

Afro Probe

Inventory of Curriculum Guideline Objectives

**as specified by the Ontario Ministry of Education
2006**

Order of Unit Information

- 1. A Day in the Life of a Child**
- 2. Sustainable Agriculture in Ethiopia**
- 3. Children and HIV/AIDS in Lesotho**

A Day in the Life of A Child

Summary of Learning Objectives Addressed

From the Ontario Ministry of Education (4-8)

ENGLISH	Unit Opener Geography Activities: A—D	Orientation Activity	Ndidi—At school, going to a wedding	Work! Work! Work!	Market	Play With Me!	Focus on sports	Courage	If I Lived In Africa	Candle of Hope
Language: Reading (4-8) 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;	•	•	•	•	•	•	•	•	•	•
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;			•	•	•	•	•	•	•	
3. use knowledge of words and cueing systems to read fluently;			•	•	•	•	•	•	•	•
Language: Writing (4-8) 1. generate, gather, and organize ideas and information to write for an intended purpose and audience;		•		•	•	•	•	•	•	•
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;				•	•	•	•	•	•	•
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;			•	•	•	•	•	•	•	•
Oral Communication (4-8) 1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;	•	•	•	•	•	•	•	•	•	

Oral Communication (cont'd)	Unit Opener Geography Activities: A—D	Orientation Activity	Ndiri—At school, going to a wedding	Work! Work! Work!	Market	Play With Me!	Focus on sports	Courage	If I Lived In Africa	Candle of Hope
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;		•	•	•	•	•	•	•	•	
Language: Media Literacy (4-8) 1. demonstrate an understanding of a variety of media texts	•		•	•	•	•	•	•	•	
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;			•	•	•	•	•	•	•	
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;						•	•		•	•
GEOGRAPHY Inquiry and Research (4-8) locate relevant information from a variety of primary and secondary sources (e.g., primary sources: interviews, field studies, surveys; secondary sources: statistics, maps, diagrams, illustrations, print materials, videos, CD-ROMs, Internet sites);	•	•	•	•	•	•	•	•	•	
Patterns in Human Geography (Grade 8) 1. use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about patterns in human geography; 2. compare key characteristics (e.g., quality of life, level of industrialization and urbanization) of a number of developed and developing countries;		• •	• •	• •	• •	• •	• •	• •	• •	• •

GEOGRAPHY (cont'd)	Unit Opener Geography Activities: A—D	Orientation Activity	Ndidi—At school, going to a wedding	Work! Work! Work!	Market	Play With Me!	Focus on sports	Courage	If I Lived In Africa	Candle of Hope
Economic Systems (Grade 8) - explain how the availability of particular economic resources (e.g., quantity and quality of land, labour, capital, entrepreneurial ability) influences the economic success of a region;				•	•			•	•	
Migration (Grade 8) - use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about migration and its effects on people and communities;			•	•					•	
MUSIC (4-8) Overall expectations communicate their understanding and knowledge of music in appropriate ways (e.g., compare the characteristics of music of different historical periods; represent their response to music through painting); identify and perform music of a variety of cultures and historical periods				• •					• •	
DRAMA (4-8) * interpret and communicate the meaning of stories, poems, plays, and other material drawn from a variety of sources and cultures, using a variety of drama and dance techniques (4, 5), and evaluate the effectiveness of the techniques (6,7,8)								•		

A Day in the Life of A Child

Summary of Learning Objectives Addressed

From the Ontario Ministry of Education (9-12)

ENGLISH	Unit Opener Geography Activities: A—D	Orientation Activity	Ndiri—At school, going to a wedding	Work! Work! Work!	Market	Play With Me!	Focus on sports	Courage	If I Lived In Africa	Candle of Hope
Reading (9-12) - read and demonstrate understanding of a variety of literary and informational texts, from contemporary and historical periods - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays	•	•	•	•	•	•	•	•	•	•
Writing (9-12) - use a variety of print and electronic sources to gather information and explore ideas for their written work - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information - use a variety of organizational techniques to present ideas and supporting details logically and coherently		•	•	•	•	•	•	•	•	•
Language 9-12 - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences.	• •	• •	• •	• •	• •	• •	• •	• •	• •	• •

ENGLISH (cont'd)	Unit Opener Geography Activities: A—D	Orientation Activity	Ndidi—At school, going to a wedding	Work! Work! Work!	Market	Play With Me!	Focus on sports	Courage	If I Lived In Africa	Candle of Hope
Media Studies (9-12) - use knowledge of the elements, intended audiences, and production practices of a variety of media forms to analyse specific media works - use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect			•	•	•	• •	• •	•	•	
GEOGRAPHY Inquiry and Research (9-12) - communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques. - report on global issues that affect Canadians.	•			• •	•		•	• •	• •	• •
Geographic Foundations: Space and Systems Canadian and World Issues: A Geographic Analysis (12) - analyse the causes and effects of economic disparities around the world; compare the cultural, economic, and political aspirations of selected groups and the effects of their actions on local, national, and global geographic issues. World Geography: Human Patterns and Interactions (12) explain the influence of social, political, cultural, economic, and environmental factors on human environments and activities.		•		• •	•	• •	• •	• •	• •	• •

	Unit Opener Geography Activities: A—D	Orientation Activity	Ndidi—At school, going to a wedding	Work! Work! Work!	Market	Play With Me!	Focus on sports	Courage	If I Lived In Africa	Candle of Hope
<p>Global Connections</p> <p>Travel and tourism: A Regional Geographic Perspective (11) - explain the social, environmental, cultural, economic, and political effects of travel and tourism on various destination regions; - compare the characteristics of selected tourist regions of the world.</p> <p>Canadian and World Issues: A Geographic Perspective (12) - analyse the influences that increase the interdependence of countries around the world; - analyse instances of international cooperation and conflict and explain the factors that contributed to each; - evaluate the social, economic, and environmental impact of the strategies for sustainable development implemented by a variety of individuals, organizations, and institutions.</p> <p>World Geography: Human Patterns and Interactions (12) - evaluate the effectiveness of international organizations in strengthening the links among world peoples; - analyse examples of cultural/economic/ecological convergence and divergence to identify their causes; - evaluate the effects of the information revolution, technological progress, and global trade on selected world regions</p>			•	•	•	•	•	•	•	

	Unit Opener Geography Activities: A—D	Orientation Activity	Ndidi—At school, going to a wedding	Work! Work! Work!	Market	Play With Me!	Focus on sports	Courage	If I Lived In Africa	Candle of Hope
Global Connections (cont'd) World Geography: Urban Patterns and Interactions (12) - analyse the relationships between cities and their surrounding regions.				•	•		•	•		
HISTORY Methods of Historical Inquiry and communication All History Courses (10-12) - interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry; - communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.				• •			• •	• •	• •	
Communities: Local, National, Global World History Since 1900 (11) - demonstrate an understanding of the nature of empires and the emergence of nationalist aspirations throughout the world since 1900; - describe major global and regional conflicts and their consequences, as well as instances of international cooperation, since 1900; - evaluate significant changes in the international community from 1900 to the present.				• • •			• • •	• • •		

HISTORY (cont'd)	Unit Opener Geography Activities: A—D	Orientation Activity	Ndidì—At school, going to a wedding	Work! Work! Work!	Market	Play With Me!	Focus on sports	Courage	If I Lived In Africa	Candle of Hope
Change and Continuity World History Since 1900 (11) - describe the nature and impact of significant change since 1900; - explain the importance of chronology and cause-and-effect relationships within the context of history since 1900.				<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 		
Citizenship and Heritage World History Since 1900 (11) - assess the importance of nationalism and internationalism in the world since 1900; - analyse the relationship between the individual and those in authority in various societies since 1900; - demonstrate an understanding of the variety of cultural expressions throughout the world since the beginning of the twentieth century. World History: The West and the World (12) - analyse different forms of artistic expression and how they have reflected or challenged the societies in which they have appeared; - assess the range and diversity of concepts of citizenship/ human rights that developed since the sixteenth century. Adventures in World History (12) - describe types of group membership and their influence on individuals and society; - describe various forms of artistic and cultural expression.				<ul style="list-style-type: none"> • • • • • • • • 	<ul style="list-style-type: none"> • • • • • 		<ul style="list-style-type: none"> • • • • • 	<ul style="list-style-type: none"> • • • • • 		

	Unit Opener Geography Activities: A—D	Orientation Activity	Ndidi—At school, going to a wedding	Work! Work! Work!	Market	Play With Me!	Focus on sports	Courage	If I Lived In Africa	Candle of Hope
Social, Economic and Political Structures World History Since 1900 (11) - describe key changes in structures & activities of everyday life since 1900; - describe major features of economic life since 1900; Adventures in World History (12) - describe changes in commercial exchange from antiquity to present day; Adventures in world History (12) - compare the roles and functions of individuals and groups in different societies and at different times;				•	•		•	•		
Communications and Technology Theory and Foundation (11, 12) - apply the design process to develop solutions, products, processes, or services in response to challenges or problems in electronic, live, recorded, or graphic communications; Skills and processes - effectively plan, organize, direct, and control a variety of communications activities; (11) - use current technology and production skills to develop a process or a product in response to a communications challenge or problem; (11) - use effective techniques to carry out and document the steps in pre-production, production, and post-production; (11)		•		•	•	•	•	•	•	•

Skills and processes (cont'd)	Unit Opener Geography Activities: A—D	Orientation Activity	Ndiri—At school, going to a wedding	Work! Work! Work!	Market	Play With Me!	Focus on sports	Courage	If I Lived In Africa	Candle of Hope
<ul style="list-style-type: none"> - design and plan solutions to problems both individually and as members of a team;(12) - select / safely use appropriate technologies and resources to solve problems in electronic, live, recorded, graphic communications technology; (12) <p>Impact and Consequences</p> <ul style="list-style-type: none"> - describe the social, environmental, and economic impacts of communications technology 				•		• •			• •	
<p>Introduction to Anthropology, Psychology and Sociology (11)</p> <p>Social Structures and Institutions</p> <ul style="list-style-type: none"> - identify social institutions common to many different cultures; - compare how selected social institutions function in a variety of cultures; 			• •	• •	• •	• •	• •	• •	• •	
<p>Media Arts</p> <p>Theory</p> <ul style="list-style-type: none"> -use appropriate vocabulary to discuss media art in variety of contexts; (11, 12) -describe how various concepts (e.g., elements, principles) and techniques and procedures are used in their media art works and the works of others; (11) -demonstrate understanding of basic concepts (e.g., elements, principles) and procedures used in media arts, and selected emerging technologies;(12) - demonstrate understanding of conventions used in media arts.(12) 			• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	

Media Arts (cont'd)	Unit Opener Geography Activities: A—D	Orientation Activity	Ndidi—At school, going to a wed-	Work! Work! Work!	Market	Play With Me!	Focus on sports	Courage	If I Lived In Africa	Candle of Hope
<p>Creation</p> <ul style="list-style-type: none"> - use media arts concepts in own work; (11) - use media arts concepts in the production of media art works; (12) - apply stages of creative process (e.g., researching, exploring, experimenting, executing, evaluating) to create art works individually and in groups; (11) - use and adapt the stages of the creative process in individual and collective productions; (12) - use concepts and procedures that media arts shares with other arts when creating works of media art; (11) - choose concepts and procedures from other art forms and other disciplines, and apply them appropriately in their media art works. (12) <p>Analysis</p> <ul style="list-style-type: none"> -evaluate the aesthetic components of their own and others' works of media art or productions, demonstrating an understanding of the process of critical analysis; (11) - analyze the impact of media art works and productions on themselves and their communities; (11, 12) 			•	•	•	• • • • • • • • • •	•	•	• • • • • • • • • •	
<p>Media Studies</p> <p>Media Texts (11)</p> <ul style="list-style-type: none"> - analyze, interpret, and assess the techniques, forms, style, and language of media works to describe and explain how different media communicate meaning; - analyze media representations to describe their content, identify bias, and explain their impact on audiences. 			• •	• •	• •	• •	•	•	•	

Media Studies (cont'd)	Unit Opener Geography Activities: A—D	Orientation Activity	Ndidj—At school, going to a wedding	Work! Work! Work!	Market	Play With Me!	Focus on sports	Courage	If I Lived In Africa	Candle of Hope
Media Production (11) - demonstrate an understanding of the interrelationship of form, content, and audience by creating media works for different audiences and purposes;						•	•		•	
Economics The Individual and The Economy (11) Economic Decision making - explain how the scarcity of economic resources requires individuals and societies to make economic choices; - analyse trends in labour markets. Analysing Current Economic Issues (12) Self Interest and Interdependence assess the ways in which, and the degree to which, people in Canada and other countries have become interdependent in the global economy;				• •				•	•	
Canadian and World Politics (12) Participation in the International Community - explain the rights and responsibilities of individual citizens, groups, and states in the international community;				•	•	•	•	•	•	

Canadian and World Politics (cont'd)	Unit Opener Geography Activities: A—D	Orientation Activity	Ndidj—At school, going to a wedding	Work! Work! Work!	Market	Play With Me!	Focus on sports	Courage	If I Lived In Africa	Candle of Hope
Values, Beliefs and Ideologies * compare the aspirations, expectations, and life conditions of people in developed and developing nations.		•	•	•	•	•	•	•	•	•
MUSIC Analysis * demonstrate the ability to listen attentively and with discernment to live and recorded music, using the stages of critical analysis (initial reaction, description, analysis, interpretation, and judgment) (9) * apply critical analysis processes to their artwork and works studied (10) * identify, analyse, and evaluate musical works through listening; (11), (12) * analyse the relationship between music and its cultural context; (11) * analyse and evaluate music from the romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music; (12)				• • • • •					•	
DRAMA * interpret a variety of global sources (e.g., stories, photographs, music), using a wide range of dramatic forms (e.g., improvisation, storytelling) (9) * create drama through research or the interpretation of a source(10) * create and present an original or adapted dramatic work; (11) * design, create, and present drama, using an ensemble approach;(12)							• • • •			

	Unit Opener Geography Activities: A—D	Orientation Activity	Ndidi—At school, going to a wedding	Work! Work! Work!	Market	Play With Me!	Focus on sports	Courage	If I Lived In Africa	Candle of Hope
Interdisciplinary Studies (11, 12) Preparing for research Accessing resources Processing information Assessing and extending research		•	•	•	•	•	•	•	•	•

Sustainable Agriculture In Ethiopia
Summary of Learning Objectives Addressed
From the Ontario Ministry of Education

Sustainable Agriculture In Ethiopia

Summary of Learning Objectives Addressed

From the Ontario Ministry of Education (4-8)

ENGLISH	Unit Opener Geography Activities: A—D	Orientation Activity: Defining sustainable development	Reading the Focus Article: Activities C & D + Extension	Personal Response 1: Global Warming	Personal Response 2: To Give or Not To Give	Personal Response 3: Where did my Cup of Coffee come from	Personal Response 4: Good News Report	Personal Response 5: Lyric Legacy	Personal Response 6& 7 Picture Per- fect / Diorama	Graphing Extension
Language: Reading (4-8) * read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;	•	•	•	•		•	•	•	•	•
* recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;				•		•	•	•	•	•
* use knowledge of words and cueing systems to read fluently;		•	•	•		•	•	•	•	•
Language: Writing (4-8) * generate, gather, and organize ideas and information to write for an intended purpose and audience;			•	•	•	•	•	•	•	
* draft and revise writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for purpose and audience;				•	•	•	•	•	•	
* use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;				•	•	•	•	•	•	
Oral Communication (4-8) * listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;	•	•	•	•			•	•		

	Unit Opener Geography Activities: A—D	Orientation Activity: Defining sustainable development	Reading the Focus Article: Activities C & D + Extension	Personal Response 1: Global Warming	Personal Response 2: To Give or Not To Give	Personal Response 3: Where did my Cup of Coffee come	Personal Response 4: Good News Re- port	Personal Response 5: Lyric Legacy	Personal Response 6& 7 Picture Per- fect / Diorama	Graphing Extension
Oral Communication (4-8) (cont'd) * use speaking skills and strategies appropriately to communicate with different audiences for a variety of pur- poses;		•	•	•	•	•	•			•
Language: Media Literacy (4-8) * demonstrate an understanding of a variety of media texts	•					•	•	•	•	
* create a variety of media texts for different purposes and audiences, us- ing appropriate forms, conventions, and techniques;						•	•	•		
GEOGRAPHY Inquiry and Research (4-8) * locate relevant information from a variety of primary and secondary sources (e.g., primary sources: inter- views, field studies, surveys; secondary sources: statistics, maps, diagrams, illustrations, print materials, videos, CD- ROMs, Internet sites);	•	•	•	•	•	•	•	•	•	•
Patterns in Human Geogra- phy (8) * use a variety of geographic represen- tations, resources, tools, and technolo- gies to gather, process, and communi- cate geographic information about pat- terns in human geography; * compare key characteristics (e.g., quality of life, level of industrialization and urbanization) of a number of devel- oped and developing countries;		• •	• •	• •	•	• •	• •	• •	• •	• •

Geography (cont'd)	Unit Opener Geography Activities: A—D	Orientation Activity: Defining sustainable development	Reading the Focus Article: Activities C & D + Extension	Personal Response 1: Global Warming	Personal Response 2: To Give or Not To Give	Personal Response 3: Where did my Cup of Coffee come	Personal Response 4: Good News Re- port	Personal Response 5: Lyric Legacy	Personal Response 6& 7 Picture Per- fect / Diorama	Graphing Extension
Economic Systems (Grade 8) * explain how the availability of particular economic resources (e.g., quantity and quality of land, labour, capital, entrepreneurial ability) influences the economic success of a region;		•	•	•	•	•	•	•	•	•
Geography: Migration (Grade 8) * use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about migration and its effects on people and communities;		•		•	•			•	•	
Mathematics Data Management (Grades 6-8) * apply a variety of data management tools and strategies to make convincing arguments about data;										•
SCIENCE * examine how weather forecasts influence decisions concerning human activity and how humans have adapted to a variety of weather conditions. (5) * examine how humans use the resources from the earth's different water systems and identify the factors involved in managing resources for sustainability. (8)		•	•	•			•	•	•	•

	Unit Opener Geography Activities: A—D	Orientation Activity: Defining sustainable development	Reading the Focus Article: Activities C & D	Personal Response 1: Global Warming	Personal Response 2: To Give or Not To Give	Personal Response 3: Where did my Cup of Coffee come	Personal Response 4: Good News Re- port	Personal Response 5: Lyric Legacy	Personal Response 6& 7 Picture Per- fect / Diorama	Graphing Extension
VISUAL ARTS * produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate art forms (4-8)									•	
DRAMA * interpret and communicate the meaning of stories, poems, plays, and other material drawn from a variety of sources and cultures, using a variety of drama and dance techniques (4, 5), and evaluate the effectiveness of the techniques (6,7,8)							•			
MUSIC * create and perform music, using a variety of sound sources; (4-6) * sing and play instruments with expression and proper technique (7-8) * read, write, and perform from musical notation accurately and with some fluency (7-8)								• • •		

Sustainable Agriculture In Ethiopia

Summary of Learning Objectives Addressed

From the Ontario Ministry of Education (9-12)

ENGLISH	Unit Opener Geography Activities: A—D	Orientation Activity: Defining sustain- able development	Reading the Focus Article: Activities C & D + Extension	Personal Response 1: Global Warming	Personal Response 2: To Give or Not	Personal Response 3: Where did my Cup of Coffee come	Personal Response 4: Good News Re- port	Personal Response 5: Lyric Legacy	Personal Response 6& 7 Picture Per- fect / Diorama	Graphing Extension
English: Reading (9-12) * read and demonstrate an understand- ing of a variety of literary and informa- tional texts, from contemporary and historical periods	•	•	•	•		•	•	•	•	•
English: Writing (9-12) * use a variety of print and electronic sources to gather information and ex- plore ideas for their written work * identify the literary and informational forms suited to various purposes and audiences and use the forms appropri- ately in their own writing, with an em- phasis on supporting opinions or inter- pretations with specific information * use a variety of organizational tech- niques to present ideas and supporting details logically and coherently in writ- ten work			•	•	•	•	•	•	•	•
English: Language 9-12 * use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience * use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role play- ing, and reporting/presenting, for spe- cific purposes and audiences		•	•	•	•	•	•	•	•	•

ENGLISH (cont'd)	Unit Opener Geography Activities: A—D	Orientation Activity: Defining sustain- able development	Reading the Focus Article: Activities C & D + Extension	Personal Response 1: Global Warming	Personal Response 2: To Give or Not To Give	Personal Response 3: Where did my Cup of Coffee come	Personal Response 4: Good News Re- port	Personal Response 5: Lyric Legacy	Personal Response 6& 7 Picture Per- fect / Diorama	Graphing Extension
Media Studies (9-12) * use knowledge of the elements, in- tended audiences, and production prac- tices of a variety of media forms to analyse specific media works * use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect							•	•	•	
GEOGRAPHY Inquiry and Research (9-12) * communicate the results of geo- graphic inquiries, using appropriate terms and concepts and a variety of forms and techniques. * report on global issues that affect Canadians.			•	•	•	•	•	•	•	•
Geographic Foundations: Space and Systems Canadian and World Issues: A Geographic Analysis (12) * analyse the causes and effects of economic disparities around the world; * compare the cultural, economic, and political aspirations of selected groups and the effects of their actions on local, national, and global geographic issues. World Geography: Human Pat- terns and Interactions (12) * explain the influence of social, politi- cal, cultural, economic, and environ- mental factors on human environments and activities.		•	•	•	•	•	•	•	•	•

GEOGRAPHY (cont'd)	Unit Opener Geography Activities: A—D	Orientation Activity: Defining sustain- able development	Reading the Focus Article: Activities C & D + Extension	Personal Response 1: Global Warming	Personal Response 2: To Give or Not To Give	Personal Response 3: Where did my Cup of Coffee come	Personal Response 4: Good News Re- port	Personal Response 5: Lyric Legacy	Personal Response 6& 7 Picture Per- fect / Diorama	Graphing Extension
<p>Human Environment Interactions</p> <p>Canadian and World Issues: A Geographic Analysis (12) * analyse the impact of selected global trends on people and environments at the local, national, and global level; * analyse geographic issues that arise from the impact of human activities on the environment in different regions of the world;</p> <p>World Geography: Human Patterns and Interactions (12) * evaluate ways in which humans adapt or have adapted to the natural environment and natural phenomena.</p>		• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •
<p>Understanding and Managing Change</p> <p>Geography (9-12) * explain how natural and human systems change over time and from place to place (9) * analyse the causes and consequences of climate change (11) * analyse various types of regional economies to determine the causes of regional economic disparities (12: various courses) * assess the effectiveness of measures to alleviate regional economic disparities and resolve conflicts related to them. (12: various courses)</p>		• • •	• • •	• • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •

GEOGRAPHY (cont'd)	Unit Opener Geography Activities: A—D	Orientation Activity: Defining sustain- able development	Reading the Focus Article: Activities C & D + Extension	Personal Response 1: Global Warming	Personal Response 2: To Give or Not To Give	Personal Response 3: Where did my Cup of Coffee come	Personal Response 4: Good News Re- port	Personal Response 5: Lyric Legacy	Personal Response 6& 7 Picture Per- fect / Diorama	Graphing Extension
Understanding and Man- aging Change (cont'd) World Geography: Human pat- terns and Interactions (12) * explain the causes and effects of human migrations;		•		•	•		•		•	
Canadian and World Issues: A Geographic Perspective (12) * analyse trends and predict changes in the human use of the earth and its resources; * evaluate the cultural, economic, and environmental impact of changing tech- nology; * evaluate the effectiveness of short- term and long-term solutions to geo- graphic problems and issues at the local, national, and global level.		• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •

GEOGRAPHY (cont'd)	Unit Opener Geography Activities: A—D	Orientation Activity: Defining sustain- able development	Reading the Focus Article: Activities C & D + Extension	Personal Response 1: Global Warming	Personal Response 2: To Give or Not To Give	Personal Response 3: Where did my Cup of Coffee come	Personal Response 4: Good News Re- port	Personal Response 5: Lyric Legacy	Personal Response 6& 7 Picture Per- fect / Diorama	Graphing Extension
<p>Global Connections</p> <p>Geography (9) * analyse connections between Canada and other countries ; * report on global issues that affect Canadians ; * analyse the causes and consequences of climate change ;</p> <p>Physical Geography (11): * explain the importance of water to global systems; analyse local, regional, and global issues related to physical geography;</p>		• •	• •	• •	• •	• •	• •	• •	• •	• •
<p>Travel and tourism: A Regional Geographic Perspective (11) * compare the characteristics of selected tourist regions of the world.</p> <p>Canadian and World Issues: A Geographic Perspective (12) * analyse the influences that increase the interdependence of countries around the world; * analyse instances of international cooperation and conflict and explain the factors that contributed to each; * evaluate the social, economic, and environmental impact of the strategies for sustainable development implemented by a variety of individuals, organizations, and institutions.</p>	•	• •	• •	• •	• •	• •	• •	• •	• •	• •

GEOGRAPHY (cont'd)	Unit Opener Geography Activities: A—D	Orientation Activity: Defining sustain- able development	Reading the Focus Article: Activities C & D + Extension	Personal Response 1: Global Warming	Personal Response 2: To Give or Not To Give	Personal Response 3: Where did my Cup of Coffee come	Personal Response 4: Good News Re- port	Personal Response 5: Lyric Legacy	Personal Response 6& 7 Picture Per- fect / Diorama	Graphing Extension
Global Connections (cont'd) World Geography: Human Patterns and Interactions (12) * evaluate the effectiveness of international organizations in strengthening the links among world peoples; * analyze examples of cultural/economic/ecological convergence and divergence to identify their causes; * evaluate the effects of the information revolution, technological progress, and global trade on selected world regions	•	•	•	•	•	• •	• •	• •	• •	• •
SCIENCE Earth and Space Science: Weather Dynamics (10) * investigate and analyze trends in local and global weather conditions to forecast local and global weather patterns Biology: Ecosystems and Human Activity (10) * demonstrate an understanding of ecosystems, including the relationship between ecological balance and the sustainability of life * analyze natural and human threats to a local ecosystem and propose viable solutions to restore ecological balance		•	• • •	• • •			• • •	• • •	• • •	• • •

SCIENCE (cont'd)	Unit Opener Geography Activities: A—D	Orientation Activity: Defining sustain- able development	Reading the Focus Article: Activities C & D + Extension	Personal Response 1: Global Warming	Personal Response 2: To Give or Not To Give	Personal Response 3: Where did my Cup of Coffee come	Personal Response 4: Good News Re- port	Personal Response 5: Lyric Legacy	Personal Response 6& 7 Picture Per- fect / Diorama	Graphing Extension
<p>Biology (11) * evaluate how the energy and nutri- tional needs of a population influence the development and use of plant sci- ence and technology.</p> <p>Science (11) Human Impact on the Environ- ment * analyse some of the environmental, technological, and social factors that affect the sustainability of the human population on Earth.</p>		•	•	•			•	•	•	•
<p>INTRODUCTION TO BUSINESS * evaluate the impact of businesses on their community (9) * describe how nations become interde- pendent through international business (10)</p>		• •	• •	•	•	• •	• •	• •		• •
<p>FOOD AND NUTRITION Diversity, Interdependence and Global Connections (10) * complete an investigation of current global issues related to food (e.g., food distribution, food shortages, gene ma- nipulation), using current social science research methods * identify the economic, political, and environmental factors that affect food production and supply throughout the world (12)</p>		• •	• •	• •	• •	• •	• •	• •	• •	• •

	Unit Opener Geography Activities: A—D	Orientation Activity: Defining sustain- able development	Reading the Focus Article: Activities C & D + Extension	Personal Response 1: Global Warming	Personal Response 2: To Give or Not To Give	Personal Response 3: Where did my Cup of Coffee come	Personal Response 4: Good News Re- port	Personal Response 5: Lyric Legacy	Personal Response 6& 7 Picture Per- fect / Diorama	Graphing Extension
<p>HISTORY</p> <p>Methods of Historical Inquiry and communication</p> <p>All History Courses (10-12) * interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry; * communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.</p>			• •	• •	• •		• •	• •	• •	• •
<p>Communities: Local, National, Global (cont'd)</p> <p>World History Since 1900 (11) * demonstrate an understanding of the nature of empires and the emergence of nationalist aspirations throughout the world since 1900; * describe major global and regional conflicts and their consequences, as well as instances of international cooperation, since 1900; * evaluate significant changes in the international community from 1900 to the present.</p> <p>Canadian History and Politics since 1945 (11) * describe how key global economic and environmental forces have affected Canadians since 1945;</p>			•	• •	• • •	• • •	• •	•	•	•

HISTORY (cont'd)	Unit Opener Geography Activities: A—D	Orientation Activity: Defining sustain- able development	Reading the Focus Article: Activities C & D + Extension	Personal Response 1: Global Warming	Personal Response 2: To Give or Not To Give	Personal Response 3: Where did my Cup of Coffee come	Personal Response 4: Good News Re- port	Personal Response 5: Lyric Legacy	Personal Response 6& 7 Picture Per- fect / Diorama	Graphing Extension
Communities: Local, Na- tional, Global (cont'd) American History (11) * analyse the development of the United States as a world power and how American policy has influenced communities outside the United States.			•		•	•				
Change and Continuity World History Since 1900 (11) * describe the nature and impact of significant change since 1900; explain the importance of chronology and cause-and-effect relationships within the context of history since 1900.			• •	• •	• •	• •	• •	• •	• •	• •
Adventures in World History (12) * explain how and why societies have changed from rural to urban; Canada: History, Identity and Culture (12) * evaluate the role of east-west and north-south ties in the development of Canada;		• •	• •	• •	• •	• •	• •	• •	• •	• •

HISTORY (cont'd)	Unit Opener Geography Activities: A—D	Orientation Activity: Defining sustain- able development	Reading the Focus Article: Activities C & D + Extension	Personal Response 1: Global Warming	Personal Response 2: To Give or Not To Give	Personal Response 3: Where did my Cup of Coffee come	Personal Response 4: Good News Re- port	Personal Response 5: Lyric Legacy	Personal Response 6& 7 Picture Per- fect / Diorama	Graphing Extension
<p>Citizenship and Heritage</p> <p>World History Since 1900 (11) * assess the importance of nationalism and internationalism in the world since 1900; * analyse the relationship between the individual and those in authority in various societies since 1900; * demonstrate an understanding of the variety of cultural expressions throughout the world since the beginning of the twentieth century.</p> <p>World History: The West and the World (12) * analyse different forms of artistic expression and how they have reflected or challenged the societies in which they have appeared; * assess the range and diversity of concepts of citizenship and human rights that have developed since the sixteenth century.</p> <p>Adventures in World History (12) * describe types of group membership and their influence on individuals and society; * describe various forms of artistic and cultural expression.</p>		•	•	•	•	•	•	•	•	

HISTORY (cont'd)	Unit Opener Geography Activities: A—D	Orientation Activity: Defining sustain- able development	Reading the Focus Article: Activities C & D + Extension	Personal Response 1: Global Warming	Personal Response 2: To Give or Not To Give	Personal Response 3: Where did my Cup of Coffee come	Personal Response 4: Good News Re- port	Personal Response 5: Lyric Legacy	Personal Response 6& 7 Picture Per- fect / Diorama	Graphing Extension
Social, Economic and Political Structures World History Since 1900 (11) * describe key changes in the structures and activities of everyday life since 1900; * describe major features of economic life since 1900; Adventures in World History (12) * describe changes in commercial exchange from antiquity to present day; Adventures in world History (12) * compare the roles and functions of individuals and groups in different societies and at different times;		• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •	• •
Communications and Technology Theory and Foundation (11, 12) * apply the design process to develop solutions, products, processes, or services in response to challenges or problems in electronic, live, recorded, or graphic communications; Skills and processes * effectively plan, organize, direct, and control a variety of communications activities; (11) * use current technology and production skills to develop a process or a product in response to a communications challenge or problem; (11) * use effective techniques to carry out and document the steps in pre-production, production, and post-production; (11)							• • • •	• • • •	• • • •	

Communications and Technology (cont'd)	Unit Opener Geography Activities: A—D	Orientation Activity: Defining sustainable development	Reading the Focus Article: Activities C & D + Extension	Personal Response 1: Global Warming	Personal Response 2: To Give or Not To Give	Personal Response 3: Where did my Cup of Coffee come	Personal Response 4: Good News Report	Personal Response 5: Lyric Legacy	Personal Response 6& 7 Picture Perfect / Diorama	Graphing Extension
Skills and processes (cont'd) * design and plan solutions to problems both individually and as members of a team; (12) * select and safely use the appropriate technologies and resources to solve problems in electronic, live, recorded, or graphic communications technology; (12)							• •	• •	• •	
Introduction to Anthropology, Psychology and Sociology (11) Social Structures & Institutions * identify social institutions common to many different cultures; * compare how selected social institutions function in a variety of cultures;							• •	• •	• •	
Media Arts Theory * use appropriate vocabulary to discuss media art in variety of contexts; (11, 12) * describe how various concepts (e.g., elements, principles) and techniques and procedures are used in their media art works and the works of others; (11) * demonstrate an understanding of the basic concepts (e.g., elements, principles) and procedures used in media arts, as well as selected emerging technologies;(12) * demonstrate an understanding of conventions used in the practice of media arts.(12)							• • • •	• • • •	• • • •	

Media Arts (cont'd)	Unit Opener Geography Activities: A—D	Orientation Activity: Defining sustain- able development	Reading the Focus Article: Activities C & D + Extension	Personal Response 1: Global Warming	Personal Response 2: To Give or Not To Give	Personal Response 3: Where did my Cup of Coffee come	Personal Response 4: Good News Re- port	Personal Response 5: Lyric Legacy	Personal Response 6& 7 Picture Per- fect / Diorama	Graphing Extension
<p>Creation * use media arts concepts in own work; (11) * use media arts concepts in the production of media art works; (12) * use both traditional and emerging technologies and procedures to create media art works; (11,12) * apply the stages of the creative process (e.g., researching, exploring, experimenting, executing, evaluating) to create art works individually and in groups; (11) * use and adapt the stages of the creative process in individual and collective productions; (12) * use concepts and procedures that media arts shares with other arts when creating works of media art.(11) * choose concepts and procedures from other art forms and other disciplines, and apply them appropriately in their media art works. (12)</p> <p>Analysis * evaluate the aesthetic components of their own and others works of media art or productions, demonstrating an understanding of the process of critical analysis;(11)</p>							<ul style="list-style-type: none"> • • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • • 	
<p>Media Studies Media Texts (11) * analyse, interpret, and assess the techniques, forms, style, and language of media works to describe and explain how different media communicate meaning; * analyse media representations to describe their content, identify bias, and explain their impact on audiences.</p>		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	

	Unit Opener Geography Activities: A—D	Orientation Activity: Defining sustain- able development	Reading the Focus Article: Activities C & D + Extension	Personal Response 1: Global Warming	Personal Response 2: To Give or Not To Give	Personal Response 3: Where did my Cup of Coffee come	Personal Response 4: Good News Re- port	Personal Response 5: Lyric Legacy	Personal Response 6& 7 Picture Per- fect / Diorama	Graphing Extension
Media Studies (cont'd) Media Production (11) * demonstrate an understanding of the interrelationship of form, content, and audience by creating media works for different audiences and purposes;							•	•	•	
Economics The Individual and The Economy (11) Economic Decision making * explain how the scarcity of economic resources requires individuals and societies to make economic choices; * analyse trends in labour markets. Analysing Current Economic Issues (12) Self Interest and Interdependence * assess the ways in which, and the degree to which, people in Canada and other countries have become interdependent in the global economy;		•	• •	• •	• •	• •	• •	• •	• •	• •

	Unit Opener Geography Activities: A—D	Orientation Activity: Defining sustain- able development	Reading the Focus Article: Activities C & D + Extension	Personal Response 1: Global Warming	Personal Response 2: To Give or Not To Give	Personal Response 3: Where did my Cup of Coffee come	Personal Response 4: Good News Re- port	Personal Response 5: Lyric Legacy	Personal Response 6& 7 Picture Per- fect / Diorama	Graphing Extension
<p>Canadian and World Politics (12) Participation in the International Community * explain the rights and responsibilities of individual citizens, groups, and states in the international community; * evaluate the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level.</p> <p>* evaluate the role of Canada and Canadians in the international community; * describe the structure and function of international intergovernmental and non-governmental organizations;</p> <p>Power, Influence and the Resolution of Differences * analyse how international organizations, the media, and technology are able to influence the actions of sovereign states;</p> <p>Values, Beliefs and Ideologies * compare the aspirations, expectations, and life conditions of people in developed and developing nations</p>		•	•	•	•	•	•	•	•	•

	Unit Opener Geography Activities: A—D	Orientation Activity: Defining sustain- able development	Reading the Focus Article: Activities C & D + Extension	Personal Response 1: Global Warming	Personal Response 2: To Give or Not To Give	Personal Response 3: Where did my Cup of Coffee come	Personal Response 4: Good News Re- port	Personal Response 5: Lyric Legacy	Personal Response 6& 7 Picture Per- fect / Diorama	Graphing Extension
MUSIC Analysis * demonstrate the ability to listen attentively and with discernment to live and recorded music, using the stages of critical analysis (initial reaction, description, analysis, interpretation, and judgment) (9) * apply critical analysis processes to their artwork and works studied (10) * identify, analyse, and evaluate musical works through listening; (11), (12) * analyse the relationship between music and its cultural context; (11)								• • • •		
DRAMA * interpret a variety of global sources (e.g., stories, photographs, music), using a wide range of dramatic forms (e.g., improvisation, storytelling) (9) * create drama through research or the interpretation of a source(10) * create and present an original or adapted dramatic work; (11) * design, create, and present drama, using an ensemble approach;(12)							• • • •			
Interdisciplinary Studies (11, 12) * Preparing for research * Accessing resources * Processing information * Assessing and extending research		•	•	•	•	•	•	•	•	•

HIV/AIDS And Children In Lesotho
Summary of Learning Objectives Addressed
From the Ontario Ministry of Education

HIV/AIDS And Children In Lesotho

Summary of Learning Objectives Addressed

From the Ontario Ministry of Education (4-8)

ENGLISH	Unit Opener Geography Activities: A—D	Personal Assess- ments + T chart comparison	Reading the Focus Article / Inferring Meaning	Compare & contrast Standard of Living + Extension 5	Headline News + Image Search Activity	Everyday heroes: Viewing Tsepong, Discussion + poster	Stephen Lewis: Extensions 1 & 2	International Re- sponse to AIDS: Extensions 3 & 4, Making a difference	Asmina's Story + UNICEF photo es- say: Extension 6	The Heaven Shop Extension 7
Language: Reading (4-8) * read and demonstrate an under- standing of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;	•		•	•	•			•	•	•
* recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;				•	•			•	•	•
* use knowledge of words and cueing systems to read fluently;		•	•	•	•			•	•	•
Language: Writing (4-8) * generate, gather, and organize ideas and information to write for an intended purpose and audience;			•	•	•	•	•	•	•	•
* draft and revise writing, using a vari- ety of informational, literary, and graphic forms and stylistic elements appropriate for purpose and audience;				•	•	•	•	•	•	•
* use editing, proofreading, and publish- ing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;				•	•	•	•	•	•	•
Oral Communication (4-8) * listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;	•	•	•	•		•	•	•	•	•

Oral Communication (4-8) (cont'd)	Unit Opener Geography Activities: A—D	Personal Assess- ments + T chart comparison	Reading the Focus Article / Inferring Meaning	Compare & contrast Standard of Living + Extension 5	Headline News + Image Search Activity	Everyday heroes: Viewing Tsepong, Discussion + poster	Stephen Lewis: Extensions 1 & 2	International Re- sponse to AIDS: Extensions 3 & 4, Making a difference	Asmina's Story + UNICEF photo es- say: Extension 6	The Heaven Shop Extension 7
* use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;		•	•	•	•	•	•	•	•	•
Language: Media Literacy (4-8) * demonstrate an understanding of a variety of media texts	•				•	•	•	•	•	
* identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;						•				
* create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;					•	•		•		
Geography: Inquiry and Research (4-8) * locate relevant information from a variety of primary and secondary sources (e.g., primary sources: interviews, field studies, surveys; secondary sources: statistics, maps, diagrams, illustrations, print materials, videos, CD-ROMs, Internet sites);	•	•	•	•	•	•	•	•	•	•
Patterns in Human Geography (Grade 8) * use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about patterns in human geography; * compare key characteristics (e.g., quality of life, level of industrialization and urbanization) of a number of developed and developing countries;		•	•	•	•	•	•	•	•	•

GEOGRAPHY (cont'd)	Unit Opener Geography Activities: A—D	Personal Assess- ments + T chart comparison	Reading the Focus Article / Inferring Meaning	Compare & contrast Standard of Living + Extension 5	Headline News + Image Search Activity	Everyday heroes: Viewing Tsepong, Discussion + poster	Stephen Lewis: Extensions 1 & 2	International Re- sponse to AIDS: Extensions 3 & 4, Making a difference	Asmina's Story + UNICEF photo es- say: Extension 6	The Heaven Shop Extension 7
Economic Systems (Grade 8) * explain how the availability of particu- lar economic resources (e.g., quantity and quality of land, labour, capital, entrepreneurial ability) influences the economic success of a region;		•	•	•	•	•	•	•	•	•
Geography: Migration (Grade 8) * use a variety of geographic represen- tations, resources, tools, and technolo- gies to gather, process, and communi- cate geographic information about mi- gration and its effects on people and communities;				•	•		•	•	•	•
Mathematics Data Management (Grades 6-8) * apply a variety of data management tools and strategies to make convincing arguments about data;				•						•
Health and physical Education * identify the physical, emotional, inter- personal, and spiritual aspects of healthy sexuality (e.g., respect for life, ethical questions in relationships, con- traception) (8)			•		•	•	•	•	•	•

	Unit Opener Geography Activities: A—D	Personal Assess- ments + T chart comparison	Reading the Focus Article / Inferring Meaning	Compare & contrast Standard of Living + Extension 5	Headline News + Image Search Activity	Everyday heroes: Viewing Tsepong, Discussion + poster	Stephen Lewis: Extensions 1 & 2	International Re- sponse to AIDS: Extensions 3 & 4, Making a difference	Asmina's Story + UNICEF photo es- say: Extension 6	The Heaven Shop Extension 7
MUSIC * create and perform music, using a variety of sound sources; (4-6) * sing and play instruments with expression and proper technique (7-8) * read, write, and perform from musical notation accurately and with some fluency (7-8)								• • •		
VISUAL ARTS * produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate art forms (4-8)						•				
DRAMA * interpret and communicate the meaning of stories, poems, plays, and other material drawn from a variety of sources and cultures, using a variety of drama and dance techniques (4, 5), and evaluate the effectiveness of the techniques (6,7,8)										•

HIV/AIDS And Children In Lesotho

Summary of Learning Objectives Addressed

From the Ontario Ministry of Education (9-12)

ENGLISH	Unit Opener Geography Activities: A—D	Personal Assess- ments + T chart comparison	Reading the Focus Article / Inferring Meaning	Compare & contrast Standard of Living + Extension 5	Headline News + Image Search Activity	Everyday heroes: Viewing Tsepong, Discussion + poster	Stephen Lewis: Extensions 1 & 2	International Re- sponse to AIDS: Extensions 3 & 4, Making a difference	Asmina's Story + UNICEF photo es- say: Extension 6	The Heaven Shop Extension 7
<p>Reading (9-12)</p> <ul style="list-style-type: none"> * read and demonstrate an understand- ing of a variety of literary and informa- tional texts, from contemporary and historical periods * demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays 	•	•	•	•	•	•		•	•	• •
<p>Writing (9-12)</p> <ul style="list-style-type: none"> * use a variety of print and electronic sources to gather information and ex- plore ideas for their written work * identify the literary and informational forms suited to various purposes and audiences and use the forms appropri- ately in their own writing, with an em- phasis on supporting opinions or inter- pretations with specific information * use variety of organizational tech- niques to present ideas and supporting details logically and coherently 		•	•	•	•	•	•	•	•	•
<p>Language 9-12</p> <ul style="list-style-type: none"> * use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience * use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role play- ing, and reporting/presenting, for spe- cific purposes and audiences 		• •	• •	• •	• •	• •	• •	• •	• •	• •

	Unit Opener Geography Activities: A—D	Personal Assess- ments + T chart comparison	Reading the Focus Article / Inferring Meaning	Compare & contrast Standard of Living + Extension 5	Headline News + Image Search Activity	Everyday heroes: Viewing Tsepong, Discussion + poster	Stephen Lewis: Extensions 1 & 2	International Re- sponse to AIDS: Extensions 3 & 4, Making a difference	Asmina's Story + UNICEF photo es- say: Extension 6	The Heaven Shop Extension 7
English: Media Studies (9-12) * use knowledge of the elements, in- tended audiences, and production prac- tices of a variety of media forms to analyse specific media works * use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect					• •	• •	•	•		
Geography: Inquiry and Research (9-12) * communicate the results of geo- graphic inquiries, using appropriate terms and concepts and a variety of forms and techniques. * report on global issues that affect Canadians.		• •	• •	• •	• •	• •	• •	• •	• •	
Geographic Foundations: Space and Systems Canadian and World Issues: A Geographic Analysis (12) * analyse the causes and effects of economic disparities around the world; * compare the cultural, economic, and political aspirations of selected groups and the effects of their actions on local, national, and global geographic issues. World Geography: Human Pat- terns and Interactions (12) * explain the influence of social, politi- cal, cultural, economic, and environ- mental factors on human environments and activities.		• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •	

Geographic Foundations: Space and Systems (cont'd)	Unit Opener Geography Activities: A—D	Personal Assessments + T chart comparison	Reading the Focus Article / Inferring Meaning	Compare & contrast Standard of Living + Extension 5	Headline News + Image Search Activity	Everyday heroes: Viewing Tsepong, Discussion + poster	Stephen Lewis: Extensions 1 & 2	International Response to AIDS: Extensions 3 & 4, Making a difference	Asmina's Story + UNICEF photo essay: Extension 6	The Heaven Shop Extension 7
World Geography: Urban patterns and Interactions (12) * explain how social, political, cultural, environmental, and economic processes shape urban places; * analyse and compare the characteristics of major urban systems in different parts of the world.		• •		• •	• •	• •	• •	• •	• •	• •
Human Environment Interactions Canadian and World Issues: A Geographic Analysis (12) * analyse the impact of selected global trends on people and environments at the local, national, and global level; * analyse geographic issues that arise from the impact of human activities on the environment in different regions of the world; World Geography: Human Patterns and Interactions (12) * evaluate ways in which humans adapt or have adapted to the natural environment and natural phenomena. World Geography: Urban Patterns and Interactions (12) * describe how the natural environment influences the location and development of settlements; * explain how humans modify the environment to meet urban needs;		• •	• •	• •	• •	• •	• •	• •	• •	• •

	Unit Opener Geography Activities: A—D	Personal Assess- ments + T chart comparison	Reading the Focus Article / Inferring Meaning	Compare & contrast Standard of Living + Extension 5	Headline News + Image Search Activity	Everyday heroes: Viewing Tsepong, Discussion + poster	Stephen Lewis: Extensions 1 & 2	International Re- sponse to AIDS: Extensions 3 & 4, Making a difference	Asmina's Story + UNICEF photo es- say: Extension 6	The Heaven Shop Extension 7
<p>Understanding and Man- aging Change</p> <p>Geography (9-12) * explain how natural and human sys- tems change over time and from place to place (9) * analyse the causes and conse- quences of climate change (11) * analyse various types of regional economies to determine the causes of regional economic disparities (12: vari- ous courses) * assess the effectiveness of measures to alleviate regional economic dispari- ties and resolve conflicts related to them. (12: various courses)</p> <p>Travel and Tourism: A Regional Geographic Perspective (11) * analyse the social, environmental, cultural, economic, and political effects of tourism-related development on a community or region;</p> <p>World Geography: Human pat- terns and Interactions (12) * explain the causes and effects of human migrations;</p>		• • •	• •	• • •	• • • •	• • • •	• • • •	• • • •	• • • •	

	Unit Opener Geography Activities: A—D	Personal Assess- ments + T chart comparison	Reading the Focus Article / Inferring Meaning	Compare & contrast Standard of Living + Extension 5	Headline News + Image Search Activity	Everyday heroes: Viewing Tsepong, Discussion + poster	Stephen Lewis: Extensions 1 & 2	International Re- sponse to AIDS: Extensions 3 & 4, Making a difference	Asmina's Story + UNICEF photo es- say: Extension 6	The Heaven Shop Extension 7
<p>Understanding and Man- aging Change (cont'd)</p> <p>Canadian and World Issues: A Geographic Perspective (12) * evaluate the cultural, economic, and environmental impact of changing tech- nology; * evaluate the effectiveness of short- term and long-term solutions to geo- graphic problems and issues at the local, national, and global level.</p> <p>World Geography: Urban Pat- terns and Interactions (12) * assess the impact of human migra- tions on urban systems and patterns;</p> <p>Global Connections</p> <p>Geography (9) * analyse connections between Canada and other countries ; * report on global issues that affect Canadians ;</p> <p>Physical Geography (11): * explain the importance of water to global systems;</p>		• • • • •	• • • • •	• • • • •	• • • • •	• • • • •	• • • • •	• • • • •	• • • • •	

Global Connections (cont'd)	Unit Opener Geography Activities: A—D	Personal Assessments + T chart comparison	Reading the Focus Article / Inferring Meaning	Compare & contrast Standard of Living + Extension 5	Headline News + Image Search Activity	Everyday heroes: Viewing Tsepong, Discussion + poster	Stephen Lewis: Extensions 1 & 2	International Response to AIDS: Extensions 3 & 4, Making a difference	Asmina's Story + UNICEF photo essay: Extension 6	The Heaven Shop Extension 7
<p>Travel and tourism: A Regional Geographic Perspective (11) * explain the social, environmental, cultural, economic, and political effects of travel and tourism on various destination regions; * compare the characteristics of selected tourist regions of the world.</p> <p>Canadian and World Issues: A Geographic Perspective (12) * analyse the influences that increase the interdependence of countries around the world; * analyse instances of international cooperation and conflict and explain the factors that contributed to each; * evaluate the social, economic, and environmental impact of the strategies for sustainable development implemented by a variety of individuals, organizations, and institutions.</p> <p>World Geography: Human Patterns and Interactions (12) * evaluate the effectiveness of international organizations in strengthening the links among world peoples; * analyse examples of cultural/economic/ecological convergence and divergence to identify their causes; * evaluate the effects of the information revolution, technological progress, and global trade on selected world regions</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

<p>Global Connections (cont'd)</p>	<p>Unit Opener Geography Activities: A—D</p>	<p>Personal Assessments + T chart comparison</p>	<p>Reading the Focus Article / Inferring Meaning</p>	<p>Compare & contrast Standard of Living + Extension 5</p>	<p>Headline News + Image Search Activity</p>	<p>Everyday heroes: Viewing Tsepong, Discussion + poster</p>	<p>Stephen Lewis: Extensions 1 & 2</p>	<p>International Response to AIDS: Extensions 3 & 4, Making a difference</p>	<p>Asmina's Story + UNICEF photo essay: Extension 6</p>	<p>The Heaven Shop Extension 7</p>
<p>World Geography: Urban Patterns and Interactions (12) * describe the influence of social, cultural, political, environmental, and economic factors on the development of urban settlements in different parts of the world; * analyse the relationships between cities and their surrounding regions.</p>		<p>• •</p>		<p>• •</p>	<p>• •</p>	<p>• •</p>	<p>• •</p>	<p>• •</p>	<p>• •</p>	<p>• •</p>
<p>HISTORY</p> <p>Methods of Historical Inquiry and communication</p> <p>All History Courses (10-12) * interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry; * communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.</p>			<p>• •</p>	<p>• •</p>	<p>• •</p>	<p>• •</p>	<p>• •</p>	<p>• •</p>	<p>• •</p>	<p>• •</p>
<p>Communities: Local, National, Global</p> <p>Canadian History Since World War I (10) * explain how local, national, and global influences have helped shape Canadian identity;</p>							<p>•</p>	<p>•</p>	<p>•</p>	

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<p>Communities: Local, National, Global (cont'd)</p> <p>World History Since 1900 (11) * demonstrate an understanding of the nature of empires and the emergence of nationalist aspirations throughout the world since 1900; * describe major global and regional conflicts and their consequences, as well as instances of international cooperation, since 1900; * evaluate significant changes in the international community from 1900 to the present.</p> <p>Canadian History and Politics since 1945 (11) * describe how key global economic and environmental forces have affected Canadians since 1945;</p> <p>American History (11) * analyse the development of the United States as a world power and how American policy has influenced communities outside the United States.</p>		•		•	•	•	•	•	•	
<p>Change and Continuity</p> <p>World History Since 1900 (11) * describe the nature and impact of significant change since 1900; * explain the importance of chronology and cause-and-effect relationships within the context of history since 1900.</p>		• •	• •	• •	• •	• •	• •	• •	• •	

Change and Continuity (cont'd)	Unit Opener Geography Activities: A—D	Personal Assessments + T chart comparison	Reading the Focus Article / Inferring Meaning	Compare & contrast Standard of Living + Extension 5	Headline News + Image Search Activity	Everyday heroes: Viewing Tsepong, Discussion + poster	Stephen Lewis: Extensions 1 & 2	International Response to AIDS: Extensions 3 & 4, Making a difference	Asmina's Story + UNICEF photo essay: Extension 6	The Heaven Shop Extension 7
Adventures in World History (12) * explain how and why societies have changed from rural to urban; Canada: History, Identity and Culture (12) * evaluate the role of east-west and north-south ties in the development of Canada;		•	•	•	•	•	•	•	•	
Citizenship and Heritage World History Since 1900 (11) * assess importance of nationalism and internationalism in world since 1900; * analyse the relationship between the individual and those in authority in various societies since 1900; * demonstrate an understanding of the variety of cultural expressions throughout the world since the beginning of the twentieth century. World History: The West and the World (12) * analyse different forms of artistic expression and how they have reflected or challenged the societies in which they have appeared; * assess the range and diversity of concepts of citizenship and human rights that have developed since the sixteenth century. Adventures in World History (12) * describe types of group membership and their influence on individuals and society; * describe various forms of artistic and cultural expression.		• •	•		• • • •	• • • •	• • • •	• • • •	• •	

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<p>Social, Economic and Political Structures</p> <p>World History Since 1900 (11) * describe key changes in the structures and activities of everyday life since 1900; * describe major features of economic life since 1900;</p> <p>Adventures in World History (12) * describe changes in commercial exchange from antiquity to the present day;</p> <p>Adventures in world History (12) * compare the roles and functions of individuals and groups in different societies and at different times;</p>		• •	• •	• •	• •	• •	• •	• •	• •	
<p>Communications and Technology</p> <p>Skills and processes * effectively plan, organize, direct, and control a variety of communications activities; (11) * use current technology and production skills to develop a process or a product in response to a communications challenge or problem; (11) * use effective techniques to carry out and document the steps in pre-production, production, and post-production.</p>								• •		

<p>Communications (cont'd)</p>	<p>Unit Opener Geography Activities: A—D</p>	<p>Personal Assessments + T chart comparison</p>	<p>Reading the Focus Article / Inferring Meaning</p>	<p>Compare & contrast Standard of Living + Extension 5</p>	<p>Headline News + Image Search Activity</p>	<p>Everyday heroes: Viewing Tsepong, Discussion + poster</p>	<p>Stephen Lewis: Extensions 1 & 2</p>	<p>International Response to AIDS: Extensions 3 & 4, Making a difference</p>	<p>Asmina's Story + UNICEF photo essay: Extension 6</p>	<p>The Heaven Shop Extension 7</p>
<p>Impact and Consequences * describe the social, environmental, and economic impacts of communications technology;</p>						•	•			
<p>Introduction to Anthropology, Psychology and Sociology (11)</p> <p>Social Structures and Institutions * identify social institutions common to many different cultures; * compare how selected social institutions function in a variety of cultures;</p>		•		•		• •	• •	• •	• •	• •
<p>Media Arts</p> <p>Theory * use appropriate vocabulary to discuss media art in a variety of contexts; (11, 12) * describe how various concepts (e.g., elements, principles) and techniques and procedures are used in their media art works and the works of others; (11) * demonstrate an understanding of the basic concepts (e.g., elements, principles) and procedures used in media arts, as well as selected emerging technologies;(12) * demonstrate an understanding of conventions used in the practice of media arts.(12)</p>						• • • •	• • • •			

	Unit Opener Geography Activities: A—D	Personal Assess- ments + T chart comparison	Reading the Focus Article / Inferring Meaning	Compare & contrast Standard of Living + Extension 5	Headline News + Image Search Activity	Everyday heroes: Viewing Tsepong, Discussion + poster	Stephen Lewis: Extensions 1 & 2	International Re- sponse to AIDS: Extensions 3 & 4, Making a difference	Asmina's Story + UNICEF photo es- say: Extension 6	The Heaven Shop Extension 7
<p>Media Arts (cont'd)</p> <p>Analysis * evaluate the aesthetic components of their own and others' works of media art or productions, demonstrating an understanding of the process of critical analysis;(11) * analyse the impact of media art works and productions on themselves and their communities; (11, 12)</p>						• •	• •	• •		
<p>Media Studies</p> <p>Media Texts (11) * analyse, interpret, and assess the techniques, forms, style, and language of media works to describe and explain how different media communicate meaning; * analyse media representations to describe their content, identify bias, and explain their impact on audiences.</p>		•	•	•	•	• •	• •	• •		
<p>Media Audiences (11) * analyse and draw conclusions about the influences of media and communication technology on society, culture, and the economy.</p> <p>Media Production (11) * demonstrate an understanding of the interrelationship of form, content, and audience by creating media works for different audiences and purposes;</p>					•	• •	• •	•		

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<p>Economics</p> <p>The Individual and The Economy (11)</p> <p>Economic Decision making * explain how the scarcity of economic resources requires individuals and societies to make economic choices; * analyse trends in labour markets.</p> <p>Analysing Current Economic Issues (12)</p> <p>Self Interest and Interdependence * assess the ways in which, and the degree to which, people in Canada and other countries have become interdependent in the global economy;</p> <p>Economic Institutions: * analyse the nature and functions of international economic institutions and their impact on the Canadian economy</p>		• •	• •	• • •	• •	• •	• •	• •	• •	

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<p>Canadian and World Politics (12) Participation in the International Community * explain the rights and responsibilities of individual citizens, groups, and states in the international community; * evaluate the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level.</p> <p>* evaluate the role of Canada and Canadians in the international community; * describe the structure and function of international intergovernmental and non-governmental organizations;</p> <p>Power, Influence and the Resolution of Differences * analyse how international organizations, the media, and technology are able to influence the actions of sovereign states;</p> <p>Values, Beliefs and Ideologies * compare the aspirations, expectations, and life conditions of people in developed and developing nations</p>		• • • • •	• • • • •	• • • • •	• • • • •	• • • • •	• • • • •	• • • • •	• • • • •	

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<p>Healthy Active Living Education * demonstrate understanding of how to use decision-making and assertiveness skills effectively to promote healthy sexuality (e.g., healthy human relationships, avoiding unwanted pregnancies and STDs such as HIV/AIDS) (9)</p> <p>* demonstrate understanding of how to use decision-making skills effectively to support choices related to responsible sexuality (10)</p> <p>* assess reproductive and sexual health care information and services. (11)</p> <p>* describe how society and culture affect individual perceptions and expressions of sexuality; (12)</p> <p>Individual and Family Living * summarize the functions of families in society (9, 10)</p> <p>Individuals and Families in a Diverse Society * analyse socialization patterns and the roles of children and parents in various historical periods and ethnocultural contexts. (12)</p> <p>Health and Personal Services Technology * describe the scope of the health care industry (10)</p> <p>Health Care * demonstrate an understanding of concepts and approaches related to health promotion and disease prevention. (11)</p>			•		•	•	•	•	•	•
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<p>Biology * evaluate the impact of personal lifestyle decisions on the health of humans, and analyse how societal concern for maintaining human health has advanced the development of technologies related to the regulation of internal systems.(11)</p> <p>Science: The Immune System (11) * demonstrate an understanding of the human immune system and its capacity to combat disease;</p> <p>Pathogens and Disease (12) * evaluate the measures available for the control of disease, including the role of public policy and the use of health-related technologies and scientific knowledge.</p>			•	•	•	•	•	•	•	

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VISUAL ARTS Creation * use materials and processes to create art objects that express their intent (9) * produce a work designed around specific objectives and challenges (e.g., composition issues, subject matter, use of visual language) (10) * demonstrate through their studio assignments the ability to solve visual and conceptual problems;(11) * identify and develop ideas and concepts to shape and unify their own art works; (12)						• • • •				
Analysis * use critical analysis to examine expression in student and professional artworks (9) * apply critical analysis processes to their artwork and works studied (10) *evaluate their own art works and those of others, demonstrating an understanding of the process of critical analysis and providing grounds for their aesthetic judgements; (11) * evaluate, individually and in groups, the effectiveness of their personal research, creative process, and art products;(12)						• • • •				

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MUSIC Analysis * demonstrate the ability to listen attentively and with discernment to live and recorded music, using the stages of critical analysis (initial reaction, description, analysis, interpretation, and judgement) (9)						•	•			
* apply critical analysis processes to their artwork and works studied (10) * identify, analyse, and evaluate musical works through listening; (11), (12) * analyse the relationship between music and its cultural context; (11)						•	• • •			
DRAMA * interpret a variety of global sources (e.g., stories, photographs, music), using a wide range of dramatic forms (e.g., improvisation, storytelling) (9) * create drama through research or the interpretation of a source(10) * create and present an original or adapted dramatic work; (11) * design, create, and present drama, using an ensemble approach;(12)									• • • •	
Interdisciplinary Studies (11, 12) * Preparing for research * Accessing resources * Processing information * Assessing and extending research		•	•	•	•	•	•	•	•	