**

#### **B3. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally in the target language about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities (*e.g., ... share with a peer information about a tradition or festival in a region where the target language is spoken, and make connections to a custom in their own community, such as a First Nations powwow; ...*)

**Teacher prompts:** “When and where have you noticed the target language being spoken in your own community?” “What similarities can you find between this festival and something you celebrate in your own community?”

### **C. Reading**

#### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *locate target-language communities in an atlas or a geographical database; order from an authentic menu according to a budget; determine the ingredients in a recipe from a target-language community; identify and describe a theme or character in a legend from a target-language community; identify cultural events listed in an online newspaper; identify target-language texts in their own environment, such as on product packaging and store signs or in community newspapers; conduct research to identify significant landmarks in various countries or regions where the target language is spoken, and describe them to the class*)

**Teacher prompt:** “What kind of target-language texts can you find in your own community? What do they tell you about the concerns and interests of the people who use the target language?”

### **D. Writing**

#### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work in the target language, communicate information about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities ...

## **International Languages, Level 2, University Preparation (LBACU–LDYCU)**

### **A. Listening**

#### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., ... *view a fictional or documentary media clip about family customs or education in a target-language community and make connections to similar information in a documentary about a First Nation, Métis, or Inuit community; ...*)

**Teacher prompts:** “In the clip you have just seen, what reminds you of your own community? How does learning about different family customs help you react positively to other cultures? “How is a community represented by its music?”

## **B. Speaking**

### **B1. Speaking to Communicate**

**B1.2 Producing Oral Communications:** produce rehearsed, some detailed, and spontaneous messages in the target language to communicate information and ideas about a variety of academic and personally relevant topics, with contextual, auditory, and visual support as appropriate (*e.g., ... in a group discussion, explain the significance of a personal, cultural, or historical item or tradition; deliver an oral report on the impact of diet on health, such as a report comparing the healthful aspects of traditional and contemporary First Nations, Métis, and Inuit diets*)

### **B3. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally in the target language about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities (*e.g., deliver a presentation on the lifelong benefits of learning another language and exploring the complexities of various cultures; ... with a peer, compare their own community with one presented in a target language film or video; ...*)

**Teacher prompts:** ... “What connections did you make between your community and the one shown in the video? What differences did you note? What connections did your partner find and share?”

## **C. Reading**

### **C2. Purpose Form, and Style**

**C2.1 Purposes and Characteristics of Text Forms:** identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (*e.g., human, divine, or animal characters, often possessing special knowledge or talents, imaginatively represent aspects of a traditional belief system in a folk tale; ...*)

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

## **D. Writing**

### **D1. Purpose, Audience, and Form**

**D1.2 Writing in a Variety of Forms:** write a variety of level-appropriate texts in the target language, applying their knowledge of some structural and stylistic elements of each form (*e.g., ... a short biography of an important Canadian historical figure, such as a First Nation, Métis, or Inuit individual ...*)

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work in the target language, communicate information about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities (*e.g., ... write the text for a game of general knowledge about significant individuals, including indigenous individuals, from various target-language communities; write and illustrate a description of a cultural artefact, explaining its significance; ...*)

## **International Languages, Level 2, Open (LBACO–LDYCO)**

### **A. Listening**

#### **A1. Listening to Understand**

**A1.2 Demonstrating Understanding:** demonstrate an understanding of the purpose and meaning of oral texts in the target language that contain information and ideas about familiar and new topics, with contextual and visual support (*e.g., ... summarize key ideas in a broadcast about First Nations, Métis, or Inuit peoples, using words, pictures, or actions; ...*)

#### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... after listening to a travelogue about a region where the target language is spoken, identify some of its distinctive features; listen to oral information about family life in a target-language community and make connections to their own community; listen to music from a target-language community and compare elements such as lyrics, rhythm, tempo, and beat to the elements of Métis music or music played in another community; ... after listening to a broadcast, identify the effects of climate change on a region where the target language is spoken and compare them to the effects on their own community*)

**Teacher prompts:** What are some ways that family life in the target-language community is similar to or different from your own experience? How did learning about another culture help you appreciate your own better?" ...

### **B. Speaking**

#### **B1. Speaking to Communicate**

**B1.2 Producing Oral Communications:** produce rehearsed, some detailed, and spontaneous messages in the target language to communicate information and ideas about matters of personal interest and everyday topics, with contextual, auditory, and visual support (*e.g., ... relate a childhood memory; ...*)

**Teacher prompts:** "What makes your childhood memory special? What will you say to help your listeners connect it to their own experience?"

### **B3. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally in the target language about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities ...

## **C. Reading**

### **C1. Reading Comprehension**

**C1.2 Reading for Meaning:** demonstrate an understanding of information and ideas in a variety of texts in the target language, including simple texts and teacher-selected complex adapted and authentic texts, with teacher support as appropriate (*e.g., ... dramatize a text about traditional foods and/or customs in a First Nations, Métis, or Inuit community; ...*)

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... follow written instructions to make a rain stick, piñata, or carnival mask; read an article about food traditions and customs in a country or region where the target language is spoken, and compare them to their own food traditions or those in a First Nations, Métis, or Inuit community; research sports or artistic activities in a target-language community, and compare them to activities in their own community; ... read an article about an environmental issue in a target-language community and make connections to a similar issue in their own community*)

**Teacher prompts:** “What similarities and/or differences did you discover between customs and traditions related to food in different communities?” “In what ways are sports in this target-language community similar to sports in your own community? How are they different? What does that tell you about the connections between the two communities?” “What common concerns does this article describe about the issue of waste disposal? What methods do your community and the target-language community choose to address the issue?”

## **D. Writing**

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work in the target language, communicate information about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities (*e.g., write a paragraph comparing their school life with that of peers in a country or region where the target language is spoken; in a blog entry, describe a significant individual, such as an indigenous person, from a country or region where the target language is spoken; compose a poem or song lyrics celebrating various world cultures, including First Nations, Métis, and Inuit peoples in Canada; ...*)

**Teacher prompts:** ... “What connections can you find between the celebrations of different world cultures? How are they similar to one another? How are they similar to a celebration in your own community?”

## International Languages, Level 3, University Preparation (LBADU–LDYDU)

### A. Listening

#### A1. Listening to Understand

**A1.2 Demonstrating Understanding:** demonstrate an understanding of the purpose and meaning of oral texts in the target language that contain information and ideas about a variety of topics, with support as appropriate (*e.g., ... summarize key ideas and outline supporting details in a documentary about an issue related to the environment, diversity, or First Nations, Métis, and Inuit peoples; ...*)

#### A2. Listening to Interact

**A2.2 Interacting:** respond with understanding to what others say while participating in structured and open-ended interactions in the target language about a variety of topics, with support as appropriate (*e.g., respond to the ideas and opinions of others in a discussion about the influence of the media on social perceptions of First Nations, Métis, and Inuit peoples; ...*)

#### A3. Intercultural Understanding

**A3.1 Intercultural Awareness:** using information from oral texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... record key ideas presented in an authentic television program about indigenous cultures in a country where the target language is spoken, using a graphic organizer of their choice; listen to readings about an historical event in Canada and an event in another country where the target language is spoken and identify points of similarity; listen to a documentary about environmental protection in Canada and in another country where the target language is spoken, and compare the approaches of the two countries*)

**Teacher prompts:** “How does learning about indigenous cultures help you respect their values?” “How do the gender roles of the target-language community differ from your own? How are they the same? How do they help you understand your own community?”

### B. Speaking

#### B2. Speaking to Interact

**B2.2 Using Conversation Strategies:** engage in structured and spontaneous spoken interactions in the target language about a variety of topics, with support as appropriate (*e.g., ... contribute to a round-table discussion about environmental and traditional practices in First Nations, Métis, and Inuit communities; ...*)

#### B3. Intercultural Understanding

**B3.1 Intercultural Awareness:** communicate information orally in the target language about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities (*e.g., ... deliver a presentation comparing and contrasting their own daily life with that in various target-language communities; ...*)

**Teacher prompts:** ... “What aspects of daily life in the target-language community seem similar to your own? What things are different? How does this knowledge you better understand and appreciate your own community?”

## **C. Reading**

### **C1. Reading Comprehension**

**C1.2 Reading for Meaning:** demonstrate an understanding of information and ideas in a variety of texts in the target language, including complex adapted and authentic texts (*e.g., ... summarize the lesson of a target-language legend or fable, and compare the legend or fable with a similar one from a First Nations, Métis, or Inuit community; ...*)

**Teacher prompts:** “How can you sum up the moral of this fable? What elements of the plot support this lesson?”

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... research a ritual practised in a country or region where the target language is spoken, compare it with a ritual practised in a First Nation community, such as the naming ceremony, and share the information in an audio-visual presentation; ...*)

## **D. Writing**

### **D1. Purpose, Audience, and Form**

**D1.1 Identifying Purpose and Audience:** determine, with minimal support from the teacher, their purpose for writing and the audience for texts in the target language they plan to create (*e.g., ... to express their viewpoint about an environmental or social justice issue, such as a project proposed on First Nations, Métis, or Inuit lands, ...*)

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work in the target language, communicate information about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities (*e.g., create a multimedia text about the history of indigenous peoples in a target-language community; ... write a welcome letter to a newcomer to Canada describing daily life in their community; ...*)

## **International Languages, Level 3, Open (LBADO–LDYDO)**

### **A. Listening**

#### **A1. Listening to Understand**

**A1.2 Demonstrating Understanding:** demonstrate an understanding of the purpose and meaning of oral texts in the target language that contain information and ideas about a variety of topics, with contextual and visual support as appropriate (*e.g., ... summarize key ideas and list supporting details in an oral report about current issues of importance to First Nations, Métis, and Inuit peoples; ...*)

### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... using a graphic organizer; listen to a radio program about youth culture in a target-language community and make connections to their own community; after listening to an audio webcast, answer questions about a social or environmental issue related to a target language community and make connections to an issue related to a First Nations, Métis, or Inuit community; listen to a news report to determine the relationships between various cultural groups in a target-language community*)

**Teacher prompts:** ... “How is youth culture different in your community and in the target-language community? How is it the same? How does identifying those differences and similarities help you to understand another culture? “How are environmental issues in the target-language community similar to and different from environmental issues in your community?”

### **B3. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally in the target language about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities ...

## **C. Reading**

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

## **D. Writing**

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work in the target language, communicate information about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities ...

## **COMPUTER STUDIES, GRADES 10 TO 12 (2008)**

In addition to the expectation and example listed below, in all courses of the computer studies curriculum the learning context (e.g., a topic, thematic unit, or issue related to First Nations, Métis, and/or Inuit peoples) and/or learning materials (e.g., books, websites, media) could be used to foster in students an appreciation and understanding of their own and First Nations, Métis, and Inuit cultures. Students can also investigate the impact of emerging computer technologies on First Nations, Métis, and Inuit peoples.

### **Computer Programming, Grade 12, College Preparation (ICS4C)**

#### ***B. Software Development***

##### **B1. Designing Standard Algorithms**

**B1.1** design algorithms to solve practical mathematical problems (*e.g., ... projection of Aboriginal youth population growth*)

# ENGLISH, GRADES 9 AND 10 (2007) AND GRADES 11 AND 12 (2007)

The expectations listed below provide opportunities to address First Nations, Métis, and Inuit connections through the sharing and analysis of oral, literary, and media texts. In addition, in each of the strands, the learning context and/or learning materials (e.g., books, websites, media) could be used to foster in students an appreciation and understanding of their own and First Nations, Métis, and Inuit cultures.

## English, Grade 9, Academic (ENG1D)

### *Oral Communication*

#### **1. Listening to Understand**

- 1.4 identify the important information and ideas in both simple and complex oral texts in several different ways (*e.g., ... listen to a traditional Aboriginal story and create a story web; ...*)

### *Writing*

#### **1. Developing and Organizing Content**

- 1.1 identify the topic, purpose, and audience for several different types of writing tasks (*e.g., ... an account of an important event in Aboriginal history for the school newspaper; ...*)

### *Media Studies*

#### **3. Creating Media Texts**

- 3.4 produce media texts for several different purposes and audiences, using appropriate forms, conventions, and techniques (*e.g., ... a brochure to inform peers about important figures in Aboriginal history*)

## English, Grade 9, Applied (ENG1P)

### *Oral Communication*

#### **2. Speaking to Communicate**

- 2.1 communicate orally for a few different purposes and audiences (*e.g., ... retell an Aboriginal story to the class; ...*)

## ***Writing***

### **2. Using Knowledge of Form and Style**

- 2.1** write for different purposes and audiences using a few different informational, graphic, and literary forms (*e.g., ... a word collage to express personal feelings about an Aboriginal issue; ...*)

## **English, Grade 10, Academic (ENG2D)**

### ***Reading and Literature Studies***

### **2. Understanding Form and Style**

- 2.3** identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the texts (*e.g., ... compare the images, symbols, and literary devices used in an Aboriginal myth and a Greek myth; ...*)

## ***Writing***

### **1. Developing and Organizing Content**

- 1.1** identify the topic, purpose, and audience for a variety of writing tasks (*e.g., ... a speech about an Aboriginal leader or role model for peers ...*)

### ***Media Studies***

### **3. Creating Media Texts**

- 3.4** produce media texts for a variety of purposes and audiences, using appropriate forms, conventions, and techniques (*e.g., ... a commercial promoting the contributions of Aboriginal people*)

## **English, Grade 10, Applied (ENG2P)**

### ***Oral Communication***

### **1. Listening to Understand**

- 1.1** identify the purpose of several different listening tasks and set goals for specific tasks (*e.g., ... identify and understand two sides of a news story about an Aboriginal issue or event*)

## **Reading and Literature Studies**

### **1. Reading for Meaning**

- 1.8** identify perspectives and/or biases evident in both simple and complex texts and comment on any questions they may raise about beliefs, values, identity, and power (*e.g., ... compare articles from a mainstream newspaper and an Aboriginal newspaper on a particular Aboriginal issue or event*)

## **Writing**

### **1. Developing and Organizing Content**

- 1.1** identify the topic, purpose, and audience for several different types of writing tasks (*e.g., ... an article for the school newspaper on a cultural event such as National Aboriginal Solidarity Day*)

## **Media Studies**

### **1. Understanding Media Texts**

- 1.5** identify the perspectives and/or biases evident in both simple and complex media texts and comment on any questions they may raise about beliefs, values, identity, and power (*e.g., ... identify examples in media texts of Aboriginal images that have become stereotyped*)

### **4. Reflecting on Skills and Strategies**

- 4.1** describe several different strategies they used in interpreting and creating media texts, explain which ones they found most helpful, and identify several specific steps they can take to improve as media interpreters and producers (*e.g., explain how the ability to identify various kinds of stereotypes in ads – of ... Aboriginal people, ... – helped them to create their own ads without stereotypes*)

## **Literacy Skills: Reading and Writing, Grade 10, Open (ELS20)**

### **Reading Skills**

#### **1. Reading for Meaning**

- 1.1** read a variety of self-selected and teacher-assigned literary, graphic, and informational texts representing a variety of cultures and perspectives (*e.g., literary: ... Aboriginal stories; ...*)

## English, Grade 11, University Preparation (ENG3U)

### *Reading and Literature Studies*

#### **1. Reading for Meaning**

- 1.1** read a variety of student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading (*e.g., ... compare treatments of similar themes in stories from different cultures, including First Nation, Inuit, or Métis cultures; ...*)
- 1.5** extend understanding of texts, including increasingly complex or difficult texts, by making appropriate and increasingly rich connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them ... **Teacher prompts:** ... “Does your knowledge of Aboriginal experience help you understand the narrative?”

### *Media Studies*

#### **1. Understanding Media Texts**

- 1.5** identify the perspectives and/or biases evident in media texts, including increasingly complex or difficult texts, and comment on any questions they may raise about beliefs, values, identity, and power (*e.g., assess the way a television sitcom or drama depicts characters from cultural ... groups that are under-represented in mainstream television; ...*)  
**Teacher prompts:** ... “Are the portrayals of Aboriginal people in commercials mostly realistic or stereotypical?”

## English, Grade 11, College Preparation (ENG3C)

### *Writing*

#### **2. Using Knowledge of Form and Style**

- 2.1** write for different purposes and audiences using a variety of informational, literary, and graphic forms (*e.g., ... an information booklet highlighting the contributions of Aboriginal people to Canadian society; ...*)

### *Media Studies*

#### **1. Understanding Media Texts**

- 1.5** identify the perspectives and/or biases evident in media texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power (*e.g., ... explain what is implied by the presence or absence and/or the portrayal of particular professions or socio-economic and ethnocultural groups in a popular television show*) **Teacher prompts:** ... “What topics in Aboriginal news programs are under-reported in mainstream news media?” ...

## English, Grade 11, Workplace Preparation (ENG3E)

### *Writing*

#### **1. Developing and Organizing Content**

- 1.1** identify the topic, purpose, and audience for several different types of writing tasks (*e.g., an opinion piece about an Aboriginal issue for a school or community newsletter; ...*)

### *Media Studies*

#### **1. Understanding Media Texts**

- 1.5** identify the perspectives and/or biases evident in both simple and complex media texts, and comment on any questions they may raise about beliefs, values, and identity (*e.g., ... describe common features of portrayals of Aboriginal peoples in Canadian media and the impression they create*)

**Teacher prompts:** ... “What insights did you gain about Aboriginal peoples from this film by an Aboriginal filmmaker? How did portrayals in it differ from depictions you’ve seen in news reports and the popular media?”

## English, Grade 12, University Preparation (ENG4U)

### *Reading and Literature Studies*

#### **1. Reading for Meaning**

- 1.3** identify the most important ideas and supporting details in texts, including complex and challenging texts (*e.g., ... outline the historical or political context of an Aboriginal writer’s narrative*)

#### **2. Understanding Form and Style**

- 2.3** identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the texts (*e.g., ... analyse the layers of meaning that the use of ... allusions to myth and legend add to a contemporary Aboriginal writer’s prose; ...*)

### *Media Studies*

#### **3. Creating Media Texts**

- 3.4** produce media texts, including complex texts, for a variety of purposes and audiences, using the most appropriate forms, conventions, and techniques (*e.g., ... a commercial to raise awareness about Aboriginal rights*)

## English, Grade 12, College Preparation (ENG4C)

### *Writing*

#### **2. Using Knowledge of Form and Style**

- 2.1** write for different purposes and audiences using a variety of informational, literary, and graphic forms (*e.g., ... a speech articulating how Aboriginal values and beliefs could benefit the larger society; ...*)

### *Media Studies*

#### **1. Understanding Media Texts**

- 1.1** explain how media texts, including increasingly complex or difficult texts, are created to suit particular purposes and audiences (*e.g., ... a college website includes images of students from a variety of ethnocultural groups studying and socializing so that a wide range of prospective students can imagine themselves at that college*)

**Teacher prompt:** “How might college websites encourage a diverse range of students, including students with disabilities and Aboriginal students, to apply to the college?”

## English, Grade 12, Workplace Preparation (ENG4E)

### *Reading and Literature Studies*

#### **1. Reading for Meaning**

- 1.1** read a variety of short, contemporary, student- and teacher-selected texts that come from diverse cultures and reflect a variety of perspectives on current issues, identifying specific purposes for reading (*e.g., ... rehearse a role based on a character in a short story by an Aboriginal writer for a readers’ theatre performance; ...*)

### *Media Studies*

#### **3. Creating Media Texts**

- 3.4** produce media texts for a variety of purposes and audiences, using appropriate forms, conventions, and techniques (*e.g., a captioned photo essay on an Aboriginal issue; ...*)

## Canadian Literature, Grade 11, University/College Preparation (ETC3M)

### *Canadian Literature*

#### **2. Analysing Texts**

- 2.2** use information from secondary sources to understand how historical, political, regional, and cultural contexts influence the presentation of ideas, issues, and themes in Canadian literary texts (*e.g., research the social and economic context of works that depict the Aboriginal ... experience; ...*)
- 2.4** explain how the characteristics of different literary text forms help communicate meaning in a variety of Canadian literary texts (*e.g., use a multimedia presentation to illustrate how changes in narrative point of view create multiple layers of meaning in a novel by one of Canada's Aboriginal writers; ...*)

#### **3. Critical Literacy**

- 3.1** demonstrate an understanding of how a Canadian author's writing has been influenced by factors such as gender, time period, cultural background, and social and political conditions and events (*e.g., ... relate the work of selected Aboriginal authors to historical, political, or social developments that affected the lives of Aboriginal peoples in Canada*)

## Media Studies, Grade 11, Open (EMS3O)

### ***A. Understanding and Interpreting Media Texts***

#### **1. Understanding and Responding to Media Texts**

- 1.3** compare their own and others' responses to a variety of media texts and explain how audiences' backgrounds affect the ways in which they negotiate meaning ...
- Teacher prompts:** ... "How might a person from a First Nations community respond to the film versions of the Pocahontas story that we watched?" ...

### ***B. Media and Society***

#### **1. Understanding Media Perspectives**

- 1.2** analyse media representations of current social, political, and cultural issues and events, and explain how the representations might affect the audience's interpretation of the issues
- (e.g., ... examine news coverage of Aboriginal communities and analyse the possible effect of the coverage on both Aboriginal and non-Aboriginal audiences; ...)*

## **Presentation and Speaking Skills, Open (EPS3O)**

### ***A. Understanding Presentations***

#### **1. Identifying Elements of Effective Presentations**

- 1.5** describe conventions of oral and non-verbal communication in various cultures and how these conventions affect the delivery of oral presentations (*e.g., ... research the training and protocols associated with Aboriginal storytelling; ...*)

## **Studies in Literature, Grade 12, University Preparation (ETS4U)**

### ***Studies in Literature***

#### **1. Understanding Texts**

- 1.2** identify a purpose (or purposes) for reading particular texts (*e.g., ... works by Aboriginal writers, to develop their understanding of some of the cultural and social concerns of First Nation, Métis, or Inuit peoples*)

## **The Writer's Craft, Grade 12, University Preparation (EWC4U)**

### ***A. Investigating Writing***

#### **1. Writing, Writers, and the Writing Life**

- 1.1** read a range of teacher- and self-selected models of effective writing to become familiar with the art, craft, and world of writing (*e.g., read a variety of narrative texts that reflect diverse cultural ... perspectives, including work by Aboriginal authors; ...*)
- 1.5** explain various ways in which works by selected writers from Canada and around the world are influenced by the writers' personal experiences, beliefs, and socio-cultural contexts ... **Teacher prompts:** "Did the work of this Aboriginal writer give you a new perspective on Canada's cultural landscape?" ...

### ***B. Practising Writing***

#### **1. Exploring Ideas, Forms, and Styles**

- 1.1** generate and explore ideas for potential writing projects independently through reflection, reading, listening, viewing, and research (*e.g., ... research a controversial Aboriginal issue for an editorial; ...*)

## **Studies in Literature, Grade 12, College Preparation (ETS4C)**

### ***Studies in Literature***

#### **3. Critical Literacy**

- 3.1** demonstrate an understanding of how an author's writing has been influenced by factors such as gender, time period, cultural background, and social and political conditions and events (*e.g., ... describe various aspects of the cultural context revealed in an Aboriginal writer's autobiography; ...*)

#### **5. The Role of Literature in Society**

- 5.1** explain how literary texts raise awareness about a range of topics, issues, ideas, cultures, events, and people (*e.g., ... explain how a story by an Aboriginal writer affected their understanding of some of the current social and/or political concerns of Aboriginal peoples; ...*)

## **The Writer's Craft, Grade 12, College Preparation (EWC4C)**

### ***Investigating Writing***

#### **1. Writing, Writers, and the Writing Life**

- 1.5** explain various ways in which works by selected writers from Canada and around the world are influenced by the writers' personal experiences, beliefs, and socio-cultural contexts (*e.g., ... read the work of one or more contemporary Aboriginal writers and analyse the perspective that he or she has on a current issue*)

# ENGLISH AS A SECOND LANGUAGE AND ENGLISH LITERACY DEVELOPMENT, GRADES 9 TO 12 (2007)

The ELS and ELD program addresses First Nations, Métis, and Inuit connections through developing students' awareness of Canada, citizenship, and diversity. Opportunities to explore specific aspects of First Nations, Métis, and Inuit cultures (e.g., traditions, values, beliefs, celebrations, literature, art, music) could be provided in oral communication practice, as well as in reading, in writing, and in responding to media texts.

## English as a Second Language, ESL Level 1, Open (ESLAO)

### *Reading*

#### **4. Developing Research Skills**

- 4.2** extract and organize key facts from informational texts designed or adapted for beginning learners of English (e.g., ... *complete a simple chart of First Nation peoples in Canada and the regions where they originated*)

## English as a Second Language, ESL Level 2, Open (ESLBO)

### *Listening and Speaking*

#### **2. Developing Fluency in Speaking**

- 2.3** present ideas and information orally for academic purposes in structured situations (e.g., *use subject-specific or key vocabulary ... to describe aspects of traditional life of some Aboriginal peoples;*

### *Socio-Cultural Competence and Media Literacy*

#### **2. Developing Awareness of Canada, Citizenship, and Diversity**

- 2.1** demonstrate knowledge of a variety of facts about Canada (e.g., ... *complete a graphic organizer with information about various Aboriginal peoples across Canada*)

## English as a Second Language, ESL Level 3, Open (ESLCO)

### *Reading*

#### **4. Developing Research Skills**

- 4.1** locate information on classroom topics from appropriate research materials selected in consultation with the teacher-librarian, and acknowledge their sources (e.g., *use encyclopaedias and other informational texts to research contributions of Aboriginal ... groups to Canadian society; ...*

## **Socio-Cultural Competence and Media Literacy**

### **2. Developing Awareness of Canada, Citizenship, and Diversity**

- 2.1 explain the relationship between some important aspects of geography and history and current Canadian issues (*e.g., ... the quest for self-government of Aboriginal peoples*)
- 2.3 compare and contrast the traditions and behavioural norms of a number of cultural communities in Canada, including Aboriginal communities (*e.g., gender roles, family structures, and days of significance in different cultural groups*)

### **4. Developing Media Knowledge and Skills**

- 4.1 view, read, and listen to media texts to compare the information available on a subject or issue in different sources (*e.g., ... view the Aboriginal Peoples Television Network [APTN] and compare Aboriginal perspectives with perspectives in other sources*)

## **English as a Second Language, ESL Level 4, Open (ESLDO)**

### **Socio-Cultural Competence and Media Literacy**

### **2. Developing Awareness of Canada, Citizenship, and Diversity**

- 2.1 identify examples of the influence of Canada's history and geography on its literature and art (*e.g., images of nature in Aboriginal art ...*)

### **4. Developing Media Knowledge and Skills**

- 4.3 create a variety of media texts for specific purposes and audiences (*e.g., a news report summarizing the causes and potential consequences of a current issue such as Aboriginal land claims; ...*)

## **English as a Second Language, ESL Level 5, Open (ESLEO)**

### **Reading**

### **1. Reading for Meaning**

- 1.1 read a wide variety of authentic texts of increased complexity on a range of topics (*e.g., ... literary texts from a range of cultures, including Aboriginal cultures: short stories, novels, plays, satire, poetry*)
- 1.5 analyse texts in a range of genres, including essays, short stories, novels, poems, and drama, to identify literary elements and explain their effect on the reader (*e.g., cultural references to ... Native mythology; ... metaphor and imagery in the poems of Chief Dan George*)

#### **4. Developing Research Skills**

- 4.2** extract information for an independent research project from a wide variety of sources, and organize it using a variety of graphic organizers (*e.g., complete a chart comparing the lifestyles of Aboriginal people living in First Nation communities and urban environments*)

### ***Socio-Cultural Competence and Media Literacy***

#### **2. Developing Awareness of Canada, Citizenship, and Diversity**

- 2.2** explain how government policies on equity and social justice apply to current social issues (*e.g., Aboriginal treaty rights, ...*)

### **English Literacy Development, ELD Level 5, Open (ELDEO)**

### ***Socio-Cultural Competence and Media Literacy***

#### **2. Developing Awareness of Canada, Citizenship, and Diversity**

- 2.1** demonstrate knowledge of a variety of significant facts about Canadian history and culture (*e.g., identify contributions of Aboriginal individuals to Canada; ...*)

#### **4. Developing Media Knowledge and Skills**

- 4.3** create media texts for a wide variety of audiences and purposes, and explain their content and design decisions (*e.g., ... compile a collection of symbols found in traditional and contemporary art forms of specific Aboriginal groups*)

# FRENCH AS A SECOND LANGUAGE – CORE, EXTENDED, AND IMMERSION FRENCH, GRADES 9 to 12 (2014)

Expectations in the French as a second language curriculum in core, extended, and immersion French both implicitly and explicitly address First Nations, Métis, and Inuit connections. These connections can be found in the various listening, speaking, reading, and writing strands, as well as, in the intercultural understanding strand. Also, specific aspects and comparisons of various Canada-wide and global francophone communities and First Nations, Métis, and Inuit as well as global Indigenous communities (e.g., with regard to their traditions, values, beliefs, celebrations, literature, art, dance, music, contributions, issues) can be explored and investigated by students.

## CORE FRENCH

### Core French, Grade 9, Academic (FSF1D)

#### A. *Listening*

##### A2. **Listening to Interact**

**A2.1 Using Interactive Listening Strategies:** identify and use interactive listening strategies to suit a variety of situations while participating in structured and guided social and academic interactions (*e.g., use culturally appropriate body language and eye contact when listening during a discussion; ...*)

##### A3. **Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

#### B. *Speaking*

##### B2. **Speaking to Interact**

**B2.2 Interacting:** exchange information, ideas, and opinions with the teacher and their peers in structured and guided spoken interactions about matters of personal interest and academic topics, with teacher modelling as appropriate (*e.g., ... participate in a discussion about family traditions*)

##### B3. **Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities ...

## **C. Reading**

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

## **D. Writing**

### **D1. Purpose, Audience, and Form**

**D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about academic and personally relevant topics, applying their knowledge of the basic structural and stylistic elements of each form (*e.g., a biography of an important Canadian historical figure, such as an individual from a First Nation, Métis, or Inuit community; ...*)

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities ...

## **Core French, Grade 9, Applied (FSF1P)**

## **A. Listening**

### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

## **B. Speaking**

### **B1. Speaking to Communicate**

**B1.1 Using Oral Communication Strategies:** identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (*e.g., ... use gestures, body language, and facial expressions while speaking; ...*)

### **B3. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (*e.g., research and speak about French cuisine around the world, such as aloko in Côte d'Ivoire; discuss differences and similarities in fashion and art from North African French-speaking communities and relate them to those in their own community; ...*)

## **C. Reading**

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

## **D. Writing**

### **D1. Purpose, Audience, and Form**

**D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about academic and personally relevant topics, applying their knowledge of the basic structural and stylistic elements of each form (*e.g., a biography of an important Canadian historical figure, such as an individual from a First Nation, Métis, or Inuit community; ...*)

**D1.3 Applying Language Structures:** communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (*e.g., ... use a variety of adjectives to describe activities and celebrations from different cultures in their community when promoting diversity and inclusion on the school website; ...*)

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., describe and illustrate examples of cultural artifacts; ...*)

## **Core French, Grade 9, Applied (FSF1O)**

## **A. Listening**

### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

## **D. Writing**

### **D. Purpose, Audience, and Form**

**D1.3 Applying Language Structures:** communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (*e.g., use a variety of adjectives to describe activities and celebrations from different cultures in their community when promoting diversity and inclusion on the school website; ...*)

### **D3. Intercultural Awareness**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (*e.g., describe and illustrate examples of cultural artifacts; ...*)

## **Core French, Grade 9, Open (FSF10)**

### ***A. Listening***

#### **A2. Listening to Interact**

**A2.1 Using Interactive Listening Strategies:** identify and use interactive listening strategies to suit a variety of situations while participating in structured and guided social interactions and interactions about everyday matters (*e.g., use culturally appropriate body language and eye contact when listening during a discussion; ...*)

#### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., listen to a text about a specific French-speaking region in eastern, western, or northern Canada and describe distinctive features of the community; listen to recipes of traditional French Canadian foods and identify some of their key ingredients; take notes while listening to a text about life in a French-speaking Canadian family, and make connections to their own families*)

### ***B. Speaking***

#### **B3. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities ...

### ***C. Reading***

#### **C1. Reading Comprehension**

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of short student- and teacher-selected French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate (*e.g., ... dramatize events in a story to convey the importance of foods, feasts, and/or traditions in an Aboriginal community; ...*)

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities in Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

### ***D. Writing***

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities ...

## **Core French, Grade 10, Academic (FSF2D)**

### ***A. Listening***

### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... watch a clip, video, documentary, or film set in a French-speaking country with adolescent participants, and compile a list of similarities and differences between their own community and the one depicted*)

### ***B. Speaking***

### **B3. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities ...

### ***C. Reading***

### **C1. Reading Comprehension**

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of student- and teacher-selected French texts about academic and personally relevant topics (*e.g., ... locate and record information about the lives of Aboriginal people in Canada before or during the early settlement period; ...*)

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

## Core French, Grade 10, Applied (FSF2P)

### *A. Listening*

#### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

### *B. Speaking*

#### **B3. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities ...

### *C. Reading*

#### **C1. Reading Comprehension**

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of student- and teacher-selected French texts about everyday matters and personally relevant topics (*e.g., ... read cookbooks from a variety of cultures, comparing ingredients and discussing the cultural significance of particular foods or dishes; ...*)

#### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

### *D. Writing*

#### **D1. Purpose, Audience, and Form**

**D1.1 Identifying Purpose and Audience:** determine their purpose in writing and the audience for the French texts they plan to create (*e.g., to publish an article in a school paper based on an interview with a family member about his or her cultural traditions; ...*)

#### **D2. The Writing Process**

**D2.1 Generating, Developing, and Organizing Content:** generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (*e.g., ... discuss personal reactions with peers to clarify their own response to the work of a First Nation, Métis, or Inuit artist*)

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities ...

## **Core French, Grade 10, Open (FSF2O)**

### ***A. Listening***

#### **A1. Listening to Understand**

**A1.2 Demonstrating Understanding:** demonstrate an understanding of the purpose and meaning of oral French texts about everyday matters and matters of personal interest, with contextual and visual support (*e.g., use words, pictures, and/or actions to restate the main idea and related details in an oral report about First Nations people; ...*)

#### **A2. Listening to Interact**

**A2.2 Interacting:** respond with understanding to what others say while participating in a variety of structured and guided interactions about everyday matters and matters of personal interest (*e.g., ... respond to the ideas and contributions of others during a conversation about traditions and celebrations; ...*)

#### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

### ***B. Speaking***

#### **B3. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities ...

### ***C. Reading***

#### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, and out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

**C3.2 Awareness of Sociolinguistic Conventions:** identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities (*e.g., while reading, identify words and expressions unique to certain regions; compare a personal and a business letter and discuss the differences in their language; discuss similarities and differences in the language used in song lyrics from two French-speaking regions*)

## Core French, Grade 11, University Preparation (FSF3U)

### A. Listening

#### A1. Listening to Understand

**A1.2 Demonstrating Understanding:** demonstrate an understanding of explicit and implicit messages about a variety of topics in oral French texts, with support as appropriate (*e.g., ... extract the key ideas from a traditional oral text from another culture; ...*)

#### A3. Intercultural Understanding

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... based on information obtained from oral texts, compare aspects of the history of two or more French colonies, including Canada; ...*)

### B. Speaking

#### B1. Speaking to Communicate

**B1.2 Producing Oral Communications:** produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about a variety of topics, with support as appropriate (*e.g., ... deliver a presentation on issues affecting Aboriginal communities in Canada; dramatize a previously researched and discussed Aboriginal legend; ...*)

#### B2. Speaking to Interact

**B2.1 Using Speaking Interaction Strategies:** demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations (*e.g., negotiate solutions to problems, ... find polite expressions that can be used to show appreciation for others' cultures in group discussions; ...*)

#### B3. Intercultural Understanding

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities ...

### C. Reading

#### C3. Intercultural Understanding

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

## ***D. Writing***

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., create a storyboard about Canadian culture from the perspective of a French speaker from outside North America; create an advertising campaign promoting a cultural celebration in a French-speaking community; ...*)

## **Core French, Grade 11, Open (FSF30)**

## ***A. Listening***

### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., listen to a dialogue for information about adventure travel in different French-speaking communities; compare the text of a French-language song with the text of a song from their own community; listen to a song that combines French and another language, and describe how this combination contributes to its message*)

## ***B. Speaking***

### **B1. Speaking to Communicate**

**B1.2 Producing Oral Communications:** produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about a variety of topics, with support as appropriate (*e.g., ... deliver a multimedia presentation to the class about a cultural event; ...*)

### **B3. Intercultural Awareness**

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., discuss the cultural significance of a personal book, object, or photograph, and make connections with a similar French artifact discovered through research; relate the key message in a French song to their own community*)

## **C. Reading**

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

## **D. Writing**

### **D1. Purpose, Audience, and Form**

**D1.1 Identifying Purpose and Audience:** determine their purpose in writing and the audience for the French texts they plan to create (*e.g., to describe themselves and their families; to speak out against discriminatory language and blog about its effects on school culture; ... to reflect on an ethical dilemma in their community; ...*)

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities ...

## **Core French, Grade 12, University Preparation (FSF4U)**

## **A. Listening**

### **A1. Listening to Understand**

**A1.2 Demonstrating Understanding:** demonstrate an understanding of explicit and implicit messages about a wide variety of topics in oral French texts, with support as appropriate (*e.g., ... distinguish between the perspectives presented in news reports regarding First Nations, Métis, or Inuit communities; ... role-play a cooking show in which students discuss and demonstrate cuisines from various French-speaking regions, and compare them to their own; ...*)

### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

## **B. Speaking**

### **B3. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., compare gender roles, occupations, salaries, family structures, significant days, and naming customs among linguistic or cultural groups in various French-speaking communities; role-play a cooking show in which students discuss and*

*demonstrate cuisines from various French-speaking regions, and compare them to their own; ...)*

## **C. Reading**

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

## **D. Writing**

### **D1. Purpose, Audience, and Form**

**D1.1 Identifying Purpose and Audience:** determine their purpose in writing and the audience for the French texts they plan to create (*e.g., ... to compose a short story inspired by a work by an Aboriginal artist; ...*)

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities ...

## **Core French, Grade 12, Open (FSF40)**

## **A. Listening**

### **A2. Listening to Interact**

**A2.2 Interacting:** respond with understanding to what others say participating in interactions about a variety of topics, in formal and informal situations (*e.g., ... ask questions to elicit additional information after an oral presentation about a First Nation community; express their personal point of view in response to comments by peers on a current issue; ...*)

### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., compare emotions, expressions, and music in songs from different French-speaking communities; explore cultures represented in different French-language films and compare them to their own culture; ...*)

## **B. Speaking**

### **B3. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own

and other communities (*e.g., compare gender roles, occupations, salaries, family structures, significant days, and naming customs among linguistic or cultural groups in various French-speaking communities; role-play a cooking show in which students discuss and demonstrate cuisines from various French-speaking regions, and compare them to their own; develop a presentation exploring the origins and accuracy of stereotypes about various French-speaking communities*)

### **C. Reading**

#### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

### **D. Writing**

#### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities ...

## **EXTENDED FRENCH**

### **Extended French, Grade 9, Academic (FEF1D)**

#### **A. Listening**

##### **A1. Listening to Understand**

**A1.2 Demonstrate Understanding:** demonstrate an understanding of the purpose and meaning of oral French texts about familiar and academic topics, including literary texts, with support as appropriate (*e.g., ... explain the underlying meaning of lyrics by a First Nation, Métis or Inuit songwriter after listening to the song in class; ...*)

##### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., listen to music that would be heard at cultural festivals in a variety of French-speaking communities in Europe and compare it to the music played at a festival in their own community; ...*)

#### **B. Speaking**

##### **B1. Speaking to Communicate**

**B1.2 Producing Oral Communications:** produce prepared and spontaneous communications in French containing information, ideas, and opinions about familiar and

academic topics, including literary topics, with support as appropriate (*e.g., ... recount childhood memories or personal experiences in sharing circles; ...*)

### **B3. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities in Europe, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities ...

## **C. Reading**

### **C1. Reading Comprehension**

**C1.5 Responding to and Evaluating Media Texts:** demonstrate an understanding of ideas and information in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (*e.g., discuss the feelings evoked by the slogan in a print advertisement; explain their reactions to a news article on an environmental or First Nations issue; ...*)

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities in Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

## **D. Writing**

### **D1. Purpose, Audience, and Form**

**D1.1 Identifying Purpose and Audience:** determine their purpose in writing and the audience for French texts they plan to create (*e.g., ... to invite people to a school event such as a cultural festival; to report on a community event, such as a First Nations, Métis, or Inuit celebration, for a local website; ...*)

### **D3. Intercultural Awareness**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities in Europe, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (*e.g., ... write a letter or email to a teenager in a French-speaking European community, asking questions to determine how his or her life is similar to and/or different from their own; describe a personal celebration in their life and one that a teenager from a French-speaking European community might celebrate; ...*)

## **Extended French, Grade 10, Academic (FEF2D)**

### **A. Listening**

#### **A1. Listening to Understand**

**A1.2 Demonstrating Understanding:** demonstrate an understanding of oral French texts about academic and familiar topics, including literary texts, with support as appropriate (*e.g.,*

... recount the arguments on both sides of a controversial issue explored in a documentary about Aboriginal people in Canada; ...)

**A1.3 Responding to and Evaluating Media Texts:** evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about academic and familiar topics, with support as appropriate (e.g., ... analyse the relationship between visuals and lyrics in a music video by a First Nation, Métis, or Inuit musician)

### **A3. Intercultural Understanding**

**Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

## **B. Speaking**

### **B1. Speaking to Communicate**

**B1.2 Producing Oral Communications:** produce prepared and spontaneous communications in French containing information, ideas, and opinions about academic and familiar topics, including literary topics, with support as appropriate (e.g., ... discuss the cultural significance of a personal artifact, such as a book, object, or photograph; ...)

### **B3. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities ...

## **C. Reading**

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities in Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

## **D. Writing**

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities ...

**D3.2 Awareness of Sociolinguistic Conventions:** identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,\* and use them appropriately in their written work (e.g., ... write a letter asking a local First Nation, Métis, or Inuit artist to make a presentation to their class, and create an invitation inviting students to the presentation, adjusting the level of language formality accordingly)

## Extended French, Grade 11, University Preparation (FEF3U)

### A. Listening

#### A3. Intercultural Understanding

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., using various oral texts as sources, compare aspects of the colonial history of overseas collectivities of France, such as Saint Pierre and Miquelon, French Polynesia, or St. Martin, with that of New France, with a particular focus on the relationship between indigenous peoples and the imperial power; listen to a story or legend from a French-speaking culture and compare it to a story or legend from their own community illustrating the same moral; ... view a variety of French-language films and compare the cultures represented in them to their own culture*)

### B. Speaking

#### B3. Intercultural Understanding

**Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities ...

### C. Reading

#### C1. Reading Comprehension

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of literary, informational, and graphic French texts, including challenging texts and texts used in real-life situations (*e.g., ... draw a conclusion about economic challenges faced by First Nations, Métis, or Inuit communities based on texts by several Aboriginal writers*)

**C1.5 Responding to and Evaluating Media Texts:** explain explicit and implicit messages in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (*e.g., ... determine underlying messages in the lyrics of a song and relate them to personal experiences; analyse the script of a French-language film produced by an Aboriginal film maker to study how the words reveal the theme*)

#### C3. Intercultural Understanding

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

### D. Writing

#### D1. Purpose, Audience, and Form

**D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about a variety of topics, including literary topics, applying their knowledge of the structural and stylistic elements of each form (*e.g., ... a detailed description of a celebration that they have attended or read about; a poem in a particular*

*form, such as sonnet or ballad, addressing a controversial issue that is personally relevant; ... a speech highlighting the contributions of Aboriginal people to Canadian society; ...)*

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., ... describe some specific issues that First Nations or Métis communities experience because of their position as either indigenous or indigenoues and French speaking; ...*)

## **Extended French, Grade 12, University Preparation (FEF4U)**

### **A. Listening**

#### **A1. Listening to Understand**

**A1.2 Demonstrating Understanding:** demonstrate an understanding of oral French texts about a wide variety of topics, including literary and other challenging texts (*e.g., ... formulate questions to ask a presenter after a lecture about Aboriginal rights, ...*)

#### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

### **B. Speaking**

#### **B3. Intercultural Understanding**

**Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities ...

### **C. Reading**

#### **C1. Reading Comprehension**

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of literary, informational, and graphic French texts, including long, challenging texts and texts used in real-life situations (*e.g., ... with a peer, role-play an interview with the writer of an article about the history of the hunting and fishing rights of First Nations, Métis, and Inuit peoples; ...*)

#### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

## ***D. Writing***

### **D1. Purpose, Audience, and Form**

**D1.3 Creating Media Texts:** create media texts in French on a wide variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., ... write an informational pamphlet giving details of the treaty history of the land in an Aboriginal community; ...*)

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities ...

## **FRENCH IMMERSION**

### **French Immersion, Grade 9, Academic (FIF1D)**

#### ***A. Listening***

##### **A1. Listening to Understand**

**A1.3 Responding to and Evaluating Media Texts:** evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about academic and familiar topics (*e.g., ... analyse the relationship between visuals and lyrics in a music video by a First Nation, Métis, or Inuit artist*)

##### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., identify and interpret the message and emotion in songs from a variety of French-speaking European cultures; watch films and video clips depicting family customs, issues, and concerns in a range of French-speaking regions in Europe and draw comparisons with those in their own community; ...*)

#### ***B. Speaking***

##### **B. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities in Europe, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., ... in groups, compare and contrast the everyday life of a French-speaking European adolescent with their own*)

## **C. Reading**

### **C1. Reading Comprehension**

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of literary, informational, and graphic French texts, including short, challenging texts and texts used in real-life situations (*e.g., ... consult a variety of texts when conducting research on Aboriginal perspectives on sustainable uses of ecosystems, and write a report for science class to communicate their findings; ...*)

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

## **D. Writing**

### **D1. Purpose, Audience, and Form**

**D1.3 Creating Media Texts:** create media texts in French on academic and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., ... create a multimedia presentation to convey the results of their research about the contributions of important figures in First Nations, Métis, or Inuit history; write an objective news article summarizing the causes and potential consequences of a current social, economic, or environmental issue*)

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities ...

## **French Immersion, Grade 9, Applied (FIF1P)**

## **A. Listening**

### **A. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

## **B. Speaking**

### **B1. Speaking to Communicate**

**B1.4 Creating Media Texts:** create a variety of oral media texts in French about familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., ... deliver a multimedia presentation about the role of music and dance in contemporary First Nations, Métis, or Inuit communities*)

## **B. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities in Europe, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities ...

## **C. Reading**

### **C1. Reading Comprehension**

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of short fictional, informational, and graphic French texts, including texts used in real-life situations (*e.g., discuss the portrayal of adolescent issues in stories or novels from different cultures; ... research information from different sources about the celebration of National Aboriginal Day in Ontario and present their findings to the class*)

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

## **D. Writing**

### **D1. Purpose, Audience, and Form**

**D1.1 Identifying Purpose and Audience:** determine their purpose in writing and the audience for French texts they plan to create (*e.g., ... to express their opinion on a social issue; to invite people to a community event such as a First Nations, Métis, or Inuit celebration; ...*)

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities ...

## **French Immersion, Grade 10, Academic (FIF2D)**

## **A. Listening**

### **A1. Listening to Understand**

**A1.2 Demonstrating Understanding:** demonstrate an understanding of oral French texts about academic and familiar topics, including literary texts and long texts, with support as

appropriate (e.g., ... *listen to various media texts to identify contributions that various ethnic groups have made to Canada, and compare these with their own culture's contribution; ...*)

### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

## **B. Speaking**

### **B1. Speaking to Communicate**

**B1.4 Creating Media Texts:** create a variety of oral media texts in French about academic and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., ... *create a public service message to promote intercultural appreciation; ...*)

### **B3. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., ... *discuss with peers the similarities and differences between their own community and one presented in a film or video about a Guinean or Malian community; ...*)

## **C. Reading**

### **C2. Purpose, Form, and Style**

**C2.2 Text Features and Elements of Style:** identify features and stylistic elements of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., ... *images, symbols, and literary devices from Aboriginal myths and legends in the prose of a contemporary First Nation, Métis, or Inuit writer reinforce connections between the past and present; ...*)

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

## **D. Writing**

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities ...

## French Immersion, Grade 10, Applied (FIF2P)

### A. Listening

#### A3. Intercultural Understanding

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., listen to various media clips describing family customs or teenagers' hopes and concerns in a French-speaking region of Africa or Asia, and make comparisons with their own lives; ... watch a report on cultural events in a French-speaking community in Africa or Asia and compare these with events in their own culture*)

### B. Speaking

#### B1. Speaking to Communicate

**B1.4 Creating Media Texts:** create a variety of oral media texts in French about familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., produce a trailer for a documentary about the history and culture of First Nations, Métis, or Inuit peoples; ...*)

#### B2. Speaking to Interact

**B2.2 Interacting:** engage in spoken interactions in French (prepared and spontaneous), in a variety of contexts, about everyday matters and familiar topics (*e.g., ... engage in a class discussion on First Nations, Métis, or Inuit identity, culture, or language; ...*)

#### B3. Intercultural Awareness

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (*e.g., ... discuss fashion and/or art from French-speaking African or Asian countries and make comparisons to their own community; ... compare and contrast their own everyday life with that of individuals or groups from various French-speaking cultures; ...*)

### C. Reading

#### C1. Reading Comprehension

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of fictional, informational, and graphic French texts, including short, challenging texts and texts used in real-life situations (*e.g., ... scan the headlines in an online newspaper to learn about First Nations, Métis, and Inuit events in their community; ...*)

#### C3. Intercultural Understanding

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

## ***D. Writing***

### **D1. Purpose, Audience, and Form**

**D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about everyday matters and familiar topics, applying their knowledge of some of the structural and stylistic elements of each form (*e.g., ... a word collage conveying their emerging understanding of issues facing First Nations, Métis, or Inuit people; ...*)

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities ...

## **French Immersion, Grade 11, University Preparation (FIF3U)**

### ***A. Listening***

#### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

### ***B. Speaking***

#### **B1. Speaking to Communicate**

**B1.4 Creating Media Texts:** create oral media texts in French on a variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., ... create and participate in a public affairs show about socio-economic challenges facing First Nations, Métis, and/or Inuit people; ...*)

#### **B3. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., ... compare traditions from a French-speaking community to their own traditions; ...*)

### ***C. Reading***

#### **C1. Reading Comprehension**

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of literary, informational, and graphic French texts, including long, challenging texts and texts used in real-life situations (*e.g., ... after reading an article about past and present contributions of First Nations, Métis, and Inuit people to Canadian society, role-play an interview with the writer,*

asking questions about current Aboriginal concerns related to information in the article; ...)

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

#### ***D. Writing***

### **D1. Purpose, Audience, and Form**

**D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about a variety of topics, including literary and other challenging topics, applying their knowledge of the structural and stylistic elements of each form (e.g., ...*an analysis of the influence of the culture of a contemporary First Nation, Métis, or Inuit writer on his or her works and perspectives; an expository essay to compare how beliefs from different cultures are portrayed in the media; ...*)

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities ...

## **French Immersion, Grade 11, Open (FIF30)**

#### ***A. Listening***

### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *listen to a legend from a French-speaking community, such as Mali or Guadeloupe, and compose a story for their own community using the same moral; ... compare myths and legends of diverse French-speaking cultures presented by peers, such as the Métis story of the “loup garou”, and identify common elements*)

#### ***B. Speaking***

### **B1. Speaking to Communicate**

**B1.4 Creating Media Texts:** create oral media texts in French on a variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., ... *produce a radio program including interviews with Aboriginal leaders about some issues of concern to First Nations, Métis, or Inuit people in Canada; ...*)

### **B3. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities ...

## **C. Reading**

### **C1. Reading Comprehension**

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of fictional, informational, and graphic French texts, including challenging texts and texts used in real-life situations (*e.g., ... in pairs, discuss a text about values, principles, and/or beliefs of First Nations, Métis, and/or Inuit peoples; ...*)

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

## **D. Writing**

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (*e.g., ... listen to a legend from a French-speaking culture and compose a legend for their own community using the same moral; ...*)

## **French Immersion, Grade 12, University Preparation (FIF4U)**

### **A. Listening**

#### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... analyse similarities and differences in the ways in which comedy shows from French-speaking communities around the world and from their own community address particular issues or themes; ...*)

### **B. Speaking**

#### **B1. Speaking to Communicate**

**B1.4 Creating Media Texts:** create oral media texts in French on a wide variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., ... produce an informational webinar about the history and culture of First Nations, Métis, or Inuit peoples or issues related to residential schools; ...*)

## **B2. Speaking to Interact**

**B2.2 Interacting:** engage in sustained spoken interactions in French (prepared and spontaneous), in academic and social contexts, about a wide variety of topics, including literary topics and challenging or specialized topics (*e.g., ... participate in a group discussion about how to express pride in one's own culture while respecting other cultures; ...*)

## **B3. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities ...

## **C. Reading**

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

## **D. Writing**

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (*e.g., prepare a research paper about the importance of cultural identity in different French-speaking communities; add to a poem or the lyrics of a song by a French-speaking poet or songwriter to make connections with their own cultural identity; ...*)

## **French Immersion, Grade 12, Open (FIF40)**

### **A. Listening**

#### **A1. Listening to Understand**

**A1.3 Responding to and Evaluating Media Texts:** evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about a variety of topics (*e.g., ... evaluate the use of persuasive techniques in a documentary on an environmental issue of concern to Aboriginal people in Canada; assess the portrayal of stereotypes, gender roles, and celebrities in various television advertisements; ...*)

#### **A3. Intercultural Understanding**

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., compare*

and contrast aspects of a specific French-speaking community with their own, using information from oral texts; describe similarities and differences in how songs from French-speaking communities around the world and from their own community address particular issues or themes)

## **B. Speaking**

### **B2. Speaking to Interact**

**B2.2 Interacting:** engage in sustained spoken interactions in French (prepared and spontaneous), in a variety of contexts, about a variety of topics, including challenging topics (e.g., ... *interview a First Nation, Métis, or Inuit artist or professional about his or her career successes and challenges; ... participate in a discussion on issues affecting a variety of cultures in Canada; ...*)

### **B3. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities ...

## **C. Reading**

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

## **D. Writing**

### **D1. Purpose, Audience, and Form**

**D1.1 Identifying Purpose and Audience:** determine their purpose in writing and the audience for French texts they plan to create (e.g., *to update a historical work so that it reflects current issues; to adapt for children a First Nations, Métis, or Inuit legend that is intended for adults; ...*)

**D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about a variety of topics, including challenging topics, applying their knowledge of the structural and stylistic elements of each form (e.g., *... a persuasive essay on how First Nations, Métis, and Inuit values and beliefs could benefit the larger society, presenting information and ideas in order of importance; ...*)

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities ...

# **GUIDANCE AND CAREER EDUCATION, GRADES 9 AND 10 (2006) AND GRADES 11 AND 12 (2006)**

The expectations listed below address First Nations, Métis, and Inuit connections through a consideration of personal knowledge and management skills, employment opportunities, leadership styles and qualities, and healthy lifestyles.

## **Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLS10/GLE10/GLE20)**

### ***Personal Knowledge and Management Skills***

#### **Personal Management and Learning**

- identify and describe personal lifestyle strategies that enhance health and wellness and improve one's readiness to learn (e.g., ... adopting holistic approaches to well-being, such as those found in Aboriginal cultures)

### ***Interpersonal Knowledge and Skills***

#### **Assessing Interpersonal Knowledge, Skills, and Strategies**

- describe how interpersonal and teamwork skills are enhanced by respect for individuals with different backgrounds and experience, and explain the significance of respect in Aboriginal cultures

## **Designing Your Future, Grade 11, Open (GWL30)**

### ***Exploration of Opportunities***

#### **Opportunities**

- explain how knowledge and appreciation of various cultures, including those of Aboriginal peoples, and fluency in French and other languages can expand employment opportunities

## **Leadership and Peer Support, Grade 11, Open (GPP30)**

### ***Personal Knowledge and Management Skills***

#### **Leadership Qualities**

- research and identify the leadership qualities and styles of a diverse range of people, including Aboriginal individuals, in leadership and support roles (e.g., in sports, politics, community, and/or school)

## **Advanced Learning Strategies: Skills for Success After Secondary School, Grade 12, Open (GLS40/GLE40/GLE30)**

### ***Personal Management***

#### **Impact of Personal Factors**

- explain the relationship between a healthy lifestyle (e.g., ... holistic approaches to well-being, such as those found in Aboriginal cultures) and daily performance in various settings

# HEALTH AND PHYSICAL EDUCATION, GRADES 9 to 12 (2015)

In the health and physical education curriculum, First Nations, Métis, and Inuit connections may be made in expectations that focus on Indigenous beliefs and cultural practices that can affect decisions regarding healthy living, attitudes towards gender roles and sexuality, and active participation in a wide variety of physical activities. Living Skills expectations are integrated across the curriculum in all Healthy Active Living Education courses. Living skills include personal skills of self-awareness and adapting, management and coping skills, communication and social skills, and critical and creative thinking skills. Through Living Skills, students can learn about themselves and others, reflecting an understanding of First Nations, Métis, and Inuit backgrounds and cultures.

## Healthy Active Living Education, Grade 9, Open (PPL10)

### A. Active Living

#### A1. Active Participation

**A1.2** demonstrate an understanding of factors that contribute to their personal enjoyment of being active and that can support their participation in physical activity throughout their lives (*e.g., health benefits, such as feeling better and having more energy and stamina; pleasure of movement; being able to adapt games for different purposes; having maximum opportunity for participation, access to facilities and programs, sufficient practise time, support of family and friends; having opportunities to pursue personal and cultural interests, compete, and interact socially while being active; participating in challenging activities that allow for success and promote confidence*), and identify challenges and barriers to regular physical activity and actions they can take to overcome these (*e.g., transferring activities to an indoor location or changing outdoor clothing in response to changes in the weather, working out with a friend to maintain motivation and engagement, using time-management skills to schedule physical activity so that it does not interfere with family responsibilities or employment*) [PS, CT]

**Teacher prompt:** “What are some of the things that help you to be active on a regular basis?”

**Students:** ... “As an Ojibway student living off reserve, I like participating in activities at the friendship centre here in town. Everyone there is very supportive, I’m often there for other reasons anyway, and doing the fancy shawl dance helps me stay connected with my heritage.

### Healthy Living

#### C1. Understanding Health Concepts

##### Substance Use, Addictions, and Related Behaviour

**C1.3** demonstrate an understanding of resilience and related protective and risk factors, and explain how these can affect choices related to substance use and addictions [PS, CT]

... **Teacher:** “While some factors are the result of forces that you can’t control, some

factors can be changed to increase your resilience. What are some ways of strengthening your resilience? How can you apply these strategies to different situations in your life, such as making choices relating to substance use or addictive behaviours?”

**Students:** ... “Participating in traditional healing and cultural activities can also help someone cope with stress in a positive way.” ...

## Human Development and Sexual Health

**C1.5** demonstrate an understanding of factors (*e.g., acceptance, stigma, culture, religion, media, stereotypes, homophobia, self-image, self-awareness*) that can influence a person’s understanding of their gender identity (*e.g., ... two-spirited, ...*) and sexual orientation (*e.g., heterosexual, gay, lesbian, bisexual*), and identify sources of support for all students [PS]

## C2. Making Healthy Choices Healthy Eating

**C2.1** apply their knowledge of basic nutrition principles and healthy eating practices (*e.g., relating food intake to activity level, ensuring their diet includes foods from all food groups in Canada’s Food Guide, using healthy preparation methods*) to develop a healthy eating plan [PS, CT]

**Teacher:** “When developing your healthy eating plan, you need to think about such things as the number of servings you need from each food group, the portion size, your food preferences and eating habits, your level of physical activity, cultural and religious norms, ...

**Teacher:** “Where can you get information that can help you develop your healthy eating plan?”

**Student:** “Canada’s Food Guide is one of the most useful sources. It has been translated into many different languages (*e.g., Arabic, Punjabi, and Spanish*), and there is also a version for First Nation, Inuit, and Métis users ...”

## Human Development and Sexual Health

**C2.2** demonstrate an understanding of the skills and strategies needed to build healthy social relationships (*e.g., peer, school, family, work*) and intimate relationships [PS, IS]

**Teacher prompt:** “To build healthy relationships, including intimate relationships, it is important to have open communication, mutual respect, and honesty between the people involved. It is also important to recognize when more information or help is needed. Can you give me an example of a strategy that can help you build healthy relationships?”

**Students:** “A good strategy is to seek out information, ask questions, and talk with others to hear different perspectives when you have concerns. Take the time you need to make decisions that you will feel good about. If something does not feel right, step back and get advice from a parent, a public health professional, an elder, ...”

## Human Development and Sexual Health

**C2.3** apply their knowledge of sexual health and safety, including a strong understanding of the concept of consent and sexual limits, and their decision-making skills to think in advance about their sexual health and sexuality [PS, CT]

**Teacher prompt:** “As their bodies continue to grow and change and their understanding of themselves and their bodies continues to develop, some teenagers are thinking about becoming sexually active. What should you keep in mind when making decisions about sexual activity?”

**Students:** “There are a lot of different things to think about. You can start with considering how having sex fits in with the values that you and your family respect.” “As a Métis woman, I was taught by my aunts about my ability to create life and how important it is to respect that gift. The decisions I make about sex depend greatly on how much I respect myself and respect being a woman. It’s important to take the time to find a partner who respects me as well, and my body.” ...

## C3. Making Connections for Healthy Living

### Healthy Eating

**C3.1** analyse the influence of social and environmental factors on food and beverage choices (*e.g., financial status, culture, religion, media influence, peer influence, family food traditions, accessibility of different kinds of food, restaurant choices, proximity to where food was produced, environmental impact of food production methods*) [IS, CT]

**Teacher prompt:** “What are some social and environmental factors that affect a person’s food choices?”

**Students:** ... “I belong to an Inuit family that lives in the city. I haven’t grown up eating traditional foods such as game and arctic fish. Because these foods are important to our culture, I would like to learn about them and ways of preparing them.” “Food choices may not be the same in every part of Ontario because of differences in the kinds of foods that can be produced in or easily shipped to different areas, like the Far North, rural areas, or cities.”

### Personal Safety and Injury Prevention

**C3.2** identify warning signs and symptoms that could be related to mental health concerns

(*e.g., inability to cope with stress; feelings of sadness, anxiety, hopelessness, or worthlessness; negative thoughts about oneself, others, and the future; thoughts of suicide*), and describe a variety of strategies for coping with or responding to mental health concerns affecting oneself or others (*e.g., stress and mood management techniques, identifying ways to seek help for oneself or a friend/ classmate, supporting others who are struggling with their emotional well-being*) [PS, IS]\*

**Teacher prompt:** “What are some warning signs that might indicate that someone is not doing well mentally or emotionally? What kind of support can you suggest if you see these signs in a friend?”

**Students:** ... “Sources of support include teachers, health professionals, religious leaders, community elders, traditional healers, family members, community health care

services, telephone help lines, and credible and accurate websites.”

## **Personal Safety and Injury Prevention**

**C3.3** describe skills and strategies (*e.g., communication, social, refusal, adaptive, and coping skills, conflict resolution strategies*) that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment (*e.g., gender-based violence, dating violence, domestic violence, homophobic comments, racial teasing or conflict, weight-based teasing, ostracising behaviour, coercive behaviour, inappropriate sexual behaviour*) [PS, IS, CT]

**Teacher prompt:** “What are some warning signs of a relationship that is becoming unhealthy or abusive? What should you do if you think you are in an unhealthy or abusive relationship?”

**Students:** ... “If you think that you are in an unhealthy relationship, you should talk to a trusted adult. Tell them why you think the relationship is unhealthy and exactly what the other person has done. This trusted adult can help you talk to your parent or guardian, an elder, a counsellor, school authorities, or even the police.”

## **Healthy Active Living Education, Grade 10, Open (PPL20)**

### **A. Active Living**

#### **A1. Active Participation**

**A1.2** demonstrate an understanding of factors that contribute to their personal enjoyment of being active and that can support their participation in physical activity throughout their lives and explain what actions they can take to overcome challenges and barriers to regular physical activity [PS, CT]

**Teacher prompt:** “Social or cultural factors sometimes influence the way we think about physical activity and the opportunities we have for physical activity. Can you give me an example of how different backgrounds could encourage or limit participation? Can you suggest how a person might deal with some of these limitations and still remain active?”

**Students:** “For me, doing things connected to my cultural background has made me more active. I participated in a powwow in our community in the summer and really liked the dancing, drumming, and sharing of gifts. Now I dance a couple of times every week, and I want to join a community group that performs powwow dances across Ontario. I’m also meeting new people and learning more about my culture and heritage.” ...

#### **A3. Safety**

**A3.2** identify resources that can be of assistance in emergency situations related to physical activity (*e.g., ... bailer [one per craft] for use when ... kayaking, ... PS, CT*)

## **C. Healthy Living**

### **C1. Understanding Health Concepts Personal Safety and Injury Prevention**

**C1.1** demonstrate an understanding of factors that enhance mental health and emotional and spiritual well-being [PS, IS]

**Teacher prompt:** "... For many First Nation, Inuit, and Métis peoples, understanding one's culture and identity is an important component of spiritual health. How does having these factors help you to become healthy, successful adults?"

**Students:** ... "I am finding out more and more about my Métis heritage. I attended a memorial feast for the first time and saw how it helped people deal with their grief in a very supportive environment. I really knew then I had an extended family larger than I realized. I know I can go to them when I need support, and that will help me make healthy choices."

### **Substance Use, Addictions, and Related Behaviours**

**C1.2** demonstrate an understanding of the impact of substance use and addictive behaviours on all aspects (*e.g., physical, emotional, cognitive, spiritual, social, economic*) of a person's health and well-being [PS]

**Teacher prompt:** "First Nation, Métis, and Inuit cultures often consider the broad-based community impact of addictions in their approaches to healing and treatment. What are some dimensions of healing in these cultures?"

**Student:** "Having an understanding of who you are and being proud of your heritage are an important part of being healthy and are also important in healing. Elders and/or traditional healers from within the community and often from other communities and regions provide support for individuals, families, and the community to help them heal. The idea is that one person's healing connects to the well-being of the community. Songs, dances, games and activities, stories, prayers, and ceremonies are some community-based healing methods that are used."

## **C2. Making Healthy Choices**

### **Healthy Eating**

**C2.2** assess the nutritional implications of a variety of dietary choices, including those reflecting current dietary trends, and explain how they can make personal choices that will provide the nutritional requirements for a healthy, active life [PS, CT]

**Teacher prompt:** "People can make dietary choices for a variety of reasons, such as concerns about the treatment of animals, food allergies or sensitivities, environmental concerns related to food production methods, a desire to eat local food, beliefs in the nutritional benefits of consuming or avoiding certain foods, or the desire to be more energetic or to maintain a healthy weight. What are some dietary practices that are common in Canada today? How consistent are these with the recommendations in Canada's Food Guide?"

**Students:** "... Many prefer traditional ethnic or culturally specific diets. ... There is also a version for First Nation, Inuit, and Métis people, which includes recommendations about traditional 'country food' diets that are based on fish, game, and wild berries." ...

## Personal Safety and Injury Prevention

**C2.3** demonstrate the ability to analyse situations involving conflict within oneself (e.g., *moral and ethical struggles, decision-making problems*) or conflict with others (e.g., *arguments, fights*) and apply appropriate conflict resolution strategies [PS, IS, CT]

**Teacher prompt:** “Conflict resolution involves many kinds of skills. Problem-solving and decision-making skills can help us identify the causes of a conflict and create solutions. Assertiveness skills can help us keep a conflict under control. Good communication skills or communication strategies such as active listening (e.g., paraphrasing or summarizing what a person is saying or responding to feelings and non-verbal cues) can also be useful. What are some ways that you can prevent a conflict you are involved in from getting out of hand?”

**Students:** ... “Avoiding conflict in the first place through stress management is a good strategy. As a Cree person, I find that regular smudging connects me to who I am, grounds me, and helps me to manage my feelings.”

## Healthy Active Living Education, Grade 11, Open (PPL30)

### A. Active Living

#### A1. Active Participation

**A1.1** actively participate in physical activities (e.g., being appropriately prepared and equipped to participate in the activity, being engaged in the activity, striving to do their personal best, adapting to challenges when exploring new activities, monitoring their progress and successes in order to boost their confidence and increase their willingness to try new activities) in a variety of settings, choosing from a wide and varied range of activities (e.g., individual activities, such as t'ai chi and weight-lifting; small- and large-group activities, such as wheelchair basketball, hacky sack; outdoor pursuits, such as cross-country running and softball; recreational and leisure activities, such as golf, tennis, table tennis, bocce, and curling) [PS, IS]

**Teacher Prompt:** “Some of you live in town and some of you live in the country. How does where you live affect the types of activities you might choose to participate in after school and on weekends?”

**Students:** “ I enjoy individual sports like ... kayaking. ... To get to a spot to kayak, I need to get a ride to the river.” ...

**A1.2** describe the holistic benefits of lifelong participation in physical activity (e.g., ... *spiritual benefits, such as the feeling of inner peace that can come for some people from activities like ... kayaking*), and demonstrate an understanding of strategies they can use to continue to be physically active throughout their lives (e.g., *developing an activity plan that reflects their personal fitness needs and offers clear personal benefits; choosing activities on the basis of personal appeal, personal skills and abilities, and availability and accessibility of facilities; scheduling activity at a regular and convenient time of day*) [PS, CT]

**A1.3** demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities (e.g., *encourage others;*

*give constructive feedback; encourage positive peer relationships by displaying a sense of fair play and observing proper sports etiquette; plan and lead in-class activities; support others in the development of skills)* [PS, IS, CT]

**Teacher Prompt:** “How might you provide leadership in the classroom? What positive social behaviours could you promote at the same time?”

**Students:** “I could show leadership by planning and leading an in-class activity that would teach others in the class about my culture. I am Métis, and I would like to teach the Red River Jig. It is a unique dance created by the Métis people. It combines footwork from First Nation dancing with European fiddle music. When doing the jig, we would have to cooperate and work together.” ...

## **C1. Understanding Health Concepts**

### **Personal Safety and Injury Prevention**

**C1.3** describe warning signs for suicide, and identify sources of support that can help people who may be contemplating suicide [IS]\*

**Teacher prompt:** “... If you think that someone you know is contemplating suicide or could become suicidal, the best thing you can do is help them get help. Whom can you contact for help?”

**Student:** “Share your concerns with a trusted and responsible adult, such as a parent, a teacher, or an elder, who can help the person get counselling. ...” ...

## **C3. Making Connections for Healthy Living**

### **Substance Use, Addictions, and Related Behaviour**

**C3.3** describe factors (*e.g., poor school performance; not fitting in; inability to cope with stress; not having a support network; having friends or family members who drink or use drugs; family conflict; discrimination or oppression; emotional, physical, or sexual abuse; poverty*) that increase a person’s risk of engaging in substance use or addictive behaviours, and identify sources of support (*e.g., ... a ... spiritual counsellor, ... friendship centres*) that can help people avoid or overcome substance abuse and addiction [PS, IS, CT]

## **Healthy Active Living Education, Grade 12, Open (PPL40)**

### **B. Movement Competence: Skills, Concepts, and Strategies**

#### **B2. Movement Strategies**

**B2.3** explain how developing personal competence in physical activities can increase confidence and encourage lifelong participation in physical activities [PS, CT]

**Teacher Prompt:** “Have the activities we participated in during class inspired you to continue taking part in these or other activities after you leave school? Does the knowledge of skills and strategies that you have acquired give you the confidence to continue participating in these activities?”

**Students:** ... “As a First Nation student, I wanted to participate in an activity connected to my cultural heritage. I joined a lacrosse league in our community. I needed to learn some

basic lacrosse skills before I felt comfortable signing up for the league. The game strategies for lacrosse are similar to soccer and basketball. That made it easy to get a sense of how to play the game. Through lacrosse, I found out about the North American Indigenous Games, which are held every three years. My goal is to make the Ontario team and go to the next games. I could also play soccer or try for the canoeing team if lacrosse doesn't work out for me, because these and many other sports are included in the games." ...

### **C. Healthy Living**

#### **C2. Making Healthy Choices**

**C2.2** describe how their communication, coping, and conflict resolution skills and their knowledge of different sources of support (e.g., *trusted adults, support groups, family, religious leaders, elders, online communities, social organizations, help lines, Aboriginal healing circles, restorative justice programs*) can be used to reduce their vulnerability to harassment, violence, or abuse [PS, IS, CT]

## **Health for Life, Grade 11, College Preparation (PPZ3C)**

### **A. Determinants of Health**

#### **A2. Social Factors**

**A2.1** explain how a strong social support network (e.g., *family, friends, trusted adults, connections to school and community supports*) contributes to better personal health (e.g., *provides help to solve problems and deal with adversity; increases feelings of self-worth by reinforcing a sense of belonging and connection; helps to prevent depression and anxiety*), and describe ways of enhancing their personal social networks

**Teacher Prompt:** "What strategies might teenagers use to strengthen their social support networks?"

**Students** ... "I started going to our friendship centre, where we receive teachings by elders and participate in other programs that are meaningful to my particular background and community. As a result of these programs, I have friends, adults, and other supports that I can access whenever I need to." "We can strengthen our existing social networks by improving the way we interact with the people in them. For example, we can reduce or avoid conflict by learning to communicate our feelings and points of view more diplomatically and by being more sensitive to the feelings and points of view of others."

**A2.2** identify the key social determinants of health and the factors that shape them, and explain how they influence personal health

**Teacher prompt:** "*Intergenerational trauma* is a term used to describe how traumatic events experienced by a cultural group in one generation may have a psychological, economic, or cultural impact on subsequent generations. In Canada, the challenges faced by many people within First Nation, Métis, and Inuit communities today have been linked to the experiences of previous generations who were forced to attend residential schools or who were removed from their culture and communities for adoption or foster care. What approaches or services can be helpful for families or individuals who have been affected by intergenerational trauma?"

**Student:** “Acknowledging what has happened in the past is an important step in helping the people affected by historic trauma to heal and be healthy mentally, emotionally, spiritually, and physically. It helps them to forgive and focus on the future. It’s also important for people to know their culture. Residential schools took away many people’s understanding of who they are, and to recover that understanding, people need to relearn their cultural traditions. Being proud of who you are, and having your identity respected by the rest of society, is important to all aspects of your well-being.”

## **B. Wellness**

### **B1. Personal Wellness**

**B1.2** describe the factors that contribute to personal wellness and support healthy living (*e.g., sense of responsibility; ability to make decisions related to physical activity, fitness, and healthy eating; healthy relationships; coping skills; creative and critical thinking skills; a positive sense of self*)

**Teacher Prompt:** “What are some things that individuals can do to develop healthier living habits and maintain a commitment to healthy living?”

**Students:** ... “I am from Shawanaga, a First Nation community near Parry Sound, and in our culture good health is seen as the result of a balance among the physical, mental, emotional, and spiritual aspects of one’s life. To manage our health, we try to restore and maintain a balance among these four elements. To help us do this, we use the medicine wheel. It’s a spiritual symbol that we use to guide our thinking about many things. It’s shaped like a wheel and divided into four quadrants. When we use it to think about health, the four quadrants help us to examine the physical, mental, emotional, and spiritual aspects of our lives in relation to each other and to become aware of potentially harmful imbalances among them. Restoring the balance can improve our well-being and help to heal ailments of the mind, body, emotions, or spirit.”

**B1.4** describe complementary and alternative health care services and therapies that can support personal wellness (*e.g., treatment methods such as acupuncture, osteopathy, homeopathy, naturopathy, chiropractic, reflexology, massage therapy; stress management techniques such as yoga, meditation, deep breathing; traditional First Nation, Métis, and Inuit healing remedies*)

## **Healthy Communities**

### **C2. Components of Healthy Communities**

**C2.2** identify and describe school and community services that offer support related to health and wellness (*e.g., public health units, community agencies, friendship centres, mental health facilities*)

## Introductory Kinesiology, Grade 12, University (PSK4U)

### A. Physical Activity and Sport in Society

#### A1. Social Change and Current Issues

**A1.1** describe how the role of physical activity and sport in society has evolved historically, with reference to key events and trends, changing views of the social role and value of physical activity and sport (*e.g., physical activity as a requirement for meeting basic survival needs, sport as military training, athletic competition as an end in itself, emergence of health and physical education as part of the school curriculum, recognition of physical activity and/or sport as an essential foundation for personal lifelong fitness, recognition of physical literacy as an essential foundation for living a healthy active life*), and the contributions of individuals, including prominent Canadians

**Teacher prompt:** “The history of sport and physical activity in Canada has been shaped by the contributions of Canadians from many different backgrounds. Can you name some individuals who have become prominent as a result of their athletic achievements or their contribution to the development of sport and physical activity in Canada?”

**Students:** “Tom Longboat from the Six Nations community of Ohsweken, Ontario: he was one of the greatest distance runners in the world in the early 1900s.” ...

### B. The Basis of Movement

#### B2. Human Performance

**B2.3** describe the role of nutrition in supporting physical activity (*e.g., healthy nutrition maintains the nutrient balance needed to meet daily activity requirements; macronutrients provide energy and build muscle; micronutrients and hydration help the body function effectively*), and assess the nutritional needs of individuals or specific groups within the population in relation to their activity levels

**Teacher prompt:** ... “How do Canada’s Food Guide and Canada’s Food Guide – First Nations, Inuit and Métis help us identify the kinds and amounts of food that are needed for the body to function most effectively at a certain level of activity? What are the most important factors to consider?”

## Recreation and Healthy Active Living Leadership, Grade 12, University/College (PLF4M)

### A. Leadership

#### A1. Leadership Styles

**A1.1** demonstrate an understanding of the concept of leadership, and compare various leadership styles and their use in a variety of situations (*e.g., using an empathetic style when the goal is to help others; using a transformational style when the goal is to create change; using an assertive or autocratic style in an emergency situation; using a democratic style to increase input, build consensus, and facilitate decision making; using a laissez-faire style when the participants understand the task and have the skills to be successful*)

**Teacher prompt:** "... First Nation, Métis, and Inuit leaders tend to use a style that reflects an emphasis on spirituality and consensus. Leadership is seen as a responsibility to the community and not a way of achieving personal importance. ..."

**A1.2** identify the attributes and skills needed to be an effective leader (*e.g., personal attributes, such as integrity and empathy, self-knowledge, a sense of responsibility for one's own actions and learning, confidence and assertiveness; interpersonal skills, such as the ability to build commitment, empower others, recognize contributions and individual differences, build harmonious relationships; critical and creative thinking skills, such as the ability to evaluate past performance and determine what could have been done differently, to transfer learning to new situations, to plan ahead*) through analysis of the characteristics of effective leaders, including Canadian leaders in physical activity, recreation, and sport, and use this information as a basis for assessing their own leadership attributes and skills

**Teacher prompt:** "Leadership can come from groups of people. In 2000, for example, Indigenous leaders and federal and provincial government representatives met in Alberta to affirm their commitment to improving the health, wellness, and quality of life of First Nation, Métis, and Inuit peoples through physical education, sport, and recreation. The meeting produced the Maskwachees Declaration, which identified the challenges these communities faced in achieving these goals and also the strengths that could support their efforts to achieve them. Can you think of other examples of leadership by a group of people and describe the attributes or skills that individuals in the group needed to make the group's leadership effective?"

## **B. Facilitation of Recreation and Leisure**

### **B1. Promotion of Lifelong Participation**

**B1.3** describe motivational factors (*e.g., physical health benefits, stress management benefits, enjoyment, opportunities for learning new skills, social interaction*) and potential challenges (*e.g., financial constraints; lack of programs; lack of facilities or poor access to facilities; transportation difficulties; restrictions related to family values, social, or cultural norms; language barriers; low level of fitness; poor environmental conditions*) that affect lifelong participation in active recreation and healthy leisure, and identify strategies for overcoming these challenges (*e.g., overcome financial and time constraints by identifying inexpensive and convenient recreational resources within the community, such as community education or recreation programs and worksite programs, or by planning social activities that involve physical activity*)

**Student:** "Fitness is important for me, but coming from an Anishnaabe background, I am also interested in activities that relate to my culture. Along with some other girls, I recently learned the art of hoop dancing and the life teachings that accompany the dance. It combines physical conditioning with the artistry and traditions of our culture. The hoops represent unity, and the various formations symbolize the interconnectedness of all the races of humankind and all of creation. Participating in hoop dancing gives me feelings of satisfaction and confidence."

**B1.4** demonstrate an understanding of promotional strategies that are sensitive to the diversity of the community, and apply them to communicate the benefits of lifelong participation in active recreation and healthy leisure

**Teacher prompt:** “What promotional strategies could be used to encourage students from diverse backgrounds to participate in active recreation and healthy leisure activities?”

**Student:** “When planning and promoting opportunities for physical activity, we always need to keep the interests of all audiences in mind. Making sure that a wide mix of students is involved in the planning can help to make sure that the activities that are promoted appeal to students from a variety of social and cultural backgrounds.”

### **C. Mentoring Development**

#### **C2. Healthy Active Living Plan**

**C2.2** demonstrate the ability to assist “clients” (e.g., *other students in the class or younger students in health and physical education classes scheduled during the same time block, fictitious clients*) in selecting and using a variety of appraisal methods and resources to assess personal physical activity levels, fitness, and eating patterns (e.g., Physical Activity Readiness Questionnaire-Plus [Par-Q+]; Canadian Society for Exercise Physiology Physical Activity Training for Health [CSEP-PATH]; *Canadian Physical Activity Guidelines*; *Start Stop Continue assessment technique*; *Canada’s Food Guide and Canada’s Food Guide – First Nations, Inuit and Métis*; *other health-related fitness appraisals*; *daily food and activity journals*; *software programs*)

**Teacher prompt:** “Some friends have asked you to advise them on making changes that will help them lead healthier, more active lives. For convenience, we’ll refer to them as your clients. What appraisal methods and resources might you advise your clients to use to assess their current physical activity levels, fitness, eating patterns, and overall health, and how would you help them use them?”

**Student:** “... To assess their current eating patterns, they can use Canada’s Food Guide or Canada’s Food Guide – First Nations, Inuit and Métis.”

# **INTERDISCIPLINARY STUDIES, GRADES 11 AND 12 (2002)**

First Nations, Métis, and Inuit connections can be made in the expectations listed below through the application of interdisciplinary approaches in cultural contexts.

## **Interdisciplinary Studies, Grade 12, University Preparation (IDC4U/IDP4U)**

### ***Theory and Foundation***

#### **Structures and Organization**

- analyse and describe the past and current importance of organizing and storing information and resources to each of the subjects or disciplines studied (e.g., ... to preserve Aboriginal oral traditions, ...)

## **Interdisciplinary Studies, Grade 12, Open (IDC4O/IDP4O)**

### ***Theory and Foundation***

#### **Ideas and Issues**

- critically analyse the major concepts and ideas held by pre-eminent theorists and researchers in each of the subjects or disciplines studied and describe their contemporary application (e.g., for an interdisciplinary studies course on education and society: Plato's use of the Socratic method, Jean-Jacques Rousseau's notion of progressive education, John Dewey's concept of learning by doing, and the educational role of elders within Aboriginal communities)

### ***Processes and Methods of Research***

#### **Assessing and Extending Research**

- assess their effectiveness in finding practical approaches or solutions through their research to problems in the subjects or disciplines studied (e.g., ... "How can my school respond to the needs of our Native students?")

# **MATHEMATICS, GRADES 9 AND 10 (2005) AND GRADES 11 AND 12 (2007)**

Apart from the two examples listed below, in which Indigenous gaming is connected to mathematical counting and probability, expectations in the mathematics curriculum do not explicitly address First Nations, Métis, and Inuit connections. However, in all courses the learning context could be used to foster students' appreciation and understanding of First Nations, Métis, and Inuit cultures (e.g., activities could be designed to relate concepts in geometry and patterning to the patterns used in Indigenous basketry design).

## **Mathematics of Data Management, Grade 12, University Preparation (MDM4U)**

### ***A. Counting and Probability***

#### **1. Solving Probability Problems Involving Discrete Sample Spaces**

- 1.1** recognize and describe how probabilities are used to represent the likelihood of a result of an experiment (e.g., ... playing Aboriginal stick-and-stone games) and the likelihood of a real- world event (e.g., that it will rain tomorrow, that an accident will occur, that a product will be defective)

## **Mathematics for Work and Everyday Life, Grade 12, Workplace Preparation (MEL4E)**

### ***A. Reasoning With Data***

#### **2. Investigating Probability**

- 2.3** perform simple probability experiments (e.g., ... playing Aboriginal stick-and-stone games), record the results, and determine the experimental probability of an event

# **NATIVE LANGUAGES, GRADES 9 AND 10 (1999) AND GRADES 11 AND 12 (2000)**

The study of a Native language offers a profound connection to the culture and way of thinking of the speakers of the language. Within that context, the expectations listed below are identified because they focus explicitly on aspects of culture (e.g., legends, stories, and songs; cultural traditions and ceremonies; and concepts of citizenship and relationships that underpin First Nations world views) and on students' use of Native languages in cultural contexts.

## **Native Languages, Level 1, Open (NL1) (LNAAO–LNOAO)**

### ***Oral Communication***

- demonstrate an awareness of Native oral traditions (e.g., Native legends, stories, songs)

### **Reasoning and Critical Thinking**

- demonstrate an understanding of Native legends and stories enacted or told with visual support

### **Use of Words and Language Structures**

- represent and interpret a character in a skit set in a Native community
- retell simple Native legends and stories

### **Media Communication Skills**

- use information technology to:
  - listen to tapes of Native elders telling stories

### ***Reading***

### **Media Communication Skills**

- use information technology to:
  - locate reading material in the Native language
  - build a knowledge base on a Native topic

## **Native Languages, Level 2, Open (NL2) (LNABO–LNOBO)**

### ***Oral Communication***

- demonstrate an understanding of Native oral traditions (e.g., Native legends, stories, songs, histories)

### **Reasoning and Critical Thinking**

- compare the creation stories of various Native communities

### **Use of Words and Language Structures**

- participate in word games using the Native language
- represent and interpret a character in a Native legend or story
- retell Native legends and stories

### **Media Communication Skills**

- use information technology to:
  - listen to tapes of Native elders telling stories

## ***Reading***

### **Media Communication Skills**

- use information technology to:
  - locate reading material in the Native language
  - build a knowledge base on a Native topic

## ***Writing***

### **Reasoning and Critical Thinking**

- demonstrate an understanding of word order and its relation to a Native world view

### **Media Communication Skills**

- use information technology to:
  - create visual material for a presentation on a Native topic

## **Native Languages, Level 3, Open (NL3) (LNACO–LNOCO)**

### ***Oral Communication***

- use various forms of communication to express Native philosophy
- demonstrate an understanding of the oral traditions of the language under study

### **Reasoning and Critical Thinking**

- demonstrate an understanding of Native philosophy
- demonstrate an understanding of the history of the Native language under study

### **Use of Words and Language Structures**

- participate in word games using the Native language
- represent and interpret a character in a class production of a skit with a Native theme
- use interviews with elders or relatives to construct a family or community history and present findings to class peers
- retell Native legends, stories, and community histories with accuracy

### **Media Communication Skills**

- use information technology to:
  - produce and record short skits depicting a Native event
  - make announcements in a Native language (e.g., on the school’s public address system, at Native events, on local radio broadcasts)

### **Reading**

- demonstrate an understanding of the history of the Native language under study

### **Media Communication Skills**

- use information technology to:
  - locate information on the history and writing system of the language under study
  - locate reading material in the Native language

### **Writing**

#### **Reasoning and Critical Thinking**

- demonstrate an understanding of word order and its relation to a Native world view

### **Media Communication Skills**

- use information technology to:
  - heighten language awareness in the community (e.g., through the use of the Native language in posters, at public events, for school announcements)

## **Native Languages, Level 4, Open (NL4) (LNADO–LNODO)**

### **Oral Communication**

- demonstrate an understanding of the vitality of a Native language
- demonstrate an understanding of the concept of citizenship in Native North American culture

#### **Reasoning and Critical Thinking**

- demonstrate an understanding of and respect for Native cultural traditions and arts

#### **Use of Words and Language Patterns**

- describe the concept of citizenship in Native North American culture
- describe the concept of relationships in Native North American culture (Aboriginal world view)

## ***Reading***

- demonstrate an understanding of an Aboriginal world view through an analysis of words

### **Reasoning and Critical Thinking**

- demonstrate an understanding of Native historical writing (e.g., The Great Law, works by Peter Jones)
- demonstrate an understanding of cosmology (e.g., family, spiritual kinships) through word analysis

## ***Writing***

### **Reasoning and Critical Thinking**

- demonstrate an understanding of Native cultural traditions and arts through the use of new words and phrases

## **Native Languages, Level 5, Open (NL5) (LNAEO–LNOEO)**

## ***Writing***

### **Reasoning and Critical Thinking**

- demonstrate sensitivity to Native cultural values in their writing (e.g., in a short story, journal, essay, or article)

# **NATIVE STUDIES, GRADES 9 AND 10 (1999) AND GRADES 11 AND 12 (2000)**

Since all ten courses in the Native studies curriculum relate directly to the culture of Indigenous peoples, only the strand titles and overall expectations for each course have been included here. For all expectations in these courses, go to the Grade 9 and 10 and Grade 11 and 12 Native studies curriculum documents on the ministry's website, at [www.edu.gov.on.ca/eng/curriculum/secondary/nativestudies.html](http://www.edu.gov.on.ca/eng/curriculum/secondary/nativestudies.html).

## **Expressing Aboriginal Cultures, Grade 9, Open (NAC10)**

### ***Identity***

- describe the elements of culture reflected in various art forms
- demonstrate understanding of how Aboriginal art forms reflect cultural identity
- produce Aboriginal art forms that portray Aboriginal culture
- demonstrate understanding of traditional Aboriginal forms of expression and their influence on the portrayal of Aboriginal identity in contemporary art forms

### ***Relationships***

- demonstrate understanding of the relationships among Aboriginal peoples, their environments, and art forms
- identify how specific Aboriginal art forms reflect aspects of the society that produced them
- produce art forms that demonstrate Aboriginal relationships

### ***Sovereignty***

- explain how art forms can be an expression of sovereignty
- identify different interpretations of sovereignty exemplified in various art forms
- demonstrate how Aboriginal art affirms Aboriginal cultures

### ***Challenges***

- demonstrate understanding of the impact of Aboriginal art forms on society
- explain how art forms are a means for promoting dialogue and healing in Aboriginal communities
- demonstrate understanding of issues related to the production of Aboriginal art forms
- identify how new and evolving art forms reclaim, revive, and sustain Aboriginal culture

## **Aboriginal Peoples in Canada, Grade 10, Open (NAC20)**

### ***Identity***

- describe the characteristics of nationhood
- demonstrate understanding of the experiences of Aboriginal peoples in twentieth-century Canadian history
- explain how Canadian government policies have affected Aboriginal identity in the twentieth century
- identify current Aboriginal groups and leaders, and national, provincial, and local Aboriginal role models (e.g., Phil Fontaine – Grand Chief of the Assembly of First Nations; Ms. Okalik Egeesiak – President, Inuit Tapirisat of Canada; Harry Daniels – Métis political leader; Katie Rich – Innu political leader)
- identify Aboriginal individuals who have contributed to the development of Canadian identity since 1900

### ***Relationships***

- describe different types of relationships that Aboriginal peoples have established with Canada
- identify the factors responsible for the development of relationships among Aboriginal peoples and between Aboriginal peoples and other groups, organizations, or nations
- demonstrate understanding that different interpretations exist regarding relationships between Aboriginal peoples and the Crown

### ***Sovereignty***

- identify historic and contemporary events affecting the self-determination of Aboriginal peoples
- demonstrate understanding of the structures and decision-making processes of Aboriginal governments and levels of government in Canada
- explain how sovereign governments make laws and exercise jurisdiction concerning their citizens, lands, and resources
- describe the basic values that underlie Aboriginal and Canadian political and legal systems

## ***Challenges***

- describe the challenges that social, economic, and political renewal pose for Aboriginal and other communities throughout Canada
- describe the impact of twentieth-century innovations in technology on Aboriginal communities
- describe the many aspects of Aboriginal identity
- describe how Aboriginal peoples have adapted to change

## ***Methods of Historical Inquiry***

- research and explain historical topics and issues related to Aboriginal peoples
- research and describe relevant information about Native studies using a variety of sources of information
- demonstrate understanding of how to analyse and evaluate information when conducting research on a historical topic or issue
- demonstrate the ability to apply insights gained in Native studies to other situations and communicate the results of research in oral and written presentations

## **English: Contemporary Aboriginal Voices, Grade 11, University Preparation (NBE3U)**

### ***Identity***

- describe the concepts related to identity in Aboriginal literary works
- analyse and assess information, ideas, issues, and language as they pertain to Aboriginal identity in a variety of informational writings and Aboriginal literary works
- demonstrate an understanding of how the different forms and styles used in Aboriginal literary works reflect Aboriginal identity
- analyse images in media works related to Aboriginal identity

### ***Relationships***

- demonstrate an understanding of the relationships depicted in fiction, drama, poetry, and non-fiction by Aboriginal writers (with an emphasis on novels and poetry)
- demonstrate an understanding of the ways in which Aboriginal writers depict relationships to promote a vision of Aboriginal communities
- demonstrate an understanding of form, purpose, audience, and production techniques by designing or creating media works, independently and collaboratively, based on the ideas, themes, and issues related to relationships examined in this course
- compare, through analysis, relationships presented in media works by Aboriginal creators

## ***Sovereignty***

- demonstrate an understanding of Aboriginal sovereignty issues, as expressed in Aboriginal literary works
- demonstrate an understanding of the language used in Aboriginal works in connection with sovereignty issues
- analyse themes related to sovereignty, as portrayed in media works by Aboriginal creators

## ***Challenges***

- demonstrate an understanding of the barriers facing Aboriginal peoples in education and employment, as presented in the works of Aboriginal writers
- assess the challenge of maintaining cultural identity that faces Aboriginal peoples, as represented in Aboriginal literature
- analyse and assess how stereotyping is depicted in works by Aboriginal creators
- identify and assess solutions to challenges suggested in media works by Aboriginal creators
- demonstrate an understanding of Aboriginal writers' descriptions of the challenges faced by Aboriginal peoples

## ***Writing***

- use a variety of print and electronic primary and secondary sources to gather and assess information and develop ideas for writing
- select and use appropriate writing forms for intended purposes and audiences, focusing on essays, narratives, or poems
- use a variety of organizational structures and patterns to produce coherent and effective written work
- revise their written work, independently and collaboratively, focusing on accuracy of information, clear expression, and consistent use of voice
- edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as prescribed for this course, with the support of print and electronic resources when appropriate

## **Current Aboriginal Issues in Canada, Grade 11, University/College Preparation (NDA3M)**

### ***Identity***

- describe the relationships among language, culture, and identity
- demonstrate an understanding of how Aboriginal identity is linked to the physical environment

- demonstrate an understanding of the influences on Aboriginal societies that have an impact on their sense of identity
- describe Aboriginal perspectives related to issues of identity and sovereignty
- describe the impact of media, literature, and popular culture on contemporary Aboriginal society

### ***Relationships***

- describe the historical basis for the contemporary relationship between Aboriginal peoples and Canadian society
- describe the social, legal, and political environments in which Aboriginal peoples and non- Aboriginal peoples are constructing new relationships
- demonstrate an understanding of Aboriginal peoples' strong relationship to the land
- explain the need to promote dialogue and reconciliation in the relationship between Aboriginal peoples and Canadian society
- demonstrate an understanding of the interrelationships that characterize an Aboriginal world view

### ***Sovereignty***

- describe sovereignty and self-determination in terms of the political assertions of Aboriginal peoples
- describe the principles required for the establishment of Aboriginal self-government
- describe the relationship of principles of respect and mutual interdependence to the exercise of self-government in contemporary Aboriginal societies
- describe the historical relationships between Aboriginal peoples and the Canadian government, as reflected in specific treaties and agreements and the intent behind them
- describe how Aboriginal peoples adapt to external forces

### ***Challenges***

- identify social, political, and economic issues currently being addressed by Aboriginal individuals and communities in Canada
- demonstrate an understanding of the active involvement of Aboriginal peoples in legal and political agreements with the provincial and federal governments
- identify the challenges facing Aboriginal youth in Canada and suggest how these challenges can be addressed at a personal, community, and governmental level
- demonstrate an understanding of contemporary Aboriginal education and health issues

## **Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Grade 11, College Preparation (NBV3C)**

### ***Identity***

- describe traditional and contemporary beliefs and values of Aboriginal cultures that influence present-day activities and behaviours
- identify aspects of cultural identity related to specific Aboriginal peoples
- compare Aboriginal and non-Aboriginal perspectives on the contemporary cultural identities of Aboriginal peoples
- describe the efforts and actions of Aboriginal communities and individuals to maintain their cultures and languages within traditional land bases, on reserves, and in urban settings

### ***Relationships***

- explain how Aboriginal peoples' relationship to the land traditionally sustained them in various environments across Canada
- demonstrate an understanding of the cultural practices of Aboriginal peoples
- explain how Aboriginal peoples' links to the land and to a sustainable environment are part of their cultural identity
- demonstrate an understanding of the varying perspectives on Aboriginal peoples' right to self-determination

### ***Sovereignty***

- demonstrate an understanding of how traditional teachings and contemporary beliefs are the foundation of Aboriginal self-determination
- describe the efforts of Aboriginal peoples to attain autonomy in their lives
- describe how contemporary Aboriginal communities assert their autonomy through a blend of traditional and modern practices
- identify the Aboriginal beliefs and values that provide or have provided the foundation for the negotiation of treaties and land claims

### ***Challenges***

- identify the obstacles that Aboriginal peoples must overcome to protect and maintain their cultures and languages
- describe the challenges that technology presents to Aboriginal cultures and communities, and the ways in which technology can assist Aboriginal communities
- identify challenges presented by the ways in which the media deal with Aboriginal issues
- demonstrate an understanding of differences in the challenges faced by various Aboriginal peoples, including Status Indians, Métis, and Inuit
- identify physical and spiritual survival methods practised by Aboriginal peoples to help them meet the challenge of maintaining their cultures

## **English: Contemporary Aboriginal Voices, Grade 11, College Preparation (NBE3C)**

### ***Identity***

- demonstrate an understanding of the cultural diversity of Aboriginal peoples through a study of Aboriginal literary works
- analyse information, ideas, issues, and language as they pertain to Aboriginal identity in a variety of informational writings and Aboriginal literary works
- demonstrate an understanding of how the different forms and styles used in Aboriginal literary works reflect Aboriginal identity
- analyse images in media works related to Aboriginal identity

### ***Relationships***

- demonstrate an understanding of the relationships depicted in fiction, drama, poetry, and non-fiction by Aboriginal writers (with an emphasis on novels and poetry)
- demonstrate an understanding of the ways Aboriginal writers use relationships to promote a vision of Aboriginal communities
- demonstrate an understanding of form, purpose, audience, and production techniques by designing or creating media works, independently and collaboratively, based on ideas, themes, and issues related to relationships examined in this course
- compare, through analysis, relationships presented in media works by Aboriginal creators

### ***Sovereignty***

- describe the issues of identity and culture as they relate to sovereignty, as expressed in works by Aboriginal writers
- describe how sovereignty is expressed in works by Aboriginal writers
- demonstrate an understanding of the language used in Aboriginal works in connection with sovereignty issues
- apply their knowledge of vocabulary and language conventions to read, write, and speak effectively while identifying, developing, or describing Aboriginal sovereignty
- analyse themes related to sovereignty, as portrayed in media works by Aboriginal creators

### ***Challenges***

- assess the challenge of maintaining cultural identity facing Aboriginal peoples, as represented in Aboriginal literature
- analyse and assess how stereotyping is depicted in works by Aboriginal creators

- identify and assess solutions to challenges suggested in media works by Aboriginal creators
- demonstrate an understanding of Aboriginal writers' descriptions of the challenges faced by Aboriginal peoples

### ***Writing***

- use a variety of print and electronic primary and secondary sources to gather and analyse information and develop ideas for writing
- select and use appropriate writing forms for various purposes and audiences, focusing on reports, correspondence, and persuasive essays
- use a variety of organizational structures and patterns to produce coherent and effective written work
- revise their written work, independently and collaboratively, focusing on accuracy of information, clear expression, and consistent use of voice
- edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as presented for this course, with the support of print and electronic resources when appropriate

## **Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Grade 11, Workplace Preparation (NBV3E)**

### ***Identity***

- describe how traditional and contemporary beliefs and values of Aboriginal cultures influence present-day activities and behaviours
- identify aspects of cultural identity related to specific Aboriginal peoples
- describe Aboriginal and non-Aboriginal perspectives on the contemporary cultural identities of Aboriginal peoples
- describe the efforts and successes of Aboriginal peoples to protect and maintain their cultures and languages

### ***Relationships***

- explain how Aboriginal peoples' relationship to the land traditionally sustained Aboriginal life in various environments across Canada and continues to be evident in the cultural practices of Aboriginal peoples today
- explain how legal definitions of Aboriginal identity in Canada affect relationships within and among Aboriginal communities
- describe contributions made by Aboriginal peoples to Canadian society
- demonstrate an understanding of the issues facing Aboriginal youth in their interaction with Canadian society
- describe relationships between Aboriginal and non-Aboriginal peoples as a result of actions taken by the federal and provincial governments

## ***Sovereignty***

- identify traditional teachings and contemporary beliefs that promote Aboriginal self-determination
- describe the efforts of Aboriginal peoples to attain autonomy in their lives
- describe how contemporary Aboriginal communities assert their autonomy through a blend of traditional and modern practices
- demonstrate an understanding of the concept of Aboriginal nationhood and of the ways it is being transmitted to Canadian society
- identify the Aboriginal beliefs and values that provide or have provided a foundation for the negotiation of treaties and land claims

## ***Challenges***

- identify the obstacles that Aboriginal peoples must overcome to protect and maintain their cultures and languages
- describe how the values and beliefs of Aboriginal cultures are affected by the media and information technology
- describe how Aboriginal peoples are attempting to rectify the stereotypical images of themselves that are portrayed in print and other media and how they use the media to their advantage
- demonstrate an understanding of the challenges facing Aboriginal youth
- describe competing values between Aboriginal and non-Aboriginal societies on issues of ecological sustainability

## **English: Contemporary Aboriginal Voices, Grade 11, Workplace Preparation (NBE3E)**

### ***Identity***

- describe influences on Aboriginal identity, as portrayed by Aboriginal writers
- identify characteristics of identity found in Aboriginal fiction, non-fiction, drama, poetry, and informational materials
- describe how a variety of informational and literary texts communicate ideas about Aboriginal identity clearly and accurately
- identify the various purposes and audiences of informational and other forms of writing, and use each of the forms appropriately in their own writing on topics related to Aboriginal identity
- describe images in media works related to Aboriginal identity

### ***Relationships***

- identify and demonstrate an understanding of Aboriginal relationships portrayed in works by Aboriginal writers
- identify literary works that promote and affirm relationships among Aboriginal peoples

- demonstrate an understanding of Aboriginal relationships depicted in fiction, drama, and poetry
- demonstrate an understanding of relationships presented in media works by Aboriginal creators

### ***Sovereignty***

- describe sovereignty as it relates to identity, as depicted in literature by Aboriginal writers
- demonstrate an understanding of the ways in which the language used in Aboriginal writing promotes personal sovereignty
- demonstrate an understanding of Aboriginal sovereignty issues, as depicted in literature by Aboriginal writers
- identify issues of sovereignty, as presented in media works by Aboriginal creators

### ***Challenges***

- identify the challenge of maintaining cultural identity that faces Aboriginal peoples, as represented in Aboriginal literature
- demonstrate an understanding of stereotyping, as depicted in Aboriginal literary or media works
- describe the challenge of achieving personal well-being
- identify challenges addressed in media works by Aboriginal creators

### ***Writing***

- use a variety of print and electronic sources to gather information and develop ideas for personal, school, and workplace-related writing
- identify the informational and literary forms suited to various purposes and audiences and use the forms appropriately in their own writing
- use organizational structures and patterns to produce coherent written work
- revise their written work, collaboratively and independently, focusing on accuracy of information and clear expression
- edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as prescribed for this course, with the support of print and electronic resources when appropriate

## **Aboriginal Governance: Emerging Directions, Grade 12, University/College Preparation (NDG4M)**

### ***Identity***

- demonstrate an understanding that Aboriginal self-governance is grounded in Aboriginal peoples' beliefs and values

- demonstrate an understanding of various forms of social organization of Aboriginal peoples that help define their identity
- describe traditional forms of Aboriginal decision making and their relevance to contemporary efforts of Aboriginal peoples to establish their identity as autonomous peoples
- describe the impact that governance has with respect to Aboriginal identity

### ***Relationships***

- demonstrate an understanding of the historical context that underlies current relationships between Aboriginal peoples and the government of Canada
- describe the changing nature of the legal and political relationships between Aboriginal peoples and the government of Canada
- describe social and political conditions that affect the current dialogue between Aboriginal peoples and other Canadians

### ***Sovereignty***

- identify a variety of Aboriginal peoples' views relating to sovereignty and governance
- describe how the self-determination of Aboriginal peoples is reflected in community-based activities
- identify various forms of decision making and leadership that facilitate the autonomy of Aboriginal peoples
- describe the concept of Aboriginal self-determination that involves the equitable sharing of lands, resources, and economic development

### ***Challenges***

- identify the challenges involved in the implementation of self-determination
- describe strategies to resolve land and jurisdictional issues affecting the future of Aboriginal and Canadian relations
- demonstrate an understanding of the resourcefulness and commitment of Aboriginal peoples in addressing the needs of their communities
- identify creative alternatives and solutions that promote economic self-reliance for Aboriginal communities

## **Issues of Indigenous Peoples in a Global Context, Grade 12, University/College Preparation (NDW4M)**

### ***Identity***

- demonstrate an understanding of how certain terms relating to Aboriginal peoples change when they are used in an international context
- identify where indigenous peoples are situated throughout the world

- describe emerging global economic and environmental practices and their impact on indigenous cultural identity
- identify some of the challenges to maintaining their identities that indigenous communities throughout the world encounter in a highly industrialized world
- demonstrate an understanding of the commonality of world views of indigenous peoples around the world

### ***Relationships***

- describe some of the international indigenous peoples' organizations developed by indigenous peoples throughout the world
- describe similarities and differences in the relationships between the world's indigenous populations and their national governments
- describe the current dialogue concerning renewed relationships between indigenous peoples and various national governments
- demonstrate an understanding of the distinction between the terms *indigenous people* and *indigenous populations*
- identify examples of partnerships between indigenous communities and national governments or multinational corporations to foster indigenous economic self-sufficiency

### ***Sovereignty***

- identify the nature and scope of "self-determination" as articulated by indigenous peoples worldwide
- describe the basis for the autonomy of indigenous peoples
- describe efforts by the world's indigenous peoples to lobby the international community for recognition of their right to self-determination
- describe the importance of international forums for advancing the rights of indigenous peoples around the world

### ***Challenges***

- identify the common issues facing the world's indigenous peoples
- demonstrate an understanding of the factors that influence indigenous peoples' participation in international affairs or the global economy
- describe a variety of approaches that indigenous peoples are taking to preserve and maintain indigenous knowledge as it relates to such things as culture, language, and the environment

# SCIENCE, GRADES 9 AND 10 (2008) AND GRADES 11 AND 12 (2008)

First Nations, Métis, and Inuit connections can be made in many of the expectations in the science curriculum relating science to technology, society, and the environment. In addressing these expectations, students explore First Nations, Métis, and Inuit connections to various science-related technologies in such areas as environmental sustainability, climate change, resource extraction and processing, and human health and nutrition. The curriculum encourages students to look at the perspectives and world views of Indigenous cultures as they relate to scientific issues.

Some subjects and courses within the science curriculum may not lend themselves to the exploration of First Nations, Métis, and Inuit connections. Below are listed only the subjects and courses that offer clear opportunities for such connections.

## Science, Grade 9, Academic (SNC1D)

### *B. Biology: Sustainable Ecosystems*

#### **B1. Relating Science to Technology, Society, and the Environment**

**B1.2** evaluate the effectiveness of government initiatives in Canada (federal, provincial, municipal) and/or the efforts of societal groups or non-governmental organizations, such as Aboriginal communities, environmental groups, or student organizations, with respect to an environmental issue that affects the sustainability of terrestrial or aquatic ecosystems (e.g., wetland restoration, recycling programs, Canada–Ontario Environmental Farm Plans, stewardship of national and provincial parks) [AI, C]

**Sample questions:** ... How have the actions of ... Aboriginal fisheries-management ... groups helped to ensure ecological sustainability? What further action could such groups take?

### *C. Chemistry: Atoms, Elements, and Compounds*

#### **C1. Relating Science to Technology, Society, and the Environment**

**C1.2** assess social, environmental, and economic impacts of the use of common elements or compounds [AI, C]

**Sample questions:** How has the presence of mercury in water bodies in Northern Ontario affected the environment and the lives of Aboriginal people? ...

### *D. Earth and Space Science: The Study of the Universe*

#### **D3. Understanding Basic Concepts**

**D3.6** describe various reasons that humankind has had for studying space (e.g., to develop calendars for agricultural purposes, to forecast weather, for celestial navigation, for religious inspiration) and the conceptions of the universe held by various cultures and civilizations (e.g., Aboriginal peoples; ...)

## Science, Grade 9, Applied (SNC1P)

### *B. Biology: Sustainable Ecosystems and Human Activity*

#### **B1. Relating Science to Technology, Society, and the Environment**

**B1.2** assess the effectiveness of a local initiative of personal interest that seeks to ensure the sustainability of a terrestrial or aquatic ecosystem (e.g., ... conservation efforts of local Aboriginal communities; ...), and explain why the initiative is important to the sustainability of the ecosystem [AI, C]

### *D. Earth and Space Science: Space Exploration*

#### **D3. Understanding Basic Concepts**

**D3.6** describe the role of celestial objects in the traditions and beliefs of selected cultures and civilizations (e.g., Aboriginal peoples; ...)

## Science, Grade 10, Academic (SNC2D)

### *D. Earth and Space Science: Climate Change*

#### **D1. Relating Science to Technology, Society, and the Environment**

**D1.1** analyse current and/or potential effects, both positive and negative, of climate change on human activity and natural systems (e.g., ... loss of traditional lifestyles for Inuit as Arctic ice shrinks; ...) [AI, C]

## BIOLOGY, GRADES 11 AND 12

### **Biology, Grade 11, University Preparation (SBI3U)**

#### *F. Plants: Anatomy, Growth, and Function*

#### **F1. Relating Science to Technology, Society, and the Environment**

**F1.1** evaluate, on the basis of research, the importance of plants to the growth and development of Canadian society (e.g., ... Aboriginal medicines, ...) [IP, PR, AI, C]

**F1.2** evaluate, on the basis of research, ways in which different societies or cultures have used plants to sustain human populations while supporting environmental sustainability (e.g., ... traditional Aboriginal corn production practices) [IP, PR, AI, C]

**Sample issue:** Aboriginal peoples living near Canada's boreal forest rely on forest plants for food and medicine. Plants are harvested by traditional methods to maintain natural habitats and local biodiversity. However, these traditional practices are threatened as more areas are subject to development and commercial resource exploitation.

## **Biology, Grade 11, College Preparation (SBI3C)**

### ***F. Plants in the Natural Environment***

#### **F1. Relating Science to Technology, Society, and the Environment**

**F1.1** analyse, on the basis of research, and report on ways in which plants can be used to sustain ecosystems [IP, PR, AI, C]

**Sample questions:** ... How have traditional Aboriginal seed maintenance and distribution practices helped sustain ecosystems in Aboriginal communities?

#### **F2. Developing Skills of Investigation and Communication**

**F2.2** investigate various techniques of plant propagation (e.g., ... traditional Aboriginal practices) [PR]

## **Biology, Grade 12, University Preparation (SBI4U)**

### ***E. Homeostasis***

#### **E1. Relating Science to Technology, Society, and the Environment**

**E1.2** evaluate, on the basis of research, some of the human health issues that arise from the impact of human activities on the environment (e.g., ... the effects of leaching of compounds from plastic products into soil and water) [IP, PR, AI, C]

**Sample questions:** In what ways have mining, forestry, and hydroelectric developments affected the health of Aboriginal people in Northern Ontario? ...

### ***F. Population Dynamics***

#### **F2. Developing Skills of Investigation and Communication**

**F2.3** determine, through laboratory inquiry or using computer simulations, the characteristics of population growth of two different populations (e.g., ... the increase of Aboriginal compared to non-Aboriginal populations and the significant difference in average age between the two groups) [PR, AI, C]

## **EARTH AND SPACE SCIENCE, GRADE 12**

### **Earth and Space Science, Grade 12, University Preparation (SES4U)**

#### ***E. Earth Materials***

##### **E1. Relating Science to Technology, Society, and the Environment**

**E1.1** assess the direct and indirect impact on local, provincial/regional, or national economies of the exploration for and extraction and refinement/processing of Earth materials (e.g., gold, uranium, sand, gravel, dimension stone, fossil fuels)

[AI, C] **Sample questions:** ... What is the impact on the economy of local Aboriginal communities of diamond mining on their lands?

## **ENVIRONMENTAL SCIENCE, GRADE 11**

### **Environmental Science, Grade 11, University/College Preparation (SVN3M)**

#### ***C. Human Health and the Environment***

##### **C1. Relating Science to Technology, Society, and the Environment**

**C1.1** analyse grassroots initiatives that are intended to reduce the impact of environmental factors on human health (e.g., community cleanup of local aquatic or terrestrial environments; ...) [AI, C]

**Sample issue:** People from the Grassy Narrows Reserve in Northern Ontario were experiencing chronic health problems. They commissioned a study, which found that many animals and fish that were part of a traditional diet were contaminated with mercury and heavy metals. Guidelines were proposed to limit consumption of the affected animals, and thereby improve people's health.

**C1.2** evaluate the effectiveness of government initiatives that are intended to reduce the impact of environmental factors on human health (e.g., ... provincial laws regulating drinking water; ...) [AI, C]

**Sample questions:** ... Why are there concerns about the water quality in many First Nations communities in Canada? ...

##### **C3. Understanding Basic Concepts**

**C3.5** identify a variety of populations who are particularly vulnerable to the effects of environmental factors, and explain why these populations are vulnerable (e.g., ... Inuit who follow a traditional diet are vulnerable to contaminants that accumulate in the fatty tissue of sea mammals because these animals are their main food source)

### **Environmental Science, Grade 11, Workplace Preparation (SVN3E)**

#### ***C. Human Health and the Environment***

##### **C1. Relating Science to Technology, Society, and the Environment**

**C1.2** analyse how environmental contaminants can affect the health of different populations in Canada (e.g., mercury contamination in streams and rivers in Northern Ontario where Aboriginal people fish, toxins in Arctic sea mammals hunted by Inuit, ...) [AI, C]

## **SCIENCE, GRADE 12**

### **Science, Grade 12, University/College Preparation (SNC4M)**

#### ***B. Medical Technologies***

##### **B1. Relating Science to Technology, Society, and the Environment**

**B1.2** identify a variety of alternative technologies and therapies used to diagnose or treat human health conditions (e.g., ... Aboriginal healing practices), and assess the effectiveness of one such therapy [AI, C]

#### ***E. Science and Public Health Issues***

##### **E3. Understanding Basic Concepts**

**E3.6** explain why some populations are particularly susceptible to specific health problems (e.g., the risk of diabetes among First Nations populations; ...)

### **Science, Grade 12, Workplace Preparation (SNC4E)**

#### ***F. Nutritional Science***

##### **F1. Relating Science to Technology, Society, and the Environment**

**F1.2** evaluate the nutritional content of a menu (e.g., from the school cafeteria, a fast-food restaurant, a coffee shop, a retirement home, a hospital), and propose ways to improve it, using information from *Eating Well with Canada's Food Guide* or *Eating Well with Canada's Food Guide: First Nations, Inuit and Métis* [AI, C]

# SOCIAL SCIENCES AND HUMANITIES, GRADES 9 TO 12 (2013)

The expectations listed below address First Nations, Métis, and Inuit connections through a consideration of ways in which Indigenous beliefs and cultures affect various aspects of individual, family, and community life, including food choices (through comparisons between different versions of Canada’s Food Guides, including [\*Eating Well with Canada’s Food Guide: First Nations, Inuit and Métis\*](#)), individual and family lifestyles, fashion and creative expression, parent– child relationships, social and emotional development, and the development of social institutions. Students also have the opportunity to examine policies and issues affecting First Nations, Métis, and Inuit ways of life.

## EQUITY STUDIES

### Gender Studies, Grade 11, University/College Preparation (HSG3M)

#### **B. Foundations**

##### **B1. The Social Construction of Gender**

**B1.1** explain key terms and concepts relating to gender studies (*e.g., ... matriarchy, patriarchy, ... two-spirited, ...*)

**B1.3** analyse the ways in which gender intersects with other aspects of identity (*e.g., indigeneity, race, socio-economic status, sexual orientation, ability*) to create diverse gender role expectations and experiences

**Teacher prompts:** “What does Patricia Monture-Angus, a Mohawk woman, mean when she writes, ‘To artificially separate my gender from my race and culture forces me to deny the way I experience the world?’” ...

**B1.4** describe a range of gender roles in a variety of cultures and historical periods (*e.g., ... in First Nation, Métis, or Inuit cultures; ...*), and explain how and why these roles have changed over time

**Teacher prompts:** ... “What is the meaning and significance of the term *two-spirited* among many First Nations?”

##### **B2. Power Relations, Sex, and Gender**

**B2.1** analyse the ways in which power and privilege are unequally distributed between and among males and females in homes, schools, workplaces, and community settings (*e.g., with reference to financial decision-making, domestic chores, child and senior care, teacher attention, leadership opportunities, assigned duties, access to community resources*)

**Teacher prompts:** ... “What does the fact that more than 500 Aboriginal women are missing in Canada reveal about the position of Aboriginal women within Canada and their position in relation to Canadian women as a whole?”

**B2.3** analyse ways in which sexism can manifest itself in contemporary Canadian society (*e.g., in the family, sports and athletics, politics and government; through the climate at work or school; through jokes and language; in terms of employment*)

*opportunities or access to economic resources*), and assess ways to address these manifestations of sexism

**Teacher prompts:** ... “How do the Indian Act and Bill C-31 discriminate against Aboriginal women?” ...

**B2.4** explain variations in power relations between men and women within patriarchal and matriarchal societies (*e.g., in matriarchal or matrilineal societies such as the Oneida, Cayuga, Mohawk, Seneca, Tuscarora, or Onondaga First Nations ...*), with reference to a variety of social roles and responsibilities (*e.g., parental roles, decision making, economic responsibilities, leadership roles, training and educational options*)

### **B3. Representations of Gender**

**B3.4** describe how visual art works, literature, and film can raise awareness of gender equity and changing gender expectations in society (*e.g., art work by ... Shelley Niro, Rebecca Belmore; literature by ... David Alexander Robertson, ... ; films by ... Tracey Deer*)

## **C. Gender Issues and Gender Related Policy in Context**

### **C1. Securing Rights and Social Supports**

**C1.1** describe the relevant social context of and issues of concern to contemporary and historical women’s movements (*e.g., issues such as women’s suffrage, property ownership, birth control and reproductive rights, equal pay for equal work and equal pay for work of equal value, violence against women and children, education for girls and women in developing nations, the contribution of women’s unpaid domestic and volunteer work to the family and the economy, discrimination in development assistance*), and evaluate the achievements of these movements

**Teacher prompts:** ... “What specific issues confront, or have confronted, First Nation, Métis, and Inuit women?” ...

### **C2. Local and Global Challenges**

**C2.3** analyse the relationship between gender and environmental issues in both Canadian and global contexts ...

**Teacher prompts:** ... “What effects has oil sands development in Alberta had on women in the Lubicon First Nation?” ...

### **C3. Gender-Based Violence and Its Prevention**

**C3.4** demonstrate an understanding of a range of awareness and prevention strategies relating to forms of gender-based violence, including sexual assault and gender-based bullying and harassment (*e.g., ... the Sisters in Spirit initiative of the Native Women’s Association of Canada; ...*)

## **D. Implementing Change**

### **D1. Changes in the Workplace**

**D1.3** assess the contribution of Canadian legislation as well as government and employment policies to gender equity in the workplace (*e.g., pay equity legislation, employment equity legislation, human rights codes, maternity and parental leave policies, equity and antidiscrimination policies*), and explain how these policies were achieved

**Teacher prompts:** “... Why do women from some visible minorities, including Aboriginal women, earn even less than other women?” ...

### **D2. Agents of Change**

**D2.1** describe the accomplishments of Canadian individuals and organizations in promoting gender equity and changing gender expectations (*e.g., ... Jeannette Corbiere Lavell, ... the Native Women’s Association of Canada, ...*)

**Teacher prompts:** “What is the mission of the Native Women’s Association of Canada? How are Aboriginal women’s issues represented by other Aboriginal organizations?” ...

**D2.2** describe a range of organizations outside Canada, including international organizations and initiatives (*e.g., ... the International Indigenous Women’s Forum [FIMI]; ...*), that contribute to gender equity

## **Equity, Diversity, and Social Justice, Grade 11, Workplace (HSE3E)**

### **B. Foundations**

#### **B1. The Social Construction of Identity**

**B1.1** explain how various aspects of identity (*e.g., gender identity, sexual orientation, trans identities, race, culture, ethnicity, ability, language, class, faith, age, body image*) may be socially constructed and internalized (*e.g., through the media, parental expectations, religion, popular culture*)

**Teacher prompts:** ... “In what ways might identity formation be different for an Aboriginal person and a person of European background living in Canada?” ...

**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 (*e.g., with reference to ... stereotypical representations of Aboriginal people in films; ...*), and describe their possible impact on individuals (*e.g., the impact on well-being, self-image, their own attitudes and behaviour and those of others*)

**Teacher prompts:** ... “What impact might the stereotypical representation of certain groups (*e.g., ... Aboriginal people ...*) in the media have on members of these groups? What impact might positive representations have on members of these groups and on the wider society?”

...

## **B2. Power Relations**

**B2.1** explain how power and privilege operate in various Canadian social, economic, and political contexts (*e.g., in the arts, education, publishing, community organizations, professional sports, financial institutions, the labour market, the media, government*)

**Teacher prompts:** ... “How many texts written by Aboriginal authors are available in your school library or media centre? What do you think these numbers reflect?”

**B2.3** demonstrate an understanding of the difference between individual and systemic forms of discrimination and oppression (*e.g., ... the reserve system for First Nations peoples in Canada, ...*)

**Teacher prompts:** ... “Why do some Aboriginal adolescents have to leave their communities to go to high school? Do you think this constitutes an individual form of discrimination? Why or why not?” ...

**B2.4** describe the effects of discrimination and oppression on individuals and groups (*e.g., feelings of marginalization, powerlessness, anger, hopelessness; motivation to seek societal change or engage in advocacy, action*)

**Teacher prompts:** ... “How were individuals from Aboriginal communities affected by the residential school experience?” ...

## **C. Equity, Social Justice, and Change**

### **C1. Ethnocultural Diversity in Canada**

**C1.1** describe the ongoing challenges and struggles facing various racial, cultural, or national minority groups in Canada, including Aboriginal people and newcomers (*e.g., ... different social role expectations, ... prejudice and discrimination, racism, racial profiling, poverty*) **Teacher prompts:** ... “What challenges face First Nation people living on reserves? How do these compare to the challenges facing First Nation people living off reserve?”

**C1.2** describe the complexities of the relationship between an individual’s cultural heritage and Canadian values, beliefs, and practices (*e.g., ... mainstream Canadian attitudes towards and stereotypes of ... Aboriginal cultures; ...*)

**Teacher prompts:** “... How might Canadian values, beliefs, and practices be different if Aboriginal ways of knowing and being had been valued more widely in the country’s history?”

**C1.3** describe various racial, cultural, and national communities’ contributions to and influence on Canadian life and society (*e.g., with reference to the arts, sports, business, science, government, non-governmental organizations [NGOs]*)

**Teacher prompts:** ... “In what ways have NGOs associated with First Nations contributed to Canadian society?” ...

### **C2. Equity and Social Justice in Canada**

**C2.1** describe a variety of historical and contemporary examples of inequity and social injustice in Canada (*e.g., ... living conditions in ... First Nation communities; ...*)

**C2.2** demonstrate an understanding of Canada’s historical and current relationship with First Nation, Métis, and Inuit peoples, and of the ways in which Aboriginal people have worked to achieve recognition of Aboriginal and treaty rights (*e.g., by forming Aboriginal organizations, through the courts, by lobbying governments, through*

*appeals to the United Nations and the international community, through demonstrations and blockades)*

**Teacher prompts:** “What issues and actions led to the Canadian government’s apology for the residential school system?” “Why isn’t it common for Aboriginal children to be educated in their own language?” “Where and why have First Nations used blockades?”

### **C3. Social Activism**

**C3.1** describe the impact of historically important social movements (*e.g., movements in support of... Aboriginal rights, ...*)

## **D. Promoting Equity and Social Justice**

### **D1. Respecting Diversity**

**D1.3** describe various policies and initiatives in the school, workplace, and community that are designed to promote respect for diversity (*e.g., student equity groups, ... school/workplace antidiscrimination policies, multiculturalism policy*)

**Teacher prompts:** “How can ... National Aboriginal Day events enhance respect for diversity in the community? To what extent can such festivals help to change people’s attitudes? What are their limitations?” ...

## **Equity and Social Justice: From Theory to Practice, Grade 12, University/College Preparation (HSE4M)**

### **A. Research and Inquiry Skills**

#### **A1. Exploring**

**A1.3** formulate effective questions to guide their research and inquiry

**Teacher prompts:** “If you were studying media representations of Aboriginal youth, why would it be important to determine the origin or creator of the media products you are examining? How would you ensure that you have a diverse selection of sources? How might you determine whether the representation of Aboriginal youth varies in different types of media or in media from different regions or countries?”

### **B. Understanding Social Construction**

#### **B1. Approaches and Perspectives**

**B1.1** demonstrate an understanding of theoretical and research approaches associated with the study of equity and social justice issues (*e.g., ... indigenous knowledge approach*)

**B1.4** analyse ways in which social and cultural belief systems can affect perspectives on and decisions relating to equity and social justice issues (*e.g., one’s position on land development / resource exploitation versus the preservation of sites sacred to Aboriginal people; ...*)

## **C. Addressing Equity and Social Justice Issues**

### **C1. Historical and Contemporary Issues**

**C1.1** analyse the rationale for specific instances of social injustice in Canadian history (e.g., ... *forcing Aboriginal children to attend residential schools*; ...), and demonstrate an understanding of how perspectives on the issues related to these historical injustices have changed

**Teacher prompts:** ... “When did Aboriginal people in Canada obtain the vote? What was the rationale for the state’s withholding it from them?” ...

**C1.2** analyse a broad range of current equity and social justice issues in Canada (e.g., ... *Aboriginal land claim disputes and settlements*; ...) with reference to the underlying social circumstances and potential strategies for addressing the issues

### **C2. Leadership**

**C2.2** explain how the combination of circumstances and personal qualities and skills resulted in specific individuals’ becoming effective agents of change (e.g., ... *Jeannette Corbiere Lavell*, ...)

**C2.4** describe the issues leading to the establishment of a range of secular social justice movements or organizations (e.g., ... *the Assembly of First Nations*, ...), and assess the impact of these movements on individuals and groups

### **C3. Policies, Strategies, and Initiatives**

**C3.2** describe the ways in which Aboriginal peoples in Canada and other indigenous groups around the world (e.g., *the Innu of Labrador, the Lubicon Cree of Alberta*, ...) have used laws or international attention to try to effect changes in domestic policy with respect to social justice issues

**Teacher prompts:** “How and why is Amnesty International promoting the cause of the Lubicon Cree?” “... What is the position of Aboriginal groups in Canada with respect to the UN declaration? What is the position of the Canadian government?”

## **World Cultures, Grade 12, University/College Preparation (HSC4M)**

### **B. The Concept of Culture**

#### **B2. Cultural Dynamics**

**B2.3** analyse ways in which culture is transmitted between groups (e.g., *through dispersion, incorporation, assimilation, diffusion, conquest, exogamy, cultural imperialism*) and how processes of transmission can result in changes to cultures, including loss of traditional culture

**Teacher prompts:** “What impact did the Canadian policy of forced assimilation have on First Nation people? ...” ...

## **C. Cultural Expressions**

### **C1. Art, Philosophy, and Religion**

- C1.1** describe forms of artistic expression found within a specific culture (e.g., ... *totem poles of West Coast First Nations in Canada, ...*), and explain how they relate to aspects of that culture (e.g., *spiritual or religious beliefs or rituals; military or political traditions; social roles and structures; values, norms, and attitudes; identities*)
- C1.3** demonstrate an understanding of various religious or spiritual beliefs (e.g., ... *Aboriginal or tribal spiritual beliefs*) found within a specific culture and of how they relate to various aspects of that culture (e.g., *dietary laws; social hierarchies; attitudes towards gender roles and social inequality; ethics and mores; rituals/practices around birth, marriage, sickness, death; educational practices; practices such as ... powwows, ...*)
- C1.4** analyse the ways in which a culture's relationship to the environment is reflected in its art, philosophy, and religious/spiritual beliefs (e.g., ... *the Aboriginal medicine wheel; ...*) **Teacher prompts:** "How is the Cree conception of Mother Earth reflected in that nation's relationship to the environment?" ...

### **C2. Cultural Expressions in Context**

- C2.1** analyse specific cultural expressions (e.g., in the areas of visual arts, music, dance, drama, literature, architecture, fashion, values, philosophy, religion, media) with reference to their function and the time and place with which they are associated
- Teacher prompts:** "What functions did wampum belts serve for Eastern Woodlands First Nations?" ...

**C2.3** compare similar forms of cultural expression in different cultures and/or historical periods (e.g., ... *Aboriginal art in ... Canada; ...*)

### **C3. Contributions and Influences**

- C3.2** assess the influence of the art, philosophy, and religious/spiritual beliefs or practices of one culture (e.g., ... *Haida masks, ...*) on forms of cultural expression produced by individuals or groups from other cultures
- C3.4** demonstrate an understanding of the ways in which Canadian individuals from various ethnocultural minority groups have contributed to and influenced Canadian culture and society (e.g., ... *Adam Beach, David Bouchard, ... Elijah Harper, ... Sandra Lovelace, ... Robbie Robertson, ...*)
- C3.5** assess the broad significance of historic cultural developments associated with a diverse range of ethnocultural groups (e.g., ... *the Three Sisters of Haudenosaunee agriculture; tobacco; the canoe; ...*)

## **D. Critical Cultural issues**

### **D1. Power Relations**

**D1.1** demonstrate an understanding of the dynamics of power relations within specific cultural groups (e.g., ... *the role of elders ... among First Nation peoples; the status of ... two-spirited people in Aboriginal cultures, ...*)

**Teacher prompts:** “What role do elders play in Mohawk society? What implications does this role have for the power dynamics within this society?” ...

**D1.2** analyse the potential impact on cultural identity and on the relations between cultural groups of cultural stereotypes, labelling, and misrepresentations found in mainstream media and popular culture (e.g., ... *stereotypes such as ... First Nation warriors; ...*)

**D1.3** analyse both the positive and negative aspects and effects of the interactions between minority and majority cultures in Canada and around the world (e.g., *interactions between Aboriginal peoples and majority cultures in Canada; ...*)

### **D2. Policies and Issues**

**D2.1** explain the impact of colonization on Aboriginal communities in Canada and other countries (e.g., *the loss of culture, autonomy, land, and way of life; the impact on language and spirituality; the effects of the introduction of alcohol and new diseases; the different impact on women, men, and children*)

**D2.4** analyse major past and present policies, practices, and cultural issues at the community, provincial, and national levels in Canada (e.g., *nativism; ... intermarriage and the status of First Nation women; ...*)

**Teacher prompts:** ... “What was the stated purpose behind residential schools for First Nation children?”

**D2.5** compare the context of and approaches implicit in Canada’s policies on diversity and multiculturalism with the context, approaches, and policies of other nations (e.g., ... *the Statement of the Government of Canada on Indian Policy [White Paper, 1969], ...*) **Teacher prompts:** ... “How do policies with respect to Aboriginal people in Canada compare to other nations’ policies in relationship to their indigenous populations?”

## FAMILY STUDIES

### Exploring Family Studies, Grade 9 or 10, Open (HIF1O/2O)

#### ***B. Self and Others***

##### **B3. Family Lifestyles**

**B3.2** describe differences in lifestyle among families from diverse backgrounds (*e.g., food choices; household division of labour; rules regarding children’s social life; gender roles; family celebrations and traditions; views on health and wellness; religious expression*)

**Teacher prompts:** ... “How might Aboriginal families living in urban locations and those living on reserves differ in their approach to family and community traditions?”

#### ***C. Daily Living Skills***

##### **C3. Practical Skills**

**C3.2** describe the elements of a healthy diet, and demonstrate the practical knowledge and skills required to prepare healthy meals and snacks (*e.g., ... an understanding of the guidelines in Canada’s Food Guide, including the First Nations, Inuit, and Métis version ...*)

#### ***D. Exercising Responsibility***

##### **D2. Family Responsibilities**

**D2.3** describe ways in which diverse families (*e.g., families from diverse backgrounds, nuclear versus extended families, upper-class versus working-class families*) perform their fundamental functions

**Teacher prompts:** ... “What impact has the Indian Act had on the ability of Aboriginal parents to perform their functions within the family (*e.g., with respect to educating children, passing on religious and spiritual practices, maintaining Aboriginal languages*)?”

## FASHION AND HOUSING

### Understanding Fashion, Grade 11, College Preparation (HNC3C)

#### *B. Influences on Fashion*

##### **B1. Cultural Influences**

**B1.1** identify and describe garments and styles of personal adornment typical of various cultures ( *e.g.,...ribbon shirt dance, dance shawl...*)

**B1.3** describe ways in which current fashion trends reflect aspects of garments and adornment associated with various cultures (*e.g., ... moccasins, ...*)

### Housing and Home Design, Grade 11, Open (HLS3O)

#### *B. Housing Needs*

##### **B2. Homelessness and Inadequate Housing**

**B2.3** assess the laws and policies that protect the housing rights of individuals and families in Canada (*e.g., the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act, Residential Tenancies Act*)

**Teacher prompts:** “In what ways has the reserve system limited the ability of First Nation people to adequately meet their housing needs

#### *C. Social, Economic, and Legal Considerations*

##### **C1. The Impact of Social Factors**

**C1.1** analyse the impact of current social and demographic factors on housing (*e.g., changing family structures, population fluctuations, economic conditions, government policies and services, technological advances, environmental issues, green space regulations*)

**Teacher prompts:** ... “What groups are particularly vulnerable to homelessness (*e.g., Aboriginal people, ...*)? Why?”

##### **C2. Housing for Specialized Markets**

**C2.3** explain the specific roles of various agencies and programs that assist people to acquire and/or maintain housing (*e.g., ... the First Nations Market Housing Fund; housing loan guarantees from the Department of Indian and Northern Affairs; ...*)

## **The World of Fashion, Grade 12, University/College Preparation (HNB4M)**

### ***B. History and Influences***

#### **B1. Fashion History**

**B1.1** analyse the impact on the fashion industry of historical developments and social issues (e.g., economic conditions, class structure, gender roles, religious practices, environmental issues, trade and exploration, colonization, industrialization, natural disasters, labour practices in the garment industry, scientific discoveries and technological changes) **Teacher prompts:** ... “How did European demand for fur affect Aboriginal people’s relationship to the land and animals in colonial North America? What were the consequences for Aboriginal people living on the North American plains?”

## **FOOD AND NUTRITION**

### **Food and Nutrition, Grade 9 or 10, Open (HFN1O/2O)**

#### ***A. Research and Inquiry Skills***

##### **A1. Exploring**

**A1.3** formulate effective questions to guide their research and inquiry

**Teacher prompt:** “If you were researching Aboriginal recipes, what might be the advantage of investigating foods based on ingredients that are available in an urban setting (e.g., sweet potatoes) as well as foods based on ingredients that are more readily available in rural settings (e.g., venison)?”

### **Food and Culture, Grade 11, University/College Preparation (HFC3M)**

#### ***A. Research and Inquiry Skills***

##### **A1. Exploring**

**A1.3** formulate effective questions to guide their research and inquiry

**Teacher prompt:** “If you were researching food served at harvest celebrations, why might it be advantageous to compare the celebrations of indigenous and non-indigenous groups? Which aspects of the food and celebrations would you compare?”

## **B. Culture, Foods, and Food Practices**

### **B2. Food Guidelines**

**B2.2** compare key recommendations and foods represented in various versions of Canada's Food Guide (*e.g., First Nations, Inuit, and Métis version; ...*)

**Teacher prompt:** "How does the First Nations, Inuit, and Métis version of Canada's Food Guide reflect the rural traditions of these groups?"

## **Food and Culture, Grade 11, Workplace Preparation (HFC3E)**

### **B. Culture, Foods, and Food Practices**

#### **B1. Food Choices**

**B1.2** identify specific foods that are served for special occasions in Canada and other countries (*e.g., for national holidays, cultural and religious celebrations, weddings, harvest celebrations*)

**Teacher prompts:** ... "What are some cultures in which specific holidays are marked by obtaining special foods (*e.g., by killing a whale?*)"

#### **B2. Food Guidelines**

**B2.2** compare recommendations in Canada's Food Guide with those in the First Nations, Inuit, and Métis Food Guide

**Teacher prompt:** "How does the First Nations, Inuit, and Métis version of Canada's Food Guide reflect the rural traditions that are an inherent part of First Nation, Inuit, and Métis cultures?"

## **Nutrition and Health, Grade 12, University Preparation (HFA4U)**

### **B. Nutrition and Health**

#### **B4. Nutritional Status**

**B4.3** explain how various factors (*e.g., genetics, deterioration of infrastructure, environmental governance, trade embargos, war, natural disasters*) affect the nutritional status of specific population groups in Canada and around the world

**Teacher prompts:** "What factors have contributed to limited access to fresh water in such rural communities as ... the Kashechewan First Nation?" ... "In what ways has access to traditional foods been restricted for many Aboriginal people in Canada? What are some of the specific effects of this restriction on their nutritional status?"

### **D. Local and Global Issues**

#### **D1. Food Security**

**D1.2** explain how and why various social, cultural, and economic factors (*e.g., gender, ethnicity, income, employment, religious or political affiliation*) contribute to nutritional inequalities among people within the same community

**Teacher prompt:** ... “Why does being an Aboriginal person in Canada increase one’s likelihood of experiencing inadequate nutrition?”

## **Nutrition and Health, Grade 12, College Preparation (HFA4C)**

### ***B. Nutrition and Health***

#### **B4. Nutritional Status**

**B4.3** identify factors that can contribute to the poor nutritional status of people in Canada and around the world (*e.g., genetic propensity to nutrition-related diseases such as diabetes; decaying infrastructure; natural disasters*)

**Teacher prompts:** ... “Why do some First Nation communities in Canada have such limited access to safe drinking water? How does limited access to safe drinking water affect the nutritional status of some First Nation groups?”

### ***D. Local and Global Issues***

#### **D3. Food Production and the Environment**

**D3.3** explain the effect of various environmental protection laws and regulations on food supply and production (*e.g., policies related to forest preservation, fuel emission standards, pesticide use*)

**Teacher prompt:** ... “How do current fishing and hunting bans affect relationships between Aboriginal and non-Aboriginal people in Canada?”

## **GENERAL FAMILY STUDIES**

### **Dynamics of Human Relationships, Grade 11, Open (HHD30)**

#### **B. Personal Growth and Development**

##### **B1. Personal Well-Being**

**B1.1** identify and describe the various components of personal well-being (*e.g., emotional well-being, satisfaction, vitality, resilience, self-esteem, autonomy, competence, engagement, a sense of meaning and purpose, feelings of trust and belonging*)

**Teacher prompts:** ... “The Cree concept of good health is ‘being alive well’. How does this concept of good health relate to personal well-being?”

#### **C. Healthy Relationships**

##### **C3. Dynamics and Challenges That Affect Relationships**

**C3.1** identify the roles people have in various relationships (*e.g., ... elder, ...*)

## **D. Rights and Responsibilities**

### **D1. Individual Rights and Responsibilities**

**D1.1** identify the rights of the individual in human interactions as outlined in a variety of laws and policies (e.g., ... *the Indian Act*, ...)

## **E. Interpersonal Skills**

### **E1. Making Decisions**

**E1.4** identify and consult a variety of credible resources for information and assistance in making decisions (e.g., ... *Native friendship centres*, ...)

### **E3. Resolving Conflicts**

**E3.3** identify various approaches that may be used to effectively resolve conflicts (e.g., *Aboriginal healing circles*, ...)

## **Families in Canada, Grade 12, University Preparation (HHS4U)**

### **C. The Impact of Norms, Roles, and Institutions**

#### **C2. The Effects on Intimate Relationships**

**C2.4** analyse differences among roles in intimate relationships in various social, historical, and ethnocultural contexts (e.g., ... *in First Nation or Inuit cultures*; ...)

#### **C3. The Effects on Family and Parent-Child Relationships**

**C3.2** analyse the ways in which caregiving responsibilities are carried out (e.g., *with reference to the sex of caregivers; whether caregiving is paid work; the extent to which children, grandparents, or other relatives are involved in providing care*) in diverse families (e.g., *working-class and upper-middle-class families, single-parent and extended families, grandparent-led families*)

**Teacher prompts:** ... “What roles do elders play in providing care in families?” ...

**C3.6** analyse the impact of social institutions (e.g., *educational, religious, economic, and political institutions*) on the socialization of family members

**Teacher prompts:** ... “How have government controls and interventions affected the lives of First Nation, Métis, and Inuit families?”

### **D. Trends, Issues, and Challenges**

#### **D3. Trends and Challenges in the Family and in Parent-Child Relationships**

**D3.3** assess the impact of current social trends, issues, and challenges relating to the functioning of families (e.g., *with reference to ... climate change*, ...)

**Teacher prompts:** ... “How has climate change affected Inuit families?”

## Families in Canada, Grade 12, College Preparation (HHS4C)

### A. Research and Inquiry Skills

#### A1. Exploring

**A1.1** explore a variety of topics related to families in Canada (e.g., ... *the impact of the Indian Act on First Nation families*) to identify topics for research and inquiry

### C. The Impact of Norms, Roles, and Institutions

#### C2. The Effects on Intimate Relationships

**C2.2** describe mate-selection, courtship, and marriage customs (e.g., *arranged and free-choice marriages; use of matchmakers; civil, religious, and tribal marriage ceremonies; polygamy and monogamy*) in various cultures, religions, and historical periods

**Teacher prompt:** “In what ways are marriage customs in contemporary Ojibwe communities similar to and different from Judeo-Christian marriage customs?”

**C2.4** describe differences among roles in intimate relationships in various social, historical, and ethnocultural contexts (e.g., ... *in First Nation or Inuit cultures; ...*)

## Human Development throughout the Lifespan, Grade 12, University/College Preparation (HHG4M)

### E. Social-Emotional Development and Personality

#### E3. Factors Affecting Social-Emotional Development

**E3.2** analyse the effects of socialization on the social-emotional functioning of individuals throughout the lifespan (e.g., *with respect to individuals’ values, behaviour, and sense of social responsibility; their ability to adjust to change, balance work and leisure, engage and communicate with other people and maintain relationships; their response to peer pressure, discrimination; the relationship between poor socialization and defiance, delinquency, and disengagement*)

**Teacher prompts:** “What have been some of the long-term effects of residential schools on the social-emotional functioning of First Nation children?” ...

## RAISING AND CARING FOR CHILDREN

### Working with Infants and Young Children, Grade 11, College Preparation (HPW3C)

#### *E. Addressing Social Challenges*

##### **E3. Social and Cultural Variations**

**E3.2** identify and evaluate a variety of strategies and activities used in early learning programs to create bias-free environments that support diversity

**Teacher prompts:** ... “How would you respond if children in your program wanted to play ‘Cowboys and Indians’?”

**E3.5** explain the role and function of various social agencies that early childhood educators can call on to provide support to families (*e.g., ... Native friendship centres*)

### Raising Healthy Children, Grade 11, Open (HPC3O)

#### *B. Child Growth and Development*

##### **B1. Pregnancy, Birth, and Postnatal Care**

**B1.2** identify appropriate prenatal and postnatal care and support programs and facilities that are available for parents in their community (*e.g., ... Native friendship centres, ...*)

#### *D. Child Rearing Around the World*

##### **D1. Family Variations**

**D1.3** describe ways in which families transmit their cultural and religious heritage to children (*e.g., through storytelling, visual arts, festivals, religious and other rituals*) as well as the ways in which families may be constrained in their ability to transmit their culture and religion **Teacher prompts:** ... “How did the residential school system constrain Aboriginal parents in their ability to pass on their language, culture, and religion to their children?”

#### *E. Addressing Social Challenges*

##### **E3. Society’s Role in the Lives of Children and Families**

**E3.3** identify community social programs and agencies that provide support to children and families (*e.g., ... Aboriginal Head Start programs, ...*)

## **Working With School-Age Children and Adolescents, Grade 12, College Preparation (HPD4C)**

### ***E. Addressing Social Challenges***

#### **E3. Social and Cultural Variations**

**E3.6** identify various organizations in the community that provide support to families (e.g., ... *Native friendship centres*, ...)

## **GENERAL SOCIAL SCIENCES**

### **Introduction to Anthropology, Psychology, and Sociology, Grade 11, University Preparation (HSP3U)**

#### ***A. Research and Inquiry Skills***

##### **A2. Investigating**

**A2.1** create appropriate research plans to investigate their selected topics (e.g., *outline purpose and method; identify sources of information; develop research tools such as surveys or questionnaires*), ensuring that their plans follow guidelines for ethical research

**Teacher prompts:** ... “What is the Tri-council Policy Statement on Ethical Conduct for Research Involving Humans? What does this policy statement say about doing research in Aboriginal communities?”

#### ***B. Anthropology***

##### **B2. Explaining Human Behaviour and Culture**

**B2.1** explain, from an anthropological perspective, how various factors (e.g., *physical environment, globalization, pandemics*) influence and shape human behaviour and culture (e.g., *technology, language, social structures, law, politics, religion and ritual, art*)

**Teacher prompts:** ... “What are some ways in which geographic location has influenced the development of Inuit culture?”

## **D. Sociology**

### **D3. Socialization**

**D3.1** explain how structural changes take place in social institutions (*e.g., family; religious institutions; legal, political, educational, and health systems; the military*) in response to diverse influences (*e.g., demographic or economic change, introduction of the Canadian Charter of Rights and Freedoms, social movements*)

**Teacher prompts:** “How has awareness of Aboriginal sentencing circles influenced the Canadian justice system?” ...

## **Introduction to Anthropology, Psychology, and Sociology, Grade 11, College Preparation (HSP3C)**

### **B. Anthropology**

#### **B2. Explaining Human Behaviour and Culture**

**B2.2** identify the effects that diffusion, assimilation, and multiculturalism have on culture

**Teacher prompt:** “What do you know about how the residential school system affected First Nation, Inuit, and Métis cultures and languages?”

## **Challenge and Change in Society, Grade 12, University Preparation (HSB4U)**

### **A. Research and Inquiry Skills**

#### **A2. Investigating**

**A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method; identify sources of information, develop research tools such as surveys or questionnaires*), ensuring that their plans follow guidelines for ethical research

**Teacher prompts:** ... “What is the Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans? Why has the Tri-Council developed a separate policy on ethical standards for research with indigenous and vulnerable populations?”

### **B. Social Change**

#### **B2. Causes and Effects of Social Change**

**B2.1** describe ways in which influential Canadian leaders have contributed to social change (*e.g., ... Phil Fontaine, Roberta Jamieson, ...*)

## **C. Social Patterns and Trends**

### **C1. Demographics**

**C1.1** describe population trends in Canada and around the world (*e.g., rural-suburban-urban migration, the baby boom effect, differences between the demographic profiles of developed and developing nations*)

**Teacher prompts:** ... “What are some of the implications of the fact that Aboriginal people are one of the fastest-growing groups among urban populations in Canada?”

## **D. Global Social Challenges**

### **D3. Exploitation**

**D3.2** explain ways in which some Canadian government policies have resulted in unfair or unjust exploitation of individuals and groups (*e.g., policies establishing Aboriginal residential schools ...*)

**Teacher prompts:** “What is the impact of the Indian Act on Aboriginal women?”

## **PHILOSOPHY**

### **Philosophy: The Big Questions, Grade 11, University/College Preparation (HZB3M)**

#### **A. Research and Inquiry Skills**

##### **A1. Exploring**

**A1.1** explore a variety of topics related to philosophical questions and/or issues (*e.g., ... Do people living in the present have a moral obligation to redress the wrongs done by their ancestors – for example, against Aboriginal peoples? ...*) to identify topics for research and inquiry

#### **D. The Relevance of Philosophy**

##### **D1. The Relevance to Everyday Life and Society**

**D1.2** explain the relevance of some of the big questions of philosophy to their community and the broader society (*e.g., ... about equality and justice in policies regarding ... Aboriginal people; ...*)

## Philosophy: Questions and Theories, Grade 12, University (HZT4U)

### *D. Core Topics: Ethics*

#### **D2. Exploring Ethics**

**D2.1** explain, with reference to some classic and contemporary texts, different theories in ethics ... and the ethical implications underlying various religious texts (e.g., ... *Anishinaabe Principles of Life and Seven Grandfather Teachings*, ...)

## WORLD RELIGIONS

### World Religions and Belief Traditions: Perspectives Issues, and Challenges, Grade 11, University/College Preparation (HRT3M)

#### *B. Approaches to the Study of the Sacred*

#### **B1. Why Study World Religions and Belief Traditions?**

**B1.1** identify diverse religions and belief traditions that are found in Canada (e.g., ... *First Nation and Inuit ritual and spirituality*, ...)

#### *C. Religious and Spiritual Impulse*

#### **C1. Functions of Human Belief Traditions**

**C1.4** analyse how experiences and practices associated with various belief systems may change over time, and suggest reasons for the changes

**Teacher prompts:** ... “How might the commercial image of tobacco affect the way it is perceived within and outside First Nation cultures?” ...

#### **C2. The Search for Meaning**

**C2.2** identify and explain concepts associated with the journey of life and the quest for meaning in various religions and belief traditions (e.g., ... *the Aboriginal sacred path*)

**Teacher prompts:** ... “How does the First Nation concept of walking the sacred path incorporate ideas about physical, emotional, environmental, and spiritual healing?” ...

**C2.4** explain how ideas about death and the afterlife in various religions and belief traditions (e.g., *Chinvat; heaven, hell, and purgatory; nirvana; reincarnation*) reflect conceptions of the spiritual journey in these traditions

**Teacher prompts:** ... “How do the burial practices of various First Nation communities express their understanding of the journey of life?” ...

## **D. Sacred Teachings and Practices**

### **D1. Tenets, Practices, and Teachings**

**D1.1** explain the concept of the supernatural and the role of entities associated with it in various religions and belief traditions (*e.g., angels, avatars, the creator, deities, demons, spirits, saints, souls*)

**Teacher prompts:** ... “How did beliefs about the supernatural influence the decision of the Adivasi, the Aboriginal people of the Narmada River, to protest the construction of a dam?”

**D1.2** identify and explain the central tenets of various religions and belief traditions (*e.g., ... the Code of Handsome Lake*)

**D1.3** describe actions people perform to fulfil the expectations of their particular belief tradition (*e.g., Aboriginal respect for and protection of the environment, ...*)

**Teacher prompts:** ... “How have First Nation beliefs about the natural world inspired the spawn-on-kelp sustainable fishing industry?”

**D1.4** explain how concepts of time, creation, and the afterlife are reflected in the teachings and practices of various religions and belief traditions (*e.g., karma, samsara and nirvana, sin and salvation*)

**Teacher prompts:** ... “How do the cultural practices and spiritual beliefs of various First Nations reflect their knowledge and understanding of cyclical processes in nature?”

**D1.6** explain how differing interpretations of specific teachings have arisen within various faith communities (*e.g., interpretations of: the relative importance of scripture and tradition; the role and place of human beings in the world; the relative importance of individual versus community values; ...*)

**Teacher prompts:** ... “How is the emphasis on community responsibility over individual rights reflected in First Nation traditions?”

### **D2. The Sacred Writings and Oral Teachings**

**D2.1** identify significant sacred writings ... and oral teachings (*e.g., the Code of Handsome Lake, the Seven Grandfather Teachings, ...*) of various religions and belief traditions

**D2.3** identify the central principles outlined in key oral teachings and passages of sacred writings in various religions and belief traditions (*e.g., ... Aboriginal creation stories*)

### **D3. Prescribed Roles and Influential Figures**

**D3.2** identify and explain the purpose of specific roles associated with various religions and belief traditions (*e.g., ... elder, ... senator in the Métis tradition, ...*)

**D3.3** identify influential figures associated with various religions and belief traditions (*e.g., ... Handsome Lake*), describe the contexts in which they emerged, and summarize their influence on the particular religion or belief tradition

## **E. Rites and Observance**

### **E1. Daily Living as Sacred Reality**

**E1.3** explain the origins of the daily practices of various religions or belief traditions (e.g., ... *Prayer to the Four Directions*)

**Teacher prompts:** ... “How might geography or environment affect the rituals of Prayer to the Four Directions?”

**E1.4** describe how major historical events and movements have shaped the daily practices of various religions and belief traditions (e.g., ... *the residential schools experience for First Nation and Métis people*)

### **E2. Rites and Rituals**

**E2.2** explain the origin and significance of various belief-related rituals, symbols, and  
**Teacher prompts:** ... “Why is the medicine wheel a common symbol used in contemporary First Nation art and culture?” ...

**E2.4** describe how major historical events and movements have shaped the rituals of various religions and belief traditions (e.g., ... *the Blackfoot sun dance, the potlatch*)  
**Teacher prompts:** “In what ways has contact with Europeans changed the potlatch ritual over the past two centuries?” ...

## **F. Social and Cultural Contexts**

### **F1. Cultural Contexts**

**F1.1** identify and explain the significance of signs and symbols associated with various religions and belief traditions (e.g., ... *the medicine wheel, ...*)

**Teacher prompts:** ... “How do the colours in a medicine wheel embody the First Nation concept of the importance of the physical, spiritual, and natural worlds?” ...

**F1.3** analyse the ways in which various religions and belief traditions are reflected in specific works of art, architecture, music, literature, and dance; in styles of dress; and in cuisines (e.g. ... *the architecture of Douglas Cardinal*)

**Teacher prompts:** ... “How are Aboriginal attitudes towards the environment and geography reflected in the architecture of Douglas Cardinal?”

**F1.4** explain why certain cultural forms have special significance within particular religions and belief traditions (e.g., *Aboriginal drumming, ...*)

**Teacher prompts:** “Why is drumming important in many Aboriginal communities?”...

### **F3. Social Challenges**

**F3.1** explain why tensions and debates have arisen between various faith communities and society ( e.g.,...*Aboriginal women of Narmada*)

**Teacher prompts:** “How did the beliefs of the women of Narmada influence their decision to stage a non-violent protest against the construction of the Narmada Valley dam?” ...

**F3.2** explain how leaders from various religions and belief traditions have used religion to oppose prejudice and discrimination (e.g., ... *Elijah Harper, ...*)

**F3.3** evaluate the influence of prejudice on public perceptions of the practices of various religious institutions and belief traditions (e.g., ... *First Nations' use of tobacco and sweetgrass*) **Teacher prompts:** ... “How might efforts to discourage tobacco consumption conflict with First Nation beliefs?”

**F3.4** analyse how specific laws or historical events have affected relationships between the state and groups holding particular religious beliefs (e.g., ... *residential schools legislation and First Nation communities in Canada*)

**Teacher prompts:** ... “Why was the inclusion of smudging during the swearing in of Paul Martin’s cabinet a milestone in the relationship between the Canadian government and Canada’s Aboriginal people?” ...

#### **F4. Religion, Civil Society, and Popular Culture**

**F4.2** analyse ways in which popular culture uses traditional symbols, ideas, and other elements associated with various religions and belief traditions (e.g., *the use of dream catchers ... as decorative objects or fashion accessories, ...*)

**Teacher prompts:** “Why might the use of a dream catcher as a decorative item offend First Nation people?” ...

### **World Religions and Belief Traditions in Daily Life, Grade 11, Open (HRF30)**

#### **C. Community Within Sacred and Secular Contexts**

##### **C1. Historical Contexts**

**C1.1** identify and describe significant episodes from the history of various world religions and belief traditions

**Teacher prompts:** ... “Why is the founding of the Confederacy of Six Nations an important event in Haudenosaunee history?” “Why would the opening of the Woodlands Cultural Centre be a significant event for the Confederacy of Six Nations?” ...

**C1.2** identify major figures from the history of various world religions and belief traditions, and explain their origins, roles, and contributions

**Teacher prompts:** ... “How have the Haudenosaunee been influenced by those born outside their nation, such as Peacemaker?” ...

##### **C2. Community Beliefs and Practices**

**C2.2** describe various roles played by people in different belief traditions (e.g., *senators in the Métis tradition; ...*)

**C2.4** describe difficulties that individuals may encounter in Canadian society when their religious observance includes particular practices in regard to dress, diet, or behaviour (e.g., ... *offering tobacco*)

### **C3. Belief Traditions and Popular Culture**

**C3.1** describe ways in which popular culture uses traditional symbols, ideas, and other elements associated with various world religions and belief traditions

**Teacher prompts:** ... “How does the commercialization of tobacco use in popular culture conflict with the sacred role of tobacco in First Nation traditions?” ...

### **D. Actions**

#### **D1. Festivals, Celebrations, and Commemorations**

**D1.2** identify and describe the observances and practices associated with the major festivals, commemorations, and celebrations of various world religions and belief traditions (e.g., ... *dancing at powwows*, ...)

**Teacher prompts:** ... “Why is drumming often a significant feature in the festivals of indigenous people in Canada and around the world?”

**D1.3** describe the role and significance of fasts and feasts in various belief traditions

**Teacher prompts:** ... “How does the nalukataq – the spring whaling festival – express the significance of the whale to the Inuit community?”

**D1.4** explain how practices and rituals employed in festivals and celebrations of various religions and belief traditions reflect the teachings of those traditions

**Teacher prompts:** ... “How does the redistribution of goods in a potlatch express the importance of community interdependence?”

**D1.5** explain the origins of symbols associated with specific religious festivals, celebrations, and commemorations (e.g., ... *sweetgrass*)

#### **D2. Rites of Passage**

**D2.1** identify and explain the purpose of key rites of passage in various world religions and belief traditions (e.g., *rituals associated with death, marriage, naming a child*)

**Teacher prompts:** “Why is the naming ceremony such a significant aspect of First Nation ... traditions?” ...

**D2.3** demonstrate an understanding of symbols, art, and literature associated with rites of passage in various religions and belief traditions

**Teacher prompts:** ... “How do the symbols woven into the dream catcher for newborn Ojibwe babies convey the values of the community?”

#### **D3. Daily Observances**

**D3.2** describe the role and significance of daily observances in different world religions and belief traditions (e.g., ... *sunrise ceremony*, ...)

**Teacher prompts:** ... “How might the observation of the sunrise ceremony affect and reflect an individual’s attitude towards the natural world?”

## ***E. Sacred Stories and Writings***

### **E1. Role of Sacred Writings, Oral Teachings, and Stories**

**E1.3** describe various sacred writings and oral teachings, providing specific examples from various world religions and belief traditions (*e.g., ... the Great Law of Peace of the Longhouse People, ...*)

**Teacher prompts:** ... “Why is the Haienwtha Belt (wampum belt) categorized by some as both a form of sacred writing and an oral teaching?”

**E1.4** explain the intended message of specific passages from sacred writings or oral teachings from various religions and belief traditions (*e.g., ... the Seven Grandfather Teachings*)

**Teacher prompts:** “How would your life change if you were to try to live according to the Seven Grandfather Teachings?” ...

### **E2. Influence of Sacred Writings, Oral Teachings, and Stories**

**E2.1** explain the influence of sacred writings and oral teachings in the origin and development of various world religions and/or belief traditions (*e.g., the Code of Handsome Lake, ...*) **Teacher prompts:** “What do we know about the circumstances that influenced the development of the Code of Handsome Lake?”

...

**E2.2** identify key precepts (*e.g., the Golden Rule*) derived from the sacred writings and oral teachings of various world religions and belief traditions and describe any commonalities **Teacher prompt:** “What similarities do you see between the Code of Handsome Lake and the Golden Rule?”

**E2.3** explain the connections between the sacred stories and writings of various world religions and belief traditions and their festivals, celebrations, rites of passage, and daily observances (*e.g., ... the Haudenosaunee creation story and the Green Corn Festival*)

**E2.4** explain the relationships between sacred stories and various symbols and works of art, music, or literature

**Teacher prompts:** “Why might Bill Reid have chosen each of the figures that were included in the sculpture *Spirit of Haida Gwaii*?” ...

## ***F. Dimensions of the Sacred***

### **F1. Sacred Time**

**F1.1** describe ways in which common celebrations and commemorations associated with various religions and/or belief traditions are linked to concepts of time

**Teacher prompts:** ... “Based on what you know about the potlatch celebration, why would it make more sense to celebrate a potlatch during the winter months rather than the summer months?”

## **F2. Sacred Place**

- F2.1** describe the main features of the places of worship of various religions or belief traditions **Teacher prompts:** ... “How does the construction of a sweat lodge reflect the understandings and beliefs of First Nation people about the natural world?” ...
- F2.2** explain ways in which attitudes and actions of believers are shaped by convictions about the significance of place (*e.g., places such as Turtle Island for the Haudenosaunee people, ...*) **Teacher prompts:** ... “How are Aboriginal people’s attitudes towards the environment and the earth a reflection of their larger belief tradition?” ...
- F2.3** identify the relationship between place and common celebrations and commemorations (*e.g., cenotaphs on Remembrance Day*)  
**Teacher prompts:** ... “Why were the Stoney Point Ojibwe protesting at Ipperwash Provincial Park in 1995?”
- F2.4** identify various sacred places that are destinations for pilgrims (*e.g., Jerusalem, Mecca, Varanasi*) and explain the difference between a pilgrimage (*e.g., the hajj*) and other types of spiritual journey (*e.g., the vision quest*)  
**Teacher prompts:** ... “Why is there no specific place that a First Nation male must visit during his vision quest?”

# TECHNOLOGICAL EDUCATION, GRADES 9 AND 10 (2009) AND GRADES 11 AND 12 (2009)

First Nations, Métis, and Inuit connections can be made in some of the expectations in the technological education curriculum, especially those relating to technology and society. In addressing these expectations, students explore the impact of various technologies on Indigenous peoples and the response of Indigenous communities to the challenges and opportunities these technologies present.

In many of the Health Care and the Hospitality and Tourism courses, comparisons between different versions of Canada's Food Guides, including the guide for First Nations, Métis, and Inuit ([\*Eating Well with Canada's Food Guide: First Nations, Inuit and Métis\*](#)), give students a better understanding of the nutritional value of food from different cultures as well as cultural differences in food choices.

Some subjects and courses within technological education may not lend themselves to the exploration of First Nations, Métis, and Inuit connections. Below are listed only the subjects and courses that offer clear opportunities for such connections.

## **Construction Technology, Grade 10, Open (TCJ20)**

### ***D. Technology, the Environment, and Society***

#### **D2. Technology and Society**

**D2.1** identify the economic and social effects of the construction industry on society (e.g., ... effects of logging on traditional hunting by Aboriginal communities)

## **Hairstyling and Aesthetics, Grade 10, Open (TXJ20)**

### ***A. Hairstyling and Aesthetics Fundamentals***

#### **A3. Lifestyle, Attitudes, and Behaviour**

**A3.1** explain how personal well-being and professional success are enhanced by a healthy lifestyle (e.g., ... a holistic approach to well-being as found in Aboriginal cultures)

### ***B. Hairstyling and Aesthetics Skills***

#### **B2. Using Knowledge of Design**

**B2.3** use design knowledge and skills creatively in a variety of hairstyling and aesthetics marketing contexts (e.g., ... use of Aboriginal designs to market to the Aboriginal community)

## **C. Industry Practices, the Environment, and Society**

### **C2. Industry Practices and Society**

**C2.1** describe some key social issues that are of concern to the hairstyling and aesthetics industry (e.g., ... *cultural protocols, such as the Anishinaabe practice of collecting cut hair to dispose of in a culturally acceptable way*)

## **Health Care, Grade 10, Open (TPJ2O)**

### **A. Health Care Fundamentals**

#### **A1. Health Care Services**

**A1.1** describe the roles and responsibilities of various health care providers (e.g., ... *Aboriginal traditional healers*) and facilities ... in their community

**A1.3** describe the health services available in their community (e.g., ... *Aboriginal healing centres*)

#### **A2. Personal Health**

**A2.6** identify and describe mental health disorders that may affect adolescents (e.g., ... *disorders that are common in certain cultures*)

#### **A3. Conventional and Complementary Therapies**

**A3.1** compare conventional and complementary approaches to health care in terms of the therapeutic approaches used (e.g., *pharmaceutical medications versus herbal/natural remedies*) and the types of practitioners offering the services (e.g., *physicians versus ... Aboriginal healers*)

#### **A4. Child and Adolescent Abuse**

**A4.3** describe, on the basis of research, services and/or programs that are available in the local community to help children and adolescents deal with abuse and its consequences (e.g., ... *Aboriginal Head Start*)

### **B. Health Care Skills**

#### **B3. Nutrition and Meal Planning Using Canada's Food Guide**

**B3.1** identify the major topics covered by Canada's Food Guide (e.g., *food groupings, food guide servings, nutritional labelling information*), and describe the information that can be obtained from the guide and related resources (e.g., *Eating Well with Canada's Food Guide; Eating Well with Canada's Food Guide: First Nations, Inuit and Métis; ...*)

## **Hospitality and Tourism, Grade 10, Open (TFJ2O)**

### ***A. Hospitality and Tourism Fundamentals***

#### **A1. Services and Products of the Tourism Industry**

**A1.6** identify province-wide tourist activities and attractions in Ontario  
(*e.g., ... Aboriginal powwows*)

#### **A3. Common Ingredients in Food Preparation**

**A3.2** identify the origin or source of various food ingredients (*e.g., geographical origin or source, type of plant or animal from which they come, raw materials used in their manufacture*) and describe their use in the cuisine of various cultures (*e.g., Aboriginal use of wild rice...*)

### ***B. Hospitality and Tourism Skills***

#### **B2. Culinary Techniques and Serving Methods**

**B2.6** create simple meals from various culinary traditions (*e.g., ... Aboriginal, ...*), with appropriate functional garnishes (*e.g., ... berries on wild rice*)

### ***C. Industry Practices, the Environment, and Society***

#### **C1. Industry Practices and the Environment**

**C1.1** describe ways in which various aspects of the tourism industry affect the environment  
(*e.g., ... Aboriginal lands and traditions may be affected by ecotourism; ...*)

## **Manufacturing Technology, Grade 10, Open (TMJ2O)**

### ***C. Technology, the Environment, and Society***

#### **C2. Technology and Society**

**C2.1** describe the past and present effects of manufacturing on society (*e.g., ... effect of resource extraction on Aboriginal communities, ...*), and predict how manufacturing will affect society in the future

## **Technological Design, Grade 10, Open (TDJ2O)**

### ***B. Technological Design Skills***

#### **B1. Research, Planning, and Organization**

**B1.1** gather and use pertinent information (*e.g., on existing products, available materials, and other resources*) for a variety of design challenges (*e.g., ... birchbark canoe, tikinagan, ...*)

## COMMUNICATIONS TECHNOLOGY, GRADES 11 AND 12

### Communications Technology, Grade 11, University/College Preparation (TGJ3M)

#### *C. Technology, the Environment, and Society*

#### **C2. Technology and Society**

**C2.2** describe the effects of current trends in communications technology (*e.g., interactivity, on- demand programming, user-generated content, specialty channels such as the Aboriginal Peoples' Television Network*) on society and different cultures within society

### Communications Technology: Broadcast and Print Production, Grade 11, Open (TGJ3O)

#### *C. Technology, the Environment, and Society*

#### **C2. Technology and Society**

**C2.3** identify recent innovations in audio, video, broadcast journalism, graphic arts, and printing technologies (*e.g., increasing affordability and ease of use of high-quality equipment; development of software for performing complex tasks*) and describe their social and economic effects (*e.g., ... new opportunities for Aboriginal... groups to promote their culture and points of view; ...*)

## CONSTRUCTION TECHNOLOGY, GRADES 11 AND 12

### Construction Engineering Technology, Grade 11, College Preparation (TCJ3C)

#### *A. Construction Technology Fundamentals*

#### **A4. Design Considerations**

**A4.2** identify a variety of building types (*e.g., residential, institutional*), architectural styles (*e.g., ... Aboriginal*), and construction engineering features (*e.g., post and beam, keystone, steel supporting column*)

#### *D. Technology, the Environment, and Society*

#### **D2. Technology and Society**

**D2.1** describe the economic and social effects of the construction industry (*e.g., ... encroachment on Aboriginal lands*)

## **Construction Technology, Grade 11, Workplace Preparation (TCJ3E)**

### ***D. Technology, the Environment, and Society***

#### **D2. Technology and Society**

**D2.3** identify the economic and social effects of the construction industry on a community or region (*e.g., direct and indirect effects on ... Aboriginal land claims and traditional hunting*)

## **Custom Woodworking, Grade 11, Workplace Preparation (TWJ3E)**

### ***D. Technology, the Environment, and Society***

#### **D2. Technology and Society**

**D2.2** describe the economic and cultural effects of the custom woodworking industry (*e.g., ... opportunity to preserve and/or apply traditional designs*) on a specific community or population (*e.g., Aboriginal*)

## **Construction Engineering Technology, Grade 12, College Preparation (TCJ4C)**

### ***A. Construction Technology Fundamentals***

#### **A4. Design Considerations**

**A4.5** compare various building types (*e.g. residential, light commercial*), architectural styles (*e.g., ... Aboriginal*), and their engineering features (*e.g., engineered floor joists, exposed roof trusses, steel beams, fire barriers*)

### ***D. Technology, the Environment, and Society***

#### **D2. Technology and Society**

**D2.1** research and assess the economic and social effects of the construction industry (*e.g., ... encroachment on Aboriginal lands*)

## **Construction Technology, Grade 12, Workplace Preparation (TCJ4E)**

### ***D. Technology, the Environment, and Society***

#### **D2. Technology and Society**

**D2.3** assess the societal and cultural impact of construction-related emerging technologies from various perspectives (*e.g., Aboriginal, ...*)

## **Custom Woodworking, Grade 12, Workplace Preparation (TWJ4E)**

### ***D. Technology, the Environment, and Society***

#### **D2. Technology and Society**

**D2.2** assess economic and societal issues related to the custom woodworking industry (*e.g., ... logging near Aboriginal communities, ...*)

## **GREEN INDUSTRIES, GRADES 11 AND 12**

### **Green Industries, Grade 11, University/College Preparation (THJ3M)**

#### ***C. Technology, the Environment, and Society***

#### **C2. Technology and Society**

**C2.2** analyse societal issues relating to the green industries, and identify ways of resolving them, taking a variety of perspectives into account (*e.g., effects on Aboriginal hunting and harvesting territories, ...*)

### **Green Industries, Grade 11, Workplace Preparation (THJ3E)**

#### ***C. Technology, the Environment, and Society***

#### **C2. Technology and Society**

**C2.2** describe societal issues relating to the green industries, and identify ways of resolving them (*e.g., effects on Aboriginal hunting and harvesting territories, ...*)

### **Green Industries, Grade 12, University/College Preparation (THJ4M)**

#### ***C. Technology, the Environment, and Society***

#### **C2. Technology and Society**

**C2.1** analyse ways in which the green industries are affected by the social, economic, and cultural characteristics of the communities in which they operate (*e.g., relations with Aboriginal communities, ...*)

## **Green Industries, Grade 12, Workplace Preparation (THJ4E)**

### ***C. Technology, the Environment, and Society***

#### **C2. Technology and Society**

**C2.1** describe ways in which the green industries are affected by the social, economic, and cultural characteristics of the communities in which they operate (*e.g., relations with Aboriginal communities, ...*)

## **HAIRSTYLING AND AESTHETICS, GRADES 11 AND 12**

### **Hairstyling and Aesthetics, Grade 11, Workplace Preparation (TXJ3E)**

#### ***A. Hairstyling Aesthetics Fundamentals***

#### **A3. Business Practices and Strategies**

**A3.2** use a variety of teamwork and interpersonal skills to communicate and interact successfully with clients and co-workers (*e.g., understand and accommodate cultural differences in body language and communication style – for instance, many First Nations people show respect by not looking into the eyes of the person they are speaking to*)

#### ***C. Industry Practices, the Environment, and Society***

#### **C2. Industry Practices and Society**

**C2.2** describe how the hairstyling and aesthetics industry responds to various social issues and concerns (*e.g., ... cultural protocols, such as the Anishinaabe practice of collecting cut hair to dispose of in a culturally acceptable way*)

### **Hairstyling and Aesthetics, Grade 12, Workplace Preparation (TXJ4E)**

#### ***B. Hairstyling and Aesthetics Skills***

#### **B4. Maintaining a Safe and Healthy Work Environment**

**B4.5** explain why regular exercise and good nutrition (*e.g., as outlined in Eating Well with Canada's Food Guide [2007], as well as Eating Well with Canada's Food Guide: First Nations, Inuit and Métis, ...*) are important for maintaining healthy hair, skin, and nails and personal wellness

## **HEALTH CARE, GRADES 11 AND 12**

### **Health Care, Grade 11, University/College Preparation (TPJ3M)**

#### ***A. Health Care Fundamentals***

##### **A4. Lifestyle Choices**

- A4.1** identify and describe lifestyle choices that can improve a person's health and well-being (*e.g., using an Aboriginal medicine wheel as a health framework...*)
- A4.2** assess a simulated client's dietary strengths and weaknesses and make appropriate food and nutrition suggestions, using appropriate resources (*e.g., Eating Well with Canada's Food Guide [2007]; Eating Well with Canada's Food Guide: First Nations, Inuit and Métis; ...*)

### **Health Care, Grade 11, College Preparation (TPJ3C)**

#### ***A. Health Care Fundamentals***

##### **A4. Lifestyle Choices**

- A4.1** identify lifestyle choices that can improve a person's health and well-being (*e.g., ... using an Aboriginal medicine wheel as a health framework*)
- A4.2** assess a simulated client's dietary strengths and weaknesses and make appropriate food and nutrition suggestions, using appropriate sources (*e.g., Eating Well with Canada's Food Guide [2007]; Eating Well with Canada's Food Guide: First Nations, Inuit and Métis; ...*)

##### **A5. Disease Prevention and Treatment**

- A5.2** research and describe complementary methods of preventing and treating disease (*e.g., ... First Nations ritual of smudging to purify and cleanse the body, ...*)

### **Child Development and Gerontology, Grade 12, College Preparation (TOJ4C)**

#### ***A. Child Development and Gerontology Fundamentals***

##### **A4. Community Health and Social Services**

- A4.1** describe, on the basis of research, various community and public health programs and services that focus on the physical, psychological, cognitive, spiritual, and/or social well-being of children and older adults (*e.g., ... Aboriginal Head Start programs, ... Aboriginal elder programs, ...*)

## ***B. Child Development and Gerontology Skills***

### **B1. Meeting Nutritional Needs**

**B1.2** design an appropriate meal plan for a child and an older adult, using relevant resources (e.g., *Eating Well with Canada's Food Guide [2007]*, *Eating Well with Canada's Food Guide: First Nations, Inuit and Métis; ...*)

## **Health Care: Support Service, Grade 12, Workplace Preparation (TPJ4E)**

### ***A. Health Care Fundamentals***

#### **A5. Disease Prevention and Treatment**

**A5.1** compare conventional and complementary approaches to health care in terms of the therapeutic approaches used (e.g., *pharmaceutical medications versus herbal/natural remedies*) and the types of practitioners offering the services (e.g., *physicians versus ... Aboriginal healers*)

## **HOSPITALITY AND TOURISM, GRADES 11 AND 12**

### **Hospitality and Tourism, Grade 11, College Preparation (TFJ3C)**

#### ***A. Hospitality and Tourism Fundamentals***

##### **A2. Health and Wellness**

**A2.2** identify the essential principles of nutrition as referenced in Canada's Food Guide and accompanying resources (e.g., *Eating Well with Canada's Food Guide [2007]*; *Eating Well with Canada's Food Guide: First Nations, Inuit and Métis; ...*)

##### **A3. Culinary Knowledge**

**A3.5** identify key characteristics that define a particular cuisine (e.g., *... Aboriginal, ...*)

### **Hospitality and Tourism, Grade 11, Workplace Preparation (TFJ3E)**

#### ***A. Hospitality and Tourism Fundamentals***

##### **A2. Characteristics of Foods**

**A2.1** assess the basic nutritional values (e.g., *in terms of carbohydrates, proteins, fats, vitamins, minerals*) of a variety of food products, using appropriate resources (e.g., *Eating Well with Canada's Food Guide [2007]*; *Eating Well with Canada's Food Guide: First Nations, Inuit and Métis*)

## **Hospitality and Tourism, Grade 12, College Preparation (TFJ4C)**

### ***A. Hospitality and Tourism Fundamentals***

#### **A3. Culinary Knowledge**

**A3.2** explain how to incorporate nutritional principles in menu planning (*e.g., follow recommendations in Canada's Food Guide and accompanying resources [Eating Well with Canada's Food Guide (2007); Eating Well with Canada's Food Guide: First Nations, Inuit and Métis; ...]*)

## **Hospitality and Tourism, Grade 12, Workplace Preparation (TFJ4E)**

### ***A. Hospitality and Tourism Fundamentals***

#### **A2. Planning Nutritious Meals**

**A2.1** describe the essential principles of nutrition as referenced in Canada's Food Guide and accompanying resources (*e.g., Eating Well with Canada's Food Guide [2007]; Eating Well with Canada's Food Guide: First Nations, Inuit and Métis; ...*)

**A2.2** identify various food products and cuisines from around the world and assess the nutritional value of various popular dishes using appropriate resources (*e.g., Eating Well with Canada's Food Guide [2007]; Eating Well with Canada's Food Guide: First Nations, Inuit and Métis; ...*)

### ***B. Hospitality and Tourism Skills***

#### **B2. Food Preparation and Presentation**

**B2.5** prepare a variety of international recipes in accordance with the culinary traditions of various cultures (*e.g., Aboriginal, ...*)

## **MANUFACTURING TECHNOLOGY, GRADES 11 AND 12**

### **Manufacturing Engineering Technology, Grade 11, University/College Preparation (TMJ3M)**

#### ***C. Technology, the Environment, and Society***

##### **C1. Technology and the Environment**

**C1.1** analyse the effects that various manufacturing activities have on the environment (*e.g., ... effects on Aboriginal hunting and gathering grounds*)

**C2. Technology and Society**

**C2.1** describe the social and economic consequences that a manufacturing activity can have or has had on individuals and society, including Aboriginal communities

**C2.2** explain how the manufacturing industry affects the local and provincial economy  
(*e.g., with respect to ... impact on First Nation communities*)

**Manufacturing Technology, Grade 11, College Preparation (TMJ3C)**

***C. Technology, the Environment, and Society***

**C2. Technology and Society**

**C2.1** explain how the manufacturing industry affects the local and provincial economy  
(*e.g., with respect to ... impact on First Nation communities*)

