

## Gender Studies, Grade 11 University/College Prep

Grade	Topic	Expectations
<b>Strand: B. Foundations</b>		
11	<b>Power Relations, Sex, and Gender</b>	B2.3 Analyse ways in which sexism can manifest itself in contemporary Canadian society (e.g., in the family, sports and athletics, politics and government; through the climate at work or school; through jokes and language; in terms of employment opportunities or access to economic resources), and assess ways to address these manifestations of sexism.
<b>Strand: D. Implementing Change</b>		
11	<b>Changes in the Workplace</b>	D1.4 Explain individual and systemic factors that contribute to the ongoing occupational segregation of men and women in certain jobs or professions (e.g., the construction industry, computer programming and engineering, nursing, elementary school teaching, politics) and how this segregation might be reduced.
11	<b>Agents of Change</b>	D2.3 Describe a variety of strategies used by individuals and organizations in support of gender equity (e.g., Internet organizing, educational programs, public awareness campaigns, petitions, lobbying, public demonstrations, advocacy).
11	<b>Social Action and Personal Engagement</b>	D3.1 Identify a specific need related to a gender equity or gender-based violence awareness/prevention issue, and design an initiative to address this need.
		D3.2 Identify strategies and skills needed for gaining support for and handling potential resistance to their initiative.
		D3.3 Demonstrate an understanding of how to effectively evaluate social action initiatives (e.g., strategies for evaluating the clarity of the message and the appropriateness of the initiative for the target audience or group being served, for measuring results).
		D3.4 Implement their initiative using appropriate planning, organizational, evaluation, and communication skills.