Educators Resource Guide

Environmental & Urban Educational Studies in the Ontario Curriculum
(Grade 9-12)
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It is with great enthusiasm that I connect with you today – as partners in success for our students, the future leaders of environmental and urban change in our world. As the world focuses on the grand challenges of our time – loss of biodiversity, increased urbanization, climate crisis, and inequity – we at York University are providing the next generation of changemakers with the fundamental knowledge, critical thinking skills, hands-on learning and global perspectives needed to make positive change for people and the planet.

We invite you and your learners to learn how we explore knowledge for a just and sustainable future through our various high school engagement opportunities.

- **Educator Resource Guide:** As a secondary educator teaching students from Grade 9 to 12, you can use lesson plans provided that follow the Ontario Curriculum Guide. You have the flexibility to customize and structure your day according to the material you are currently teaching, as well as the expectations and interests of your students. Lesson plans are created by Ontario Certified Teachers and research experts in EUC. The lesson plans reflect the appropriate discipline and expectations of the grade aligned with our undergraduate programs offered within the university.

- **Explore Green Careers poster:** Encourage your students to be inspired by our current students pursuing careers in green industries. Raise awareness about the potential career opportunities available with an environmental and urban degree by our graduates and current students achieving professional success in green industries.

- **Monthly Classroom Challenges:** Join us in our monthly challenges during the school year and help positively impact your community. The first school to earn 3 points will receive complimentary admission to the Change Your World conference. Additionally, schools that earn 10 points will be eligible for prizes.

- **Change Your World Conference:** Inspire youth in Ontario to be the next generation of environmentally active citizens. The event will be hosted at York University’s Keele Campus in December. Reserve space for your school today at [euc.yorku.ca/change-your-world/](http://euc.yorku.ca/change-your-world/).

These opportunities at York University will further inspire your learners to act and make sustainable and equitable changes in our world through their studies and their future careers. We look forward to having your school join us at any of our high school engagement opportunities. Please reach out if you want to modify these events to meet the specific needs of your learners and school.

Sincerely,

Alice J. Hovorka
Dean & Professor
Environmental & Urban Educational Studies in the Ontario Curriculum

What is Environmental & Urban Education?

Environmental and urban education is a crucial aspect of modern education that emphasizes the understanding of the environment and the interconnection between ecological, social, and economic systems. The goal is to develop informed and environmentally responsible citizens who can take action to protect and sustain the natural world. It is crucial to teach young people about the environment.

The world we live in is dependent on the environment, and it is our responsibility to take care of it. As inhabitants of the earth, we need to use our knowledge, expertise, and research skills to maintain a positive world. This educational resource was created in response to a call to action for the benefit of people and the planet.

Its main goal is to enhance our awareness about incorporating eco-friendly practices into our daily lives and pursuing green careers. It is high time to improve our relationship with our surroundings. The educational materials provided in this package aim to help educators teach young minds on how to become agents of change in creating a more just and sustainable world both in and outside of the classroom.

Teaching and Learning Principles

- **Interdisciplinary Approach:** Drawing knowledge from multiple fields such as biology, ecology, geology, sociology, economics, and others. This approach helps learners comprehend the complexities of environmental issues and promotes a comprehensive understanding.

- **Experiential Learning:** Incorporating hands-on and outdoor learning experiences, environmental and urban education aims to immerse students in real-world environmental situations. These experiences foster a deeper connection with nature and instill a sense of responsibility for protecting the environment.

- **Critical Thinking:** Encourage critical thinking and problem-solving skills, enabling individuals to analyze complex environmental challenges, evaluate various solutions, and make informed decisions.

- **Awareness of Environmental Issues:** By exploring both the scientific and human dimensions of environmental challenges, environmental & urban education increases awareness of environmental issues such as climate change, pollution, loss of biodiversity, deforestation, and resource depletion.

- **Citizenship and Activism:** Aim to empower individuals to become active and responsible global citizens. It encourages participation in environmental and conservation efforts, sustainable practices, and advocacy for environmental policies.
These resources are designed to help connect your classroom with post-secondary study opportunities offered by the Faculty of Environmental & Urban Change. Lesson plans have been created based on the expectations of the Ontario Curriculum for multiple subjects and grades and are organized by subject and grade level for Grades 9-12. Answer keys are provided for educators, and electronic versions are available for students to use on devices that support PDF files. Assessment tools are included with each lesson plan.

Cross Curricular & Integrated Learning

Our lesson plans are cross-curricular and flexible, allowing students to meet the expectations of multiple subjects in a single unit, lesson or activity. The lesson plans provide numerous opportunities for students to reinforce and showcase their knowledge and skills.

Planning for Instruction Considerations

Make use of the provided plans or personalize them to meet the requirements of your curriculum and students’ needs. These plans are created to be up-to-date with current events and have sections for opinion responses that will assist learners.

When designing your learning experiences, keep in mind the following tips:

- Encourage the use of multi-disciplinary approaches
- Recognize Aboriginal perspectives
- Take action when necessary
- Look at issues from both local and global perspectives
Summary of Lesson Plans

An outline of some of the lesson plans is below. To access the complete document of the lesson plans, visit euc.yorku.ca/connecting/educational-resources/. Additional resources can also be found here or by scanning the QR code with new materials added monthly.

Grade 9: De-streamed Science | SNC1W

**Topic: Lakes & Climate Change**

**Learning Outcomes**
- Assess the connections between climate change and changes in lakes
- Identify the relationships between lakes and the communities that surround them.
- Explain how lakes are also storytellers (leads into pedagogy of Indigenous Knowledge Systems)
- Make real-world connections between the lakes and lakes near you

**Curriculum Expectations**
- **A1.1** apply a scientific research process and associated skills to conduct investigations, connecting their research and the scientific concepts they are learning.
- **A2.3** analyze how the development and application of science is economically, culturally, and socially contextualized by investigating real-world issues.
- **B2.6** identify and use various indicators of climate change to describe the impacts of climate change on local and global ecosystems and analyse how human activities contribute to climate change.
- **C2.1** investigate properties, changes, and interactions of matter that are important for the dynamic equilibrium of ecosystems and their sustainability.
- **C2.2** research the role of experimental evidence in developing various atomic models and compare and contrast different models of the atom.

**Cross-Curricular**

**Grade 9 Issues in Canadian Geography | CGC1D**

- **A1.1** apply a scientific research process and associated skills to conduct investigations, connecting their research and the scientific concepts they are learning.
- **A2.3** analyze how the development and application of science is economically, culturally, and socially contextualized by investigating real-world issues.
- **B2.6** identify and use various indicators of climate change to describe the impacts of climate change on local and global ecosystems and analyse how human activities contribute to climate change.
- **C2.1** investigate properties, changes, and interactions of matter that are important for the dynamic equilibrium of ecosystems and their sustainability.
- **C2.2** research the role of experimental evidence in developing various atomic models and compare and contrast different models of the atom.

**Assessment and Evaluation of Learners’ Achievement**
- Write a 2-page double-spaced report on Lake Louise following the prompts provided
- Informally
Grade 10: Introduction to Business | BB120

Topic: Waste and the Circular Economy

Learning Outcomes

• Understand how current businesses respond to people’s needs, wants, values and beliefs.
• Demonstrate an understanding of how entrepreneurs can look at current businesses running in a linear economy.
• Apply that knowledge (from above) to create ways where current products can move to a circular economy.

Curriculum Expectations

Business Fundamentals

Overall Expectations

• Demonstrate an understanding of how businesses respond to needs, wants, supply and demand.
• Business Ethics and Social Responsibility
• Describe the impact of business on the local community.
• Functions of a Business

Overall Expectations

• Demonstrate an understanding of the importance and role of information and communication technology in business.
• Entrepreneurship
• Invention and Innovation
• Describe and evaluate their own or an existing idea for an entrepreneurial endeavor in their school or community.
• Explain how innovation has affected a variety of goods and services over time.
• Describe and evaluate their own or an existing idea for an entrepreneurial endeavor in their school or community.

Assessment and Evaluation of Learners’ Achievement

• Explain how innovation has affected a variety of goods and services over time.
• Oral question/answer
• Work samples (groups)
• Anecdotal Notes
• Written questions and oral answer
• Work samples (group)
• Teacher answer key
Grade 11: Forces of Nature: Physical Process & Disasters | CGCF3M

Topic: Natural Disasters
Learning Outcomes:
- Analyze impact, damage and discuss solutions to natural disasters.
- Explain the profound interrelationships between physical processes and human activities.
- Use geographic thinking concepts when creating possible solutions to natural disasters for individual and local communities.

Curriculum Expectations:
- **B1.1** analyze the characteristics of different types of weather and climatic hazards (e.g., hurricanes, tornadoes, blizzards, droughts), and explain the role of atmospheric conditions and processes in their occurrence (e.g., temperature, pressure, and humidity contrasts; heat transfer through convection and condensation; sea surface temperatures; blocking; wind shear).
- **B1.3** analyze the characteristics of different types of hydrological hazards (e.g., storm surges, avalanches, flooding), and explain the role of geological and atmospheric processes in their occurrence.
- **C3.2** analyze the costs and benefits of various natural phenomena from a human perspective (e.g., volcanic eruptions pose a danger to human settlement but produce fertile soil; monsoon rains lead to flooding of the land but are vital to crop production; subduction at tectonic plate boundaries causes earthquakes and volcanoes but also forms concentrations of minerals).
- **E1.2** compare, from a geographic perspective, the impacts of selected natural and human disasters (e.g., Hurricane Sandy and Hurricane Katrina; earthquakes in Haiti in 2010 and in Kobe, Japan, in 1995; recent droughts in the Sahel and the dust bowl in North America during the 1930s; the 2010 BP oil spill in the Gulf of Mexico and the grounding of the Exxon Valdez in 1989).
- **E2.2** assess the role of various adaptation and response measures in reducing the human impacts of natural disasters (e.g., research, monitoring, communication, geo-engineering, levees, dams, building codes, windbreaks, cloud seeding, avalanche control).

Assessment and Evaluation of Learners’ Achievement:
- Oral question/answer
- Work samples (individual and group)
- Anecdotal notes (template is available)
- Written questions & oral answer
- Work samples (individual and group)
- Teacher Answer key

Grade 12: World Issues: A Geographic Analysis | CGW4U

Topic: The Cost of Fast Fashion
Learning Outcomes
- Identify and make connections between their actions and how their actions create consequences somewhere else.
- Identify and make connections between institutions & corporations with natural disasters,
Curriculum Expectations

- **D2.3** assess the responsibility of consumers for moderating economic, social, and environmental impacts associated with globalization and describe ways in which this could be done.
- **D2.4** assess the responsibilities of governments and business for managing economic, environmental, and social impacts associated with globalization, and describe ways in which this could be done.
- **E2.2** analyze the influence of mass media, including the Internet, on social and political change and the protection of human rights.

Cross-Curricular

**Grade 12 Visual Arts University/College Preparation (AVI4M)**

- **B1.1** demonstrate the ability to support their initial response to a variety of artworks with an informed understanding of the work’s artistic form and function.

**Grade 12 English University Preparation (ENG4U)**

- **2.4** use the most appropriate words, phrases and terminology and a variety of stylistic devices to communicate their meaning compellingly and to engage their intended audience.

**Grade 12 The Writers Craft (ETS4C)**

- **2.2** use appropriate text forms and stylistic elements to communicate ideas and experiences effectively in their writing.

Assessment and Evaluation of Learners’ Achievement:

- Take anecdotal notes of monitoring peer discussions, provide feedback, and answers questions.
- The poem checklist is a self-checklist for the students to review when drafting their poems
- Oral question/answer
- Work samples (groups)
- Anecdotal Notes Oral question/answer
- Written questions and oral answer
- Work samples (group)

Scan the QR Code to see more of our additional resources.
Coming soon...

**Grade 9**

**Issues in Canadian Geography (CGC1D)**
Walking in a Car’s World

**Science (SVC1W)**
Urban Ecosystems

**Grade 10**

**English (ENG2D)**
Indigenous Knowledge Systems and Great Lakes Governance

**Food and Nutrition (HFN2O)**
Possibility of Indigenous Food Sovereignty in Settler Colonial Bureaucracies

**Grade 11**

**Introduction to Anthropology, Psychology, and Sociology (HSP3U)**
The Intersections between Sociology and STS: A Big Data Approach

**Politics in Action: Making Change (CPC3O)**
Wheelchair user’s perspective on Transportation services through Uber and Lyft

**Grade 12**

**Equity and Social Justice: From Theory to Practice (HSE4M)**
Indigenous Legal forms and governance structures in Renewable Energy
Experiential Education
Learning Opportunities

Fall & Winter Activities (September – April)

Mini Lectures: Attend a lecture presented by our professors and expert researchers. Mini lectures are available at different times and range from 60 to 90 minutes in length. The topics covered vary from year to year. To view the presentations, please send a request to eucapply@yorku.ca.

What is the Cost of Fast Fashion? (Student-led workshop): Have you ever considered where you purchase your clothes from? What factors do you consider when going shopping? Learn more about relevant companies and discuss possible solutions. (45-60 minutes)

Field Trips

Customize and construct your day based off the material you are currently teaching, time/date availability, the expectations of the visit and interests of your students.
Climate Justice (Student-led workshop): Are you worried about today’s climate change catastrophes? Have you ever wondered what frameworks can help combat and change these issues from the root causes? Join us in an introduction to climate justice frameworks and brainstorm possible intersectional solutions. (45–60 minutes)

Community Arts (Student-led workshop): Social changes in the world cannot occur without at least two things: Art and Community. In the Community Arts workshops, learn more about the intertwined history social issues and art share, then engage in a communal art activity to take home and display. (45–60 minutes)

Sustainable Campus Tours: Discover the sustainable features of York University’s Keele Campus with a 60-minute tour.

Careers with an Environmental & Urban Degree Workshop: Are you passionate about the environment and interested in a career that promotes sustainability? Discover the various green career options available to you with an Environmental & Urban degree.

Summer Activities (May - July)

Las Nubes EcoCampus: The Faculty of Environmental and Urban Change offers a 10-day program for high school students at our EcoCampus and other locations in Southern Costa Rica. This field course is rich in experiences that range from food production, forest ecosystems, Indigenous issues, Costa Rican history, rural culture and biodiversity conservation. The program has an immersive community-based approach, which builds on our long-standing relationships with different communities in Southern Costa Rica, including local producers, cooperatives, environmental groups and organizations and Indigenous communities, among others.
Maloca Community Garden Clean Up: Come get to know Maloca Community Garden, part of EUC’s living labs! Support our clean up so we can get plants in the ground. Supplies provided.

Virtual Field Trips

Fall/Winter/Summer Activities (September – June)

What is the Cost of Fast Fashion? (Student-led workshop): Have you ever considered where you purchase your clothes from? What factors do you consider when going shopping? Learn more about relevant companies and discuss possible solutions. (45-60 minutes)

Climate Justice (Student-led workshop): Are you worried about today’s climate change catastrophes? Have you ever wondered what frameworks can help combat and change these issues from the root causes? Join us in an introduction to climate justice frameworks and brainstorm possible intersectional solutions. (45-60 minutes)

Walking in a Car’s World: Living in a bigger city can be rather difficult to navigate as a single individual. As pedestrians always have the right of way, streets and more so intersections are not based with us in mind. Join us to unpack intersections within the city and discuss possible outcomes. (45-60 minutes)

Careers with an Environmental & Urban Degree Workshop: Do you have a passion for the environment and would like to pursue a green career? Learn more about possible green career paths you can pursue with an Environmental & Urban degree. Interested in booking a virtual or in-person field trip? Send an email to eucapply@yorku.ca.
Annual Events

Change Your World

Attend the annual Change Your World conference aimed to motivate young people in Ontario to become environmentally responsible citizens. High school students and their teachers are invited to attend this exciting one-day event, which brings together youth and community organizations from all over Ontario to explore, work together, and gain knowledge on how to create sustainable and fair change in our world, changeyourworld.yorku.ca.

Previous Student Workshops:
- Nurturing hope and belonging in a world of social chaos through landscape experiences
- Migrations, status & allyship
- Nature in the city: understanding Toronto’s urban forest
- Rooted and Rising: Re-imagining Climate Leadership
- Empowering minds for new times
- Becoming a food citizen: food, the environment and you, the green economy
- Addressing the intersection of biodiversity loss, climate change and environmental inequity through youth-led action projects
- Climate Justice: one size does not fit all
- Sustainability & the SDG’s

Past Keynote Speakers: Aliyah Din (BES ‘20), Jamilla Mohamud (MES ‘20), Jason Robinson (BA’17, MES’19)

Student-to-Student

Peer Mentors: The Peer Mentor program has been designed to provide guidance to EUC students. By delivering programming and information sessions to help new undergraduate students transition to university and to the Faculty of Environmental & Urban Change. All Peer Mentors are trained leaders who are academically successful and can be a positive influence on students in providing sound advice and encouragement.

Black Peer Mentorship Program: EUC’s Black Mentorship Program will be launched this fall in accordance with EUC’s Black Inclusion Plan to enhance learning opportunities and support for Black EUC students.

Become an EUC student for a Day: Sit in on a first and/or second year course lecture from Faculty members as a guest to observe and listen to the research and material taught to our students. Offered during March break.

Coffee/Tea Chat with a Current EUC student: Directly connect to a current student in your program of interest and unpack all of the questions you may have. Dive deeper into their personal experience has a student at the Faculty of Environmental & Urban Change: euc.yorku.ca/future-students/coffee-tea-chat-with-a-current-student/.
Become a Sustainable Living Ambassador

Encourage your learners in becoming a Sustainable Living Ambassador through the online training module. York University’s free Microlecture Series in Sustainable Living, an innovative and interdisciplinary open access program that gives participants the opportunity to learn from six of York’s world-renowned academic experts on a diverse range of topics related to sustainability. Earn a first-of-its-kind Digital Badge in Sustainable Living to share on social media: yorku.ca/sustainableliving/.

Tips for a Sustainable Classroom

- Develop an environmental vision statement: At the start of each school year, collaborate with your students to create a pledge outlining the classroom’s rules and overall vision. Ask each student to sign and display the pledge as a visual reminder.
- Establish a plastic-free zone: Encourage your students to bring reusable materials and prohibit plastic water bottles and containers to reduce plastic waste.
- Use environmentally friendly cleaning products: Request eco-friendly cleaning supplies to reduce toxicants within the classroom. Alternatively, teach your learners how to make their own cleaning solutions to promote sustainable practices.
- Incorporate indoor plants: Not only do plants naturally purify the air and provide health benefits, such as reducing cold symptoms and improving behavior, but involving your students in plant care can also nurture mini gardeners.
- Participate in the Monthly Classroom Challenges hosted by the Faculty of Environmental & Urban Change.
Monthly Classroom Challenges

Are you ready for the challenge?

Change is now. Share with fellow educators and encourage students to participate in the monthly classroom challenges. Each month a new challenge is proposed to promote a more just and sustainable.

Challenge Rules: Access the monthly challenges at euc.yorku.ca/connecting/high-school-outreach/. Print out or digitally share the challenge for each month with your students to read the challenge rules.

How to Enter: Direct message @YorkUEUC and send us your pictures with your name of all team participants by the end of each month. Winners are announced at the beginning of the following month.

Past High School Recognition Highlights

Louise Arbour Secondary School – Sustainable Fashion 2023

WF Herman Academic Secondary School – Learning from Leftovers Challenge 2023
Get a group together and choose a route to walk. Create a walking log that tracks how far you walked and how long you walked. Share ideas on how you can make the space more walkable. Photographer your group on the walk and the log you’ve made.

Choose a social justice issue that is important to you and your life. Research the issue and brainstorm creative ways to express it. Create a piece of artwork about your issue and display your artwork somewhere for all to see (with permission). Photograph your display.

Find a local shelter or organization that collects coats. Set-up a collection bin (in an approved location) for people in your community to donate coats they no longer use. Drop off the coats. Photograph any advertisements you make and the coats you collect.

Find a reusable bag that is easy to take around and clean. In that bag, create a kit of reusable utensils: fork, knife, spoon, straw, chopsticks and anything else you want to include. When going out to places that use plastic utensils, use your kit. Photograph the kit and any place its been used.

Choose a black historical figure and research their life and achievements. With the information you find, create a way to display it so that it may reach your local community. Find a place in your community to display or share your creation. Photograph your display and process.

Create and decorate a box and place it in a location in your local community for people to drop off used batteries. Locate a store or location that picks up batteries. Photograph your bin and everything you have collected.

Collect items that would typically be thrown out or recycled: plastic water bottles, cans, caps, cardboard, etc. Put together some fun art pieces with paint and glue. With permission, find a place to display any artwork you may, include a small description of what you used in it beside the piece.

Visit bumblebeewatch.org to check out the project, what they are doing, why, and how you can participate. Take a photo of a bumble bee and upload it to the site to be reviewed and identified.
Professional Development

The Faculty of Environmental & Urban Change recognizes the importance of ongoing learning to support educators to lead the next generation of changemakers. Numerous partnerships and collaboration of events through funding, faculty as key-note speakers and event spaces.

**Ecosource and EUC Advance Teacher Training Program:** is an innovative Ontario-based organization that inspires the community to become more environmentally responsible through creative public education. Join the free professional development collaboration between Ecosource and EUC.

**Ontario Association for Geographic and Environmental Education Conference (OAGEE):** The Ontario Association of Geographic and Environmental Education is a leading subject association for teachers in Ontario. Our mandate is to support teachers in implementing the Ontario Ministry of Education's curriculum policy. EUC hosts the annual fall conference.

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**Additional Resources**

PASSOC Phillippine Arts & Social Studies in the Ontario Curriculum Elementary and Secondary Panel
Current Student Stories

Ryan Faria-Wong
4th year Sustainable Environmental Management (BES)
St. John Paul II Catholic Secondary School

Since childhood, I have always been intrigued by the natural world and our planet. I found this program to be a great opportunity to educate myself with the way in which our environment and habitats function to gain a better understanding and one day help to make a positive impact.

Kaitlin Pal
3rd year Environmental Arts & Justice (BES)
Emily Carr Secondary School

I chose to study Environmental Arts and Justice because this program combines my interests of sustainability and environmental issues with the arts and human rights. I wanted to learn how to incorporate my creative skills as an artist and a musician into my passion for the environment, all while advocating for social and environmental change.

Why Study At The Faculty of Environmental & Urban Change?

- Innovative and Real-World Research
- One-on-One Career Coaching
- Flexible and Hands-On Learning
- Diverse Global Perspectives
- Supportive and Inclusive Community
- Study Abroad at our EcoCampus

Scan the QR Code to read more about our current studies.
Alumni Success Stories

With over 12,000 alumni across 87 different countries around the world, we meet our passionate, accomplished graduates who are making a positive impact in their communities and around the world towards a more just and sustainable future.

Sebastian Gomez (BES ‘17)
Permits and Approvals Coordinator at Toronto Transit Commission
Monsignor Percy Johnson Catholic Secondary School

“A piece of advice I would give to incoming students would be to immerse yourself in the program and allow yourself to become passionate about what you want to do, you never know where you it will take you.”

Alison Milan (MES ‘18, BA in Geography ‘14)
Policy Analyst, Natural Resources Canada
Our Lady of Mount Carmel High School

“Where you can, seek opportunities outside your comfort zone. It is easy to play it safe, try something different! The Faculty offers a range of courses and learning experiences. This is your time to learn not just about the subject, but about yourself!”

Quin Douris (BES ‘23)
Senior Environmental Consultant, Canadian Tire Corporation

“My time at EUC has equipped me with the knowledge and tools necessary to succeed in my career post-grad. I’ve been able to build a strong network of connections that I know I can lean on.”

Tristan Costa (MES ‘17, BA in Urban Studies ‘14)
Planner I, City of Brampton
St. Edmund Campion High School

“The program taught me the importance of understanding a variety of disciplines within the planning stream to build better cities, communities and neighborhoods.”
Acknowledgements & References

This guide is a supplement to the Ontario curriculum materials developed by the Ministry of Education in conjunction with the curriculum guides of various undergraduate programs offered at the Faculty of Environmental & Urban Change, including Sustainable Environmental Management, Environmental Science, Cities, Regions, Planning, Global Geography, Environmental Arts & Justice, and Ecosystem Management.

The creation of this document was a collaboration of experts, including Faculty members Associate Professor Jennifer Korosi, Assistant Professor Joshua Thienpont, Assistant Professor Adeyemi Olusola, Calvin Lakhan, and Associate Dean Philip Kelly from York University. Additionally, feedback from Ontario Certified Teachers was greatly appreciated during the process. If you have further inquiries, please feel free to email us at eucapply@yorku.ca.


Shaping Our Schools, Shaping Our Future: Environmental Education in Ontario Schools (June 2007), p. 6

Have a student thinking about studying at York U EUC? Share our programs with them.

Visit euc.yorku.ca/future-students/ for more information.