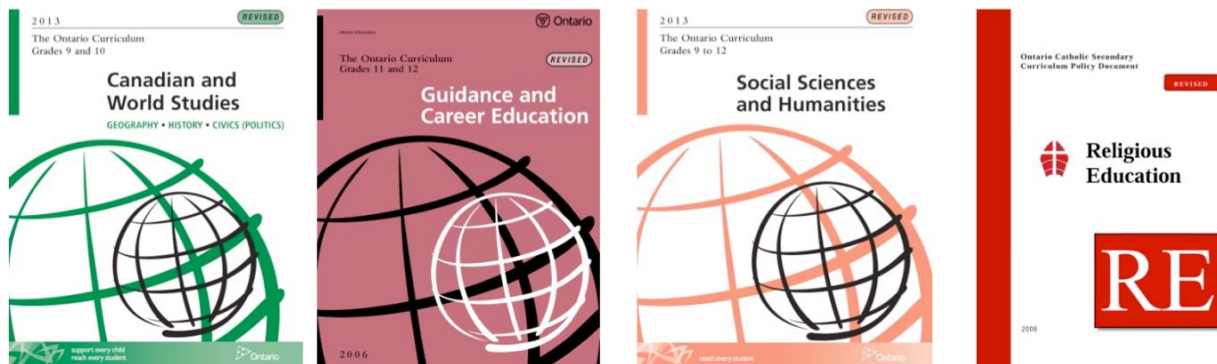


This document lists curriculum expectations from the Ontario Ministry of Education curriculum, but teachers in other provinces will find the Pareil pas pareil video and educational materials can meet similar learning goals in their provincial curricula.

Ontario Curriculum Expectations

Pareil pas Pareil (Alike; not alike) can be used to help meet specific learning outcomes for:



Grade 10 Canadian History (CHC2D) p. 2

Grade 10 Civics & Citizenship (CHV2O) p. 3

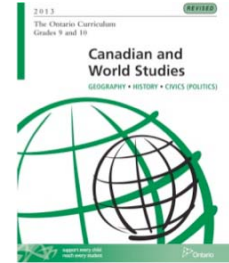
Grades 11 Leadership and Peer Support (GPP3O) p. 5

Grade 11 Equity, Diversity, and Social Justice (HSE3E) p. 7

Grade 12 Equity and Social Justice: From Theory to Practice (HSE4M) p. 8

From the Canadian and World Studies Curriculum, Grades 9-10

Grade 10 Canadian History since WW1 (CHC2D-Academic)



C. CANADA 1929-1945 (pp. 115-116)

Overall Expectations

By the end of this course, students will:

C1. Social, Economic and Political Context: describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups in Canada (*Focus On: Cause and Consequence; Historical Perspective*)

Specific Expectations

By the end of this course, students will:

C1.4 describe the main causes of some key political developments and/or government policies in Canada during this period (*e.g., ...provincial Sexual Sterilization Acts targeting people with disabilities*)

D. CANADA 1945-1982 (pp. 118-120)

Overall Expectations

By the end of this course, students will:

D3. Identity, Citizenship and Heritage: analyse how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributes to the development of identity, citizenship, and heritage in Canada between 1945 and 1982 (*Focus On: Historical Significance; Cause and Consequence*)

Specific Expectations

By the end of this course, students will:

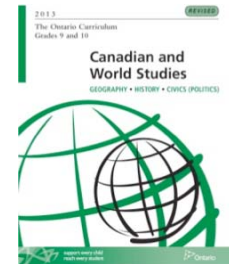
D3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society and politics during this period (e.g., ... Jean Vanier) and explain the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada

Sample Questions: “What was the significance for people with disabilities of the formation of L’Arche? What was its significance for Canadian identity?”

From the Canadian and World Studies Curriculum, Grades 9-10

Grade 10 Civics and Citizenship (CHV20- Open)

C. CIVIC ENGAGEMENT AND ACTION (pp.156-158)



Overall Expectations

By the end of this course, students will:

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*)

Specific Expectations

By the end of this course, students will:

C2.1 analyse ways in which various beliefs, values, and perspectives are represented in their communities (e.g., with reference to different racial, ethnic, and/or religious groups...people with disabilities), and assess whether all perspectives are represented or are valued equally

Sample questions: “What do they tell you about respect for diversity in the community?” “Why might some people’s perspectives be valued more than those of others? What are some ways to address this inequity? What action could be taken to ensure that marginalized voices are heard?”

C3.1 analyse a civic issue of personal interest, including how it is viewed by different groups

Sample questions: “What current civic issue is important to you? Who are the people and/or organizations involved in this issue? What views do they have on it? Do you think there might be

other perspectives on this issue that are not commonly heard? Which level or levels of government would be responsible for addressing this issue?

C3.2 propose different courses of action that could be used to address a specific civic issue (*e.g., a public awareness campaign, a plan for local action, a campaign to pressure for political action*), and assess their merits

Sample questions: “When you consider the various courses of action proposed to address this issue, how would you rank them from easiest to most difficult to carry out? Which option do you think would have the greatest impact? Would you be able to carry out or participate in, any of these courses of action?”

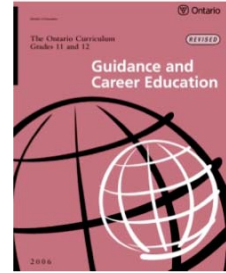
C3.3 develop a plan of action to implement positive change with respect to a specific civic issue, and predict the results of their plan

Sample questions: “What is the main goal of your plan? How do you intend to accomplish that goal? What changes do you anticipate will result from specific strategies in your plan?” “Which people, organizations, and/or governments would be most likely to embrace your plan? How might you engage them?”

C3.4 develop criteria that could be used to assess the effectiveness of their plan of action if it were implemented

Sample questions: “How would you know if your plan were achieving its objectives?” “How would you determine if your plan were making a positive difference?” “How might you respond if things did not go as planned?”

From the Guidance and Career Education Curriculum, Grades 11 and 12



Grade 11 Leadership and Peer Support (GPP30-Open)

Personal Knowledge and Management Skills (pp. 35-36)

Overall Expectations

By the end of this course, students will:

- identify and apply the personal-management skills and characteristics required to succeed in leadership and peer support roles;
- identify and apply effective teaching and learning strategies and resources to help others through leadership and peer support roles.

Specific Expectations

Leadership Qualities:

By the end of this course, students will:

- describe various learning styles (e.g., auditory, visual, kinesthetic) and identify strategies used to support people with these learning styles.

Strategies & Resources:

By the end of this course, students will:

- explain how to recognize challenges to learning in others and how to determine their own role in helping others address these challenges;
- describe school and community support programs and services (e.g. guidance services, social service agencies, cultural and religious organizations, mentorship programs available to support students' needs) and explain how to access them.

Interpersonal Knowledge & Skills (pp.37-38)

Overall Expectations

By the end of this course, students will:

- use strategies that promote positive interpersonal relationships as they pertain to leadership and/or peer support;
- explain how community dynamics affect leadership and peer support roles.

Specific Expectations

Interpersonal Relations:

By the end of this course, students will:

- describe the elements of effective interpersonal relations (e.g. respect for differences, commitment to equity and fairness, flexibility, honesty, integrity) and demonstrate their use in selected leadership and peer support roles in school or in the community.

Connecting with the Community:

By the end of this course, students will:

- describe the dimensions of diversity within their community (e.g. gender, race, culture, ethnicity, ability, sexual orientation, age, religion, socioeconomic level) and identify the value of diversity as well as the challenges it poses.

Exploration of Opportunities (p.39)

Overall Expectations

By the end of this course, students will:

- demonstrate the ability to design and implement a plan or program that addresses needs identified in the school or the community.

Specific Expectations

Developing a Plan:

By the end of this course, students will:

- identify an opportunity within the school or community where they can take a leadership and/or support role;
- design and present a plan to address a need identified within the school or community where they can make a positive contribution.

From the Social Sciences and Humanities Curriculum, Grades 9-12

Grade 11 Equity, Diversity, and Social Justice (HSE3E-Workplace Preparation)



C. Equity, Social Justice, and Change (pp. 76-77)

Overall Expectations

By the end of this course, students will:

C2. Equity and Social Justice in Canada: demonstrate an understanding of a range of historical and contemporary Canadian equity and social justice issues;

Specific Expectations

By the end of this course, students will:

C2.4 describe a range of perspectives on specific contemporary equity or social justice issues in Canada (*e.g., equity in the workplace, safe schools, accessibility for elderly people and for people with disabilities...*)

D. Promoting Equity and Social Justice (pp. 79-80)

Overall Expectations

By the end of this course, students will:

D1. Respecting Diversity: demonstrate an understanding of how to interact successfully in settings characterized by diversity, including school, workplace, and community settings, and ways to promote respect for diversity in these settings;

D2. Human Rights, Equity and Antidiscrimination: demonstrate an understanding of their rights and responsibilities relating to equity and human rights, and of how to appropriately address situations involving discrimination, harassment, and the denial of rights;

Specific Expectations

By the end of this course, students will:

D1.2 explain how to apply specific skills and strategies necessary to interact effectively in diverse school, workplace, and community settings (*e.g., skills/strategies for engaging in intercultural communication, constructive dialogue, consensus building, interventions, advocacy; respectful behaviour; the use of inclusive language and avoidance of offensive language/expressions*)

D2.2 demonstrate an understanding of how to apply strategies to effectively and safely address personal experiences of bias, stereotypes, prejudice, discrimination, and/or oppression

From the Social Sciences and Humanities Curriculum, Grades 9-12

Grade 12 Equity and Social Justice: From Theory to Practice (HSE4M-University/College Preparation)



B. Understanding Social Construction (p. 84)

Overall Expectations

By the end of this course, students will:

B1. Approaches and Perspectives: demonstrate an understanding of a range of perspectives on and approaches to equity and social justice issues, and of factors that affect inequity and social justice.

Specific Expectations

By the end of this course, students will:

B1.1 demonstrate an understanding of theoretical and research approaches associated with the study of equity and social justice issues (*e.g., ...critical disability theory*)

Teacher prompts: “What are some of the key issues relating to people with disabilities that are being identified within the field of disability studies?”

D. Personal and Social Action (pp. 90-91)

Overall Expectations

By the end of this course, students will:

D1. Promoting Equity and Social Justice: demonstrate an understanding of how personal values, knowledge, and actions can contribute to equity and social justice, and assess strategies that people use to address equity and social justice concerns;

D3. Social Action and Personal Engagement: design, implement, and evaluate an initiative to address an equity or social justice issue.

Specific Expectations

By the end of this course, students will:

D1.1 describe how fundamental values, attitudes, and day-to-day behaviour (*e.g., fair-mindedness, empathy, reflection, respecting and embracing diversity, personal language use*) can contribute to equity and social justice.

Teacher prompts: “How can the language we use promote equity and social justice?”

D1.2 describe how education can help promote equity and social justice (*e.g., by fostering critical thinking, increasing awareness, exposing students to multiple perspectives*)

Teacher prompts: “What other educational opportunities could you pursue to increase your awareness of social justice issues?”

D3.1 identify a specific need related to an equity or social justice issue, and design an initiative to address this need (*e.g., an initiative such as designing a school workshop or campaign to promote diversity, creating and publicly presenting rap songs, videos, visual art works, dances, dramatizations, or podcasts on the impact and prevention of discrimination; organizing a petition or a letter-writing campaign on a social justice issue*)

D3.4 implement their initiative using appropriate planning, organizational, evaluation, and communication skills

From the Ontario Religious Education Curriculum Grades 9-12



Grade 9 Religion

Profession of Faith (p.37)

Our hope is that Religious Education will help students:

- recognize that the love of God for all people demands justice;
- appreciate and imitate Jesus' generous attitude toward others.

Overall Expectations

By the end of this course, students will:

- PFV.01 describe what it means to believe and live in Christ, and name some of the joys and demands involved (CCC §144-165);
- PFV.04 consider how religious faith is shaped by human experience (i.e., one's family, one's culture, one's temperament).

Specific Expectations

By the end of this course, students will:

- PF1.01 demonstrate an understanding of how Jesus affirms the dignity of every person;
- PF1.06 describe how faith in Jesus Christ challenges his disciples to love and respect others;
- PF1.10 evaluate how to live in and challenge society based on the model of Jesus.

Christian Moral Development (p.38)

Our hope is that Religious Education will help students:

- understand the human body as sacred, regardless of appearance;
- value the basic dignity of every person within relationships.

Overall Expectations

By the end of this course, students will:

- CMV.03 demonstrate the use of Christian moral principles in personal decision-making;
- CMV.04 review and apply the decision-making model of see, judge, act, evaluate.

Specific Expectations

By the end of this course, students will:

- CM1.02 identify ways that the Ten Commandments and the Beatitudes help us understand the Christian attitude toward being with others (CCC §1716-1724);
- CM1.03 explain how the Christian concept of society is radically inclusive (CCC §1928-1942);
- CM1.10 explain the challenge of God's preferential option for the poor;
- CM1.11 describe how the love of God for all people demands justice.

Grade 10 Religion

Profession of Faith (p.42)

Our hope is that Religious Education will help students:

- recognize that the love of God for all people demands justice;
- engage in community service and appreciate that experience in light of the Christian call to discipleship.

Overall Expectations

By the end of this course, students will:

- PFV.02 demonstrate a profound respect for the dignity and mystery of the human person, as both blessed and broken (CCC §356-412), created, loved and redeemed by God (CCC §599-618, 651-655);

Specific Expectations

By the end of this course, students will:

- PF1.02 demonstrate the Christian meaning of personhood as being created in the image and likeness of God.

Christian Moral Development (p.43)

Our hope is that Religious Education will help students:

- respond to the challenge of God's preferential option for the poor;
- recognize that the love of God for all people demands justice;
- recognize that justice is an essential ingredient in the liberation of human beings and a key expression of Christian love.

Overall Expectations

By the end of this course, students will:

- CMV.03 recognize that justice is an essential ingredient in the liberation of human beings and a key expression of Christian love;
- CMV.05 use the preferential option for the poor as the criterion for analysing social injustice issues (CCC §2443-2449).

Specific Expectations

By the end of this course, students will:

- CM1.03 define justice in terms of respect for the integrity and balance of creation;
- CM1.04 identify justice as an essential ingredient in the liberation of human persons and a key expression of Christian love;
- CM1.09 suggest ways that they could use the preferential option for the poor as the criterion for analysing social injustice issues and be able to respond with compassion to situations of injustice and prejudice.

Family Life Education (p.45)

Our hope is that Religious Education will help students:

- respect the dignity of all forms of life – and in particular, of human life – at every stage of its existence.

Overall Expectations

By the end of this course, students will:

- FLV.01 demonstrate an understanding of the sacredness of the human person, body and spirit (CCC §2258-2262), from conception until natural death (CCC §2268-2283);
- FLV.02 recognize and explore the meaning of integrity and belonging in human life.

Specific Expectations

By the end of this course, students will:

- FL1.08 evaluate healthy and unhealthy attitudes to the human body and physical appearance.

Grade 12 Religion

Profession of Faith (p.62)

Our hope is that Religious Education will help students:

- appreciate persons as rational, emotional, physical, social, aesthetic, moral and spiritual in nature.

Overall Expectations

By the end of this course, students will:

- PFV.03 explore ways Church teaching can help people understand contemporary ethical and moral issues as part of the discernment process.

Specific Expectations

By the end of this course, students will:

- PF1.02 define key tenets in Catholic social teaching (e.g., human dignity);
- PF1.06 define and analyse the impact of the Church's preferential option for the poor.

Family Life Education (p.65)

Our hope is that Religious Education will help students:

- realize the meaning of the intrinsic dignity of each human person, and its impact on our inherent sense of responsibility towards self and others;
- appreciate the importance of institutions for the common good of society (e.g., family, church, political institutions).

Overall Expectations

By the end of this course, students will:

- FLV.01 describe the meaning of “the intrinsic dignity of each human person,” and its impact on our inherent sense of responsibility towards self and others;
- FLV.02 define the family as a foundational context for Christian ethical and moral life;

Specific Expectations

By the end of this course, students will:

- FL1.01 identify the many facets of humans; rational, emotional, physical, social, aesthetic, moral and spiritual in nature, and discuss how this impacts on moral living;
- FL1.02 describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment (e.g., living with a disability, rejection).