

Connections to the Ontario Curriculum Expectations

Please be aware that the following expectations are based on the Ontario Curriculum Expectations and do not represent all connections that may exist. As well, teachers must use their professional judgement when determining the content and age appropriateness of the MOOC.

GRADE 7

Geography

7g38 describe how humans acquire, manage, and use natural resources, and identify factors that affect the importance of those resources;

7g39 use a variety of resources and tools to gather, process, and communicate geographic information about the distribution, use, and importance of natural resources;

7g40 describe positive and negative ways in which human activity can affect resource sustainability and the health of the environment.

Language

7e44 generate, gather, and organize ideas and information to write for an intended purpose and audience.

7e49 1.2 generate ideas about more challenging topics and identify those most appropriate for the purpose

Science

7s1 assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts

GRADE 8

Geography

8g3 compare living and working conditions in countries with different patterns of settlement, and examine how demographic factors could affect their own lives in the future.

8g21 compare the economies of different communities, regions, or countries, including the influence of factors such as industries, access to resources, and access to markets

Language

8e22 read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

8e23 recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

8e44 generate, gather, and organize ideas and information to write for an intended purpose and audience;

8e45 draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

GRADE 9

Geography

C1. The Sustainability of Resources: analyse impacts of resource policy, resource management, and consumer choices on resource sustainability

GRADE 10

Civics

A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance;

A2. Developing Transferable Skills: apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset.

B3. Rights and Responsibilities: analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected

C1. Civic Contributions: analyse a variety of civic contributions, and ways in which people can contribute to the common good (FOCUS ON: *Political Significance; Stability and Change*)

C2. Inclusion and Participation: assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada (FOCUS ON: *Political Significance; Political Perspective*)

C3. Personal Action on Civic Issues: analyse a civic issue of personal interest and develop a plan of action to address it (FOCUS ON: *Political Significance; Objectives and Results*)

Grade 11 Courses (refer to curriculum documents for specific expectations)

- Equity, Diversity and Social Justice

Grade 12 Courses (refer to curriculum documents for specific expectations)

- Equity and Social Justice: From Theory to Practice
- Challenge and Change in Society

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- **CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;

An Effective Communicator who

- **CGE2b** -reads, understands and uses written materials effectively;
- **CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;

A Reflective and Creative Thinker who

- **CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- **CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- **CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- **CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;

A Collaborative Contributor who

- **CGE5e** -respects the rights, responsibilities and contributions of self and others;

A Responsible Citizen who

- **CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity
- for a just, peaceful and compassionate society;
- **CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- **CGE7i** -respects the environment and uses resources wisely;