**Student:**

**Date:**

*Students will be expected to:*

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| **Unit 1: Integrated Concepts and Process Skills (ICPS)** | | | | | |
| **Outcomes** | **R** | **D** | **C** | **A** | **Changed Outcomes** |
| 1. explain how democratic principles and civic engagement can influence the human experience |  |  |  |  |  |
| * 1. explain the principles upon which Canadian democracy is based |  |  |  |  |  |
| * 1. collaborate to achieve a common goal |  |  |  |  |  |
| * 1. be able to act to improve the human experience |  |  |  |  |  |
| 2.0 analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience |  |  |  |  |  |
| 2.1 evaluate evidence |  |  |  |  |  |
| 2.2 make comparisons |  |  |  |  |  |
| 2.3 determine cause and consequence |  |  |  |  |  |
| 2.4 determine significance |  |  |  |  |  |
| 2.5 explain perspectives |  |  |  |  |  |
| 2.6 make value judgments |  |  |  |  |  |

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| **Outcomes** | | **R** | | **D** | | **C** | | **A** | | **Changed Outcomes** | |
| 1. respond to significant issues influencing the human experience | |  | |  | |  | |  | |  | |
| * 1. frame questions to focus an inquiry | |  | |  | |  | |  | |  | |
| * 1. gather and organize information | |  | |  | |  | |  | |  | |
| * 1. interpret, analyze, and evaluate information | |  | |  | |  | |  | |  | |
| * 1. develop rational conclusions supported by evidence | |  | |  | |  | |  | |  | |
| * 1. communicate perspectives and conclusions | |  | |  | |  | |  | |  | |
| **Unit 2: Quality of Life** | | | | | | | | | | | |
| **Outcomes** | | **R** | | **D** | | **C** | | **A** | | **Changed Outcomes** | |
| 1. demonstrate an understanding of quality of life | |  | |  | |  | |  | |  | |
| * 1. explain the concept of quality of life | |  | |  | |  | |  | |  | |
| * 1. explain indicators that can be used to measure quality of life | |  | |  | |  | |  | |  | |
| * 1. explain how innovations and ideas in the past influenced quality of life | |  | |  | |  | |  | |  | |
| 1. evaluate the relationship between globalization and quality of life | |  | |  | |  | |  | |  | |
| * 1. explain the concept of globalization | |  | |  | |  | |  | |  | |
| * 1. explain how globalization influences the human experience | |  | |  | |  | |  | |  | |
| * 1. respond to issues related to globalization | |  | |  | |  | |  | |  | |
| 1. evaluate the relationship between sustainability and quality of life | |  | |  | |  | |  | |  | |
| * 1. explain the concept of sustainability | |  | |  | |  | |  | |  | |
| * 1. explain how sustainability influences the human experience | |  | |  | |  | |  | |  | |
| * 1. respond to issues related to sustainability | |  | |  | |  | |  | |  | |
| **Unit 3: Political Economy** | | | | | | | | | | | |
| **Outcomes** | | **R** | | **D** | | **C** | | **A** | | **Changed Outcomes** | |
| 1. demonstrate an understanding of how economic factors influence quality of life | |  | |  | |  | |  | |  | |
| * 1. explain the concept of economic disparity | |  | |  | |  | |  | |  | |
| * 1. explain factors that influence economic disparity | |  | |  | |  | |  | |  | |
| * 1. evaluate responses to economic disparity | |  | |  | |  | |  | |  | |
| 1. demonstrate an understanding of how political factors influence quality of life | |  | |  | |  | |  | |  | |
| * 1. explain the concept of political stability | |  | |  | |  | |  | |  | |
| * 1. explain factors that influence political stability | |  | |  | |  | |  | |  | |
| * 1. evaluate responses to issues related to political stability | |  | |  | |  | |  | |  | |
| 1. respond to issues of political and economic concern that influence quality of life | |  | |  | |  | |  | |  | |
| * 1. identify the issue | |  | |  | |  | |  | |  | |
| * 1. analyze the issue | |  | |  | |  | |  | |  | |
| * 1. develop a cogent response to the issue | |  | |  | |  | |  | |  | |
| **Unit 4: Population Change** | | | | | | | | | | | |
| **Outcomes** | | **R** | | **D** | | **C** | | **A** | | **Changed Outcomes** | |
| 1. demonstrate an understanding of how population changes influence quality of life | |  | |  | |  | |  | |  | |
| * 1. explain the relationship between population, carrying capacity, science and technology | |  | |  | |  | |  | |  | |
| * 1. explain the theory of demographic transition | |  | |  | |  | |  | |  | |
| * 1. explain the challenges and possible responses associated with high population growth rates | |  | |  | |  | |  | |  | |
| * 1. explain the challenges and possible responses associated with low population growth rates | |  | |  | |  | |  | |  | |
| 1. respond to issues related to population that influence quality of life | |  | |  | |  | |  | |  | |
| * 1. identify the issue | |  | |  | |  | |  | |  | |
| * 1. analyze the issue | |  | |  | |  | |  | |  | |
| * 1. develop a cogent response to the issue | |  | |  | |  | |  | |  | |
| **Unit 5: Human-Environmental Interaction** | | | | | | | | | | | |
| **Outcomes** | | **R** | | **D** | | **C** | | **A** | | **Changed Outcomes** | |
| 1. demonstrate an understanding of how human-environmental interactions influence quality of life | |  | |  | |  | |  | |  | |
| * 1. explain the relationship between natural resource use and quality of life | |  | |  | |  | |  | |  | |
| * 1. explain the consequences of issues arising from human-environmental interaction | |  | |  | |  | |  | |  | |
| * 1. evaluate responses to issues of human-environmental interaction | |  | |  | |  | |  | |  | |
| 13.0 respond to issues related to human-environmental interaction that influence quality of life | |  | |  | |  | |  | |  | |
| 13.1 identify the issue | |  | |  | |  | |  | |  | |
| 13.2 analyze the issue | |  | |  | |  | |  | |  | |
| 13.3 develop a cogent response to the issue | |  | |  | |  | |  | |  | |