

Seeking Refuge: Curriculum Links

Below is a list of both the Overall and Specific curriculum expectations as outlined by the Ontario Ministry of education available at <http://www.edu.gov.on.ca/eng/curriculum/>. Although not exhaustive, this list can provide some guidance as to where this lesson may be best positioned within your unit and lesson planning.

| Grade | Subject/ Level | Curriculum Area | Overall Expectations | Specific Expectations |
|-------|-----------------------------------|---|---|---|
| 10 | History – Academic/ Applied | Communities: Local, National and Global | <ul style="list-style-type: none"> - Explain how local, national, and global influences have helped shape Canadian identity - Analyse the impact of external forces and events on Canada and its policies since 1914 - Assess Canada’s participation in war and contributions to peacekeeping and security | <ul style="list-style-type: none"> - Analyse changes in Canadian policies towards refugees since (e.g., the closed-door policy towards Jewish refugees in the 1930’s; acceptance of displaced persons after World War II; current refugee and immigration policies. |
| 10 | History – Academic/ Applied | Change and Continuity | <ul style="list-style-type: none"> - Analyse changing demographic patterns and their impact on Canadian society since 1914 - Explain how and why Canada’s international status and foreign policy have changed since 1914 | <ul style="list-style-type: none"> - Identify the major groups of immigrants that have come to Canada since 1914 and describe the circumstances that led to their decision to emigrate (e.g. impact of war, political unrest, famine); - Analyse the similarities and differences between current and historical patterns of immigration to Canada, making reference to changing immigration policies and pull factors (e.g. incentives for immigrants) that were in effect during periods. |

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| 10 | History – Academic/ Applied | Citizenship and Heritage | <ul style="list-style-type: none"> - Analyze the contributions of various social and political movements in Canada since 1914 - Assess how individual Canadians have contributed to the development of Canada and the country’s emerging sense of identities | <ul style="list-style-type: none"> - Explain how pacifist groups, human rights organizations and the civil rights movement have influenced Canadian society (e.g. Canadian Civil Liberties Association, Amnesty International, etc.) |
| 10 | Civics - Open | Informed Citizenship | <ul style="list-style-type: none"> - Demonstrate an understanding of the need for democratic decision making - Explain the legal rights and responsibilities associated with Canadian citizenship - Explain what it means to be a ‘global citizen’ and why it is important to be one | <ul style="list-style-type: none"> - Compare the benefits and drawbacks of the democratic authoritarian forms of decision making, drawing on examples from everyday contexts (e.g. with respect to the rights and responsibilities of citizens; the rule of law; the common good; the parliamentary system; majority rule and the rights of minorities, including Aboriginal peoples) - Identify similarities and differences in the ways power is distributed in groups, institutions, and communities to meet human needs and resolve conflicts. - Identify the rights and responsibilities of Canadian citizenship, based on the Canadian Charter of Rights and Freedoms, and describe how these rights and responsibilities are exercised in schools, communities, and the nations - Explain why it is essential in a democracy for governments to |

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| | | | | <p>be open and accountable to their citizens, while protecting the personal information citizens are required to provide to governments</p> <ul style="list-style-type: none"> - Explain how the judicial system (e.g., law courts, trials, juries) protects the rights of both individuals and society - Analyse cases that have upheld or restricted a citizen’s rights and responsibilities, outlining the concerns and actions of involved citizens and the reasons for the eventual outcome - Analyse contemporary crises or issues of international significance (e.g., health and welfare, disasters, human rights, economic development, environmental quality, terrorism) - Summarize the rights and responsibilities of citizenship within the global context, as based on an analysis of the United Nations Universal Declaration of Human Rights and the Convention on the Rights of the child - Evaluate civic actions of individuals and non-governmental organizations that have made a difference in global affairs. |
| 10 | Civics - Open | Purposeful Citizenship | - demonstrate an understanding of the beliefs and values underlying | - Describe fundamental beliefs and values associated with democratic citizenship (e.g. |

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| | | | <p>democratic citizenship</p> <ul style="list-style-type: none"> - describe the diversity of beliefs and values of various individuals and groups in Canadian society - Analyse responses, at the local, national, and international levels, to civic issues that involve multiple perspectives and differing civic purposes | <p>rule of law, human dignity, freedom of expression</p> <p>freedom of religion, work for the common good, respect for the rights of others, sense of responsibility for others.</p> <ul style="list-style-type: none"> - Explain how different groups (e.g., special interest groups, ethnocultural groups) define their citizenship, and identify the beliefs and values reflected in the definitions - Demonstrate an understanding of a citizen’s role in responding to non-democratic movements and groups (e.g., fascism, Stalinism, supremacist and racist organizations) through personal and group actions); groups such as the Canadian Civil Liberties Association - Describe examples of human rights violations (e.g., Nuremberg laws, hate crimes, torture, genocide, political imprisonment, recruitment of child soldiers, gender-based discrimination) and assess the effectiveness of responses to such violations |
| 11 | Law – Uni-Prep | Rights and Freedoms | <ul style="list-style-type: none"> - Describe the sources of rights and freedoms in Canada and explain how particular rights and freedoms may conflict - Describe historical and contemporary barriers to the equal enjoyment of human | <ul style="list-style-type: none"> - Describe historical and contemporary situations in which rights in Canada have been denied (e.g., rights of Japanese during WWII, First Nation rights to land and veterans’ benefits, women’s rights, rights of physically or |

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| | | | rights in Canada - Describe the rights and freedoms enshrined in Canadian law and explain how they are interpreted, how they may be limited and how they are enforced in Canada and in Ontario | mentally challenged persons) - Evaluate the contributions of individual - Describe the rights and freedoms found in the Canadian Charter of Rights and Freedoms - Analyse situations in which a right or a freedom - Analyse situations in which a right or a freedom may be justifiably limited - Explain how human rights legislation and the courts attempt to balance minority and majority rights |
| 12 | Canadian World Issues – Uni-Prep | Geographic Foundations: Space and Systems | - Compare the cultural, economic, and political aspirations of selected groups and the effects of their actions on local national, and global geographic issues. | - Analyse the changing spatial distributions of political systems (e.g., democracy, socialism, communism, military dictatorship) around the world - Analyse the causes and consequences of recent events involving refugees and evaluate the effectiveness of national and international policies for dealing with refugees. |
| 12 | Canadian World Issues – Uni-Prep | Global Connections | - Analyse instances of international cooperation and conflict and explain the factors that contributed to each | - Explain how inequalities in the distribution of resources (e.g., water scarcity, unequal land distribution) and boundary disputes (e.g., confiscation of land) contribute to uprising and conflicts - Explain how economies and |

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| | | | | <p>environments in some places can be affected by decisions made in other places</p> <ul style="list-style-type: none"> - Analyse the economic and environmental effects of colonialism and neocolonialism on selected countries (e.g., United Kingdom in South Africa) - Assess the relative importance of the various factors that influence the quality of life. - Analyse problems of hunger and poverty in selected countries and explain how certain practices may aggravate the problems |
| 12 | Politics – Uni-Prep | Regulation and Dispute resolution | <ul style="list-style-type: none"> - Explain the major concepts, principles, and purposes of international law - Explain the factors that make framing, interpreting, and enforcing law on a global scale a complex and difficult process | <ul style="list-style-type: none"> - Identify global issues that may be governed by international law (e.g., human rights, jurisdictional disputes, refugees and asylum, collective security, trade arguments) - Explain the role and jurisdiction of the agencies responsible for defining, regulating, and enforcing international laws (e.g., United Nations, World Health Organization, war crimes tribunals, International Monetary Fund, Interpol) |