A SUSTAINABLE WORLD

Educator's Guide

How to navigate and use the website

A collaboration by: AGA KHAN FOUNDATION CANADA | CANADIAN Geographic

A Sustainable World

How to navigate and use the website

Grades 9 – 12

This toolkit provides educators with activities, discussion prompts, and ready-to-use resources to help students navigate and use this interactive platform, which is designed to support learning about global development issues. Students will learn how to access country statistics, compare data across themes (Gender, Climate, Health, and Education), explore videos and articles, and begin asking their own questions. These skill-building lessons set learners up for success in future lessons and independent inquiry.

Table of contents

Acknowledgements 4

Contributors 5

Who we are 6

How to use this resource and contact us 7

Protecting the safety, belonging, and dignity of students 9

How to navigate and use the website 12

- Lesson 1: Introduction and big ideas 14
- Lesson 2: Skill building - How to use the interactive map 17
- Lesson 3: Making connections - Asking good questions 21
- Extension activities 25

English language learning supports 26

Modifications for Grades 6 to 8 27

Assessment for learning 31

Sources 32

Appendix: Curriculum Connections Across Canada + International Baccalaureate (IB) 33

BACK TO CONTENTS

Acknowledgements

Statement on reconciliation in Canada

Our work in supporting teachers and youth to become active global citizens reminds us of the importance of learning, listening, and taking action as change makers, all of which are central to the process of Truth and Reconciliation. We are reminded that Canada's reconciliation process with Indigenous Peoples must be continuous and intentional, as do all processes like this around the world. We must remember that Canadian society continues to confront the legacy of colonialism. Our ongoing pursuit of this work reminds us of the importance of understanding and acknowledging history, accurately and completely, to help us make changes that move us towards more inclusive and equitable societies. These reminders inform our work, in Canada and globally, on this shared path of reconciliation.

Financial support

A Sustainable World and related resources were developed with the financial support of Global Affairs Canada.

In **partnership** with Canada

Contributors

Cover page photo

A group of youth at AKFC's Youth Leadership Academy in Toronto, Ontario, exploring *A Sustainable World*.
Credit: Peter Power / AKFC

Lesson package development

Canadian Geographic Education

John Estabillo, Director of Education

Jennifer Coy, Writer

Garfield Gini-Newman, Education Consultant

Fiona Tapp, Education Editor

Aga Khan Foundation Canada

Lauren Lakanen, Curriculum Design Consultant

Rosemary Quipp, Deputy Director, Public Engagement and Resource Mobilization

Carrie LaPorte, Senior Advisor, Strategy and Communications

Christine McGuire, Senior Manager, Public Engagement

Natasha Asbury, Manager, Education and Youth Engagement

Sophia Mirzayee, Officer, Education and Youth Engagement

Teacher reviewers

Madeline Collins, Ontario

Christine Paget, British Columbia

Darryl Fillier, Newfoundland & Labrador

Val Ellard, Alberta

Gabrielle Rogers, New Brunswick

Graphic designer

Greg Dubeau RGD

Translator

Versacom

Who we are

AGA KHAN FOUNDATION CANADA

Aga Khan Foundation Canada (AKFC) is a non-denominational international development organization and registered Canadian charity. We work in over a dozen countries in Africa, Asia, and the Middle East tackling the root causes of poverty through a holistic, sustainable, and interconnected set of programs. Our programs promote the empowerment of women and girls, and invest in agriculture and food security, civil society, climate resilience, early childhood development, education, health and nutrition, and work and enterprise. Since 1980, AKFC has improved millions of lives with the support of the Government of Canada and thousands of individual Canadians.

In Canada, we undertake a range of initiatives to engage Canadian individuals and institutions in global development. AKFC works with Canadian educators to deepen their understanding of global issues and empower them with practical tools and strategies to engage students as active global citizens. Some of these tools include workshops for students, professional development programming for educators, and resources such as lesson plans, videos, and newsletters.

AKFC is part of the global Aga Khan Development Network (AKDN), a family of development agencies with individual mandates that address the social, economic, and cultural dimensions of development. AKDN is dedicated to improving the quality of life of those in need, mainly in Asia and Africa, irrespective of their origin, faith, or gender. AKDN's multifaceted development approach aims to help communities and individuals become self-reliant.

CANADIAN Geographic

Canadian Geographic Education is the educational program of The Royal Canadian Geographical Society. We inspire young people to learn about Canada and the world through geography and land-based learning, helping them understand the connections between people, places, and environments. Working with educators, Indigenous knowledge holders, subject-matter experts, and partners across Canada, we create free, curriculum-connected learning experiences for K–12 classrooms, including maps, lesson plans, multimedia, interactive tools, Giant Floor Maps, experiential learning programs, and national initiatives. Through our national network of educators, we support teachers with classroom-ready resources, professional learning, and opportunities that bring Canada's geography, communities, and stories to life. We believe geographic literacy is essential to understanding Canada and its place in the world. Our programs encourage students to ask questions, examine evidence, explore different perspectives, and become informed, curious, and engaged citizens.

How to use this resource and contact us

- The toolkit draws on maps, real-world data, stories about real people, and multimedia learning resources from ***A Sustainable World***, an interactive learning platform designed to engage students in exploring global development issues. You can invite students to explore the platform independently using individual devices, or project it for the class to navigate and explore together. Activities in this toolkit will guide you on when and how to use the platform throughout the learning experience.

- The toolkit supports curriculum expectations for Grade 9 to 12 learners across Canada, as well as those enrolled in an International Baccalaureate (IB) programme. There are strong ties to Social Studies, Geography, Civics, World Issues, Environmental Studies, Global Issues, and Language Arts. For a full chart of curriculum connections, please see the Appendix.

- The instructional text in the toolkit uses three distinct formatting styles: numbered text, and italic text, and plain text. Numbered text represents the teacher script, *italic text provides teacher notes and guidance*, and plain text are procedural directions.

- We have included activities to engage different learning styles. Look for the following icons throughout the resource:

Verbal-Linguistic

Logical-Mathematical

Visual-Spatial

Bodily-Kinesthetic

Musical

Interpersonal

Intrapersonal

Naturalist

- The length of time suggested for each lesson appears as a range (e.g., 30 to 35 minutes). Feel free to deliver the lessons in a way that matches the instructional time in your learning environment, as well as your students' needs. A single lesson can fill one learning session, or it can be split across several sessions.

- Feel free to adapt the lessons to suit your students' learning styles and needs. Modifications and supports are included for Grades 6 to 8 learners and English language learners.
- Website links are working as of September 2026. Please check them before use.
- We would love to hear how you are using this resource and welcome your ideas for improvements. Please share your suggestions with us at akfc.education@akdn.org.
- Sign up for our monthly newsletter where we share our favourite activities, videos, and resources.
- Visit us online for more educator resources: www.akfc.ca/get-involved/educators

A Sustainable World

Interactive MAP

Protecting the safety, belonging, and dignity of students

Introduction

Global citizenship education has many benefits. It increases students' awareness of local and global issues; promotes critical and creative thinking; sparks communication, collaboration, and problem-solving; and activates students' unique gifts for ethical and informed action.

These topics will touch your life and your students' lives in different ways. We encourage you to watch this introductory Edutopia video on trauma-informed practices: **Education Buzzwords Defined: What Are Trauma-Informed Practices?**

Let students choose alternatives

As a teacher, you know your students best and should evaluate their level of readiness before integrating global citizenship education in your classroom. Given the complexity and gravity of some topics — such as poverty, climate disasters, and inequality — it is important to prepare your students in advance by disclosing to them the nature of the content they will engage with. When possible, let students know that they may opt out, and provide them with alternative ways of engaging with the content.

Hold space for difficult emotions

Serious topics may spark difficult emotions. Transitions between activities and opportunities for self-expression are essential for processing this content. Journaling or checking in with peers are meaningful ways to end a class. In addition, discussion groups led by a guidance counselor can provide a safe and comfortable space in which students can process their emotions and feel supported. Devoting time—even if it means skipping content—to these strategies ensures we support learners and model valuable coping skills that extend into other facets of life.

Offer hope and optimism

We encourage you to share optimistic stories of hope, action, and progress while teaching about local and global issues. It is important for your students to know that they have the capacity to address global problems in their own way. Using case studies and examples that show meaningful progress and action can inspire students. Furthermore, allowing students to exercise their agency through action-oriented projects can offer optimism and hope.

Signs and symptoms of trauma

There are many signs and symptoms of trauma, which include physical, mental, emotional, and social responses. Some signs and symptoms are listed below, adapted from Barnard College's resources on trauma informed pedagogy:

- missing classes
- having difficulty focusing
- having difficulty retaining and recalling information
- having difficulty regulating emotions
- being afraid to take risks
- experiencing anxiety around group work, public speaking, deadlines, tests, etc.
- feeling stressed, angry, or helpless
- withdrawing and isolating
- participating in unhealthy relationships

If you notice these signs and symptoms, act compassionately, seek support when necessary, and take trauma-informed steps to support your students' well-being. For additional videos and articles, we encourage you to explore the Government of Alberta's webpage on trauma-informed practice and Edutopia's resources on trauma-informed practices.

Facilitation principles

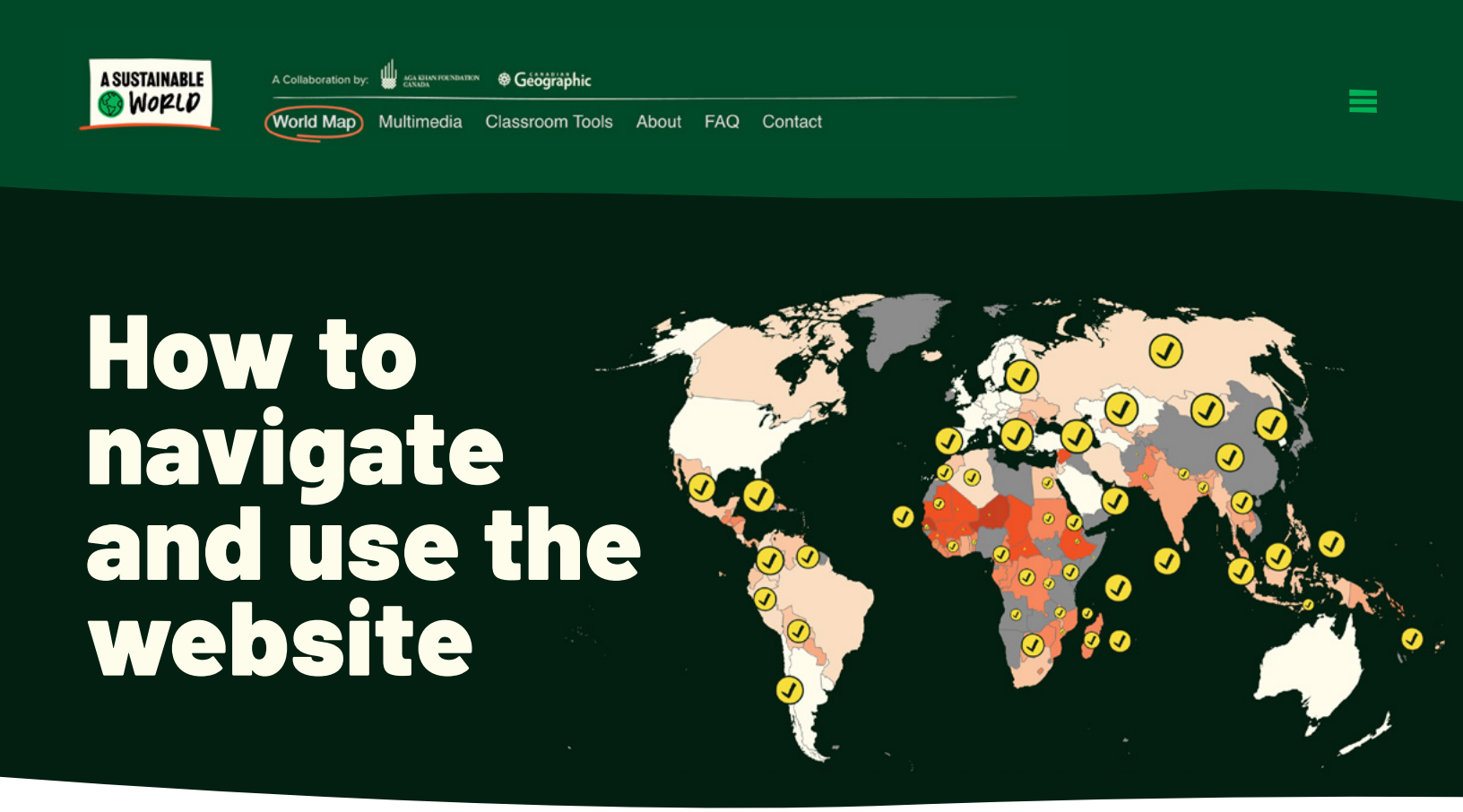
Here are some tips that you can use before and while facilitating conversations in the classroom:

- Be as aware of your students' personal situations as possible. Consider historic, cultural, and gender issues.
- Is there anyone who may be personally affected by the discussion topic?
- Be mindful of power dynamics.
- Acknowledge trauma and create a climate of safety, trust, and transparency.
- Consider sharing a content warning.
- Define issues clearly and approach them with sensitivity.
- Structure discussions, establish expectations, and clear pathways for communication.
- Consider which topics are appropriate for discussion and debate.
- Protect students by not personalizing issues.
- Wherever possible, empower students with voice and choices.
- Make room for students' perspectives and recognize that these perspectives are informed by different experiences, beliefs, and values.
- Thank students for their responses in a neutral way.
- Accept that issues are complex and there may not be a "right answer." It is okay for students to disagree and debate respectfully.
- Teach students the difference between bias and an informed opinion.
- Help students find reliable information to support their views.
- Create a climate that validates lived experience.
- Be an open and available resource within your personal and professional boundaries.
- Be mindful of compassion fatigue and take care of yourself.

Seek extra support if necessary

Keep in mind that global citizenship education affects everyone differently. Some students may be particularly vulnerable and may experience a greater emotional toll, including the triggering or exacerbation of symptoms. We encourage you to be observant and provide extra support and resources to all students in case they wish to process their feelings further or receive additional support to help them cope.

*This guidance was adapted from a range of sources which are listed in the **Sources** page.*



How to navigate and use the website

Take a comprehensive tour of *A Sustainable World* and the big ideas and goals that make it a powerful tool for understanding and taking action on the United Nations Sustainable Development Goals.

Duration:

55 minutes to 1 hour and 10 minutes

Key concepts:

- Mapping
- Geographic awareness
- Data collection and analysis

Materials:

A Sustainable World interactive map

Shared vertical surface; examples of common maps in the student environment

Country data connect four worksheet, one per learner.

Self-assessment: How to navigate and use the website

Educator resource: Assessment for learning - How to navigate and use the website

Learning styles:

Verbal-Linguistic

Visual-Spatial

Interpersonal

Intrapersonal

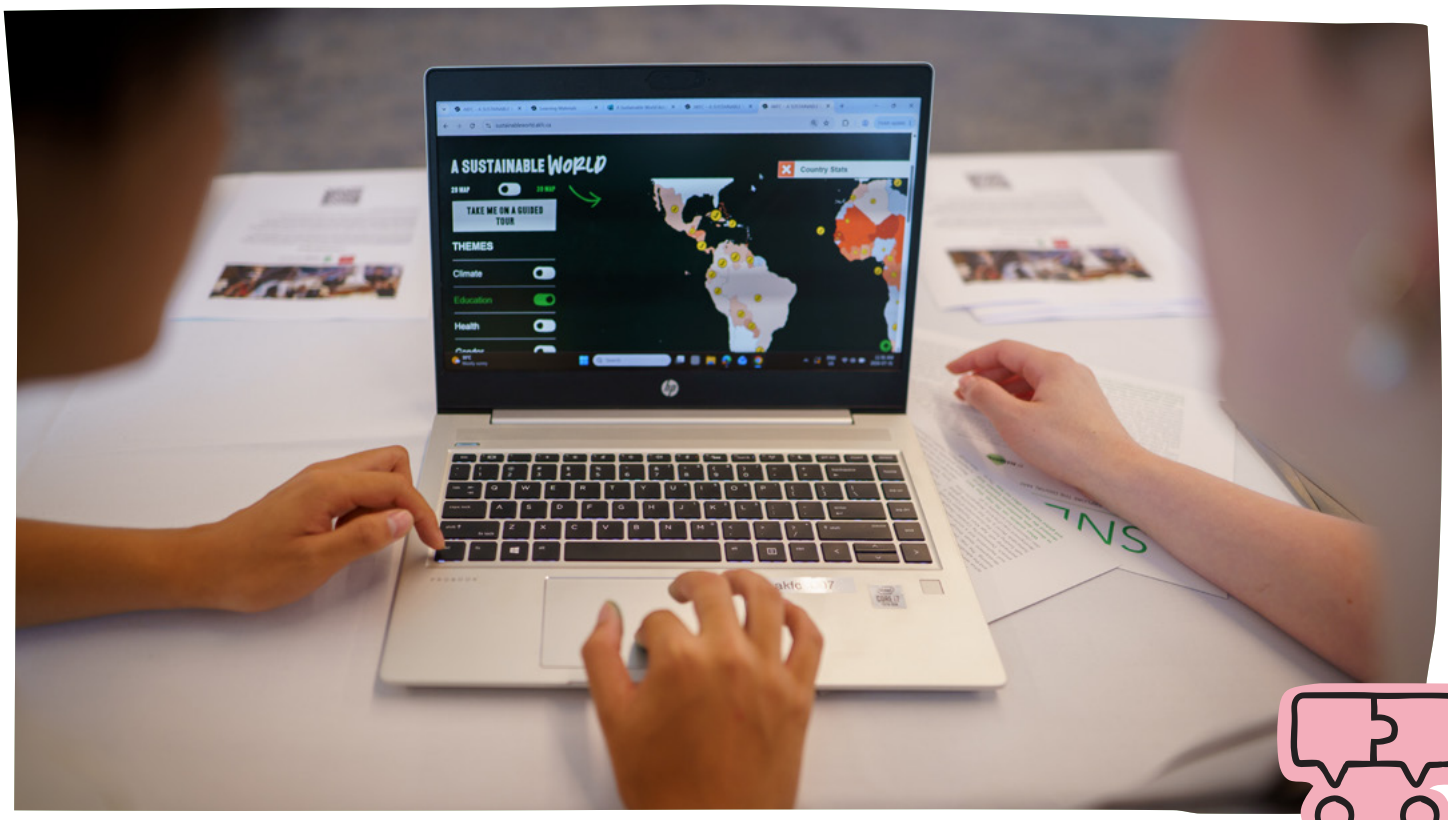
Learning objectives

Learners will come to understand that...

- a map is a constructed representation, not a neutral picture. It combines a depiction of space with data attached to places and is built for a particular purpose and audience.
- comparing data across countries can reveal patterns and raise questions, but the map alone does not explain why differences exist, which requires interpretation, context, and further evidence.

Learners will be able to...

- navigate key features of the interactive website.
- locate and interpret country profiles and data summaries.
- use filters to explore sustainability themes and indicators.
- identify where to find videos and articles that highlight real people's stories and provide deeper context.
- ask their own inquiry questions about global development issues.



Students using *A Sustainable World*. Credit: Peter Power / AKFC

Lesson 1

Introduction and big ideas

Purpose: To invite learners to consider how a digital map and global datasets can be a powerful learning and action tool.

Suggested timing:

Lesson 1
10–15 minutes

Materials:

Map examples such as:

- Community maps
- Blueprints
- Game maps
- Navigation apps

Suggested teacher script

1. Have you ever heard about another part of the world and wondered, “What’s it like to live there? What’s school like? What do people do for work? What does the climate feel like?” These questions could be answered with a list of facts, but they can also be communicated through maps. What makes a map different from a list of facts about a place? To find out, we are going to learn how to use a map built to help answer questions about human life and the environment with real data, visuals, and stories. First, let’s reflect on what makes a map a map.

2. Let’s begin with the reasons we create and use maps. What maps have you seen? What kinds of things do you usually look for on a map?

   Examples learners may be familiar with include: the location map inside most malls, hiking and walking trail maps from your municipality, the driving maps they may see their parents use, and fictional maps within video games or fantasy books.

   Remind them that every smartphone has powerful mapping tools that would have been unthinkable just a few decades ago. Through the discussion, learners will ideally arrive at some key concepts about maps: they represent information about space in the world, including the relationship between different kinds of data and different locations.

3. Maps can have many kinds of features depending on their purpose and audience. What kinds of features are shown on different maps? What do those features tell you about the purpose and audience of a map?

   A map might show things like time zones, physical features, political boundaries (and therefore implied political claims), roads for navigation, surveys for new construction sites, or weather.

   You may wish to demonstrate how smartphone maps are also used for advertising. Businesses can pay the map publisher so they are more prominent in search results.

4. All maps contain at least two basic forms of information:

   - A way of showing some part of the physical world, from the very local (your neighbourhood) to global (maps of the entire world and beyond).
   - A way of showing other related information or data connected to locations on the map.

5. Maps are built with data. Data is information that can be organized, shared, and compared. The data that goes into a map can be almost anything that we observe about the world and how humans interact with it. The unique thing that maps can do is show the connection between different types of data and how they appear in different locations. The same data could be shared as a list or a set of lists, but seeing it mapped out within a representation of space can be much more powerful.

Take a moment to apply these categories to a few different common maps. For example, a mall location map represents the spatial layout of the mall through a floor plan as well as information about the various stores and amenities in the mall. These two forms of information come together in the map.

6. Why might it be useful to look at data about different countries? Why might it be useful to compare the same kind of data across different countries?

7. Next, we will look at how we can use data to better understand the challenges that different countries face as they work towards a more sustainable future.

Learners now have the idea that maps pair a representation of space with data; Lesson two opens the tool itself. If you resume in a later period, re-anchor learning with the question: What two things does every map feature?

Wanda, a high school teacher, uses *A Sustainable World* at AKFC's Teachers Leadership Institute in Toronto, Ontario. Credit: Peter Power / AKFC.

Lesson 2

Skill building – How to use the interactive map

Purpose: Introduce learners to the platform and walk them through its key features and functions.

Suggested timing:

Lesson 2
30–35 minutes

Materials:

A Sustainable World interactive map

Country data connect four worksheet, one per learner.

For learners who are prepared for independent engagement with the interactive map, the tour provides basic instructions for the map functions and data. Upon navigating to the site, a pop-up reads, "Welcome to the Guided Tour". Press the "Start Tour" button to begin the tour. If the pop-up does not appear, press the "Take Me on a Guided Tour" button on the left side of the screen.

Suggested teacher script

Provide access to the interactive map through individual devices or by projecting the website for the class. Begin with the interactive map centred on a region far from your home community. Use either the 2D or 3D projection as suits the needs of your classroom.

1. Are maps more, less, or equally effective as written lists for comparing data about countries? We know that maps can be a powerful way to share data. Let's try looking at how a map can show shared information across different locations.

2. *A Sustainable World* is a world map built on many different sets of data that connect to four key themes: Climate, Health, Education, and Gender, all of which draw from the United Nations Sustainable Development Goals (often called the SDGs).

In terms of representing space, the interactive map is a digital globe. Rather than detailed geographical features, however, its purpose is to organize and share sustainability-related data about all of the world's countries. We can access this information through the Themes dashboard and by clicking on any of the countries on the map to pull up the Country Stats dashboard.

Show learners how the Theme toggles work by selecting one and demonstrating how this converts the map to display data on this theme, including the Map Legend and related data in the Country Statistics dashboard.

3. Each of the themes has two sets of data that will appear on the map. This kind of map is called a choropleth. A choropleth is a map that uses different colours or shades to represent data ranges between different areas. On this map, the darker the shade, the higher the value for that country in the first set of data.

   Select a country on the map and demonstrate how the choropleth and symbols change for different themes.

   Information about the data for each Theme appears in Map Legend and changes to match the Theme you have selected.

4. The second set of data is represented through the symbol hovering over each country. The larger the symbol, the higher that country's ranking in the second set of data.

5. The map also holds other important thematic and geographical information. This appears when we click on a country. Doing so will pull up the Country Statistics dashboard, which contains basic geographic and demographic information about the country, as well as data that is specific to the toggled theme. Here, we can analyze and compare potential relationships between data within a country and we can also compare by selecting a second country using the Country Comparison toggle.

6. Take a few minutes to go to the interactive map and identify:
   - The four core themes (Education, Health, Gender, Climate)
   - The Map Legend
   - Where to find country profiles
   - The Country Statistics dashboard
   - Where to find videos and articles under the Multimedia tab

7. Let's try using the map to find different kinds of data. Select a country of your choice. What data is available under the "Health" theme?

   If learners are working independently on their devices, they can proceed individually or in small groups. If the interactive map is being projected to the class, ask instead for suggestions from the class for a country to locate.

   Now let's switch the theme to "Climate." What changes about how the country appears on the map? What stays the same?

8. Now let's try comparing two different countries. Switch to the "Gender" theme. Select another country to compare within the "Gender" theme by clicking on the Country Comparison toggle and using the arrow dropdown to search a country by name.

   How do they differ? What are the most significant geographic differences between the countries?

9. To practice moving through the interactive map and locating data, let's try a quick activity.

   Share the **Country data connect four** worksheet, one per learner.

   Learners can compete to finish the task as fast as possible or see who can make the most connections within a set time limit. Remind them that they must be able to prove their answers by navigating the map. When the activity is complete, move on to the connect and reflect questions on the worksheet. Invite the class to share their responses. Let them know that they will revisit these questions as they continue to explore and work with the interactive map.

   To set the activity up for groups, divide learners into equal groups of at least four. Before groups begin the connect four activity, ask each group to assign a note taker, who records the answers and where on the map they were found, and a timekeeper who calls the halfway mark and the two-minute warning. Rotate the roles if the activity runs more than once, so the same learners are not always recording and timekeeping.

10. You can also use the Multimedia tab to view real stories around the world of people taking action to improve health, education, gender equality, and climate resilience. Take a moment to identify how to sort the resources by theme, Sustainable Development Goals (SDGs), and format.

    Learners should now be able to navigate the map. Lesson three invites them to use that fluency to investigate questions. Begin by asking for one thing they found on the map that surprised them.

A high school classroom in Edmonton, Alberta. Credit: Peter Power / AKFC.

Lesson 3

Making connections – Asking good questions

Purpose: Encourage learners to use the site to generate questions they're curious about.

Suggested timing:

Lesson 3
15–20 minutes

Materials:

None

Suggested teacher script

1. We have spent some time exploring the different data that informs the four themes of the interactive map. Did any of your findings surprise you? What kinds of questions could come from the data we explored?

   As you invite learners to respond, it may be beneficial to revisit the connect four activity results to reorient learners within the kind of data the map holds.

   All questions are a good start, but the right questions can lead to more impactful findings. What makes a question about global data worth asking and how would we know a good one when we saw it?

2. Where does Canada stand on some of these issues?

   To help answer this question, learners can use the Country Comparison toggle to view Canada's data against that of another country. Varied results can come from choosing countries with very different geographical features, such as distance from the equator, overall size, whether nations are islands or landlocked, as well as those that have features that are similar to Canada, such as Scandinavia and Russia.

3. How do your own experiences connect (or don't connect) to the data you see?

   It may help learners to consider data that connects directly to youth and/or education.

4. Exploring the way the countries of the world appear through a tool like the interactive map can lead to powerful, challenging, and thought-provoking questions. Let's look at some different questions that we might ask — and answer — using the interactive map.

5. Before we begin, let's think about what makes an effective question. An effective question doesn't just ask you to report data. It's not about what you see, but why you're seeing it.

   A list of questions is below. How could we revise these questions to make them more effective?

   - Which country has a lower life expectancy: the USA or Canada?
   - Which country in Africa has the least access to early childhood education?
   - Do countries with poor water quality also have lower rates of girls finishing upper secondary school?

   When making comparisons between countries, the first question that often comes to mind is why there are such major differences in the data from country to country. Some question formats we might use are:

   - Why does _____ have a lower life expectancy than _____?
   - What challenges might _____ face in providing education?
   - How does climate data relate to gender equity in _____?

Rather than handing learners a finished definition of a good question, use the revisions the class has just made to build the criteria together. This makes the standard something learners can apply to their own work — and to each other's — for the rest of the unit.

6. Look back at the questions we just improved. What did the stronger versions have in common? Let's turn that into a short list of criteria we can use every time we write a question about this map.

   Record the criteria on the shared vertical surface and keep them visible for later lessons. Learners will usually arrive at something close to the following; add any they miss rather than leading with them.

   Good questions are…

   - *Not immediately obvious: the map does not simply answer it in one click.*
   - *Helpful: answering it tells us something we actually want to know.*
   - *Connective: it makes us look across more than one data set, theme, or country.*
   - *Answerable in part: we can make progress on it with evidence, even if we cannot settle it.*

7. Now, test the criteria. Select one question from our list and evaluate it against each standard. Which criterion does the question meet most strongly? On which criterion is it weakest, and how would you improve it?

   Let learners know that the rating step matters more than the list itself. Learners who can judge a question against criteria can improve their own questions. Learners who only receive the criteria tend to copy the stems rather than thinking about the concepts.

   The map does not provide direct or easy answers to these questions. By connecting different data together, however, we can infer how different geographical, social, and economic factors might lead to different outcomes in different places.

   Try drafting two to three of your own "big questions." Record them on sticky notes or digital cards for future exploration.

Exit ticket

Questions

• One new feature I learned to use today was...

Answer:

• One question I still have is...

Answer:

• One thing I want to tell others about the map is...

Answer:

• This map gives us the tools to explore the world in a new way. What's one thing you're curious to explore next — and how might this map help you find answers?

Answer:

Extension activities

Consider these options for classes that move quickly, or learners who want to go further.

Map audit

Ask learners to find a map they use in daily life, such as a transit map, a weather app, or a game map and describe its purpose, its intended audience, and one thing it deliberately leaves out. Compare with what the interactive map includes and omits.

Question exchange

Divide learners into groups and invite them to post their strongest “big question” and answer a question posted by a different group. Each group spends 10 minutes gathering what the map can contribute to the question, then reports back on what the map could answer and what information was missing or couldn’t be found on the map.

Advanced comparison

Learners choose two countries and use the Country Comparison toggle to write one claim they can support with map evidence and one claim the map cannot settle. This activity helps prepare for the evidence-gathering steps in the theme lessons.

Predict and check

Before opening a theme, learners predict where Canada will sit relative to a country of their choice, then check. Remind learners that there is as much to learn from the predictions that were wrong as the ones that were aligned.

English language learning supports

This lesson gives learners many ways to demonstrate their understanding without relying only on extended written or spoken English. Maps, symbols, colours, free exploration of the interactive map, comparisons, short responses, and discussion can all provide ways for learners to show what they notice and understand while building the language needed to describe patterns, make comparisons, and ask questions.

Before you begin

Pre-teach the vocabulary learners will encounter throughout the lesson. Terms such as **facts, data, country, theme, compare, pattern, symbol, choropleth, indicator, profile,** and **resource** are important for navigating both the lesson and the interactive map.

Create a visual dictionary for the lesson by pairing important terms with a picture, icon, example, or simple definition. Students can combine these to create vocabulary webs that connect related words. For example, a web for the word **map** can connect words like **country**, **choropleth,** and **symbol**; a **data** web can connect words like **compare, pattern**, and **indicator.**

Give learners opportunities to practise key vocabulary before they are expected to use it independently. This might include a sentence starter, partner discussion, labelled screenshot, or diagram or a matching activity with word and definition cutouts.

Lesson 1: Introduction and big ideas

Begin with familiar maps before introducing more abstract language about maps and data. School maps, mall maps, transit maps, weather maps, phone maps, and video game maps allow learners to contribute examples even when they do not yet have the vocabulary to explain their thinking in detail.

As learners identify what different maps show, record their examples using a simple structure such as:

This map shows _____.

People use this map to _____.

When introducing **data**, connect the word directly to examples learners already understand. Data can be described initially as *information we collect, organize, compare, and show*. Build toward more precise terminology as learners encounter data on the interactive map.

When discussing the two forms of information found on maps, provide a visual example and label the two parts: **place/space** and **information/data**. Learners can point to, circle, or label these elements before explaining the distinction verbally.

Allow learners to demonstrate understanding through examples. Identifying a feature on a familiar map and explaining what it tells the user may provide stronger evidence of understanding than requiring a lengthy definition of what a map is.

Lesson 2: Skill building – How to use the interactive map

Model each interactive feature visually before asking learners to navigate independently. Introduce one feature at a time and pair its name with the action learners performs:

1. **Select a theme**
2. **Choose a country**
3. **Open a country profile**
4. **Compare countries**
5. **Find a multimedia resource**

Keep a short visual checklist visible while learners work. For example:

Choose a theme → Select a country → Find the data → Compare → Find a story or video

When introducing **choropleth**, **indicator**, and other specialized terms, provide a plain-language explanation alongside the academic term. For example: *A choropleth is a map that uses colours or shades to show differences in data between places.*

During country comparisons, provide sentence starters that allow learners to focus on interpreting the map rather than constructing a response from scratch, for example:

In _____, the map shows _____.

Compared with _____, _____ has a higher/lower _____.

One difference I notice is _____.

One similarity I notice is _____.

This makes me wonder _____.

For Country data connect four, consider pairing learners strategically or assigning group roles so that navigating, locating information, recording, and reporting are shared tasks. Learners can demonstrate that they have found the correct information by showing its location on the map rather than relying only on a written explanation.

Lesson 3: Making connections - Asking good questions

The shift from identifying data to asking questions introduces more demanding language. Make the distinction between **what, how,** and **why** questions explicit using examples from the interactive map.

Provide question frames such as:

What does the map show about _____?

How is _____ different from _____?

Why might _____ be different in these two countries?

What other information would help us understand _____?

Allow learners to draft a question first using keywords, a diagram, a comparison they found on the map, or their first language where appropriate. They can then work with a partner or use the provided question frames to develop the idea into an English inquiry question.

Self-assessment: How to navigate and use the website

Provide learners with Self-assessment: How to navigate and use the website. Invite them to reflect on their learning and place themselves on the progression table. Compare their self-assessment observations with your own observations and assessments in the curriculum table.

Modifications for Grades 6 to 8

Focus the opening discussion on familiar maps and simple examples of how maps show both places and information.

- Use examples learners already know, such as school maps, mall maps, transit maps, weather maps, video game maps, and phone maps.
- Use examples learners already know, such as school maps, mall maps, transit maps, weather maps, video game maps, and phone maps.
- Ask learners to identify what each map shows and why someone would use it.
- Introduce data as “information we can collect, compare, and show.”
- Keep the focus on the idea that maps can help us ask questions about different places.

Introduce only the most important website features first, then add more tools as learners become comfortable.

- Demonstrate the map as a whole class before asking learners to explore on their own.
- Focus on the four core themes: Education, Health, Gender, and Climate.
- Teach one map feature at a time: Theme toggles, Country Statistics dashboard, Map Legend including symbols and choropleth shading, Country Comparison dashboard, and Multimedia library.
- Begin with Canada, then compare it with one teacher-selected country.
- Provide a simple scavenger hunt or checklist so learners can practise finding one country, one theme, one data point, one comparison, and one story or video.

Support learners in moving from simple “what” questions to stronger “why” and “how” inquiry questions.

- Provide question stems such as:
  - **What does the map show about…?**
  - **How is ___ different from ___?**
  - **Why might ___ have different results than ___?**
  - **What other information would help us understand this better?**

- Ask learners to revise one simple question into a stronger inquiry question.
- Encourage learners to connect map data to real-life experiences, but avoid asking them to explain complex global issues without support.
- Let learners record questions on sticky notes, a class chart, or a shared digital board for future inquiry.

For younger learners, the goal is to build confidence using the website and understanding that maps can show data, patterns, and questions about the world. Learners should be able to locate basic features, compare simple data between countries, and generate at least one thoughtful question for future exploration.

Assessment for learning

For assessment opportunities that teachers can use during this introductory lesson, refer to the table provided in **Educator resource: Assessment for learning - How to navigate and use the website**. Rather than sustained inquiry, this assessment focuses on tracking student fluency with the interactive map and related website features. The table highlights what teachers should listen and look for as learners practise locating countries, selecting themes, interpreting basic map symbols and data, using comparison tools, finding stories and resources, drafting inquiry questions, and reflecting on their learning. These observations can help teachers identify which navigation skills learners can use independently, where additional modelling may be needed and how prepared learners are to use the website for subsequent lessons.

Sources

“Education Buzzwords Defined: What Are Trauma-Informed Practices?” YouTube, uploaded by Edutopia, 15 October 2021. https://www.youtube.com/watch?v=sAThAkaqKIk

“Infographic: 6 Guiding Principles To A Trauma-Informed Approach.” Centers for Disease Control and Prevention (CDC). https://stacks.cdc.gov/view/cdc/56843/cdc_56843_DS1.pdf

“Trauma-informed Pedagogy.” Barnard College, Columbia University. https://barnard.edu/trauma-informed-pedagogy

“Trauma-informed Pedagogy.” Montclair State University. https://www.montclair.edu/faculty-excellence/teaching-resources/teaching-strategies/trauma-informed-pedagogy/

Appendix | How to navigate and use the website

Curriculum Connections Across Canada + International Baccalaureate (IB)

Alberta

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts • **General Outcome 1:** Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences: 1.1 Discover and Explore; 1.2 Clarify and Extend • **General Outcome 2:** Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts: 2.2 Respond to Texts; 2.3 Understand Forms, Elements, and Techniques • **General Outcome 3:** Students will listen, speak, read, write, view, and represent to manage ideas and information: 3.1 Plan and Focus; 3.2 Select and Process; 3.3 Organize, Record, and Evaluate; 3.4 Share and Review **Knowledge and Employability – English Language Arts** • **General Outcome 1:** Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences: 1.1 Discover and Explore; 1.2 Clarify and Extend • **General Outcome 2:** Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts: 2.1 Use Strategies and Cues; 2.2 Respond to Texts; 2.3 Understand Forms, Elements, and Techniques • **General Outcome 3:** Students will listen, speak, read, write, view, and represent to manage ideas and information: 3.1 Plan and Focus; 3.2 Select and Process; 3.3 Organize, Record, and Evaluate; 3.4 Share and Review **Mathematics – Knowledge and Employability** • **Strand:** Statistics and Probability (Collecting and Analyzing Information): **General Outcome:** develop and implement a plan for collecting, displaying, and examining data and information used in everyday applications. **Social Studies** • **General Outcome 9.2:** Issues for Canadians: Economic Systems in Canada and the United States • **Skills & Processes:** Dimensions of Thinking, Research for Deliberative Inquiry, Communication **Social Studies – Knowledge and Employability** • **General Outcome 9.2:** Issues for Canadians: Economic Systems in Canada and the United States • **Skills & Processes:** Dimensions of Thinking, Research for Deliberative Inquiry, Communication **Information and Communication Technology** • **Category:** Communicating, Inquiring, Decision Making, and Problem Solving: **General Outcomes**: C1, C7 • **Category:** Processes for Productivity: **General Outcome**: P5	**English Language Arts 10-1** • **General Outcome 1:** Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences: 1.1 Discover Possibilities; 1.2 Extend Awareness • **General Outcome 2:** Students will listen, speak, read, write, view, and represent to comprehend literature and other texts in oral, print, visual, and multimedia forms, and respond personally, critically, and creatively: 2.1 Construct Meaning from Text and Context; 2.2 Understand and Appreciate Textual Forms, Elements, and Techniques; 2.3 Respond to a Variety of Print and Nonprint Texts • **General Outcome 3:** Students will listen, speak, read, write, view, and represent to manage ideas and information: 3.1 Determine Inquiry or Research Requirements **Knowledge and Employability – English Language Arts 10-4** • **General Outcome 1:** Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences: 1.1 Discover Possibilities; 1.2 Extend Awareness • **General Outcome 2:** Students will listen, speak, read, write, view, and represent to comprehend literature and other texts in oral, print, visual, and multimedia forms, and respond personally, critically, and creatively: 2.1 Construct Meaning from Text and Context; 2.2 Understand and Appreciate Textual Forms, Elements, and Techniques; 2.3 Respond to a Variety of Print and Nonprint Texts • **General Outcome 3:** Students will listen, speak, read, write, view, and represent to manage ideas and information: 3.1 Determine Inquiry or Research Requirements **English Language Arts 10-2** • **General Outcome 1:** Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences: 1.1 Discover Possibilities; 1.2 Extend Awareness • **General Outcome 2:** Students will listen, speak, read, write, view, and represent to comprehend literature and other texts in oral, print, visual, and multimedia forms, and respond personally, critically, and creatively: 2.1 Construct Meaning from Text and Context; 2.2 Understand and Appreciate Textual Forms, Elements, and Techniques; 2.3 Respond to a Variety of Print and Nonprint Texts • **General Outcome 3:** Students will listen, speak, read, write, view, and represent to manage ideas and information: 3.1 Determine Inquiry or Research Requirements **Social Studies 10-1** • **Key Issue:** To what extent should we embrace globalization? • **Related Issue 3:** To what extent does globalization contribute to sustainable prosperity for all people? • **Skills & Processes:** Dimensions of Thinking, Research for Deliberative Inquiry, Communication **Social Studies 10-2** • **Key Issue:** To what extent should we embrace globalization? • **Related Issue 3:** Does globalization contribute to sustainable prosperity for all people? • **Skills & Processes:** Dimensions of Thinking, Research for Deliberative Inquiry, Communication **Social Studies 10-4 – Knowledge and Employability** • **Key Issue:** Should we embrace globalization? • **Related Issue 10-4.3:** Does globalization contribute to sustainable prosperity for all people? • **Skills & Processes:** Dimensions of Thinking, Research for Deliberative Inquiry, Communication **Information and Communication Technology** • **Category:** Communicating, Inquiring, Decision Making, and Problem Solving: General **Outcome:** C7	**English Language Arts 20-1** • **General Outcome 1:** Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences: 1.1 Discover Possibilities; 1.2 Extend Awareness • **General Outcome 2:** Students will listen, speak, read, write, view, and represent to comprehend literature and other texts in oral, print, visual, and multimedia forms, and respond personally, critically, and creatively: 2.1 Construct Meaning from Text and Context: 2.2 Understand and Appreciate Textual Forms, Elements, and Techniques; 2.3 Respond to a Variety of Print and Nonprint Texts • **General Outcome 3:** Students will listen, speak, read, write, view, and represent to manage ideas and information: 3.1 Determine Inquiry or Research Requirements **English Language Arts 20-2** • **General Outcome 1:** Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences: 1.1 Discover Possibilities; 1.2 Extend Awareness • **General Outcome 2:** Students will listen, speak, read, write, view, and represent to comprehend literature and other texts in oral, print, visual, and multimedia forms, and respond personally, critically, and creatively: 2.1 Construct Meaning from Text and Context; 2.2 Understand and Appreciate Textual Forms, Elements, and Techniques; 2.3 Respond to a Variety of Print and Nonprint Texts • **General Outcome 3:** Students will listen, speak, read, write, view, and represent to manage ideas and information: 3.1 Determine Inquiry or Research Requirements **English Language Arts 20-4 – Knowledge and Employability** • **General Outcome 1:** Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences: 1.1 Discover Possibilities; 1.2 Extend Awareness • **General Outcome 2:** Students will listen, speak, read, write, view, and represent to comprehend literature and other texts in oral, print, visual, and multimedia forms, and respond personally, critically, and creatively: 2.1 Construct Meaning from Text and Context; 2.2 Understand and Appreciate Textual Forms, Elements, and Techniques; 2.3 Respond to a Variety of Print and Nonprint Texts • **General Outcome 3:** Students will listen, speak, read, write, view, and represent to manage ideas and information: 3.1 Determine Inquiry or Research Requirements **Social Studies 20-1** • **Key Issue:** To what extent should we embrace nationalism? • **Related Issue 3:** To what extent should internationalism be pursued? • **Skills & Processes:** Dimensions of Thinking, Research for Deliberative Inquiry, Communication **Social Studies 20-2** • **Key Issue:** To what extent should we embrace nationalism? • **Related Issue 3:** Should internationalism be pursued? • **Skills & Processes:** Dimensions of Thinking, Research for Deliberative Inquiry, Communication **Social Studies 20-4 – Knowledge and Employability** • **Key Issue:** Should we embrace nationalism? • **Related Issue 20-4.3:** Should internationalism be pursued? • **Skills & Processes:** Dimensions of Thinking, Research for Deliberative Inquiry, Communication **General Sociology 20** • **Objective 2:** to develop an insight into specific modes of inquiry and skills unique to a particular discipline • **Objective 3:** to develop an understanding of how knowledge is produced in a particular discipline • **Theme 3:** Society and Social Class **Information and Communication Technology** • **Category:** Communicating, Inquiring, Decision Making, and Problem Solving: **General Outcome:** C7	**English Language Arts 30-1** • **General Outcome 2:** Students will listen, speak, read, write, view, and represent to comprehend literature and other texts in oral, print, visual, and multimedia forms, and respond personally, critically, and creatively: 2.1 Construct Meaning from Text and Context; 2.2 Understand and Appreciate Textual Forms, Elements, and Techniques; 2.3 Respond to a Variety of Print and Nonprint Texts • **General Outcome 3:** Students will listen, speak, read, write, view, and represent to manage ideas and information: 3.1 Determine Inquiry or Research Requirements **English Language Arts 30-2** • **General Outcome 2:** Students will listen, speak, read, write, view, and represent to comprehend literature and other texts in oral, print, visual, and multimedia forms, and respond personally, critically, and creatively: 2.1 Construct Meaning from Text and Context; 2.2 Understand and Appreciate Textual Forms, Elements, and Techniques; 2.3 Respond to a Variety of Print and Nonprint Texts • **General Outcome 3:** Students will listen, speak, read, write, view, and represent to manage ideas and information: 3.1 Determine Inquiry or Research Requirements **English Language Arts 30-4 – Knowledge and Employability** • **General Outcome 1:** Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences: 1.1 Discover Possibilities; 1.2 Extend Awareness • **General Outcome 2:** Students will listen, speak, read, write, view, and represent to comprehend literature and other texts in oral, print, visual, and multimedia forms, and respond personally, critically, and creatively: 2.1 Construct Meaning from Text and Context; 2.2 Understand and Appreciate Textual Forms, Elements, and Techniques; 2.3 Respond to a Variety of Print and Nonprint Texts • **General Outcome 3:** Students will listen, speak, read, write, view, and represent to manage ideas and information: 3.1 Determine Inquiry or Research Requirements **Social Studies 30-1** • **Key Issue:** To what extent should we embrace an ideology? • **Related Issue 3:** To what extent are the principles of liberalism viable? • **Skills & Processes:** Dimensions of Thinking, Research for Deliberative Inquiry, Communication **Social Studies 30-2** • **Key Issue:** To what extent should we embrace an ideology? • **Related Issue 3:** To what extent are the principles of liberalism viable? • **Skills & Processes:** Dimensions of Thinking, Research for Deliberative Inquiry, Communication **Macroeconomics 30** • **Objective 3:** be able to collect, arrange, process, read, and use economic data; • **Objective 5:** be able to draw conclusions, inferences, and generalizations from relevant economic data • **Content:** 17. Economics and developing countries **World Geography 30** • **Objective 1:** acquire an understanding of the following major organizing concepts in geography: density, pattern, region, scale, spatial distribution, spatial interaction • **Objective 2.a**: the reading and interpretation of maps, tables, and graphs, and other written source materials • **Introductory Unit**: Skills and Concepts in Geography: 1. Map reading and atlas skills: c. thematic maps; d. graphs and diagrams • **Theme 1:** World Patterns of Population and Settlement **Information and Communication Technology** • **Category:** Communicating, Inquiring, Decision Making, and Problem Solving: **General Outcome:** C7

Appendix | How to navigate and use the website

Curriculum Connections Across Canada + International Baccalaureate (IB)

British Columbia

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts 9 • **Big Idea:** Exploring stories and other texts helps us understand ourselves and make connections to others and to the world; Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.	**Composition 10** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. **Literary Studies 10** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world; Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. **New Media 10** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. **Spoken Language 10** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	**Composition 11** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world; Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. **Literary Studies 11** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world; Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. **New Media 11** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. **Spoken Language 11** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	**Composition 12** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world; Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. **English Studies 12** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world; Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. **Literary Studies 12** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world; Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. **New Media 12** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. **Spoken Language 12** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. **Human Geography 12** • **Big Idea:** Analyzing data from a variety of sources allows us to better understand our globally connected world; Demographic patterns and population distribution are influenced by physical features and natural resources; A geographic region can encompass a variety of physical features and/or human interactions. **Social Justice 12** • **Big Idea:** Social justice issues are interconnected.

Manitoba

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts • **Strand A: General Learning** **Outcome:** ELA.9.A1 Oral Language Communication • **Strand B: General Learning** **Outcome:** ELA.9.B1 Acquire New Information; ELA.9.B2 Construct Meaning • **Strand D: General Learning** **Outcome:** ELA.9.D2 Assess and Set Goals	**English Language Arts** • **Strand A: General Learning** **Outcome:** ELA.10.A1 Oral Language Communication • **Strand B: General Learning** **Outcome:** ELA.10.B1 Acquire New Information; ELA.10.B2 Construct Meaning • **Strand D: General Learning** **Outcome:** ELA.10.D2 Assess and Set Goals **Social Studies: Geographic Issues of the 21st Century** • **Cluster 1:** Geographic Literacy • **Targeted Learning Outcomes:** KC-001; KL-009; KL-010; KP-040; S-200; S-204; S-300; S-309	**English Language Arts** • **Strand B: General Learning** **Outcome:** ELA.11.B2 Construct Meaning • **Strand D: General Learning** **Outcome:** ELA.11.D2 Assess and Set Goals	**English Language Arts** • **Strand B: General Learning** **Outcome:** ELA.12.B1 Acquire New Information • **Strand D: General Learning** **Outcome:** ELA.12.D2 Assess and Set Goals **Interdisciplinary Topics in Science** • **General Learning Outcome C:** Scientific and Technological Skills and Attitudes • **Specific Learning Outcomes:** SLO C1; SLO C8; SLO C10; SLO C11 **World Geography – A Human Perspective** • **Major Goal:** Roles, purposes, concepts, and skills related to geography • **Unit I:** World Geography Overview

Appendix | How to navigate and use the website

Curriculum Connections Across Canada + International Baccalaureate (IB)

New Brunswick

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts 9 • **Strand:** Interactions: **Big Idea:** Expression; Exchanges • **Strand:** Reading: **Big Ideas:** Reading Comprehension; Text Analysis/ Criticality **Social Studies 9** • **Strand:** Geography: **Big Ideas:** Places and Regions • **Strand:** Civics: **Big Idea:** Civic Engagement **Mathematics 9** • **Strand:** Statistics and Probability: **Big Idea:** Data Analysis **Mathematics Essentials** • **Strand:** Statistics and Probability: **Big Idea:** Data Analysis **Science 9: Ecosystem Dynamics** • **Strand:** Scientific Literacy: **Big Idea:** Sensemaking	**English Language Arts Extended 10** • **Strand:** Interactions: **Big Idea:** Exchanges • **Strand:** Reading: **Big Ideas:** Comprehension; Text Analysis/Criticality **English Language Arts Foundational 10** • **Strand:** Interactions: **Big Idea:** Exchanges • **Strand:** Reading: **Big Ideas:** Comprehension; Text Analysis/Criticality **Civics** • **Strand:** Civics: **Big Ideas:** Decision-Making and Representation **Mathematics Essentials** • **Strand:** Statistics and Probability: **Big Idea:** Data Analysis **Science 10: Science for Sustainable Societies** • **Strand:** Scientific Literacy: **Big Idea:** Sensemaking	**English Language Arts 111/2/3 Extended** • **Strand:** Interactions: **Big Idea:** Exchanges • **Strand:** Reading: **Big Ideas:** Reading Comprehension; Text Analysis/ Criticality **English Language Arts 111/2/3 Foundational** • **Strand:**Interactions: **Big Idea:** Exchanges • **Strand:** Reading: **Big Ideas:** Reading Comprehension; Text Analysis/ Criticality **Financial and Workplace Mathematics 110** • **Strand:** Statistics and Probability: **Big Idea:** Data Analysis **Mathematics Essentials** • **Strand:** Statistics and Probability: **Big Idea:** Data Analysis **Environmental Geoscience 110** • **GCO 1:** Learners will explore perspectives on position and place: **SCO 1.2:** Learners will review spatial position and geographic data; **SCO 1.3:** Learners will analyze spatial position and geographic data	**English Language Arts 121/2/3** • **Strand:** Interactions: **Big Idea:** Exchanges • **Strand:** Reading: **Big Ideas:** Reading Comprehension; Text Analysis/ Criticality **Canadian Geography 120** • **Strand:** Canadian Geography 120: **Big Idea:** Perspectives on space and place **Sociology 120** • **Strand:** Humanities: **Big Idea:** Social Inequalities **World Issues 120** • **Strand:** World Issues: **Big Idea:** Humanity; Interdependence **Mathematics Essentials** • **Strand:** Statistics and Probability: **Big Idea:** Data Analysis **Environmental Science 120** • **Strand:** Environmental Awareness: **Big Idea:** Issues

Newfoundland and Labrador

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts 9 • **Strand:** Speaking and Listening: **Targets:**: 1, 3 • **Strand:** Reading and Viewing: **Targets:**4, 5, 6 • **Strand:** Writing and Representing: **Target:** 8	**Literacy 1204** • **Strand:** Reading and Viewing: **Targets:** 1, 2 • **Strand:** Speaking and Listening: **Target:** 3 • **Strand:** Writing and Representing: **Target:** 4 **English 1201** • **Strand:** Speaking and Listening: **Targets:** 1, 2 • **Strand:** Reading and Viewing: **Target:**: 7 • **Strand:** Writing and Representing: **Target:** 8 **English 1202** • **Strand:** Speaking and Listening: **Targets:** 1, 2 • **Strand:** Reading and Viewing: **Target:** 7 • **Strand:** Writing and Representing: **Target:** 8	**English 2202** • **Strand:** Speaking and Listening: **Targets:** 1, 2 • **Strand:** Reading and Viewing: **Targets:** 4, 5, 6, 7 **English 2201** • **Strand:** Speaking and Listening: **Target:** 1 • **Strand:** Reading and Viewing: **Targets:** 4, 5 • **Strand:** Writing and Representing: **Target:** 10	**English 3201** • **Strand:** Speaking and Listening: **Targets:** 1, 2 • **Strand:** Reading and Viewing: **Targets:** 4, 5, 6 • **Strand:** Writing and Representing: **Target:** 8 **English 3202** • **Strand:** Speaking and Listening: **Target:** 1 • **Strand:** Reading and Viewing: **Targets:** 4, 5 **Social Studies 3201** • **Strand:** Social Studies Concepts and Skills: **Target:** 1, 2 • **Strand:** Geography: **Target:** 3 **Social Studies 3202** • **Strand:** Social Studies Concepts and Skills: **Target:** 1, 2 • **Strand:** Geography: **Target:** 3

Appendix | How to navigate and use the website

Curriculum Connections Across Canada + International Baccalaureate (IB)

Northwest Territories

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts 9 DRAFT • **Big Idea:** Questioning what we hear, read, and view contributes to being and becoming NWT capable people. **Mathematics 9 DRAFT** • **Big Idea:** Analyzing the validity, reliability, and representation of data enables us to compare and interpret.	**Composition 10** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. **Literary Studies 10** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world; Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. **New Media 10** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. **Spoken Language 10** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	**Composition 11** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world; Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. **Literary Studies 11** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world; Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. **New Media 11** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. **Spoken Language 11** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	**Composition 12** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world; Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. **English Studies 12** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world; Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. **Literary Studies 12** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world; Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. **New Media 12** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. **Spoken Language 12** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. **Human Geography 12** • **Big Idea:** Analyzing data from a variety of sources allows us to better understand our globally connected world; Demographic patterns and population distribution are influenced by physical features and natural resources; A geographic region can encompass a variety of physical features and/or human interactions. **Social Justice 12** • **Big Idea:** Social justice issues are interconnected.

Appendix | How to navigate and use the website

Curriculum Connections Across Canada + International Baccalaureate (IB)

Nova Scotia

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts 9 • **Strand:** Speaking and Listening: **GCOs**: 1, 3 • **Strand:** Reading and Viewing: **GCOs**: 4, 5, 6 • **Strand:** Writing and Representing: **GCO**: 8	**English 10** • **Strand:** Speaking and Listening: **GCO**: 1 • **Strand:** Reading and Viewing: **GCOs**: 4, 5, 6 • **Strand:** Writing and Other Ways of Representing: **GCO**: 8 **English 10 Plus** • **Strand:** Speaking and Listening: **GCO**: 1 • **Strand:** Reading and Viewing: **GCOs**: 4, 5, 6 • **Strand:** Writing and Other Ways of Representing: **GCO**: 8 **Geography 10** • **Part A: Unit 2: Data Processing and Representation: General Curriculum Outcome 3:** Students will be expected to demonstrate a knowledge of data interpretation, analysis, and utilization through the application of data to recognize patterns and suggest reasons for patterns of spatial organization of physical phenomena.	**English 11** • **Strand:** Speaking and Listening: **GCOs**: 1, 2 • **Strand:** Reading and Viewing: **GCOs**: 4, 5, 6, 7 • **Strand:** Writing and Other Ways of Representing: **GCO**: 8 **Advanced English 11** • **Strand:** Speaking and Listening: **GCOs**: 1, 2 • **Strand:** Reading and Viewing: **GCO**: 6 • **Strand:** Writing and Other Ways of Representing: **GCO**: 8 **English/Communications 11** • **Strand:** Speaking and Listening: **GCOs**: 1, 2 • **Strand:** Reading and Viewing: **GCOs**: 4, 5, 6, 7 • **Strand:** Writing and Other Ways of Representing: **GCO**: 8	**English 12** • **Strand:** Speaking and Listening: **GCO**: 1 • **Strand:** Reading and Viewing: **GCOs**: 4, 5, 6, 7 • **Strand:** Writing and Other Ways of Representing: **GCO**: 8 **Advanced English 12** • **Strand:** Speaking and Listening: **GCO**: 2 • **Strand:** Reading and Viewing: **GCO**: 4 **English/Communication 12** • **Strand:** Speaking and Listening: **GCO**: 1 • **Strand:** Reading and Viewing: **GCOs**: 4, 5, 6, 7 • **Strand:** Writing and Other Ways of Representing: **GCO**: 8 **AP Environmental Science** • **Topic 5.17:** Sustainable Practices: **Learning Objective STB-1.A:** Explain the concept of sustainability. • **Suggested Skill:** Visual Representations: **Skill 2.A:** Describe characteristics of an environmental concept, process, or model represented visually. • **Suggested Skills:** Data Analysis: **Skill 5.A:** Describe patterns or trends in data; **Skill 5.B**: Describe relationships among variables in data represented. **AP Human Geography** • **Unit 1**: Thinking Geographically: **Topic 1.1**: Introduction to Maps; **Topic 1.2**: Geographic Data; **Topic 1.3**: The Power of Geographic Data **Global Geography 12 / Advanced Global Geography 12** • **General Outcome: People, Place, and Environment:** C. demonstrate an understanding of the interactions among people, places, and the environment. • **General Outcome: Interdependence:** E. demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future. • **Unit 1: The Global Geographer:** 1.1 formulate predictions about geographic issues by manipulating raw data using computer-based technology

Appendix | How to navigate and use the website

Curriculum Connections Across Canada + International Baccalaureate (IB)

Nunavut

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts • **General Outcome 1:** Students will listen, speak, read, write, view, and represent to access and explore prior knowledge and experiences of self and others: Discover and Explore; Clarify and Extend • **General Outcome 2:** Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process: Use Strategies and Cues; Respond to Texts; Understanding Forms and Techniques • **General Outcome 3:** Students will listen, speak, read, write, view, and represent to plan and focus an inquiry or research and interpret and analyze information, through a process. **Mathematics – Knowledge and Employability** • **Strand:** Statistics and Probability (Collecting and Analyzing Information): **General Outcome**: develop and implement a plan for collecting, displaying, and examining data and information	**English Language Arts 10-1** • **General Outcome 1:** Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences: 1.1 Discover Possibilities; 1.2 Extend Awareness • **General Outcome 2:** Students will listen, speak, read, write, view, and represent to comprehend literature and other texts in oral, print, visual, and multimedia forms, and respond personally, critically, and creatively: 2.1 Construct Meaning from Text and Context; 2.2 Understand and Appreciate Textual Forms, Elements, and Techniques; 2.3 Respond to a Variety of Print and Nonprint Texts • **General Outcome 3:** Students will listen, speak, read, write, view, and represent to manage ideas and information: 3.1 Determine Inquiry or Research Requirements **Knowledge and Employability – English Language Arts 10-4** • **General Outcome 1:** Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences: 1.1 Discover Possibilities; 1.2 Extend Awareness • **General Outcome 2:** Students will listen, speak, read, write, view, and represent to comprehend literature and other texts in oral, print, visual, and multimedia forms, and respond personally, critically, and creatively: 2.1 Construct Meaning from Text and Context; 2.2 Understand and Appreciate Textual Forms, Elements, and Techniques; 2.3 Respond to a Variety of Print and Nonprint Texts • **General Outcome 3:** Students will listen, speak, read, write, view, and represent to manage ideas and information: 3.1 Determine Inquiry or Research Requirements **English Language Arts 10-2** • **General Outcome 1:** Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences: 1.1 Discover Possibilities; 1.2 Extend Awareness • **General Outcome 2:** Students will listen, speak, read, write, view, and represent to comprehend literature and other texts in oral, print, visual, and multimedia forms, and respond personally, critically, and creatively: 2.1 Construct Meaning from Text and Context; 2.2 Understand and Appreciate Textual Forms, Elements, and Techniques; 2.3 Respond to a Variety of Print and Nonprint Texts • **General Outcome 3:** Students will listen, speak, read, write, view, and represent to manage ideas and information: 3.1 Determine Inquiry or Research Requirements **Social Studies 10-1** • **Key Issue:** To what extent should we embrace globalization? • **Related Issue 3:** To what extent does globalization contribute to sustainable prosperity for all people? • **Skills & Processes:** Dimensions of Thinking, Research for Deliberative Inquiry, Communication **Social Studies 10-2** • **Key Issue:** To what extent should we embrace globalization? • **Related Issue 3:** Does globalization contribute to sustainable prosperity for all people? • **Skills & Processes:** Dimensions of Thinking, Research for Deliberative Inquiry, Communication	**English Language Arts 20-1** • **General Outcome 1:** Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences: 1.1 Discover Possibilities; 1.2 Extend Awareness • **General Outcome 2:** Students will listen, speak, read, write, view, and represent to comprehend literature and other texts in oral, print, visual, and multimedia forms, and respond personally, critically, and creatively: 2.1 Construct Meaning from Text and Context: 2.2 Understand and Appreciate Textual Forms, Elements, and Techniques; 2.3 Respond to a Variety of Print and Nonprint Texts • **General Outcome 3:** Students will listen, speak, read, write, view, and represent to manage ideas and information: 3.1 Determine Inquiry or Research Requirements **English Language Arts 20-2** • **General Outcome 1:** Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences: 1.1 Discover Possibilities; 1.2 Extend Awareness • **General Outcome 2:** Students will listen, speak, read, write, view, and represent to comprehend literature and other texts in oral, print, visual, and multimedia forms, and respond personally, critically, and creatively: 2.1 Construct Meaning from Text and Context; 2.2 Understand and Appreciate Textual Forms, Elements, and Techniques; 2.3 Respond to a Variety of Print and Nonprint Texts • **General Outcome 3:** Students will listen, speak, read, write, view, and represent to manage ideas and information: 3.1 Determine Inquiry or Research Requirements **English Language Arts 20-4 – Knowledge and Employability** • **General Outcome 1:** Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences: 1.1 Discover Possibilities; 1.2 Extend Awareness • **General Outcome 2:** Students will listen, speak, read, write, view, and represent to comprehend literature and other texts in oral, print, visual, and multimedia forms, and respond personally, critically, and creatively: 2.1 Construct Meaning from Text and Context; 2.2 Understand and Appreciate Textual Forms, Elements, and Techniques; 2.3 Respond to a Variety of Print and Nonprint Texts • **General Outcome 3:** Students will listen, speak, read, write, view, and represent to manage ideas and information: 3.1 Determine Inquiry or Research Requirements **Social Studies 20-1** • **Key Issue:** To what extent should we embrace nationalism? • **Related Issue 3:** To what extent should internationalism be pursued? • **Skills & Processes:** Dimensions of Thinking, Research for Deliberative Inquiry, Communication **Social Studies 20-2** • **Key Issue:** To what extent should we embrace nationalism? • **Related Issue 3:** Should internationalism be pursued? • **Skills & Processes:** Dimensions of Thinking, Research for Deliberative Inquiry, Communication	**English Language Arts 30-1** • **General Outcome 2:** Students will listen, speak, read, write, view, and represent to comprehend literature and other texts in oral, print, visual, and multimedia forms, and respond personally, critically, and creatively: 2.1 Construct Meaning from Text and Context; 2.2 Understand and Appreciate Textual Forms, Elements, and Techniques; 2.3 Respond to a Variety of Print and Nonprint Texts • **General Outcome 3:** Students will listen, speak, read, write, view, and represent to manage ideas and information: 3.1 Determine Inquiry or Research Requirements **English Language Arts 30-2** • **General Outcome 2:** Students will listen, speak, read, write, view, and represent to comprehend literature and other texts in oral, print, visual, and multimedia forms, and respond personally, critically, and creatively: 2.1 Construct Meaning from Text and Context; 2.2 Understand and Appreciate Textual Forms, Elements, and Techniques; 2.3 Respond to a Variety of Print and Nonprint Texts • **General Outcome 3:** Students will listen, speak, read, write, view, and represent to manage ideas and information: 3.1 Determine Inquiry or Research Requirements **English Language Arts 30-4 – Knowledge and Employability** • **General Outcome 1:** Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences: 1.1 Discover Possibilities; 1.2 Extend Awareness • **General Outcome 2:** Students will listen, speak, read, write, view, and represent to comprehend literature and other texts in oral, print, visual, and multimedia forms, and respond personally, critically, and creatively: 2.1 Construct Meaning from Text and Context; 2.2 Understand and Appreciate Textual Forms, Elements, and Techniques; 2.3 Respond to a Variety of Print and Nonprint Texts • **General Outcome 3:** Students will listen, speak, read, write, view, and represent to manage ideas and information: 3.1 Determine Inquiry or Research Requirements **Social Studies 30-1** • **Key Issue:** To what extent should we embrace an ideology? • **Related Issue 3:** To what extent are the principles of liberalism viable? • **Skills & Processes:** Dimensions of Thinking, Research for Deliberative Inquiry, Communication **Social Studies 30-2** • **Key Issue:** To what extent should we embrace an ideology? • **Related Issue 3:** Are the values of liberalism viable? • **Skills & Processes:** Dimensions of Thinking, Research for Deliberative Inquiry, Communication

Appendix | How to navigate and use the website

Curriculum Connections Across Canada + International Baccalaureate (IB)

Ontario

Grade 9	Grade 10	Grade 11	Grade 12
English • **Strand A:** Literacy Connections and Applications: **Overall Expectations: A1**. Transferable Skills; **A2**. Digital Media Literacy • **Strand C:** Comprehension: Understanding and Responding to Texts: **Overall Expectations: C1**. Knowledge about Texts; **C2**. Comprehension Strategies • **Strand D:** Composition: Expressing Ideas and Creating Texts: **Overall Expectation: D1**. Developing Ideas and Organizing Content	**English, Grade 10 Academic** • **Strand:** Reading and Literature Studies: **Overall Expectation: 1**. Reading for Meaning • **Strand:** Media Studies: **Overall Expectation: 1**. Understanding Media Texts **English, Grade 10 Applied** • **Strand:** Reading and Literature Studies: **Overall Expectation: 1.** Reading for Meaning • **Strand:** Writing: **Overall Expectation: 1**. Developing and Organizing Content • **Strand:** Media Studies: **Overall Expectation: 1**. Understanding Media Texts **Literacy Skills: Reading and Writing, Grade 10** • **Strand:** Reading Skills: **Overall Expectation: 1**. Reading for Meaning • **Strand:** Writing Skills: **Overall Expectation: 1**. Developing and Organizing Content	**English, Grade 11 University Preparation** • **Strand:** Reading and Literature Studies: **Overall Expectation: 1**. Reading for Meaning • **Strand:** Media Studies: **Overall Expectation: 1**. Understanding Media Texts **English, Grade 11 College** • **Strand:** Reading and Literature Studies: **Overall Expectation: 1**. Reading for Meaning • **Strand:** Media Studies: **Overall Expectation: 1**. Understanding Media Texts	**English, Grade 12 University Preparation** • **Strand:** Reading and Literature Studies: **Overall Expectation: 1**. Reading for Meaning • **Strand:** Media Studies: **Overall Expectation: 1**. Understanding Media Texts **English, Grade 12 College Preparation** • **Strand:** Reading and Literature Studies: **Overall Expectation: 1**. Reading for Meaning • **Strand:** Media Studies: **Overall Expectation: 1**. Understanding Media Texts **World Issues: A Geographic Analysis, Grade 12** • **Strand A:** Geographic Inquiry and Skill Development: **Overall Expectations: A1**. Geographic Inquiry; **A2**. Developing Transferable Skills • **Strand B:** Spatial Geography: Concepts and Processes: **Overall Expectation: B3**: Fundamentals of Cartography **Challenge and Change in Society, Grade 12** • **Strand A:** Research and Inquiry Skills: **Overall Expectations: A1**. Exploring • **Strand C:** Social Patterns and Trends: **Overall Expectation: C1**. Demographics

Appendix | How to navigate and use the website

Curriculum Connections Across Canada + International Baccalaureate (IB)

Prince Edward Island

Grade 9	Grade 10	Grade 11	Grade 12
Communication and Information Technology • **GTO A – Technology Problem Solving:** Students will be expected to design, develop, evaluate, and articulate technological solutions. **English Language Arts** • **Strand:** Reading and Viewing: **GCO 5:** Interpret, select, and combine information using a variety of strategies, resources, and technologies. **Social Studies: Global Connections** • **Unit:** Geographical Information: **SCO1:** analyse geographical information using appropriate and relevant geographical tools; **SCO2**: communicate geographical information using a variety of strategies, tools, and technologies.	**Applied Digital Communications ADC701A** • **GCO 1: Technological Problem Solving:** Students will be expected to design, develop, evaluate, and articulate technological solutions. **English Language Arts 421A/B** • **Strand: Speaking and Listening: GCO 1:** Speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences; **GCO 2:** Communicate information and ideas effectively and clearly, and to respond personally and critically; **GCO 3:** Interact with sensitivity and respect, considering the situation, audience, and purpose. • **Strand: Reading and Viewing: GCO 4:** Select, read, and view with understanding a range of literature, information, media, and visual text; **GCO 5:** Interpret, select, and combine information using a variety of strategies, resources, and technologies; **GCO 6:** Respond personally to a range of texts; **GCO 7:** Respond critically to a range of texts, applying their understanding of language, form, and genre. • **Strand:** Writing and Other Ways of Representing: **GCO 8:** Use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imagination. **English Language Arts 471A/B** • **Strand: Speaking and Listening: SCO 1:** Express ideas and points of view to others using effective communication. • **Strand: Reading and Viewing: SCO 4:** Use personal strategies during reading to construct the meaning of text; **SCO 5:** Use personal strategies after reading to interpret the meaning of text; **SCO 6:** Examine purpose, structure, and characteristics of text. **English Language Arts 471C** • **Strand:** Speaking and Listening: **SCO 1:** Express ideas and points of view to others using effective communication. • **Strand:** Reading and Viewing: **SCO 4:** Use personal strategies during reading to construct the meaning of text; **SCO 5:** Use personal strategies after reading to interpret the meaning of text; **SCO 6:** Examine purpose, structure, and characteristics of text. **Geography of Canada 421A** • **Unit 6:** Canada's Global Connections: **6.1** analyse the economic, societal, and environmental connections between Canada and other countries	**Applied Digital Communications ADC701A** • **GCO 1: Technological Problem Solving:** Students will be expected to design, develop, evaluate, and articulate technological solutions. **English Language Arts 571A/B** • **Strand:** Speaking and Listening: **GCO 1:** Speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences; **GCO 2:** Communicate information and ideas effectively and clearly, and to respond personally and critically; **GCO 3:** Interact with sensitivity and respect, considering the situation, audience, and purpose. • **Strand:** Reading and Viewing: **GCO 4:** Select, read, and view with understanding a range of literature, information, media, and visual texts; **GCO 5:** Interpret, select, and combine information using a variety of strategies, resources, and technologies; **GCO 6:** Respond personally to a range of texts; **GCO 7:** Respond critically to a range of texts, applying their understanding of language, form, and genre. • **Strand:** Writing and Other Ways of Representing: **GCO 8:** Use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imagination. **English Language Arts 571A/B** • **Strand:** Speaking and Listening: **SCO 1:** justify understanding of an idea, issue, or text through effective communication • **Strand:** Reading and Viewing: **SCO 4:** use personal strategies during reading to construct the meaning of text; **SCO 5:** use personal strategies after reading to interpret the meaning of text; **SCO 6:** critically analyse the purpose, structure, and characteristics of a variety of texts **English Language Arts 571C** • **Strand:** Speaking and Listening: **SCO 1:** justify understanding of an idea, issue, or text through effective communication • Strand: Reading and Viewing: **SCO 4:** use personal strategies during reading to construct the meaning of text; **SCO 5:** use personal strategies after reading to interpret the meaning of text; **SCO 6:** critically analyse the purpose, structure, and characteristics of a variety of texts **Geography 521A Global Studies** • **GCO 1:** Demonstrate an understanding of the discipline of geography; **SCO 1.5:** use maps, atlases, and globes to collect and interpret data about world geography	**Applied Digital Communications ADC701A** • **GCO 1: Technological Problem Solving:** Students will be expected to design, develop, evaluate, and articulate technological solutions. **English Language Arts 621A** • **Strand:** Speaking and Listening: **GCO 1:** Speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences; **GCO 2:** Communicate information and ideas effectively and clearly, and to respond personally and critically; GCO 3: Interact with sensitivity and respect, considering the situation, audience, and purpose. • **Strand:** Reading and Viewing: **GCO 4:** Select, read, and view with understanding a range of literature, information, media, and visual texts; **GCO 5:** Interpret, select, and combine information using a variety of strategies, resources, and technologies; **GCO 6:** Respond personally to a range of texts; **GCO 7:** Respond critically to a range of texts, applying their understanding of language, form, and genre. • **Strand:** Writing and Other Ways of Representing: **GCO 8:** Use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imagination. **English Language Arts 671A** • **Strand:** Reading and Viewing: **SCO 4:** critically analyse the purpose, structure, and characteristics of a wide variety of texts **English Language Arts 671C** • **Strand:** Reading and Viewing: **SCO 4:** critically analyse the purpose, structure, and characteristics of a wide variety of texts **Geography: Global Issues 621A** • **Unit 1:** Introduction – What Is a Global Issue? **Outcomes: 1.1** describe key attributes of local, national, and global issues; **1.5:** demonstrate an understanding of sustainability within the global community **Geography: Global Issues 631A** • **Unit 1:** Introduction – What Is a Global Issue? **Outcomes: 1.1:** explain how a global issue is similar and different to a local or national issue; **1.5:** demonstrate an understanding of the concept of sustainability

Appendix | How to navigate and use the website

Curriculum Connections Across Canada + International Baccalaureate (IB)

Quebec

Grade 9 (Secondary III)	Grade 10 (Secondary IV)	Grade 11 (Secondary V)	CÉGEP
English Language Arts • **Competency 1:** Uses language/talk to communicate and to learn • **Competency 2:** Represents her/his literacy in different media • **Competency 3:** Reads and listens to written, spoken, and media texts	**English Language Arts** • **Competency 1:** Uses language/talk to communicate and to learn • **Competency 2:** Reads and listens to written, spoken, and media texts • **Competency 3:** Produces texts for personal and social purposes **Science and the Environment** • **Competency 2:** Makes the most of his/her scientific knowledge • **Competency 3:** Communicates using scientific language	**English Language Arts** • **Competency 1:** Uses language/talk to communicate and to learn • **Competency 2:** Reads and listens to written, spoken, and media texts • **Competency 3:** Produces texts for personal and social purposes **Science and the Environment** • **Competency 2:** Makes the most of his/her scientific knowledge • **Competency 3:** Communicates using scientific language **Environmental Science and Technology** • **Competency 3:** Communicates in the languages used in science and technology **Cultural Geography** • **Competency 1:** Understands the organization of a cultural area **Contemporary World** • **Competency 1:** Interprets a contemporary world problem	

Saskatchewan

Grade	Grade 10	Grade 11	Grade 12
English Language Arts • **Goal:** Comprehend and Respond: **Outcomes**: CR9.1a; CR9.1b; CR9.2a; CR9.2b; CR9.4a; CR9.4b	**English Language Arts 10** • **Outcomes:** ELA10.1; ELA10.11 **Geography 10** • **Objectives:** Understandings: 3; 6 • **Objectives:** Skills: 1; 2; 3 **Social Studies 10: Social Organizations** • **Foundational Objectives for the Course Social Organizations: Skills/Abilities:** learn to organize data so that relationships within the data may be analyzed. • **Unit 2: Social Organizations: Foundational Objectives – Skills/Abilities:** analyze information.	**English Language Arts 20** • **Outcomes:** ELA20.1; ELA20.11 **Environmental Science 20** • **Outcomes:** ES20-AH2; ES20-ES1 **Social Studies 20: World Issues** • **Unit 1:** Human Rights **Geography 20** • **Objectives: Understandings:** (c); (f) • **Objectives: Skills:** (a); (b); (c)	**English Language Arts 30** • **Outcomes:** ELA30.1; ELA30.11 **Geography 30** • **Objectives: Understandings:** (c); (f) • **Objectives: Skills:** (a); (b); (c)

Appendix | How to navigate and use the website

Curriculum Connections Across Canada + International Baccalaureate (IB)

Yukon

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts 9 • **Big Idea**: Exploring stories and other texts helps us understand ourselves and make connections to others and to the world; Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.	**Composition 10** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. **Literary Studies 10** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world; Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. **New Media 10** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. **Spoken Language 10** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	**Composition 11** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world; Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. **Literary Studies 11** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world; Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. **New Media 11** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. **Spoken Language 11** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	**Composition 12** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world; Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. **English Studies 12** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world; Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. **Literary Studies 12** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world; Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. **New Media 12** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. **Spoken Language 12** • **Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. **Human Geography 12** • **Big Idea:** Analyzing data from a variety of sources allows us to better understand our globally connected world; Demographic patterns and population distribution are influenced by physical features and natural resources; A geographic region can encompass a variety of physical features and/or human interactions. **Social Justice 12** • **Big Idea:** Social justice issues are interconnected.

International Baccalaureate (IB)

Middle Years Programme (MYP)	Diploma Programme (DP)
Individuals and Societies • Economics • Geography • Global Politics • Sociology	**Individuals and Society** • Geography SL • Geography HL • Global Politics SL • Global Politics HL • Environmental Systems and Societies SL • Environmental Systems and Societies HL

A SUSTAINABLE WORLD

Teachers and students at a youth project showcase at York University in Toronto, Ontario. Credit: Peter Power / AKFC

is an initiative of:

AGA KHAN FOUNDATION CANADA

CANADIAN Geographic

In partnership with Canada

sustainableworld.akfc.ca

We would love to hear how you are using this resource and welcome your ideas for improvements.

Please share your suggestions with us at akfc.education@akdn.org.