Unit 2

ON Curricula:
CND & World Can & Int Law, 12
SSH Civics, 10
SSH Into Anthro, Psych, 11
SSH Challenge & Change 12
SSH – Fam St, Ind & Fam Living, 9/10
SSH - Fam St, Living Spaces, 11
HPED Healthy Active Living Education, 10-12

Curriculum	Course	Grade	Strand	Overall Expectations	Specific Expectations
Canadian and World Studies	**Canadian and International Law (Uni/Coll)**	12	*Heritage*	• evaulate different concepts, principles, philosophies, and theories of law	Theories and Concepts – explain legal concepts such as democracy, justice, equity, equality, rule of law, sovereignty, and primacy of the right; – analyse contemporary legal situations that raise the question of conflict between what may be legally correct but is generally viewed as unjust. Law and Society – analyse contemporary events and issues that demonstrate a possible conflict between the law and societal values. Law Reform – assess the role of collective action in changing the law in democracies (e.g., activities of lobby and pressure groups, voting at the polls, citizen petitions);

| | | | | *Rights and Freedoms* | • describe the historical development of human rights legislation in Canada

• explain the roles of the legislature and the judiciary in defining, interpreting, and enforcing Charter rights in Canada;

• analyse the conflicts between minority and majority rights and responsibilities in a democratic society, and examine the methods available to resolve these conflicts. | Human Rights in Canada
– evaluate the protections provided by federal and provincial human rights legislation (e.g., Canadian Human Rights Act, Ontario Human Rights Code);
– identify historical and contemporary barriers to the equal enjoyment of human rights faced by individuals and groups in Canada, and analyse their effects.

The Canadian Charter of Rights and Freedoms
– analyse how rights and freedoms are protected under the Charter of Rights and Freedoms (e.g., fundamental freedoms; democratic, mobility, legal, equality, and language rights);
– explain how rights included in the Charter are accompanied by corresponding responsibilities or obligations;
– explain how citizens can exercise their rights under the Charter (e.g., by initiating Charter challenges in the courts to legislation or government action; by raising the Charter as a defence when charged with an offence).

Minority and Majority Rights
– identify historical and contemporary examples of conflicts between minority and majority rights (e.g., Riel Rebellion, the Quebec sovereignty debate, First Nation land claims);
– explain why it is difficult but essential to balance majority and minority rights in a democracy;
– evaluate the political and legal avenues available for resolving conflicts (e.g., the courts, tribunals, legislation, referendums). |
| | | | | *Regulation and Dispute Resolution* | • analyse the legal process, legal systems, and sanctions used to protect the rights of the employer and the employee in the workplace; | Labour Law
– explain the role of the federal and provincial governments in developing laws relating to labour and the workplace;

International Treaties and Agreements
– evaluate the effectiveness of international treaties for the protection of human rights (e.g., Universal Declaration of Human Rights, Convention on the Rights of the Child): |

| | | | Methods of Legal Inquiry and Communc-ation | • use appropriate research methods to gather, organize, evaluate, and synthesize information;

• explain, discuss, and interpret legal issues using a variety of formats and forms of communication. | Research
– formulate questions that lead to a deeper understanding of a legal issue;
– conduct research on legal topics, using traditional and non-traditional sources of information (e.g., law-related websites, primary and secondary source documents, legal professionals);
– identify various career opportunities in the legal field (e.g., paralegal, community legal worker, criminologist).
Interpretation and Analysis
– draw conclusions based on analysis of information gathered through research and awareness of diverse legal interpretations (e.g., case studies);
– apply an analytical/inquiry method to legal issues (e.g., choose a subject, formulate a question, develop a research plan, gather information, distinguish between opinions and facts, decide on an interpretation, write and present their analysis).
Communication
– express opinions, ideas, arguments, and conclusions, as appropriate for different audiences and purposes, using a variety of styles and forms (e.g., mock trials, case studies, interviews, debates, reports, papers, seminars), as well as visual supports (e.g., graphs, charts, organizers, illustrations); |

Curriculum	Course	GRADE	Strand	Overall expectation	Specific expectations
Social Sciences & Humanities	Civics	10	Informed Citizenship	• demonstrate an understanding of the need for democratic decision making; • explain the legal rights and responsibilities associated with Canadian citizenship;	Democratic Decision Making – explain the causes of civic conflict and how decision-making processes and structures can avert or respond to such conflicts (e.g., by ensuring that individual and community needs are met, by developing strategies for adapting to change); – compare the benefits and drawbacks of democratic and authoritarian forms of decision making, drawing on examples from everyday contexts (e.g., with respect to the rights and responsibilities of citizens; the rule of law; the common good; the parliamentary system; majority rule and the rights of minorities, including Aboriginal peoples); – identify similarities and differences in the ways power is distributed in groups, institutions, and communities (e.g., in families, classrooms, municipalities) to meet human needs and resolve conflicts. Rights and Responsibilities of Canadian Citizenship – identify the rights and responsibilities of Canadian citizenship, based on the Canadian Charter of Rights and Freedoms, and describe how these rights and responsibilities are exercised in

						schools, communities, and the nation
				Purposeful Citizenship	• Demonstrate an understanding of the beliefs and values underlying democratic citizenship and explain how they guide citizens' actions; • Describe the diversity of beliefs and values of various individuals and groups in Canadian society; Responses to Civic Issues • analyse responses, at the local, national, and international levels, to civic issues that involve multiple perspectives and differing civic purposes.	Democratic Beliefs and Values – describe fundamental beliefs and values associated with democratic citizenship (e.g., rule of law, human dignity, freedom of expression, freedom of religion, work for the common good, respect for the rights of others, sense of responsibility for others); Diversity of Beliefs and Values – compare the varied beliefs, values, and points of view of Canadian citizens on issues of public interest (e.g., freedom of information, censorship, health care funding, pollution, water quality, nuclear power, taxation, casinos); explain how different groups (e.g., special interest groups, ethnocultural groups) define their citizenship, and identify the beliefs and values reflected in these definitions; – analyse Canadian issues or events that involve contrasting opinions, perspectives, and civic purposes (e.g., constitutional debates, Quebec sovereignty, Oka Crisis of 1990, Native self-governance); – describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation (e.g., membership in political parties; participation in protest movements; financial or volunteer support for educational or community service programs; support for religious or ethnic charitable organizations). – describe and assess the contributions that citizens and citizens' groups make to the civic purposes of their communities (e.g., neighbourhood associations, service clubs);
				Active Citizenship	• Apply appropriate inquiry skills to the research of questions and issues of civic importance; • Demonstrate an understanding of the various ways in which decisions are made and conflicts resolved in matters of civic importance, and the various ways in which individual citizens participate in these processes.	Inquiry Skills -formulate appropriate questions for inquiry and research; locate relevant information in a variety of sources (e.g., texts, reference materials, news media, maps, community resources, the Internet); and identify main ideas, supporting evidence, points of view, and biases in these materials; – communicate the results of inquiries into important civic issues, using a variety of forms (e.g., discussions and debates, posters, letters to elected officials, Web pages, visual organizers, dramatizations). The Resolution of Public Issues and Citizenship Participation – demonstrate an understanding of the ways in which individual citizens can obtain information and explanations or voice opinions about important civic matters (e.g., by communicating with the appropriate elected officials or bureaucratic departments; by writing letters or e-mails to the media; by organizing petitions; by voting);

						– compare the impact of various types of non-violent citizen participation (e.g., advocacy, community service, voting, serving on juries) in resolving public issues in Canada; – demonstrate an understanding of their responsibilities as local, national, and global citizens by applying their knowledge of civics, and skills related to purposeful and active citizenship, to a project of personal interest and civic importance (e.g., participating in food and clothing drives; visiting seniors; participating in community festivals, celebrations, and events; becoming involved in human rights, antidiscrimination, or antiracism activities).

Curriculum	Course	Grade	Strand	Overall Expectations	Specific Expectations
Social Sciences and Humanities (gr.11-12)	Introduction to Anthropology, Psychology, and Sociology (University/College), Gr 11	11	*Self and Others*	• demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists;	Forces That Influence and Shape Behaviour – analyse the role of the mass media in influencing individual and group behaviour;
			Social Organization	• analyse the psychological impact of group cohesion and group conflict on individuals, groups, and communities;	Conflict and Cohesion – demonstrate an understanding of discrimination and exclusion in social relationships, from the perspectives of anthropology, psychology, and sociology; – analyse examples of social or institutional practices in earlier historical periods that formed the basis for social relationships involving discrimination or exclusion in contemporary society (e.g., apartheid, segregation, ghettoization, ostracism, gender discrimination).
			Research and Inquiry Skills	• use appropriate social science research methods effectively and ethically;	Understanding the Foundations of Inquiry in Anthropology, Psychology, and Sociology – formulate appropriate questions for research and inquiry relating to one or more of the main areas of concern in the social sciences.
				• use appropriate social science research methods effectively and ethically;	Using Research Skills – demonstrate an ability to locate and select relevant information from a variety of print and electronic sources;
	Challenge and Change in Society (University-College)	12	*Social Change*	• describe key features of major theories from anthropology, psychology, and sociology that focus on change;	Forces That Influence Social Change – demonstrate an understanding of how social change is influenced by poverty and affluence (e.g., consequences of unequal access to personal computers or higher education); – explain the impact of evolving roles of individuals or groups (e.g., of women in the workplace) and values (e.g., concern for the environment) on social change in Canada.

			Social Challenges	• appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of social challenges pertaining to health, social injustice, and global concerns;	Health and Wellness – discuss cultural, psychological, and sociological barriers to accessing health care; – demonstrate an understanding of the ethical issues related to health-care provision (e.g., the blood supply system, organ donation, medical research); – evaluate the impact of changing social mores on the well-being of Canadians (e.g., desensitization to violence and abuse). Prejudice and Discrimination – explain the relationship between prejudice and discrimination, and assess the impact of both on ideas of self-worth; – assess the role of stereotyping as a barrier to full participation in society;
			Research and Inquiry Skills	• demonstrate an ability to select, organize, and interpret information gathered from a variety of print and electronic sources;	Using Research Methods and Skills – demonstrate an ability to select, organize, summarize, and interpret information from a variety of print, media, and electronic sources;

Curriculum	Course	Grade	Strand	Overall Expectations	Specific Expectations
Social Sciences and the Humanities – Family Studies	Individual and Family Living (Open)	9/10	Self and Others	• describe the characteristics of human growth and development in adolescence, and explain their influence on the behaviour and needs of young people;	*Individual Development* – outline key aspects of physical, intellectual, social, emotional, and moral development in adolescence (e.g., intellectually, adolescents are developing the ability for abstract reasoning);
			Personal and Social Responsibilities	• understand and apply a variety of problem-solving and decision-making skills, grounded in psychological and sociological studies, to family and social problems;	*Decision Making and Problem Solving* – apply appropriate decision-making models, grounded in research, to choices related to individual and family well-being and quality of life (e.g., use of time, household or clothing purchases, course selection) and suggest strategies for making difficult choices (e.g., contacting the Children's Aid Society in cases of suspected abuse);
			Social Challenges	• analyse how a changing society affects individuals and families;	*Change* – analyse the impact of a variety of changes on individuals and on peer and family relationships and lifestyle (e.g., divorce and child-custody arrangements; new technologies); *Resource Management* – describe the impact of economic, social, technological, environmental, and health factors on lifestyle decisions (e.g., whether to purchase a product, use a service, or participate in an activity);
			Social Science Skills	• use social science research methods to obtain information from various media, technology, and human	*Research Skills* – prepare simple research questions; – conduct research about individual, family, and social issues, using surveys and interviews (e.g., about personal responsibilities in a family and in a democracy;

				resources in order to examine aspects of individual and family living;	principles of informed consumerism; financial stability; investigation before making large purchases; diversity in family form, relationships, division of labour); – analyse a family studies issue (e.g., adolescent growth and development, peer pressure, developing positive relationships, personal rights and responsibilities) by making research notes from appropriate sources of information in various media, including books, periodicals, television, videotapes, and the Internet;
			Preparing for the challenges of the future	• identify the options and services available to individuals and families for managing resources;	*Resources in the Community* – investigate community resources that are available to assist individuals and families (e.g., stress-management or financial counselling, occupational therapy, community college courses);
			Research and Inquiry Skills	• use appropriate social science research methods in the investigation of issues relating to the management of personal and family resources; • effectively use a variety of print and electronic sources and telecommunications tools to research information;	*Using Research Methodology* – demonstrate an understanding of the steps involved in a social science research investigation (e.g., framing a research question, developing a thesis, preparing a literature review, conducting primary research, critically analysing all research and evaluating the results);
Managing Personal Resources (workplace)	11	Self & Others	demonstrate an understanding of self-concept and its role in effective communication;	*Self-Concept and Communication* – explain self-concept and identify the factors that influence it; – demonstrate an understanding of the importance of self-concept and its role in effective communication (e.g., how one relates to others, one's acceptance by peers, one's ability to communicate a point of view); – describe the ways in which an individual might build on personal strengths and address areas for improvement in order to form good relationships and achieve effective communication in the workplace.	
		Personal Responsibilities	• demonstrate an understanding of the process of decision making in life situations;	*Making Personal Decisions* – demonstrate an understanding of the relationship between effective decision making and well-being;	
		Preparing for the Challenges of the Future	• explain why personal well-being is an important factor in getting and keeping a job;	*Planning for Employment and Lifestyle* – identify occupations available in fields related to their own talents, interests, and personal attributes; *Well-Being and Employment* – identify healthy ways of dealing with stress and anger at work (e.g., by using conflict resolution techniques, taking breaks, participating in teamwork);	
		Research and Inquiry	• use appropriate social science research methods in the investigation of issues related to personal resource	*Using Research Methodology* – identify the steps involved in a social science research investigation (e.g., framing a research question, developing a thesis, preparing a literature review,	

			Skills	management; • use a variety of print and electronic sources and telecommunications tools to research information effectively;	conducting primary research, critically analysing all research and evaluating the results); – compile information from a variety of research sources (e.g., interviews, personal observations, original documents, print materials, Internet articles, CD-ROMs, statistics, videos).
	Living Spaces and Shelter (open)	11	Functions of Living Spaces and Shelter	identify the ways in which living spaces and shelter meet individual and family needs;	*Individual and Family Needs in Relation to Living Spaces and Shelter* – summarize the ways in which different forms of shelter satisfy various individual and family needs and functions, such as: 2. psychological needs (e.g., self-expression, sense of belonging, individuality, self esteem, sense of personal living space within the family environment);
			Shelter for Everyone	demonstrate an understanding of social realities related to living spaces and shelter in Canada and abroad; • identify the ways in which political, social, economic, and technological trends, as well as psychological factors, affect available types of shelter;	*Social Realities in Relation to Living Spaces and Shelter* – demonstrate an understanding of trends relating to home ownership in Canada and other countries (e.g., popularity of cooperatives and condominiums; preferences for home rental over ownership; increasing incidence of homelessness and alternative accommodations); *Shelter for Special Markets* – demonstrate an understanding of sociological, psychological, political, and economic factors connected with dwellings for specialized markets (e.g., criteria for tenant eligibility; geared-to-income and subsidized housing, Habitat For Humanity homes, trailer parks, homes in northern First Nations communities) and of societal attitudes towards those living in such dwellings; – identify and describe the agencies and programs available to assist those with special needs relating to shelter and accommodation; – describe the availability and roles of community housing (e.g., for students, recent immigrants, young offenders, the elderly, abused spouses, the physically or developmentally challenged, the homeless).
			Research and Inquiry Skills	• use appropriate social science research methods in the investigation of issues related to living spaces and shelter;	*Using Research Methodology* – locate and access primary and secondary sources of information related to living spaces and shelter.

Curriculum	Course	Grade	Strand	Overall Expectations	Specific Expectations
Health & Physical Education	Healthy Active Living Education (Open)	9	Healthy Living	• identify the factors that contribute to positive relationships with others;	
			Living Skills	• use appropriate decision-making skills to achieve goals related to personal health;	*Decision Making* – identify personal strengths and areas for growth; – demonstrate understanding of the impact of parents, the media, and culture on values and goals related to healthy active living; – produce sequential action plans to achieve personal health goals.
	Healthy Active Living Education (Open)	10	Healthy Living	• explain strategies to promote positive lifestyle choices and relationships with others;	
			Living Skills	• identify ways of taking appropriate action in new situations based on knowledge of positive decisions related to healthy active living; • demonstrate understanding of conflict resolution, anger management, and mediation; • use appropriate social skills and positive attitudes when interacting with others.	*Decision Making* – identify short- and long-term goals for personal growth (e.g., using a student planner); – analyse the impact of media and culture on decision making; – produce a sequential action plan to achieve personal goals related to new situations – explain their reasoning for their personal choices and actions related to health and well-being.
	Healthy Active Living	11	Healthy Living	• describe the influence of mental health on overall well-being.	*Mental Health* – describe the characteristics of an emotionally healthy person (e.g., positive self-concept, ability to manage stress effectively, ability to work productively); – demonstrate the skills that enhance personal mental health (e.g., coping strategies for stress management); – analyse the factors (e.g., environmental, genetic) that influence the mental health of individuals and lead to the prevalence of mental health problems in the community; – describe the impact of mental health disorders (e.g., phobias, anxiety disorder, schizophrenia, affective disorders) on a person's emotional and physical health; – identify and describe suicidal behaviours and strategies for suicide prevention.

			Living Skills	• use decision-making and goal-setting skills to promote healthy active living; • demonstrate an ability to use stress management techniques; • demonstrate the social skills required to work effectively in groups and develop positive relationships with their peers.	*Stress Management* – describe the positive and negative effects of stresses that are part of daily life; – explain physiological responses to stress; – use appropriate strategies for coping with stress and anxiety (e.g., relaxation, meditation, exercise, reframing); – demonstrate an understanding of change and its impact on an individual's health. *Decision Making* – apply strategies to establish priorities and set goals; – identify common obstacles to successful decision making; – explain the advantages, disadvantages, and possible consequences of risk-taking behaviour; – describe how to determine whether a risk is worth taking or not.
		11	Determinants of health	• analyse the role of individual responsibility in enhancing personal health; • analyse the social factors that influence personal health.	*Personal Factors* – describe the interrelationship of physical, social, and mental health in enhancing personal health; – evaluate the factors (e.g., personal responsibility; the influence of peers, culture, and the media) that influence personal choices with regard to health-related products and services; – explain how stress and one's ability to cope with stress affect personal health; – implement a personal plan for healthy living. *Social Factors* – describe how family, peers, and community influence personal health; – analyse the social factors that influence personal health (e.g., employment, education,socio-economic status, isolation, rural and urban settings, access to health and recreational services); – describe the influence of culture on health (e.g., foods eaten, methods of treating illness, gender roles).
			Community Health	• demonstrate an understanding of concepts and approaches related to health promotion and disease prevention.	*Health Promotion* – identify career opportunities in health promotion and disease prevention. *Personal Commitment* – demonstrate a commitment to the promotion of personal health and a healthy lifestyle within the school community (e.g., by conducting a school fitness survey or organizing a health fair; by conducting a violence prevention program for younger students); – explain facts, theories, and personal opinions related to health issues (e.g., by debating current issues, presenting information); – implement plans for attaining personal health that involve the components of the *Vitality* concept; – demonstrate an ability to influence and support others in making positive health choices.
	Healthy Active Living	12	Healthy Living	• demonstrate an ability to use	*Mental Health* – demonstrate an understanding of specific mental health issues (e.g., depression,

10

	Education (Open)				specific strategies to enhance their own mental health and that of others; • demonstrate an understanding of strategies that promote healthy relationships.	anxiety, suicide); – apply the skills necessary to manage stressful situations (e.g., death and dying, mental or physical illness in a family); – demonstrate an ability to use skills to enhance their own mental health; – describe the importance of relationships and communication with others to mental health; – identify sources of information on and services related to mental health (e.g., the Internet, libraries, community agencies, media) in the community and beyond.
				Living Skills	• use decision-making and goal-setting skills to enhance their daily lives; • demonstrate an understanding of the importance of respect for self and respect for others in reducing conflict in their personal lives; • use social skills to work effectively in groups and enhance relationships.	*Decision Making* – demonstrate an ability to use strategies that assist in changing and maintaining behaviour to achieve personal healthy active living goals; – demonstrate an understanding of the impact of complex personal decisions and the ethical considerations associated with these decisions; – explain the influence of cultural norms (e.g., related to religion, gender roles) on decision making. *Conflict Resolution* – demonstrate an understanding of the factors that promote harmony among people (e.g., tolerance, respect for individual differences, empathy); *Social Skills* – demonstrate an ability to work effectively with groups of individuals from differentcultures to accomplish group goals; – demonstrate an ability to use strategies needed to overcome the barriers to functioning effectively as a group;