

Appendix A: Ontario Curriculum Correlation

Expectations that relate to *The Corporation* from the following courses appear in the table below.

Course	Strand	Expectations
Philosophy: Questions and Theories, Grade 12, University Preparation HZT4U	Ethics	<p>Overall Expectations:</p> <ul style="list-style-type: none"> demonstrate an understanding of the main questions, concepts, and theories of ethics evaluate the strengths and weaknesses of responses to ethical questions and moral problems defended by some major philosophers and schools of philosophy, and defend their own responses illustrate the relevance of philosophical theories of ethics to concrete moral problems in everyday life <p>Specific Expectations</p> <ul style="list-style-type: none"> use critical and logical thinking skills to defend their own ideas about ethical issues (e.g., the nature of the good life) and to anticipate counter-arguments to their ideas demonstrate how the moral problems and dilemmas that occur in everyday contexts (e.g., in medicine, business, law, the media) can be effectively analysed using a variety of different philosophical theories (e.g., virtue ethics, social-contract theory)
	Social and Political Philosophy	<p>Specific Expectations</p> <ul style="list-style-type: none"> analyse how theories of social and political philosophy (e.g., libertarianism, egalitarianism) are adopted and realized in contemporary political policy making (e.g., concerning the distribution of wealth), and how the adoption of a particular theory makes a difference to political and social practices
	Research and Inquiry Skills	<p>Specific Expectations</p> <ul style="list-style-type: none"> apply logical and critical thinking skills to problems that arise in jobs and occupations (e.g., What obligations do employees have to the public, to their employers, and to themselves? When resources are scarce, how should decisions be made about their allocation?) clearly explain their own views in philosophical discussions in class and in other types of exchanges (e.g., electronic, intra- and interschool) with peers
Challenge and Change in Society, Grade 12, University/College Preparation HSB4M	Social Change	<p>Specific Expectations</p> <ul style="list-style-type: none"> demonstrate an understanding of how social change is influenced by poverty and affluence (e.g., consequences of unequal access to personal computers or higher education) explain the impact of evolving roles of individuals or groups (e.g., of women in the workplace) and values (e.g., concern for the environment) on social change in Canada
	Social Challenges	<p>Specific Expectations</p> <ul style="list-style-type: none"> analyse, from a Canadian perspective, the social structures that support, and those that weaken, global inequalities (e.g., literacy, poverty, new technologies) evaluate, from a psychological perspective, the role of perception in Canadians' understanding of themselves, their families, and their local and global communities
		<p>Overall Expectations</p> <ul style="list-style-type: none"> demonstrate an ability to select, organize, and interpret information gathered from a variety of print and electronic sources communicate the results of their inquiries effectively <p>Specific Expectations</p> <ul style="list-style-type: none"> effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, lab reports, written reports, essays, journal-style articles, videos) explain conclusions made as a result of an inquiry, using appropriate structure, argument, and documentation

Course	Strand	Expectations
The Individual and the Economy, Grade 11, University/College Preparation CIE3M	Economic Institutions	<p>Specific Expectations</p> <ul style="list-style-type: none"> • explain the importance of profit in the private sector and the factors that determine the profitability of a business (e.g., demand, production costs, amount of competition) • explain how producers determine the most efficient way to use resources and how much to produce • compare the characteristics of firms and of competition in perfectly and imperfectly competitive markets (e.g., monopoly and oligopoly)
	Economic Stakeholders	<p>Overall Expectations</p> <ul style="list-style-type: none"> • describe the economic rights and responsibilities of citizens <p>Specific Expectations</p> <ul style="list-style-type: none"> • describe the traits, skills, and economic contributions that distinguish entrepreneurs from others such as inventors, employees, and managers • describe the economic responsibilities of Canadian citizens (e.g., stewardship of public resources, awareness of public issues) • analyse a current issue (e.g., pollution), identifying how the economic rights of individuals must be balanced by economic responsibility and public accountability
	Self-interest and Interdependence	<p>Overall Expectations</p> <ul style="list-style-type: none"> • explain how self-interest in a market makes consumers and producers interdependent • describe the extent, nature, and impact of Canada's economic interdependence with other nations • describe ways in which governments in Canada intervene in the economy to balance the competing self-interests of stakeholders <p>Specific Expectations</p> <ul style="list-style-type: none"> • describe examples of how the self-interests of different stakeholder groups may conflict (e.g., consumers and producers, workers and management/shareholders) • describe how government intervention in the economy is intended to resolve the conflicting self-interests of stakeholders

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Civics, Grade 10, Open CHV20	Informed Citizenship	<p>Specific Expectations</p> <ul style="list-style-type: none"> analyse contemporary crises or issues of international significance (e.g., health and welfare, disasters, human rights, economic development, environmental quality) in the context of the global community research and summarize civic actions of individuals and non-governmental organizations that have made a difference in global affairs (e.g., Cardinal Paul-Emile Léger, Nelson Mandela, Mother Teresa, Craig Kielburger, David Suzuki, Jean Vanier, Red Cross, Frontier College, Doctors Without Borders, YWCA/YMCA) compare the contributions of individuals, as explored in the student summaries, to arrive at a definition of the term “global citizen”
	Active Citizenship	<p>Specific Expectations</p> <ul style="list-style-type: none"> research and compare significant contributions made by individuals and groups to their communities and assess the impact of these individuals’ and groups’ contributions compare and evaluate the impact of various types of non-violent citizen participation (e.g., advocacy, community service, voting, serving on juries) in resolving public issues in Canada
Canadian Politics and Citizenship, Grade 11, Open CPC30	Power, Influence, and the Resolution of Differences	<p>Specific Expectations</p> <ul style="list-style-type: none"> explain examples of tensions between individuals and groups with respect to their needs and wants, using concepts such as gender, lifestyle, status, and socio-economic class compare selected theories on the purpose of government and on ways in which government powers are acquired, used, and justified describe different leadership styles (e.g., democratic, authoritarian) differentiate between the legitimate and illegitimate exercise of power by individuals, groups, and governments
	Values, Beliefs, and Ideologies	<p>Specific Expectations</p> <ul style="list-style-type: none"> explain the relationship between the ways in which individuals and groups live and the values and beliefs they hold compare the processes of political socialization and political indoctrination with regard to their effects on individuals, families, groups, and governments analyse the variety of political messages that Canadian youth receive from key agents of socialization (e.g., the family, the school, peers, the media); evaluate ways in which major agents of political socialization (e.g., religion, the media, political parties) influence the ways in which Canadians participate formally and informally in politics
	Methods of Political Inquiry	<p>Overall Expectations</p> <ul style="list-style-type: none"> correctly use social science methods to gather, organize, and synthesize information draw supportable conclusions about political events, issues, and trends and their relationship to social, economic, and cultural systems communicate knowledge, beliefs, and interpretations of politics and citizenship, using a variety of formats use political knowledge, skills, and values to act as responsible citizens in a variety of contexts
	Citizenship, Democracy and Participation	<p>Specific Expectations</p> <ul style="list-style-type: none"> explain the importance of democratic principles such as political equality; majority representation; responsible government; representation by population; decision making for the common good; the rule of law; and universal human rights, freedoms, and responsibilities identify opportunities for citizens to participate in governmental and non-governmental political decision making at the community, municipal, provincial, federal, and international levels explain the benefits to individuals, groups, communities, and societies of political participation, and the challenges associated with equalizing the participation of diverse groups describe the barriers to participation and representation in the political process faced by various social groups, and identify strategies to overcome these barriers through the legislative process

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Canadian and World Politics Grade 12, University Preparation CPW4U	Participation in the International Community	<p>Specific Expectations</p> <ul style="list-style-type: none"> describe the rights and obligations of international groups (e.g., the International Monetary Fund, transnational corporations, environmental lobby groups) explain the effects on national sovereignty of the trend towards global decision making (e.g., the decreased power of states to make policies to control the flow of goods and services, ideas, and cultural products) evaluate the role of pressure groups in formulating and implementing Canada's foreign policy (e.g., anti-landmine protests, the environmental lobby, the media, the Canadian Manufacturers' Association, the Canadian Bankers Association)
Introduction to Business, Grade 9/10 Open BBI10/20	Conducting Business in a Competitive Marketplace and in the Changing Workplace	<p>Specific Expectations</p> <ul style="list-style-type: none"> specify ways in which business activity can help or harm the environment determine the importance of ethics and social responsibility in business
Introduction to Entrepreneurial Studies, Grade 11, College Preparation BDI3C	Enterprising People and Entrepreneurs	<p>Specific Expectations</p> <ul style="list-style-type: none"> describe the characteristics, motivations, abilities, attitudes, and aptitudes of an enterprising person explain the connection between entrepreneurial activities and job and wealth creation (e.g., effect on the labour market, community prosperity, and availability of venture capital); describe the impact that local entrepreneurs have had on their community; determine how entrepreneurs have been agents of change
Introduction to International Business, Grade 12, University/College Preparation BBB4M	The Global Environment for Business	<p>Specific Expectations</p> <ul style="list-style-type: none"> compare the features of a multinational company participating in global business with those of a company focused on domestic business activity; evaluate the advantages and disadvantages of Canada's international business relationships and activities analyse ways in which the workplace, occupations, the nature of work, and working conditions have changed historically as a result of the growth of a global economy
	Business and Trade	<p>Specific Expectations</p> <ul style="list-style-type: none"> define "rationalization" as it applies to business and industry; describe the impact of global business on rationalization in Canadian business (e.g., its role in downsizing, mergers, shutdowns, plant transfers, growth opportunities) explain how each of the functions of business (e.g., management, marketing, finance and accounting, operations, information technology) can be rationalized internationally evaluate the impact of cultural differences in managing diverse workforces
	Marketing Challenges, Approaches, and Distribution	<p>Specific Expectations</p> <ul style="list-style-type: none"> evaluate the ethical issues that arise for companies competing internationally in relation to the following groups: consumers (e.g., safety, fair pricing, disclosure); stockholders (e.g., fair return, controlled risk); employees (e.g., fair wages, good working conditions, use of child labour); the host country (e.g., effects on the local economy, laws, cultural preservation); and society (e.g., sustainability of development, health of environment, conservation of resources)

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Introduction to International Business, Grade 12, Workplace Preparation BBB4E	Canada in the Global Marketplace	<p>Overall Expectations</p> <ul style="list-style-type: none"> determine the ways in which the lives of Canadians have been and are affected by international business activity <p>Specific Expectations</p> <ul style="list-style-type: none"> explain the relationship among international business and global economic development, prosperity, specialization, and stability explain how changes in world markets and international political events may affect a company in Canada analyse the effect of a country's international business activities on its political environment (e.g., government, policies, legislation) describe how Canadian companies that achieve success in international business can have positive effects on the lives of Canadians (e.g., through improved employment opportunities, incomes, product choices, prices, quality) describe how international business activity can have negative effects on the lives of Canadians (e.g., through job loss, wage competition, increased vulnerability to global business cycles and events, competitive pressures) describe the complex relationships among the many public groups to whom international businesses are accountable
Introduction to Marketing, Grade 11, College Preparation BMI3C	The Marketing Process	<p>Specific Expectations</p> <ul style="list-style-type: none"> describe the impact of government policies and agencies (e.g., marketing boards, regulatory bodies) on marketing activities
	Trends in Marketing	<p>Specific Expectations</p> <ul style="list-style-type: none"> describe ways in which marketing activities (e.g., packaging, labelling) have been influenced by the environmental movement present a summary of current issues and consumer concerns that are affecting promotion and marketing (e.g., concern about racism, sexism, truth in advertising, use of child labour in manufacturing) identify channels through which consumers can express objections to specific marketing activities (e.g., the Canadian Advertising Foundation, the Consumer Association of Canada, the Canadian Radio-Television and Telecommunications Commission) describe the objectives of and an effective marketing campaign for a specific social cause (e.g., an environmental issue, an animal shelter, a food bank)

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Organizational Studies: Organizational Behaviour and Human Resources, Grade 12, University/College Preparation BOH4M	Issues Facing Organizations	Specific Expectations <ul style="list-style-type: none"> • evaluate the impact on management strategies and decision making of major ethical dilemmas (e.g., at the level of the individual, the workplace, and the local and global community) • analyse the nature and importance of corporate social responsibility; • analyse organizational codes of ethics to identify expected behaviours for an organization (e.g., in relation to workforce diversity, conflicts of interest, customer/supplier relationships, confidentiality of information)
Organizational Studies: Managing a Small Business, Grade 12, Workplace Preparation BOG4E	The Small Business Environment in Canada	Specific Expectations <ul style="list-style-type: none"> • evaluate the need for ethical and socially responsible behaviour in small business management • identify current business issues that are specific to the local community
English, Grade 9, Academic ENG1D	Media Studies	Specific Expectations <ul style="list-style-type: none"> • demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works (e.g., make an oral presentation to the class about the differences between family life as depicted in a television series and as experienced in real life; identify and evaluate the variations in treatment and emphasis of different covers that have been designed for the same book) • compare and explain their own and their peers' reactions to a variety of media works
English, Grade 9, Applied ENG1P	Media Studies	Specific Expectations <ul style="list-style-type: none"> • demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works (e.g., write a report describing discrepancies between the presentation of a product in advertising material and its use by a consumer; read packaging for similar products to assess its effectiveness and appeal to potential purchasers) • identify and describe the elements used to structure media works in a variety of forms (e.g., sound effects and music in a television drama; the number of editing cuts and shots in a documentary video; colour, images, and text in magazine advertisements) • compare the reactions of different people or groups to a variety of media works (e.g., interview or survey peers and family about reactions to a particular media work and produce a written report of the results; read and compare reviews of a book) • identify factors that influence media production, distribution, and advertising (e.g., the audience for a magazine; characteristics of the target audience and sponsors of specific television programs)
English, Grade 10, Academic ENG2D	Media Studies	Specific Expectations <ul style="list-style-type: none"> • demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works (e.g., write a report comparing unique features of several newspapers to assess their appeal to readers; explain the satire in a parody of a media work) • identify key elements and techniques used to create media works in a variety of forms (e.g., illustrations and captions in political cartoons; narrative and characterization in a film or television drama; the choice of symbols and colours used to convey health and safety warnings on the packaging of a range of products) and analyse how these elements and techniques contribute to the theme or message • analyse the elements of a variety of media works, in order to identify and describe the intended audience(s) for the works (e.g., analyse advertising in a range of newspapers and magazines to identify the target audiences) • analyse the relationship between media works and the production and marketing of related products (e.g., explain in a written or oral report how the target audience for a film determines the range of products marketed with it, and how this marketing, in turn, helps shape the film)

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English, Grade 10, Applied ENG2P	Media Studies	<p>Specific Expectations</p> <ul style="list-style-type: none"> • demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works (e.g., read and compare the front pages of two different newspapers to determine their appeal to readers; explain the appeal of popular film genres to mass audiences) • identify key elements and techniques used to create media works in a variety of forms (e.g., rapid editing in a television commercial; plot in a comedy; juxtaposition of colour and text in posters), and explain how these elements contribute to the theme or message • analyse the elements of media works in order to explain the reactions of different audiences to the works (e.g., write a report examining the sponsors of selected television programs to determine which groups of people the programs are aimed at; write an essay or report identifying stereotypes in television shows and suggest how specific audiences might react to them) • describe and explain how and why media works are used to market related products (e.g., how and why books are reissued in conjunction with film releases)
English, Grade 11, University Preparation ENG3U	Media Studies	<p>Specific Expectations</p> <ul style="list-style-type: none"> • demonstrate critical thinking skills by identifying bias and by analysing explicit and implicit messages in media works (e.g., explain the effect of images used in a film; identify the perspective of a newspaper or magazine) • explain how the form, technique, style, and language of a variety of media forms create meaning (e.g., compare the coverage of a current event by newspapers, radio, television, and Internet websites) • analyse the relationship between media works and their audiences (e.g., prepare for a panel discussion on how advertising campaigns target different audiences; identify the demographic profile of the target audience for a television show or radio station and assess how the content and advertising match the audience) • explain the relationship among media works, media industry practices including marketing and distribution methods, and media industry codes and government regulations (e.g., explain the use of media to launch a new product line)
English, Grade 11, College Preparation ENG3C	Media Studies	<p>Overall Expectations</p> <ul style="list-style-type: none"> • use knowledge of the characteristics of media forms, representations, audiences, and industry practices to analyse a variety of media works <p>Specific Expectations</p> <ul style="list-style-type: none"> • demonstrate critical thinking skills by identifying bias and explaining the difference between explicit and implicit messages in media works (e.g., explain the intended appeal of images selected for specific advertisements; write a short essay on the theme of a feature film) • explain how the form, style, and language of a variety of media forms communicate messages with specific social implications (e.g., explain how the characteristics of a national newspaper, a local newspaper, a local television newscast, and the Internet are reflected in the coverage of a major news story; compare the effectiveness of the language and style in a range of television news-magazine programs) • explain the relationship between media works and their audiences (e.g., explain how specific features of a popular television series appeal to different family members; analyse the content and advertisements of a television show or issue of a magazine and draw conclusions about the demographics of the audience) • explain the relationship between media works and media industry practices, including marketing and distribution methods (e.g., investigate the implications of product placement in films and television shows; research a promotional campaign to determine why it was successful or unsuccessful)

Course	Strand	Expectations
English, Grade 11, Workplace Preparation ENG3E	Media Studies	<p>Overall Expectations</p> <ul style="list-style-type: none"> • use knowledge of media forms, representations, audiences, and industry practices to analyse a variety of media works <p>Specific Expectations</p> <ul style="list-style-type: none"> • demonstrate critical thinking skills by identifying explicit and implicit messages in media works (e.g., analyse the use of claims and appeals in a series of advertisements; identify the point of view in a documentary) • describe the key elements of a variety of media forms (e.g., write a report describing the use of images, columns, colour, fonts, and text in several magazines; report orally on the use of narration and images in a documentary; compare the print and film versions of a story) • identify the techniques used in a variety of media works (e.g., discuss the use of images and editing in several films; identify the techniques used to alter images electronically in commercials) • explain ways in which media works reflect, distort, or influence audience behaviour (e.g., compare the portrayal of teenage life on television with teenage life in the school and community; explain the impact on various segments of society of the portrayal of violence in the media) • explain how and why different audiences interpret media works differently (e.g., survey peers and adults about their reactions to specific television programs and explain the results) • describe the relationship between media works and media industry practices, including marketing and distribution methods (e.g., research and report on the use of product placement in films and television shows; research and report on the development, promotion, and sale of a new product)
English, Grade 12, University Preparation ENG4U	Media Studies	<p>Overall Expectations</p> <ul style="list-style-type: none"> • demonstrate an understanding of a variety of media, media theories, and media industry practices by analysing representations, forms, and techniques in media works and assessing their implications for individuals and society <p>Specific Expectations</p> <ul style="list-style-type: none"> • use critical thinking skills to identify bias and to analyse the differences between explicit and implicit messages in media works (e.g., analyse and assess the representation of Canadian culture in a wide range of films and television programs; analyse and assess the newspaper, television, radio, and Internet coverage of a conflict or uprising) • explain how representation, form, style, and techniques in media works convey messages with social, ideological, and political implications (e.g., compare advertisements promoting healthy living as presented in different media forms; compare the coverage of a business or political news story in a range of newspapers, news magazines, radio and television newscasts, and on the Internet) • explain the relationship between media works and their audiences (e.g., research how an advertiser adapts a campaign for different regional, cultural, or socio-economic groups; write a report on the ways in which various citizen groups use the media for specific purposes) • apply key concepts of media theory to analyse specific media works (e.g., examine the coverage of an issue or event by a variety of media to assess Marshall McLuhan’s statement “The medium is the message”) • identify and explain the conditions that affect media industry practices governing the production, financing, and distribution of media works (e.g., gather data for an argumentative essay by investigating the ownership and control of media businesses and the implications for public access, range of expression, and audience choice)

Course	Strand	Expectations
English, Grade 12, College Preparation ENG4C	Media Studies	<p>Overall Expectations</p> <ul style="list-style-type: none"> • analyse relationships among media forms, representations, audiences, and industry practices to explain how a variety of media works communicate messages <p>Specific Expectations</p> <ul style="list-style-type: none"> • demonstrate critical thinking skills by identifying bias and analysing messages in media works (e.g., write an essay describing aspects of Canadian culture as represented in a range of Canadian television programs; explain the impact of cross- promotional marketing associated with a film) • explain how the form, style, and techniques in media works convey messages with social or ideological implications (e.g., write a report investigating the social implications of the representation of heroes, villains, and conflict in electronic media) • explain the relationship between media works and their audiences (e.g., analyse the reactions of the local community and other audiences to a film, television series, or cable channel, and explain why different audiences interpret messages differently; explain the effect of feedback from a preview audience on the final version of a media work) • identify and explain how factors such as industry codes and government regulations affect media industry practices, including marketing and distribution methods (e.g., explain how codes and regulations influence children’s television programming; analyse marketing campaigns in specific industries)
English, Grade 12, Workplace Preparation ENG4E	Media Studies	<p>Overall Expectations</p> <ul style="list-style-type: none"> • use knowledge of the characteristics of media forms, representations, audiences, and industry practices to assess a variety of media works <p>Specific Expectations</p> <ul style="list-style-type: none"> • demonstrate critical thinking skills by identifying bias and explaining the difference between explicit and implicit messages in media works (e.g., prepare an oral presentation on bias in a TV documentary; identify aspects of Canadian culture as represented in a range of Canadian television programs and films; write a report describing how a marketing campaign is constructed to appeal to a specific audience) • explain how the key elements of a variety of media forms are used to communicate information and/or to influence people (e.g., compare the techniques used in instructional videos and printed manuals about using a household appliance; assess how language is used in advertisements to influence consumers) • explain the relationship between audience and interpretation by analysing the reactions of different audiences to a variety of media works (e.g., listen to an open-line phone-in radio program and discuss the relationship between its content and the demographics of the audience) • explain the connections between media works, media industry practices, including marketing and distribution methods, and such factors as industry codes and government regulations (e.g., report on the marketing of toys and fast food related to movies; assess the effects of Canadian content regulations on local radio and television programming)

Course	Strand	Expectations
Media Studies, Grade 11, Open EMS30	Media Texts	<p>Overall Expectations</p> <ul style="list-style-type: none"> • analyse, interpret, and assess the techniques, forms, style, and language of media works to describe and explain how different media communicate meaning; • analyse media representations to describe their content, identify bias, and explain their impact on audiences <p>Specific Expectations</p> <ul style="list-style-type: none"> • identify the characteristics of a variety of media, including television, newspapers, and the Internet, and explain how these characteristics influence meaning (e.g., in an oral presentation examine how a newspaper, a radio station, a television network, and a news website cover the same event, and explain how the differences affect interpretations of the event) • analyse how the language used in media works influences the interpretation of messages, with a focus on tone, level of language, and point of view (e.g., analyse the language used in a sports broadcast and explain its purpose and effect; describe the narrative language used in an animated media work and state what themes and beliefs are being communicated) • analyse how individuals or groups are presented in media works and assess the accuracy and influence of these representations (e.g., create a collage of familiar stereotypes in the media and explain the overall impact of these images; compare media representations of work, vacation experiences, or family life with their own experiences); • examine how people or groups are represented in a variety of media works and explain the beliefs and biases revealed and the messages conveyed (e.g., discuss how the message of a popular television program would change if the main characters were from a different socio-economic or ethnic group; explain the effects of the inclusion, exclusion, or positioning of people or groups in magazine advertisements); • analyse media representations of social, political, and cultural issues and explain how the representations influence people's interpretation of the issues and their level of concern (e.g., analyse media coverage of the international response to a war or uprising; assess the effectiveness of public-service announcements in the media)