

CURRICULUM ALIGNMENT – Picture This: Scientists on Stamps

Ontario

Grade	Course Name and Number	Strand	Expectations
10	Canadian History Since World War I (CHC2D)	A: Historical Inquiry and Skill Development	A1: Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.
10	Canadian History Since World War I (CHC2D)	A: Historical Inquiry and Skill Development	A1.2: Select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources.
10	Canadian History Since World War I (CHC2D)	A: Historical Inquiry and Skill Development	A1.4: Interpret and analyze evidence and information relevant to their investigations, using various tools, strategies and approaches appropriate for historical inquiry.
10	Canadian History Since World War I (CHC2D)	A: Historical Inquiry and Skill Development	A1.5: Use the concepts of historical thinking (i.e. historical significance, cause, and consequence, continuity and change and historical perspective) when analyzing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 1914.
10	Canadian History Since World War I (CHC2D)	A: Historical Inquiry and Skill Development	A1.7: Communicate their ideas, arguments and conclusions using various formats and styles, as appropriate for the audience and purpose.
10	Canadian History Since World War I (CHC2D)	C. CANADA, 1929–1945	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.
10	Canadian History Since World War I (CHC2D)	C. CANADA, 1929–1945	C1.2: Identify some major developments in science and/or technology during this period and assess their significance for different groups in Canada.

10	Canadian History Since World War I (CHC2D)	C. CANADA, 1929–1945	C3.1: Describe contributions of various individuals, groups, and/or organizations to Canadian society, politics, and/or culture during this period, and assess the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada.
10	Canadian History Since World War I (CHC2D)	D. CANADA, 1945–1982	D1.: Social, Economic and Political Context: describe some key social, economic, and political events, trends, and developments in Canada between 1945 and 1982, and assess their significance for different groups in Canada.
10	Canadian History Since World War I (CHC2P)	D. CANADA, 1945–1982	D1.2: Identify some major developments in science and technology during this period (e.g. nuclear energy) and assess their significance for different groups in Canada.
10	Canadian History Since World War I (CHC2P)	D. CANADA, 1945–1982	D3.: Identity, Citizenship and Heritage: analyze how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982.
10	Canadian History Since World War I (CHC2D)	D. CANADA, 1945–1982	D3.1: Describe contributions of various individuals, groups, and/or organizations to Canadian society and politics during this period and explain the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada.
10	Canadian History Since World War I (CHC2D)	E. CANADA, 1982 TO THE PRESENT	E1.: Social, Economic and Political Context: describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups in Canada.
10	Canadian History Since World War I (CHC2D)	E. CANADA, 1982 TO THE PRESENT	E1.2: Identify some major developments in science and technology since 1982 and assess their significance for people in Canada.
10	Canadian History Since World War I (CHC2P)	A: Historical Inquiry and Skill Development	A1.: Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.

10	Canadian History Since World War I (CHC2P)	A: Historical Inquiry and Skill Development	A1.2: Select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources.
10	Canadian History Since World War I (CHC2P)	A: Historical Inquiry and Skill Development	A1.4: Interpret and analyze evidence and information relevant to their investigations, using various tools, strategies and approaches appropriate for historical inquiry.
10	Canadian History Since World War I (CHC2P)	A: Historical Inquiry and Skill Development	A1.5: Use the concepts of historical thinking (i.e. historical significance, cause and consequence, continuity and change, and historical perspective) when analyzing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 1914.
10	Canadian History Since World War I (CHC2P)	A: Historical Inquiry and Skill Development	A1.7: Communicate their ideas, arguments and conclusions using various formats and styles, as appropriate for the audience and purpose.
10	Canadian History Since World War I (CHC2P)	C. CANADA, 1929–1945	C1.: Social, Economic and Political Context: describe some key social, economic, and political events, trends, and developments in Canada between 1929 and 1945, and explain how they affected the lives of people in Canada.
10	Canadian History Since World War I (CHC2P)	C. CANADA, 1929–1945	C1.2: Identify some major developments in science and/or technology during this period and assess their impact on the lives of Canadians.
10	Canadian History Since World War I (CHC2P)	C. CANADA, 1929–1945	C3.1: Describe contributions of various individuals, groups, and/or organizations to Canadian society, politics, and/or culture during this period.
10	Canadian History Since World War I (CHC2P)	C. CANADA, 1929–1945	D1.: Social, Economic and Political Context: describe some key social, economic, and political trends, events, and developments in Canada between 1945 and 1982, and explain how they affected the lives of people in Canada.

10	Canadian History Since World War I (CHC2P)	C. CANADA, 1929–1945	D1.2: Identify some major developments in science and/or technology during this period and explain how they changed the lives of people in Canada.
10	Canadian History Since World War I (CHC2P)	C. CANADA, 1929–1945	D2.3: Describe some key developments related to Canada’s participation in the international community during this period, with a particular focus on the context of the Cold War.
10	Canadian History Since World War I (CHC2P)	C. CANADA, 1929–1945	D3.: Identity, Citizenship Heritage: describe how some individuals, organizations, and social and political developments and/or events contributed to the development of identity, citizenship, and/or heritage in Canada between 1945 and 1982.
10	Canadian History Since World War I (CHC2P)	C. CANADA, 1929–1945	D3.1: Describe ways in which some individuals, symbols, and/or events during this period contributed to the development of identity, citizenship, and/or heritage in Canada.
10	Canadian History Since World War I (CHC2P)	C. CANADA, 1929–1945	E1.: Social, Economic and Political Context: describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their impact on the lives of different people in Canada.
10	Canadian History Since World War I (CHC2P)	C. CANADA, 1929–1945	E1.2: Identify some major developments in science and/or technology since 1982.
11	Environmental Science, Grade 11 (SVN3M)	F. Conservation of Energy	Specific Expectation F3.1: Explain the historical significance of a variety of energy sources (e.g. whale oil, coal), and describe their long-term impact on the environment
11	World History Since 1900: Global and Regional Perspectives (CHT3O)	Change and Continuity	Specific Expectation: Describe major technological and economic changes since 1900 and their impact on society.

11	World History Since 1900: Global and Regional Perspectives (CHT3O)	Change and Continuity	Specific Expectation: Describe how belief in progress and technological improvements provides a framework for understanding history since 1900.
11	Canadian History and Politics Since 1945 (CHH3C)	Social, Economic and Political Structures	Specific Expectation: Describe developments in Canada's resource industries since 1945.
11	Physics, Grade 11 (SPH3U)	A. Scientific Investigation Skills and Career Development	Specific Expectation A1.7: Select, organize, and record relevant information on research topics from a variety of appropriate sources, including electronic, print, and/or human sources, using suitable formats and an accepted form of academic documentation.
11	Physics, Grade 11 (SPH3U)	A. Scientific Investigation Skills and Career Development	Specific Expectation A1.11: Communicate ideas, plans, procedures, results, and conclusions orally, in writing, and/or in electronic presentations, using appropriate language and a variety of formats (e.g. data tables, laboratory reports, presentations, debates, simulations, models).
11	Physics, Grade 11 (SPH3U)	A. Scientific Investigation Skills and Career Exploration	Specific Expectations A2.2: Describe the contributions of scientists, including Canadians (e.g. Richard E. Taylor, Leonard T. Bruton, Willard S. Boyle, Martha Salcudean, Harriet Brooks, Louis Slotin), to the fields under study.
12	Physics, Grade 12 (SPH4U)	A. Scientific Investigation Skills and Career Development	Specific Expectation A1.7: Select, organize, and record relevant information on research topics from a variety of appropriate sources, including electronic, print, and/or human sources, using suitable formats and an accepted form of academic documentation.
12	Physics, Grade 12 (SPH4U)	A. Scientific Investigation Skills and Career Development	Specific Expectation A1.11: Communicate ideas, plans, procedures, results, and conclusions orally, in writing, and/or in electronic presentations, using appropriate language and a variety of formats (e.g. data tables, laboratory reports, presentations, debates, simulations, models).
12	Physics, Grade 12 (SPH4U)	A. Scientific Investigation Skills and Career Exploration	Specific Expectation A2.2: Describe the contributions of scientists, including Canadians (e.g. Elizabeth MacGill, Pierre Coulombe, Allan Carswell, Gerhard Herzberg), to the fields under study.

12	Physics, Grade 12 (SPH4C)	A. Scientific Investigation Skills and Career Development	Specific Expectation A1.7: Select, organize, and record relevant information on research topics from a variety of appropriate sources, including electronic, print, and/or human sources, using suitable formats and an accepted form of academic documentation.
12	Physics, Grade 12 (SPH4C)	A. Scientific Investigation Skills and Career Development	Specific Expectation A1.11: Communicate ideas, plans, procedures, results, and conclusions orally, in writing, and/or in electronic presentations, using appropriate language and a variety of formats (e.g. data tables, laboratory reports, presentations, debates, simulations, models).
12	Physics, Grade 12 (SPH4C)	A. Scientific Investigation Skills and Career Exploration	Specific Expectation A2.2: Describe the contributions of scientists, including Canadians (e.g. Elijah McCoy, Jaisel Vadgama, Gerald Vincent Bull, Elizabeth Cannon, Richard Marceau, Normand C. Beaulieu), to the fields under study.
12	Canada: History, Identity, and Culture (CHI4U)	Change and Continuity	Specific Expectation: Analyze how changes in technology have affected Canadian homes and workplaces.
12	World History: The West and the World (CHY4C)	Change and Continuity	Specific Expectation: Describe the nature of selected technological changes and their impact on individuals, social structures, communities and the environment.