

Civics

Grade 10 Civics

Grade 11 - Origins and Citizenship

Law

Grade 11 - Understanding Canadian Law

Grade 12 - Canadian and International Law

Grade 12 - Legal Studies

Politics

Grade 11 - Politics in Action: Making Change

Grade 12 - Canadian and International Politics

History

Grade 10 History - Canadian History -WW1 to Present

Equity Studies

Grade 11 - Gender Studies

Grade 11 - Equity, Diversity, Social Justice

Grade 12 - Equity and Social Justice From Theory to Practice

Challenge and Change

Grade 12 - Challenge and Change

Native Studies

Grade 9 - Expressing Aboriginal Cultures

Grade 10 - Aboriginal Peoples in Canada

Grade 11 - Aboriginal Beliefs, Values, and Aspirations in Contemporary Society

Grade 11 - Current Aboriginal Issues in Canada

Grade 12 - Aboriginal Governance: Emerging Directions

Grade 12 - Issues of Indigenous Peoples in a Global Context

World Cultures

Grade 12 - World Culture

CIVICS	
CIVICS, Grade 10	
OVERALL EXPECTATIONS	A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance

	<p>B1. Civic Issues, Democratic Values: describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues (FOCUS ON: <i>Political Significance; Political Perspective</i>)</p> <p>B3. Rights and Responsibilities: analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected (FOCUS ON: <i>Political Significance; Objectives and Results</i>)</p> <p>C2. Inclusion and Participation: assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada (FOCUS ON: <i>Political Significance; Political Perspective</i>)</p>
SPECIFIC EXPECTATIONS	<p>A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments of civic importance <i>What are my rights and responsibilities as a citizen in my local community?</i></p> <p>A1.5 use the concepts of political thinking (i.e., political significance, objectives and results, stability and change, political perspective) when analysing and evaluating evidence, data, and information and formulating conclusions and/or judgments about issues, events, and/or developments of civic importance (<i>e.g., use the concept of political significance when analysing the impact of the Canadian Charter of Rights and Freedoms on Canadian society</i>)</p> <p>B1.3 explain why it is important for people to engage in civic action, and identify various reasons why individuals and groups engage in such action (<i>e.g., to protect their rights or the rights of others, to advocate for change, to protect existing programs, to protect the environment, to achieve greater power or autonomy, out of a sense of social justice or social responsibility, for ethical reasons, to protect their own interests</i>)</p> <p>B1.4 communicate their own position on some issues of civic importance at the local, national, and/or global level</p> <p>B2.4 explain, with reference to issues of civic importance, how various groups and institutions (e.g., lobby groups, unions, the media, NGOs, international organizations) can influence government policy</p> <p>B3.1 demonstrate an understanding that Canada's constitution includes different elements, and analyse key rights of citizenship in the constitution, with particular reference to the Canadian Charter of Rights and Freedoms (<i>e.g., voting rights, mobility rights, language rights, equality rights, right to privacy, rights of Aboriginal people</i>)</p> <p>B3.3 explain how the judicial system and other institutions and/or organizations help protect the rights of individuals and the public good in Canada</p> <p>B3.5 identify examples of human rights violations around the world</p> <p>C1.3 explain how various actions can contribute to the common good at</p>

	<p>the local, national, and/ or global level</p> <p>C2.3 describe various ways in which people can access information about civic matters</p>
<p>ORIGINS AND CITIZENSHIP: The History of a Canadian Ethnic Group, Grade 11</p>	
<p>OVERALL EXPECTATIONS</p>	<p>C2. Conflict and Repression: analyse the roles played by conflict and denial of rights in people’s decisions to emigrate, with particular reference, where applicable, to the selected ethnic group (FOCUS ON: <i>Cause and Consequence; Continuity and Change</i>)</p> <p>C3. Supports and Incentives: analyse the roles played by family, community organizations, and governments in people’s decisions to emigrate, and in attracting them to Canada (FOCUS ON: <i>Historical Perspective</i>)</p> <p>D1. Settling in Canada: explain how various social and economic factors influenced the settlement of some ethnic groups in Canada, with particular reference to the selected ethnic group, and analyse the impact of ethnic settlements in this country (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)</p> <p>D2. Facing Challenges in Canada: analyse various challenges that have faced new immigrants to Canada, as well as policies that have been developed to address some of those challenges (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)</p> <p>D3. Contributing to Canada: explain various ways in which ethnic groups, including the selected ethnic group, have contributed to Canada (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)</p> <p>E1. Social, Economic, and Political Issues: analyse ways in which some social, economic, and/or political issues, events, and/or developments at the local, national, and international level have affected the selected ethnic group in Canada (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)</p> <p>E2. From Assimilation to Multiculturalism: analyse the evolution of social and political perspectives and political policies related to immigration and cultural diversity in Canada (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)</p> <p>E3. Cultural Traditions: analyse some of the challenges that ethnic groups face in trying to maintain their traditional cultures, and describe ways in which groups in Canada have maintained their cultures (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)</p>
<p>SPECIFIC EXPECTATIONS</p>	<p>C2.2 explain the role of the denial of civil, human, and/or citizenship rights in some people’s decisions to emigrate, including, where applicable, the decision of members of the selected ethnic group (<i>e.g., with reference to religious or political persecution, slavery, apartheid, genocide or ethnic cleansing, gender inequality, persecution of people with mental or physical disabilities or from LGBT communities</i>)</p> <p>C2.3 describe some instances of the forced migration of groups in</p>

	<p>different regions and different periods of history (<i>e.g., the African slave trade, the enclosure movement in Scotland, the partition of India, dam construction and resultant flooding in China</i>), and, if applicable, explain the impact of forced migration on the selected ethnic group</p> <p>C3.3 analyse the role of migration myths perpetuated by governments and/or by ethnic communities on some people's decisions to migrate, including, where applicable, the decision of members of the selected ethnic group (<i>e.g., Canada's "Last Best West" campaign; the "brain drain"; the idea, particularly in the Eastern Bloc, that people who emigrate are traitors; the idea of the land of opportunity; myth versus reality with respect to the Underground Railroad</i>)</p> <p>C3.4 explain why the selected ethnic group chose Canada as its destination (<i>e.g., immigrant- recruitment campaigns by the Canadian government, common language, universal suffrage, availability of land, religious freedom, the Canadian Charter of Rights and Freedoms and respect for human rights, opportunities for education and/or work, familial ties</i>)</p> <p>D2.1 analyse some challenges that Canadian immigration policies have presented to some ethnic groups, with a particular focus, where applicable, on the selected ethnic group (<i>e.g., with reference to quota systems; points systems; the Chinese Head Tax; the Chinese Immigration Act of 1923; the continuous journey regulation of 1908; changes to the Immigration Act in 1910, 1919, 1952, or 1976; the Immigration and Refugee Protection Act of 2002; attitudes towards passengers on the Komagata Maru or SS St Louis; changing refugee policies; the Domestic Workers Scheme; the Canada-U.S. Safe Third Country Agreement</i>)</p> <p>D2.2 analyse challenges that institutionalized racism and prejudice in Canada have presented to some ethnic groups, with a particular focus, where applicable, on the selected ethnic group (<i>e.g., with reference to segregation, discrimination in jobs and/or housing, antisemitism, assimilation, stereotypes, streaming students, racial profiling, internment</i>)</p> <p>D3.2 describe various ways in which ethnic groups have contributed to culture and identity in Canada (<i>e.g., museums and cultural centres, arts and crafts, music, architecture, foods, neighbourhoods, economic contributions, military contributions</i>), and assess the contribution of the specific ethnic group under study</p> <p>D3.3 demonstrate an understanding of the interdependence between Canada and people who have come here from abroad, including the mutual advantages of this interrelationship (<i>e.g., the contributions of immigrants as skilled workers, tradespeople, and/or domestic workers; migrant workers and the role they play in Canadian agriculture; the ability of immigrants to send remittances to their family/community in their country of origin; the potential for international students to return to their country with skills and knowledge that can benefit their community; the contribution of immigrants to population and economic growth in Canada</i>), and analyse this interrelationship with reference to the selected ethnic group</p> <p>E2.1 analyse the evolution of government policies and perspectives related to the place of immigrants in Canadian society (<i>e.g., from assimilationist, segregationist, or integrationist policies to</i></p>
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	<p><i>multiculturalism, accommodation, and celebration of differences</i>), and explain their significance for the selected ethnic group</p> <p>E2.2 analyse various government programs or policies that support multiculturalism (<i>e.g., the establishment of Black History Month or Asian Heritage Month; the funding of ethnic festivals and museums; heritage language programs in schools; modifying uniform requirements to accommodate turbans and hijabs; practices regarding prayer in schools</i>), and assess whether they meet the needs of various ethnic groups, including the selected ethnic group</p>
LAW	
UNDERSTANDING CANADIAN LAW - Grade 11	
Specific Expectations	<p>B1. Legal Principles: explain the role and importance of law and the fundamental principles of justice in Canada (FOCUS ON: <i>Legal Significance</i>)</p> <p>B3. Legal Roles and Responsibilities: analyse the role and function of individuals, groups, and governments in Canadian law (FOCUS ON: <i>Legal Significance; Interrelationships; Legal Perspective</i>)</p> <p>C1. Human Rights: explain the legal significance of the Canadian Bill of Rights, the Ontario Human Rights Code, the Canadian Charter of Rights and Freedoms, and the Canadian Human Rights Act (FOCUS ON: <i>Legal Significance</i>)</p> <p>C2. Development of Human Rights Law: analyse how various factors have influenced and continue to influence the development of human rights law in Ontario and Canada (FOCUS ON: <i>Continuity and Change</i>)</p> <p>C3. Protecting Rights and Freedoms: analyse the relationship between the formal, legal recognition of rights and freedoms in Canada and how those rights are interpreted and protected in practice (FOCUS ON: <i>Legal Significance; Interrelationships; Legal Perspective</i>)</p> <p>C4. Legal Limitations of Human Rights: analyse situations in which it may be appropriate to limit rights and freedoms, and explain the arguments for and against such limitations (FOCUS ON: <i>Legal Significance; Legal Perspective</i>)</p> <p>E2. Legal Processes and Procedures: describe the structures and key roles and processes of the Canadian criminal justice system and explain key interrelationships among them (FOCUS ON: <i>Interrelationships</i>)</p> <p>E3. Criminal Justice System: assess the ability of the Canadian criminal justice system to provide appropriate and even-handed justice to people living in Canada (FOCUS ON: <i>Legal Perspective</i>)</p> <p>E4. Development of Criminal Law: analyse how various factors have influenced the development of Canadian criminal law (FOCUS ON: <i>Legal Significance; Continuity and Change</i>)</p>
Specific Expectations	B1.2 explain the fundamental principles of justice in Canada and their

	<p>significance in the legal system, including the rule of law, parliamentary supremacy, the presumption of innocence, the principle of equality before the law, the right of habeas corpus, elements in establishing degrees of liability (e.g., <i>intent, recklessness, negligence, mens rea, actus reus</i>), and the rule of judicial precedent</p> <p>B1.2 explain the fundamental principles of justice in Canada and their significance in the legal system, including the rule of law, parliamentary supremacy, the presumption of innocence, the principle of equality before the law, the right of habeas corpus, elements in establishing degrees of liability (e.g., <i>intent, recklessness, negligence, mens rea, actus reus</i>), and the rule of judicial precedent</p> <p>B2.3 analyse how legislation of the past (e.g., <i>the Royal Proclamation of 1763; the Quebec Act, 1774; the British North America Act, 1867; the Statute of Westminster, 1931</i>) influenced Canada's Constitution (1982)</p> <p>B3.2 explain the legal significance of some key aspects of the Canadian Constitution (e.g., <i>the division of powers between the federal and provincial levels of government, the Canadian Charter of Rights and Freedoms, the amending formula, the recognition of Aboriginal rights, residual powers</i>)</p> <p>B3.3 analyse the impact of the Canadian Charter of Rights and Freedoms on the role and influence of the judiciary in Canada's legal system</p> <p>B3.4 identify the roles and responsibilities of various individuals and groups within the Canadian justice system (e.g., <i>individuals have a responsibility to know the law and not to participate in a crime; corporations have a responsibility to comply with government regulations in the conduct of their business; governments have a legal obligation to create and enforce measures to protect citizens from avoidable harm</i>)</p> <p>B4.1 explain how evolving societal attitudes and values have promoted or prevented changes to Canadian law (e.g., <i>in laws relating to censorship, gambling, environmental protection, workplace safety, marriage, the use of marijuana, capital punishment, abortion, prostitution, polygamy</i>)</p> <p>B4.2 evaluate the responsiveness of Canadian legislation to societal issues (e.g., <i>protection of privacy, protection of intellectual property</i>) raised by developments in science (e.g., <i>advances in human genetics, new understanding of the effects of toxic/harmful substances</i>) and technology (e.g., <i>advances in information and communications technology</i>)</p> <p>B4.3 explain how points of view and issues associated with diverse groups and individuals (e.g., <i>John Diefenbaker, Donald Marshall, Tommy Douglas, Elijah Harper, Cindy Blackstock, Pierre Elliott Trudeau, Mothers Against Drunk Driving, Women's Legal Education and Action Fund, the Famous Five</i>) have influenced the development of law in Canada</p> <p>B4.4 describe how legislation and recent landmark cases relating to First Nations, Métis, and Inuit peoples have influenced the circumstances of Aboriginal people and the interpretation of Aboriginal rights in Canada (e.g., <i>the Royal Proclamation of 1763; Numbered Treaties;</i></p>
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the Indian Act and its amendments; the creation of Nunavut; R. v. Drybones, 1970; R. v. Sparrow, 1990; R. v. Moses, 1992; Delgamuukw v. British Columbia, 1997; Bazley v. Curry, 1999; R. v. Marshall [No. 1], 1999; R. v. Powley, 2003; Tsilhqot'in Nation v. British Columbia, 2014)

C1.1 identify the protections provided by the Charter and provincial and federal human rights codes (e.g., Charter: *protections related to freedom of religion, freedom of expression, mobility rights, equality rights, democratic rights*; human rights codes: *protections related to prohibited grounds of discrimination in workplaces, by organizations, and between individuals*) and explain their significance

C1.2 describe historical and contemporary barriers to the equal enjoyment of human rights in Canada (e.g., *unequal access to voting rights; discrimination based on the grounds of race, gender, gender identity; geographic isolation; unequal access to education; residential schools; the Indian Act*) and the laws intended to help people overcome such barriers (e.g., *the Canadian Bill of Rights, the Ontario Human Rights Code, the Canadian Human Rights Act*)

C1.3 describe the legal instruments and procedures available for resolving complaints regarding human rights violations under the Ontario Human Rights Code, the Charter, and the Canadian Human Rights Act (e.g., *tribunals, commissions, Charter challenges, government acknowledgement or apology, compensation*)

C2.1 explain the concepts of justice, equity, and inclusiveness and the ways in which they influence human rights law in Ontario and Canada (e.g., *through the requirement for procedural fairness, the principle of protecting and expanding existing rights, the principle of providing equal access to justice for people in isolated communities and for marginalized/disadvantaged groups*)

C2.2 analyse how various social factors have contributed to change over time in Canadian human rights law (e.g., *factors such as changing social values, the impact of technological developments, increasing environmental awareness, changing demographics, changing social attitudes underpinning the findings and recommendations of the Royal Commission on the Status of Women in Canada*)

C2.4 analyse landmark cases related to human rights law in Canada and assess their significance (e.g., *cases related to women's rights [the Persons Case]; assisted suicide [Rodriguez v. British Columbia (Attorney General), 1993]; religious discrimination [Roncarelli v. Duplessis, 1959]; racial profiling [R. v. Brown, 2003]; rights of the disabled [R. v. Latimer, 1997]; wrongful conviction/exclusion of evidence [the case of Donald Marshall, Jr., 1983]; wrongful conviction/role of forensic evidence [the cases of David Milgaard, William Mullins-Johnson, or Guy Paul Morin]; young people claiming equal social assistance [Gosselin v. Quebec, 2002]*)

C3.1 explain the significance for human rights in Canada of historical and contemporary laws and judicial and other inquiries/commissions (e.g., *Chinese Head Taxes; Ontario Regulation 17; the War Measures Act [specifically, the power it grants government to override individual rights in times of "national emergency"]; the Canadian Human Rights Act; the Ontario Human Rights Code; Royal Commissions on Bilingualism and Biculturalism, the Status of Women, or Aboriginal People; the Marshall Inquiry; the Indian Residential Schools Truth and*

	<p><i>Reconciliation Commission)</i></p> <p>C3.2 assess from a legal perspective the differences between the rights protections entrenched in the Constitution Act, 1982, and the rights protection afforded by earlier legislation such as the Canadian Bill of Rights</p> <p>C3.3 explain how human rights legislation and the courts attempt to balance minority and majority rights (e.g., <i>through provisions regarding reasonable accommodation; through provisions regarding alternative sentencing practices for First Nations, Métis, and Inuit people; through provisions regarding the ability to exercise the right to minority language education)</i></p> <p>C4.1 analyse from a legal perspective situations in which a right or freedom may be limited in Canadian law (e.g., <i>with reference to section 1 and section 33 in the Canadian Charter of Rights and Freedoms, decisions by courts and human rights commissions, anti-terrorism legislation)</i></p> <p>C4.2 evaluate the legal arguments used to justify laws limiting individual rights and freedoms (e.g., <i>laws against promotion of hatred and incitement to violence)</i> or institutional and/or police powers (e.g., <i>laws against invasion of privacy, laws related to youth crime)</i></p> <p>E1.3 explain the philosophical principles and legal reasoning underlying the laws dealing with youth crime and the administration of justice for youth in Canada (e.g., <i>ages of criminal responsibility, objectives of the Youth Criminal Justice Act, sentencing principles)</i></p> <p>E3.1 assess from a legal perspective how well the rights of various parties are protected in the Canadian criminal justice system (e.g., <i>victims' rights; the rights of the accused; the rights of the convicted [rates of incarceration among minority groups]; prisoners' rights [effects of mandatory minimum sentences]; women's rights [findings of the Missing Women Commission of Inquiry])</i></p> <p>E4.3 assess the significance of cases in which legal rights guaranteed under the Canadian Charter of Rights and Freedoms have been invoked in an effort to change the provisions of the Criminal Code of Canada (e.g., <i>cases related to Aboriginal rights [R. v. Marshall, 1999]; infringement of rights during arrest and detainment [R. v. Clayton, 2007]; presumption of innocence [R. v. Oakes, 1986]; security of the person [R. v. Morgentaler, 1988]; security of the person/protection against cruel and unusual punishment [Rodriguez v. British Columbia (Attorney General), 1993])</i></p>
CANADIAN AND INTERNATIONAL LAW, Grade 12	
Overall Expectations	<p>A1. The Inquiry Process in Legal Studies: use the legal studies inquiry process and the concepts of legal thinking when investigating legal issues in Canada and around the world, and issues relating to international law</p> <p>B2. Legal Theory and Procedures: analyse how and to what extent various legal theories and procedures have influenced the Canadian and international legal systems (FOCUS ON: <i>Interrelationships; Legal Perspective)</i></p>

	<p>B3. Development of Law: explain various influences, including those of individuals and groups, on the development of Canadian and international law (FOCUS ON: <i>Continuity and Change</i>)</p> <p>C1. Legal Principles of Human Rights Law: explain the principles underpinning human rights law and the legal significance of those laws, in Canada and internationally (FOCUS ON: <i>Legal Significance</i>)</p> <p>C2. Development of Human Rights Law: analyse issues associated with the development of human rights law, in Canada and internationally (FOCUS ON: <i>Continuity and Change</i>)</p> <p>C3. Protection of Human Rights and Freedoms: compare the roles of the legislative and judicial branches of government in protecting human rights and freedoms, with a particular emphasis on Canada (FOCUS ON: <i>Legal Significance; Interrelationships; Legal Perspective</i>)</p> <p>C4. Contemporary Issues: analyse various contemporary issues in relation to their impact or potential impact on human rights law (FOCUS ON: <i>Legal Perspective</i>)</p> <p>D3. Conflict and Cooperation: analyse how various agreements, treaties, and conventions in international law influence international conflict and cooperation (FOCUS ON: <i>Legal Significance; Interrelationships; Legal Perspective</i>)</p> <p>E1. Criminal Law: analyse various concepts, legal systems, and issues in criminal law, in Canada and internationally (FOCUS ON: <i>Legal Significance; Interrelationships; Legal Perspective</i>)</p> <p>E4. Emerging Legal Issues: analyse emerging global issues and their implications for international law (FOCUS ON: <i>Legal Perspective</i>)</p>
<p><i>Specific Expectations</i></p>	<p>A1.1 formulate different types of questions to guide investigations into legal issues in Canada and around the world, and issues relating to international law (e.g., <i>factual questions: What are my rights and responsibilities under the Charter?; comparative questions: What are the advantages and disadvantages of different ways of solving international disputes?; causal questions: What are some of the effects of advances in DNA testing on Canada’s criminal justice system?</i>)</p> <p>A1.4 interpret and analyse legal issues (e.g., <i>debates about laws governing the use of various controlled substances</i>) using evidence and information relevant to their investigations and a variety of tools and strategies and taking into account relevant legal theories and ethical and equity concerns</p> <p>A1.5 use the concepts of legal thinking (i.e., legal significance, continuity and change, interrelationships, and legal perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding legal issues in Canada and around the world, and issues relating to international law (e.g., <i>apply the concept of legal significance to help assess whether a case should be recognized as a landmark case; take the concept of continuity and change into consideration when investigating how developments in the use of DNA evidence may challenge the presumption of innocence; use the concept of interrelationships when investigating how language barriers, cultural differences, hearing and/or visual impairment, or mental health issues</i>)</p>

	<p><i>might complicate legal processes; use the concept of legal perspective when analysing positions on capital punishment)</i></p> <p>A1.5 use the concepts of legal thinking (i.e., legal significance, continuity and change, interrelationships, and legal perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding legal issues in Canada and around the world, and issues relating to international law (e.g., <i>apply the concept of legal significance to help assess whether a case should be recognized as a landmark case; take the concept of continuity and change into consideration when investigating how developments in the use of DNA evidence may challenge the presumption of innocence; use the concept of interrelationships when investigating how language barriers, cultural differences, hearing and/or visual impairment, or mental health issues might complicate legal processes; use the concept of legal perspective when analysing positions on capital punishment)</i>)</p> <p>B2.4 assess the relative effectiveness of various legal or political means used by individuals and groups to advocate for legal reform (e.g., <i>lobbying by pressure and stakeholder groups; voting; citizens' petitions; court challenges; court</i>)</p> <p>B3.1 identify some key issues and developments that have influenced legal change (e.g., <i>technological developments, national and international events, natural and human disasters, media campaigns, issues related to religious or cultural customs</i>) and explain how they promoted and/or prevented change</p> <p>B3.2 explain how evolving social attitudes, values, and circumstances have promoted or prevented changes in various areas of Canadian and international law over time, and might do so in the future (e.g., <i>laws relating to: women's rights, environmental protection, the rights of indigenous peoples, the rights of the dying, gender identity rights, polygamy, reproductive rights, recognition of fundamental freedoms, independence of the judiciary, democratic [voting] rights, individual liberties under counter-terrorism laws</i>)</p> <p>B3.3 explain the reasons of various individuals and groups for seeking legal reform (e.g., <i>individuals: Clara Brett Martin, Viola Desmond, Mary Two-Axe Early, Sandra Lovelace, Martin Luther King, Aung San Suu Kyi, Shirin Ebadi, Lu Xiaobo, Cesar Chavez, Oscar Romero; groups: the Assembly of First Nations, Amnesty International, Greenpeace, the Sierra Club, the Canadian Civil Liberties Association, the Women's Legal Education and Action Fund</i>), and assess the significance of specific instances where the advocated reforms have been achieved</p> <p>C1.2 identify the rights and freedoms protected by the Canadian Charter of Rights and Freedoms, and their corresponding responsibilities or obligations (e.g., <i>right to trial by jury/responsibility to serve on a jury</i>), and explain the implications of these rights and responsibilities for various individuals and groups in Canadian society</p> <p>C1.3 explain the legal implications of a country's signing of various internationally recognized treaties and conventions related to the protection of human rights (e.g., <i>Universal Declaration of Human Rights, Convention on the Rights of the Child, Geneva Conventions, Convention on the Rights of Persons with Disabilities, United Nations Declaration on the Rights of Indigenous Peoples</i>)</p> <p>C2.1 analyse the impact, both positive and negative, of landmark</p>
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	<p>legislation on the development of human rights law in Canada (e.g., the <i>Royal Proclamation of 1763</i>; the <i>Quebec Act, 1774</i>; the <i>British North America Act, 1867</i>; the <i>Indian Act, 1876</i>; the <i>Canadian Bill of Rights, 1960</i>; the <i>Canadian Charter of Rights and Freedoms, 1982</i>; <i>Bill C-31 [An Act to Amend the Immigration and Refugee Protection Act, the Balanced Refugee Reform Act; the Marine Transportation Security Act, and the Department of Citizenship and Immigration Act], 2012</i>)</p> <p>C2.2 evaluate progress in removing historical and contemporary barriers to the enjoyment of equal rights by various individuals and groups, in Canada and internationally (e.g., <i>barriers such as discrimination based on class, race, gender, gender identity, and/or ability; barriers resulting from poverty or regional disparity; lack of access to legal representation</i>)</p> <p>C2.3 analyse various issues associated with addressing human rights violations, with reference to specific past and/or present examples of violations in Canada and around the world (e.g., <i>slavery in the United States; Chinese Head Taxes and the Chinese Exclusion Act, 1923, in Canada; the Holodomor; the Nuremberg Laws in Germany; the Holocaust; the internment of Japanese Canadians during World War II; Native residential schools in Canada; apartheid in South Africa; forced evictions from Africville, in Nova Scotia; ethnic cleansing in the former Yugoslavia</i>)</p> <p>C2.4 analyse the contributions of various individuals and groups to strengthening protection for human rights in Canada and internationally (e.g., <i>Emily Murphy, Lady Aberdeen, Alan Borovoy, Stephen Lewis, Nelson Mandela, the Dalai Lama, Mohandas Gandhi, Rosalie Abella, Viola Desmond, Louise Arbour, Michaëlle Jean; Doctors Without Borders, Me to We, Amnesty International, Human Rights Watch, Oxfam, Egale Canada, Advocacy Resource Centre for the Handicapped [ARCH]</i>)</p> <p>C3.2 compare from a legal perspective various ways in which people living in Canada can act to protect their rights (e.g., <i>through complaints to the ombudsman, litigation before courts or tribunals, petitions, voting, pressure groups, media campaigns</i>)</p> <p>C3.3 explain from a legal perspective (e.g., <i>with reference to Charter sections 1 and 33</i>) why it may or may not be justifiable to limit individual or collective rights and freedoms in some situations (e.g., <i>in R. v. Keegstra, 1990; R. v. Oakes, 1986; Ford v. Quebec [Attorney General], 1988; refugee claims; border security checks</i>)</p> <p>C3.4 compare the roles of different branches of government (including both the legislative and judicial branches) in creating legislation that affects human rights and in interpreting and enforcing its provisions in various countries (e.g., <i>counter-terrorism legislation in the United Kingdom, United States, and Canada; immigration and refugee laws in Australia, Canada, and France; legal protections for minority and cultural groups in various countries</i>)</p> <p>C3.1 explain the role of Parliament in creating the Canadian Charter of Rights and Freedoms, and the role of the judiciary in interpreting and enforcing the Charter's provisions</p> <p>C3.2 compare from a legal perspective various ways in which people living in Canada can act to protect their rights (e.g., <i>through complaints</i>)</p>
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to the ombudsman, litigation before courts or tribunals, petitions, voting, pressure groups, media campaigns)

C3.3 explain from a legal perspective (e.g., with reference to Charter sections 1 and 33) why it may or may not be justifiable to limit individual or collective rights and freedoms in some situations (e.g., *in R. v. Keegstra, 1990; R. v. Oakes, 1986; Ford v. Quebec [Attorney General], 1988; refugee claims; border security checks)*

C3.4 compare the roles of different branches of government (including both the legislative and judicial branches) in creating legislation that affects human rights and in interpreting and enforcing its provisions in various countries (e.g., *counter-terrorism legislation in the United Kingdom, United States, and Canada; immigration and refugee laws in Australia, Canada, and France; legal protections for minority and cultural groups in various countries)*

C4.1 analyse from a legal perspective contemporary circumstances in which individual or group rights and freedoms are threatened (e.g., *loss of autonomy due to globalization, loss of privacy or intellectual property rights due to cybercrime*) or limited (e.g., *by imposition of travel security checks or environmental protection laws*)

C4.2 compare from a legal perspective the rights and protections (e.g., *protections related to workplace safety, pay equity, unionization*) for various kinds of workers (e.g., *migrant workers, immigrants, refugees*) in Canadian jurisdictions and jurisdictions outside Canada

C4.3 assess the strengths and weaknesses of current laws for protecting the rights of individuals and various groups (e.g., *indigenous peoples*) from the impact of human activities that cause changes to the natural environment (e.g., *the construction of hydroelectric dams, pipelines, highways; resource extraction and processing*)

D3.3 compare Canadian and international perspectives on global issues that are addressed in various international treaties and agreements (e.g., *issues related to human rights protection, environmental protection, collective security, boundary disputes, trade and tariff barriers*)

D3.4 analyse examples of domestic laws and practices that violate or have violated human rights protected under international law or conventions (e.g., *apartheid in South Africa; anti-LGBT laws in Uganda or Russia; anti-terrorism laws in Canada or the United States; laws restricting press freedom in China or Turkey; "disappearances" and/or torture of political opponents in Latin America; "honour killings" in South Asia; use of child soldiers in Africa; slave labour in various countries*)

D3.5 analyse Canada's record of supporting or not supporting various alliances, agreements, and treaties under international law (e.g., *North Atlantic Treaty Organization [NATO], North American Free Trade Agreement [NAFTA], United Nations Framework Convention on Climate Change, various UN human rights declarations and conventions*)

E1.1 analyse from a legal perspective the concept of morality as well as differing definitions of certain criminal offences in the domestic law of various countries (e.g., *culpable and non-culpable homicide; assisted suicide; hate crimes; fraud; sexual offences – procuring and living off*

	<p><i>the avails of prostitution, obscenity, child pornography; computer crimes – financial theft, identity theft, copyright infringement, dissemination of child pornography)</i></p> <p>E1.4 compare the activities of some organizations, both domestic and international, that enforce law (e.g., <i>Interpol and Canadian law enforcement organizations</i>) or that monitor justice systems (e.g., <i>International Centre for Criminal Law Reform and Criminal Justice Policy, the Criminal Cases Review Commission [UK], Human Rights Watch, Association in Defence of the Wrongfully Convicted [Canada]</i>), and identify circumstances in which the roles of international and domestic organizations might conflict with one another</p> <p>E4.3 evaluate the strengths and weaknesses of international agreements in protecting various rights and freedoms (e.g., <i>the rights of women, children, indigenous people; religious rights; animal rights</i>)</p>
LEGAL STUDIES, Grade 12	
Overall Expectations	<p>B3. Law and Diversity: analyse the ability of Canadian law to uphold the rights and accommodate the needs of diverse individuals and groups (FOCUS ON: <i>Legal Significance; Legal Perspective</i>)</p> <p>C1. Fundamentals of Human Rights Law in Canada: explain the legal importance of human rights law in Canada, with particular reference to the Canadian Charter of Rights and Freedoms (FOCUS ON: <i>Legal Significance</i>)</p> <p>C2. Rights and Responsibilities: analyse from a legal perspective how the rights and responsibilities of individuals, groups, and governments are connected (FOCUS ON: <i>Interrelationships; Legal Perspective</i>)</p> <p>C3. Influences on Human Rights Issues: analyse from a legal perspective the role of forces such as globalization, technological change, media influence, and evolving societal attitudes in strengthening or weakening protections for human rights in Canada and abroad (FOCUS ON: <i>Continuity and Change; Legal Perspective</i>)</p>
Specific Expectations	<p>B3.1 explain various provisions in Canadian law (e.g., <i>Charter guarantees of rights [including equality rights, language rights, and minority language education rights]; Charter limitations clause [section 1] and notwithstanding clause [section 33]; constitutional protection of Aboriginal rights [Charter section 25, and Constitution Act section 35]</i>) that may be used to accommodate the interests and needs of diverse groups (e.g., <i>First Nations, Métis, and Inuit groups; women; racialized groups; new Canadians and refugees; vulnerable groups such as people with physical or intellectual disabilities, children, and the elderly; corporations and businesses; environmental groups; migrant workers; various ethnic groups</i>)</p> <p>B3.2 analyse from a legal perspective the influence of diverse psychological, socio-economic, and sociological factors on the administration of law (e.g., <i>factors such as: limited access to legal services, poverty, mental illness, the quality of police-community relations, media publicity, advances in technology</i>)</p>

	<p>B3.3 analyse the ability of the justice system to respond equitably to various challenges (e.g., <i>language barriers, high costs, accessibility for people with disabilities, limited access to or ineligibility for educational and government services</i>) faced by people in potentially vulnerable groups (e.g., <i>people with low income, people with mental illness, immigrants, refugees, racialized groups, people in the LGBT community</i>)</p> <p>C1.2 explain the legal concept of competing rights, with reference to specific conflicts between different Charter rights and between human rights legislation and other legislation (e.g., <i>laws against hate speech versus Charter guarantees of freedom of expression; anti-terrorist legislation versus inadmissibility of evidence obtained under torture; rights of an accused person to cross-examine witnesses versus rights of alleged victims of sexual assault to maintain privacy</i>)</p> <p>C2.2 analyse from a legal perspective issues related to the right of individuals, groups, and governments to use natural resources, and the corresponding responsibilities/regulations related to environmental protection (e.g., rights: <i>access to water; Aboriginal hunting/trapping, fishing, and harvesting treaty rights; other hunting/ trapping, fishing, and harvesting rights; mining rights</i>; responsibilities/regulations: <i>antipollution laws, licensing requirements, duty to consult, environmental assessment requirements, reforestation laws, ecological restoration requirements</i>)</p> <p>C2.3 describe some harmful effects that people can experience when governments and the legal system do not recognize and protect rights and freedoms (e.g., <i>gender inequality in pay and promotion, wrongful conviction, unlawful detention and imprisonment, workplace harassment or discrimination, racial profiling</i>)</p> <p>C2.4 describe current Ontario laws that are designed to protect the rights of youth (e.g., <i>Ontario's Child and Family Services Act, youth employment laws</i>) and to regulate their behaviour (e.g., <i>driver's licence regulations, age restrictions related to the sale of alcohol and tobacco</i>)</p> <p>C2.5 assess the level of consistency between government policies and actions and Canada's stated commitment to the protection of human rights at home and abroad (e.g., <i>with respect to: trade agreements with versus economic sanctions against countries that do not respect human rights, provision of humanitarian aid to countries suffering from civil unrest, standard of living on First Nations reserves and in remote communities, acceptance of and/or support for refugee claimants</i>)</p> <p>C3.1 analyse from a legal perspective some positive and negative effects of globalization on human rights protection in Canada and abroad (e.g., <i>globalization of communications can improve monitoring of rights violations and empower human rights advocates; economic globalization can contribute to imbalances of wealth and limit the rights of poor people; transnational corporations can evade employment and environmental protection laws by establishing operations in a country with weaker laws; globalization may prompt changes to immigration and labour laws to allow labour shortages to be met by temporary foreign workers, but these workers may have fewer rights than Canadian employees</i>)</p> <p>C3.2 evaluate from a legal perspective the impact of advances in technology on human rights protection in Canada and in the world (e.g.,</p>
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	<p><i>increased opportunities for education and access to information versus increased opportunities for identity theft, theft of intellectual property, and invasion of personal privacy [such as in airport security searches]; medical advances enabling life to be prolonged versus an individual's right to refuse treatment that would prolong life)</i></p> <p>C3.3 analyse from a legal perspective the influence of the media, including social media, on public awareness of human rights issues (e.g., potential for exposing human rights abuses; potential for sensationalizing trivial issues and/or underreporting or neglecting serious issues; potential for bias as a result of concentration of ownership; influence of social media in encouraging political and social activism)</p>
<p>POLITICS</p>	
<p>POLITICS IN ACTION, Grade 11</p>	
<p>Overall Expectations</p>	<p>B2. Issues of Political Importance: explain the political importance of some current issues and analyse various perspectives associated with these issues (FOCUS ON: <i>Political Significance; Political Perspective</i>)</p> <p>B3. Causes, Impact, and Solutions: analyse some issues of political importance in terms of their causes, their impact, and ways in which they have been addressed (FOCUS ON: <i>Objectives and Results; Stability and Change</i>)</p> <p>C1. The Influence of Individuals and Groups: analyse the objectives and strategies, and assess the influence, of individuals and groups in addressing issues of political importance (FOCUS ON: <i>Objectives and Results; Political Perspective</i>)</p> <p>C2. Law and Policy in Canada: analyse the impact of some key changes in Canadian law and policy as well as the process for changing laws in Canada (FOCUS ON: <i>Objectives and Results; Stability and Change</i>)</p> <p>C3. Political Change in Democratic Societies: demonstrate an understanding of factors that facilitate and present challenges to democratic political change (FOCUS ON: <i>Political Significance; Political Perspective</i>)</p>
<p>Specific Expectations</p>	<p>B2.1 explain the political importance of some current local, national, and/or global issues (e.g., <i>issues related to bullying in schools and/or cyberbullying, public transit, food security, substandard housing in some First Nations communities, water and/or energy conservation, disaster relief and/or development aid, working conditions in sweatshops, child soldiers, human rights abuses, climate change, the AIDS pandemic, violence against women, social and/or economic inequality</i>)</p> <p>B2.3 analyse the positions of different stakeholders concerned with some issues of political importance (e.g., <i>those directly affected, upstanders or advocates, bystanders, non-governmental and intergovernmental organizations, governments, business</i>)</p>

	<p>B3.1 analyse the causes of some issues of political importance and how an understanding of these causes can affect the action taken to address the issues</p> <p>B3.2 analyse the impact of some issues of political importance, with a particular emphasis on issues related to equity, human rights, and/or the environment (e.g., homelessness, child poverty, growing economic inequality, foreign aid, free speech, accessibility issues, refugee crises, discrimination against girls and women in many countries, urban sprawl, carbon emissions, climate change, protection of water)</p> <p>B3.3 identify actions that have been taken to address some issues of political importance, and assess the effectiveness of these actions in achieving the intended objective</p> <p>C1.2 explain the role of various individuals and groups in Canada in changing specific laws or policies, and assess the significance of the changes (e.g., Henry Morgenthaier and abortion laws, Mothers Against Drunk Driving [MADD] and drunk driving legislation, Sabrina Shannon and Sabrina's Law on anaphylaxis policy in Ontario schools, Shannen Koostachin and Shannen's Dream for equitable school funding in First Nations communities, Donald Marshall and changes to Canada's Evidence Act)</p> <p>C1.3 describe the main goals and strategies of some individuals and groups/movements that have brought about and/or are attempting to bring about greater socio-political equality, and assess their effectiveness (e.g., Viola Desmond, Mohandas Gandhi, Elijah Harper, Martin Luther King, Naomi Klein, Elizabeth May, Nellie McClung; the women's rights, civil rights, Aboriginal rights, disability rights, or gay rights movement; the Occupy movement; movements for democratic change in Egypt, Myanmar, or China)</p> <p>C2.1 describe how various provisions of the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code have both produced and reflected societal change in Canada (e.g., in invalidating laws and practices that permit unequal treatment for individuals in areas such as employment and access to services on the basis of race, sex, sexual orientation, religion, physical disability, and so on)</p>
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CANADIAN AND INTERNATIONAL POLITICS, Grade 12

<p>Overall Expectations</p>	<p>B3. Influences on Canadian and International Politics: analyse how social, economic, and geographic factors influence contemporary politics in and relations between various countries around the world (FOCUS ON: Objectives and Results; Political Perspective)</p> <p>C2. Intergovernmental Cooperation: demonstrate an understanding of the role of intergovernmental cooperation in international politics (FOCUS ON: Objectives and Results; Stability and Change)</p> <p>D1. Civic Awareness and Responsibility: analyse the role of civic awareness and responsibility among citizens and non-governmental stakeholders in the national and international community (FOCUS ON: Political Significance; Political Perspective)</p> <p>D2. Challenges and Strategies: demonstrate an understanding of key</p>
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	<p>challenges relating to various issues of national and global political importance and of the strategies and effectiveness of various non-governmental stakeholders, including NGOs, in addressing them (FOCUS ON: <i>Objectives and Results; Political Perspective</i>)</p> <p>D3. Contributions to the Global Community: assess the importance of the contributions of individuals and other non-governmental stakeholders to national and global communities (FOCUS ON: <i>Objectives and Results; Stability and Change</i>)</p> <p>E1. Influence, Power, and Decision Making: demonstrate an understanding of how power is distributed and exercised in Canada and other countries, and of factors that affect its distribution (FOCUS ON: <i>Political Significance; Objectives and Results</i>)</p> <p>E3. Human Rights at Home and Abroad: explain violations of human rights in Canada and abroad as well as the role of Canadian and international laws, institutions, and processes in the protection of human rights (FOCUS ON: <i>Political Significance; Stability and Change</i>)</p>
Specific Expectations	<p>B3.2 analyse various ways in which national, ethnic, and/or regional identities influence politics in and relations between various countries, including Canada (e.g., <i>Mohawk protests at Oka and/or Anishinaabe protests at Ipperwash, the October Crisis, the Canadian policy of multiculturalism, regional political parties in Canada or other countries, the Israeli-Palestinian conflict, the Indo-Pakistani conflict, Somalia's civil war, relations between Russia and Ukraine, organizations such as La Francophonie</i>)</p> <p>B3.3 analyse how various social and cultural factors, including aspects of social/cultural identity, influence politics in and relations between various countries, including Canada (e.g., <i>with reference to shared language/culture, education levels and literacy rates, fertility rates, health and welfare, immigration, international sporting events</i>)</p> <p>B3.4 analyse various ways in which domestic political policies influence a country's relations with other countries (e.g., <i>with reference to apartheid, political persecution, or other human rights abuses; militarism and expansionism; economic protectionism or openness to free trade; relations between countries with different political outlooks</i>)</p> <p>B3.5 analyse how religion influences politics in and relations between various countries, including Canada (e.g., <i>with reference to the public funding of secular and religious schools, ideas about the separation of church and state, the Islamic Revolution in Iran, the influence of religious teaching about gender roles, the role of religious fundamentalism in conflicts around the world</i>)</p> <p>B3.6 analyse how geographic and environmental factors influence politics in and relations between various countries, including Canada (e.g., <i>with reference to geographic location, natural resources, water scarcity, climate change, environmental degradation, natural disasters, invasive species</i>)</p> <p>C2.1 analyse the roles of various intergovernmental organizations (IGOs) as well as Canada's role in them (e.g., <i>the UN, EU, African Union, World Health Organization, International Monetary Fund [IMF], World Trade Organization [WTO], Organization of the Petroleum</i></p>

Exporting Countries, Association of South Asian Nations)

D1.1 analyse the role of responsible citizenship in the local, national, and global community

D1.2 analyse the role of information technology and the media, including social media, in raising civic awareness of issues of national and global political importance

D2.1 explain key challenges relating to some specific issues of national and global political importance (*e.g., Aboriginal land claims, climate change, protection of endangered species, loss of rainforest, food and water security, refugee crises, use of child soldiers or child labour, human trafficking, unfair trading practices, drug trafficking, violence against women, abuse of political power, privacy issues*)

D2.3 analyse lawful and unlawful forms of political activism or civic engagement, and assess responses to such activism

D2.4 analyse how the perspectives of individuals and non-governmental stakeholder groups (*e.g., corporations; unions; environmental, social justice, or women's groups; religious organizations; political lobby groups*) may influence their response to issues of national and/or international political importance

D3.1 assess the importance of the contributions to Canada and the global community of various individuals (*e.g., Louise Arbour, Stephen Lewis, Nelson Mandela, Rigoberta Menchu, Lester B. Pearson, Vandana Shiva, David Suzuki, Bertha von Suttner, Malala Yousafzai, Muhammad Yunus*)

D3.2 describe the objectives of a variety of NGOs and social enterprise groups (*e.g., Amnesty International, Democracy Watch, Free the Children, the International Campaign to Ban Landmines, Oxfam, the Red Cross / Red Crescent Societies, Right to Play, the Social Enterprise Council of Canada, World Wildlife Fund*), and assess the importance of their contribution to the national and global community

E1.1 analyse the effect of various factors (*e.g., geography, demography, economic resources, military strength*) on the power of individual states and the global balance of power

E1.2 analyse how power is distributed in Canada and in various countries around the world (*e.g., with reference to social, economic, political, judicial, military power*)

E1.3 explain some key similarities and differences between Canada's system of government and that of other countries (*e.g., Canada's constitutional monarchy versus Iran's theocracy, Brunei's absolute monarchy, the U.S. republic, or Cuba's one-party state; Canada's federal state versus unitary states; powers held by the central government and other levels of government in Canada and elsewhere; who has and does not have the right to vote in Canada and elsewhere*)

E3.1 analyse some violations of human rights in Canada (*e.g., Chinese Head Taxes, internment of Japanese Canadians during World War II, residential school policies, segregation, laws that violated the rights of disabled people*) as well as the Canadian government's responses to violations of human rights, humanitarian crises, and genocides

	<p>internationally (e.g., <i>the Holocaust, the Holodomor, apartheid in South Africa, the Rwandan genocide, the humanitarian crisis/genocide in Darfur</i>)</p> <p>E3.2 explain how various factors can either facilitate or limit the ability of the international community to intervene to prevent or mitigate violations of human rights (e.g., <i>with reference to economic, geographic, military, and/or cultural factors; public awareness and public opinion; political and public will</i>)</p> <p>E3.3 explain reasons for the success and failure of various Canadian and international agreements, institutions, and/or processes that were intended to protect human rights (e.g., <i>the Canadian Charter of Rights and Freedoms; the Universal Declaration of Human Rights; the UN Declaration on the Rights of Indigenous Peoples; the International Covenant on Economic, Social and Cultural Rights; Geneva Conventions; the UN Commission on Human Rights; the International Criminal Court [ICC]; the Stockholm Declaration</i>)</p> <p>E3.4 assess Canada's ability to protect the rights and freedoms of Canadian citizens beyond Canada's borders</p>
<p>HISTORY</p>	
<p>CANADIAN HISTORY SINCE WORLD WAR 1, GRADE 10</p>	
<p>Overall Expectations</p>	<p>**Overall expectations remain the same for Strands B, C, D and E with specific reference to the time period of each strand. For efficiency reasons, overall expectations will be listed once below using Strand B (Canada 1914 to 1929) as a reference.</p> <p>B1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities</p> <p>B2. Communities, Conflict, and Cooperation: analyse some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1914 to 1929, and how these interactions affected Canadian society and politics</p> <p>B3. Identity, Citizenship, and Heritage: explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identities, citizenship, and heritage in Canada (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)</p>
<p>Specific Expectations</p>	<p>A2.3 apply the knowledge and skills developed in the study of Canadian history when analysing current social, economic, and/or political issues (e.g., <i>to determine perspectives in media reports on a current event; to understand the significance of a new political policy; to understand ways in which a current social trend is similar to or different from past trends</i>), in order to enhance their understanding of these events and their role as informed citizens</p> <p>B1.1 describe some key social developments in Canada during this</p>

	<p>period (e.g., changes in immigration, the broadening of citizenship rights for many women, the treatment of “enemy aliens” during World War I, the challenges facing returning veterans, the rise of the flapper in popular culture), and assess their impact on the lives of different people in Canada, including First Nations, Métis, and Inuit communities</p> <p>B2.2 describe some significant ways in which people in Canada cooperated and/or came into conflict with each other at home during this period (e.g., with reference to the social gospel movement, the women’s suffrage movement, labour unions, the Winnipeg General Strike, the Ku Klux Klan), and explain key reasons for these interactions as well as some of their consequences</p> <p>B2.3 describe some significant challenges facing First Nations, Métis, and Inuit individuals and communities in Canada during this period (e.g., mandatory attendance in residential schools; provincial day schools, training schools; loss of language and culture; ongoing prohibitions against Indigenous ceremonies and gatherings; amendments to the Indian Act that prohibited First Nations from hiring legal counsel to pursue land claims; limitations on voting rights; the pass system; systemic racism; economic disparity; continued expropriation of resources and loss of land; forced removals), and explain some of their consequences</p> <p>B2.4 describe some significant challenges facing immigrants and other non-Indigenous ethno-cultural minorities in Canada during this period, with a particular emphasis on forms of discrimination (e.g., racism and antisemitism; segregation and discrimination in jobs and housing; immigration policy, including the 1919 Immigration Act; barriers to enlistment in the Canadian military based on race and ethnicity), and explain some of their consequences</p> <p>B3.2 identify some significant developments in the rights and lives of women in Canada, including First Nations, Métis, and Inuit women, during this period (e.g., women’s contribution to the war effort, women’s suffrage, access to employment, changing social mores in the 1920s, the participation of women in sports, the role of Inuit women in the whaling and sealskin industry), and describe the impact of these developments on Canadian citizenship and/or heritage</p> <p>C1.4 describe the main causes of some key political developments and/or government policies that had an impact on Indigenous people in Canada during this period (e.g., amendments to the Indian Act; the continuing operation of residential schools; the Dominion Franchise Act, 1934; provincial Sexual Sterilization Acts; the creation of the Newfoundland Rangers; the Métis Population Betterment Act, 1938; the beginning of the federal government’s use of “Eskimo” identification tags), and explain how they affected the lives of First Nations, Métis, and Inuit individuals and communities</p> <p>D2.2 identify some major social movements in Canada during this period, including those involving First Nations, Métis, and Inuit organizations (e.g., civil rights, women’s, Indigenous, environmental, peace, Quebec nationalism, labour, or youth movements), and explain their goals and perspectives</p> <p>D3.1 describe ways in which some individuals, symbols, and/or events during this period contributed to the development of identities, citizenship, and/or heritage in Canada</p>
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	<p>D3.3 identify some key social welfare programs in Canada that were created or expanded during this period (<i>e.g., unemployment insurance, family allowance, medicare, old age security</i>), and explain some of their effects, with reference to the everyday lives of people in Canada and to Canadian identities</p> <p>D3.4 describe some key developments in immigration and immigration policy in Canada during this period, and assess their significance for Canadian heritage and identities in Canada (<i>e.g., with reference to the points system, origins of immigrants and refugees, the development of Canada as a multicultural society, cultural festivals</i>)</p> <p>E3.4 describe some of the ways in which Canada and people in Canada have, since 1982, acknowledged the consequences of and/or commemorated past events, with a focus on human tragedies and human rights violations that occurred in Canada or elsewhere in the world (<i>e.g., apologies for the Chinese head tax, the internment of Japanese Canadians, and/or the residential school system; memorial days such as Remembrance Day, Persons Day; government recognition of the Holocaust and Holodomor and of genocide in Armenia, Rwanda, and/or Srebrenica; the creation of the Canadian Museum for Human Rights and/or the memorial to Africville; Black History or Aboriginal History Month; Jordan's Principle</i>), and explain the significance of these acknowledgments/commemorations for identities and/or heritage in Canada</p>
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EQUITY STUDIES

GENDER STUDIES, Grade 11 (Equity Studies)

<p>Overall Expectations</p>	<p>B1.The Social Construction of Gender: demonstrate an understanding of how attitudes, behaviours, roles, and norms relating to gender are socially constructed, and of the complexity of gender as a concept and as a lived experience;</p> <p>B2.Power Relations, Sex, and Gender: analyse sexism and the dynamics of power relations with respect to sex and gender in a variety of contexts;</p> <p>B3.Representations of Gender: analyse representations of women and men in media, popular culture, and the arts, and assess the effects of these representations.</p> <p>C1. Securing Rights and Social Supports: demonstrate an understanding of concerns and objectives of women's rights movements and men's movements, and explain issues related to the rights of sexual minorities;</p> <p>C3. Gender-Based Violence and Its Prevention: demonstrate an understanding of homophobic and gender-based violence in both Canadian and global contexts, and of violence-prevention strategies.</p> <p>D2. Agents of Change: describe strategies, initiatives, and accomplishments of individuals and organizations, including both Canadian and international organizations, with respect to gender equity</p> <p>D3. Social Action and Personal Engagement: design, implement, and evaluate an initiative to address an issue related to gender equity</p>
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	or gender-based violence awareness/prevention
Specific Expectations	<p>A4.2 correctly use terms relating to sex and gender equity (<i>e.g., power relations, gender norms, intersectionality, gender representation, transgender, sexism</i>)</p> <p>B1.2 explain how gender norms are socially constructed and may be culturally specific (<i>e.g., the influence of one's culture, ethnic group, or heritage, and of the media and popular culture; family expectations; peer pressure; religious expectations</i>), and describe possible tensions between an individual's gender performance (<i>e.g., attitudes, behaviours, roles</i>) and societal norms</p> <p>B1.3 analyse ways in which gender intersects with other aspects of identity (<i>e.g., indigeneity, race, socio-economic status, sexual orientation, ability</i>) to create diverse gender role expectations and experiences</p> <p>B2.1 analyse the ways in which power and privilege are unequally distributed between and among males and females in homes, schools, workplaces, and community settings (<i>e.g., with reference to financial decision-making, domestic chores, child and senior care, teacher attention, leadership opportunities, assigned duties, access to community resources</i>)</p> <p>B2.2 explain the differences as well as the links between individual and systemic forms of sexism and discrimination, and describe ways in which these forms manifest themselves</p> <p>B2.3 analyse ways in which sexism can manifest itself in contemporary Canadian society (<i>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</i>), and assess ways to address these manifestations of sexism</p> <p>C1.1 describe the relevant social context of and issues of concern to contemporary and historical women's movements (<i>e.g., issues such as women's suffrage, property ownership, birth control and reproductive rights, equal pay for equal work and equal pay for work of equal value, violence against women and children, education for girls and women in developing nations, the contribution of women's unpaid domestic and volunteer work to the family and the economy, discrimination in development assistance</i>), and evaluate the achievements of these movements</p> <p>C1.3 describe issues associated with the recognition of the rights of sexual minorities (<i>e.g., same-sex marriage laws, adoption rights for same-sex families, rights of hijras in India</i>), and explain how they relate to gender issues</p> <p>C3.2 analyse how the media and popular culture portray gender-based violence and aggression (<i>e.g., in video games, popular music and music videos, television shows, sports</i>), and assess the possible impact of these portrayals</p> <p>C3.3 explain how social institutions or systems (<i>e.g., criminal justice, legal, social service, immigration, and international development</i>)</p>

	<p>systems) can perpetuate or decrease homophobic and gender-based violence and harassment in both Canadian and global contexts</p> <p>D2.1 describe the accomplishments of Canadian individuals and organizations in promoting gender equity and changing gender expectations (e.g., <i>the Famous Five, Kay Macpherson, Ursula Franklin, Jeannette Corbiere Lavell, Judy Rebick, Sally Armstrong, Voice of Women, the Women's Legal Education and Action Fund, the White Ribbon Campaign, the Native Women's Association of Canada, the DisAbleD Women's Network, the Congress of Black Women, the National Action Committee on the Status of Women, the Black Daddies Club, organizations supporting female and male survivors of sexual assault</i>)</p> <p>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 (e.g., <i>an initiative such as developing a set of workshops on preventing gender-based violence to be presented to peers; designing an awareness campaign to combat sexism; creating a gender issues news magazine for the school; creating songs about changing gender roles to be performed at a local community centre; designing a comic book or biography about a positive role model or significant pioneer or agent of change to be shared at a local public school; creating and presenting/distributing videos, visual art works, dances, dramatizations, pamphlets, or podcasts to help prevent gender-based violence; organizing a petition or a letter-writing campaign to back a political candidate who supports gender equity</i>)</p> <p>D3.3 demonstrate an understanding of how to effectively evaluate social action initiatives (e.g., <i>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</i>)</p>
EQUITY, DIVERSITY AND SOCIAL JUSTICE, Grade 12	
Overall Expectations	<p>F3. Social Challenges: demonstrate an understanding of the challenges that adherents of various religions and belief systems experience in society;</p> <p>F4. Religion, Civil Society, and Popular Culture: describe and analyse ways in which various religions and belief traditions are interpreted and adapted within civil society and popular culture.</p>
Specific Expectations	<p>F3.2 explain how leaders from various religions and belief traditions have used religion to oppose prejudice and discrimination (e.g., <i>Guru Nanak, Elijah Harper, Jesus of Nazareth, Muhammad, Marcus Garvey, Martin Luther King Jr., Mohandas K. Gandhi, Moses</i>)</p> <p>F3.3 evaluate the influence of prejudice on public perceptions of the practices of various religious institutions and belief traditions (e.g., <i>common public perceptions and misconceptions related to wearing the kirpan, jihad, proselytism, First Nations' use of tobacco and sweetgrass</i>)</p> <p>F4.3 analyse and critique from a personal perspective ways in which</p>

	<p>elements of various religions and belief traditions are imported into popular culture</p> <p>F3.4 analyse how specific laws or historical events have affected relationships between the state and groups holding particular religious beliefs (<i>e.g., anti-conversion laws in India; the Iranian Revolution of 1979; the French Loi no. 2004 228 on secularism and conspicuous religious symbols; restrictions on the use of the Lord’s Prayer in public institutions in Ontario; secularization in Turkey after the First World War; the status of religion under and after Soviet communism; residential schools legislation and First Nation communities in Canada</i>)</p> <p>F4.1 identify ways in which religious or quasi-religious references or symbols are incorporated into civil ceremonies (<i>e.g., through flags, the national anthem, observances on Remembrance Day</i>)</p> <p>F4.2 analyse ways in which popular culture uses traditional symbols, ideas, and other elements associated with various religions and belief traditions (<i>e.g., the use of dream catchers and crucifixes as decorative objects or fashion accessories, the use of sacred Hindu symbols in tattoos</i>)</p>
<p>Equity and Social Justice: From Theory to Practice, Grade 12 (Equity Studies)</p>	
<p>Overall Expectations</p>	<p>A1. Exploring: explore topics related to equity and social justice, and formulate questions to guide their research;</p> <p>B1. Approaches and Perspectives: demonstrate an understanding of a range of perspectives on and approaches to equity and social justice issues, and of factors that affect inequity and social injustice;</p> <p>B2. Power Relations: analyse, in historical and contemporary contexts, the dynamics of power relations and privilege as well as various factors that contribute to power or marginalization;</p> <p>B3. Media and Popular Culture: assess the impact of media and popular culture on equity and social justice issues.</p> <p>C1. Historical and Contemporary Issues: analyse a range of historical and contemporary equity and social justice issues and the impact of economic and environmental factors on these issues;</p> <p>C2. Leadership: evaluate the contributions of individuals and groups and/or movements identified with specific aspects of the struggle for equity and social justice;</p> <p>C3. Policies, Strategies, and Initiatives: compare policies, strategies, and initiatives used by various groups, including indigenous peoples and women, to address equity and social justice issues in a variety of jurisdictions.</p> <p>D1. Promoting Equity and Social Justice : demonstrate an understanding of how personal values, knowledge, and actions can</p>

	<p>contribute to equity and social justice, and assess strategies that people use to address equity and social justice concerns;</p> <p>D2. Opportunities for Participation: describe a variety of careers and volunteer opportunities in fields related to equity and social justice, and demonstrate an understanding of the skills and knowledge they require;</p>
<p>Specific Expectations</p>	<p>A1.1 explore a variety of topics related to equity and social justice (e.g., <i>media representations of women in politics, effects of social networking on activism</i>) to identify topics for research and inquiry</p> <p>B1.1 demonstrate an understanding of theoretical and research approaches associated with the study of equity and social justice issues (e.g., <i>postmodernism, anti-oppression theory, feminist analysis, critical race theory, critical disability theory, postcolonial theory, indigenous knowledge approach</i>)</p> <p>B1.2 demonstrate an understanding of basic concepts related to the social construction of identity (e.g., <i>the construction of race, gender, ability, sexual orientation, class</i>) that have been developed by a range of theorists (e.g., <i>Judith Butler, George Dei, Jacques Derrida, Michel Foucault, bell hooks, Karl Marx</i>), and of how to apply the concepts when analysing equity issues</p> <p>B1.3 explain how individual and systemic factors (e.g., <i>fear, greed, isolation, pressure to conform, poverty, individual and systemic discrimination</i>) can cause or perpetuate inequity and social injustice</p> <p>B1.4 analyse ways in which social and cultural belief systems can affect perspectives on and decisions relating to equity and social justice issues (e.g., <i>one’s position on land development/ resource exploitation versus the preservation of sites sacred to Aboriginal people; Sharia and Halakhah law versus a single system of family law in Canada; individual versus social responsibility</i>)</p> <p>B1.5 analyse how legislation, the courts, and public policy approach equity and social justice issues (e.g., <i>federal and provincial human rights legislation, United Nations conventions, Ontario’s Environmental Bill of Rights, high court decisions on equity issues, workplace policies on discrimination and harassment</i>), and how they can affect people’s perceptions of these issues</p> <p>B2.3 analyse factors that affect political participation, including standing for elected office, at the local, provincial, and/or federal level in Canada (e.g., <i>political traditions in one’s country of origin; language barriers; feelings of alienation, apathy, or powerlessness; obstacles to elected office facing women, working-class people, ethnic minorities, people with disabilities</i>)</p> <p>B2.4 demonstrate an understanding of how the use of language can empower or marginalize individuals and groups (e.g., <i>the impact of forcing colonized people to be educated in or to use the language of the colonizer; the implications of androcentric language; the benefits of groups “reclaiming” pejorative language</i>)</p> <p>B3.1 analyse stereotypes found in the media and popular culture, and assess their impact (e.g., <i>with reference to: personal aspirations,</i></p>

expectations, and assumptions; empathy; violent or oppressive behaviour; harassment and bullying; sense of belonging or alienation)

B3.2 analyse the viewpoints in news reports (e.g., in print media, on television, on the Internet) on equity and social justice issues

B3.3 demonstrate an understanding of various ways in which media and popular culture can be used to raise awareness of equity and social justice issues (e.g., how popular music, feature films, documentaries, photographs, and the Internet can raise social awareness)

C1.1 analyse the rationale for specific instances of social injustice in Canadian history (e.g., denying women the vote; educational restrictions/quotas facing women and Jews; racial segregation; the internment of Japanese Canadians during World War II; the institutionalization and/or sterilization of people with disabilities; forcing Aboriginal children to attend residential schools; the destruction of Africville), and demonstrate an understanding of how perspectives on the issues related to these historical injustices have changed

C1.2 analyse a broad range of current equity and social justice issues in Canada (e.g., racial profiling of Blacks and South Asians; Islamophobia; stereotypes of East Asians as “model minorities”; the marginalization of Black, Latin American, Hispanic, and Portuguese students in educational systems; temporary and domestic workers’ rights; Aboriginal land claim disputes and settlements; an increasing gap between the wealthy and the poor; the racialization and feminization of poverty) with reference to the underlying social circumstances and potential strategies for addressing the issues

C2.1 evaluate the achievements of a range of individual Canadians (e.g., activists, actors, artists, economists, environmentalists, humanitarians, journalists, philanthropists, politicians, scientists, social visionaries, writers) in the areas of equity and social justice

C2.2 explain how the combination of circumstances and personal qualities and skills resulted in specific individuals’ becoming effective agents of change (e.g., Mary Harris “Mother” Jones, Mohandas Gandhi, Rosa Parks, Tommy Douglas, Jean Vanier, Jeannette Corbiere Lavell, Abbie Hoffman, Nelson Mandela, Stephen Lewis, Shirin Ebadi, Vandana Shiva)

C2.3 analyse equity and social justice issues that have been confronted by various religious leaders and movements, and assess the contributions that specific religious leaders and movements have made to the advancement of equity and social justice (e.g., Oscar Romero’s championing of the poor and powerless in El Salvador; Mother Teresa’s hospices in India; Desmond Tutu’s resistance to apartheid in South Africa; the Dalai Lama’s challenge to the Chinese control of Tibet; the role of Quakers in the emancipation of slaves; the impact of liberation theology on social inequality in Latin America; the connection between tikkun olam initiatives and human rights)

C2.4 describe the issues leading to the establishment of a range of secular social justice movements or organizations (e.g., the Canadian labour movement, Greenpeace, the Assembly of First Nations, Egale Canada, Project Ploughshares, the Arpillera movement in Chile, Doctors Without Borders, Inclusion International, Justice for Children

and Youth, Adbusters), and assess the impact of these movements on individuals and groups

C3.1 compare challenges facing various equity- seeking groups (e.g., groups seeking gender equity, racial equity, poverty reduction, or rights for people who are mentally ill or who have physical, intellectual, or sensory disabilities), and describe some of the policies, strategies, and initiatives used by these groups to address their concerns

C3.2 describe the ways in which Aboriginal peoples in Canada and other indigenous groups around the world (e.g., the Innu of Labrador, the Lubicon Cree of Alberta, Guyanese indigenous peoples, the Basque people of Spain and France) have used laws or international attention to try to effect changes in domestic policy with respect to social justice issues

C3.3 compare the ways in which injustices against women (e.g., issues related to political leadership, violence against women, the feminization of poverty, women's health care) have been addressed in Canada to the ways they have been addressed in other countries, with reference both to public policy and the strategies used by groups, particularly women's groups, to effect change

D1.1 describe how fundamental values, attitudes, and day-to-day behaviour (e.g., fair-mindedness, empathy, reflection, respecting and embracing diversity, personal language use) can contribute to equity and social justice

D1.2 describe how education can help promote equity and social justice (e.g., by fostering critical thinking, increasing awareness, exposing students to multiple perspectives)

D1.3 analyse ways in which personal actions (e.g., voting, establishing student social justice clubs, supporting fair/ethical trade practices through consumer action, participating in the public policy– creation process, working for political candidates, participating in a labour union, engaging in advocacy activities, reducing energy consumption) can empower individuals and reduce the impact of inequity or social injustice in local, national, and international contexts

D1.4 assess the effectiveness of various strategies that have been used, both historically and in the present day, to address equity and social justice issues (e.g., Internet campaigns; boycotts; petitions; letters to the editor; lobbying; participation in non-governmental organizations [NGOs], rallies/demonstrations, revolutionary movements)

D2.2 describe the education, training, and skills required for careers related to equity and social justice

D2.3 describe volunteer opportunities that relate to equity and social justice initiatives in schools, in the local community, nationally, and globally, and that reflect their personal skills, knowledge, and interests (e.g., helping to organize or participating in student equity or anti-bullying groups; doing volunteer work for NGOs, political campaigns, or social service or equity groups in the local community; helping to design a website to raise awareness of a social justice issue; attending workshops, lectures or rallies on social justice issues)

	<p><i>D3.1 identify a specific need related to an equity or social justice issue, and design an initiative to address this need (e.g., an initiative such as designing a school workshop or campaign to promote diversity; creating and publicly presenting rap songs, videos, visual art works, dances, dramatizations, or podcasts on the impact and prevention of discrimination; organizing a petition or a letter-writing campaign on a social justice issue)</i></p>
<p>CHALLENGE AND CHANGE</p>	
<p>CHALLENGE AND CHANGE IN SOCIETY, GRADE 12</p>	
<p>Overall Expectations</p>	<p>A1. Exploring: explore topics related to the analysis of social change, and formulate questions to guide their research;</p> <p>B2. Causes and Effects of Social Change: demonstrate an understanding of the causes and effects of social change;</p> <p>C1. Demographics: demonstrate an understanding of the importance of demographics as a tool for studying social patterns and trends, both nationally and globally;</p> <p>C2. Forces That Shape Social Trends: demonstrate an understanding of how forces influence and shape social patterns and trends;</p> <p>C3. Social Deviance: demonstrate an understanding of social science theories about social deviance, and of how various responses to deviance affect individuals and society.</p> <p>D1. Global Inequalities: demonstrate an understanding of how various social structures and conditions support or limit global inequalities</p> <p>D2. Globalization: assess the impact of globalization on individuals and groups</p> <p>D3. Exploitation: analyse the impact of unfair or unjust exploitation of people or resources, locally and globally.</p>
<p>Specific Expectations</p>	<p>A1.1 explore a variety of topics related to the analysis of social change (<i>e.g., social and economic factors leading to political changes</i>) to identify topics for research and inquiry</p> <p>B2.1 describe ways in which influential Canadian leaders have contributed to social change (<i>e.g., Nellie McClung, Agnes Macphail, Tommy Douglas, Lester B. Pearson, Pierre Trudeau, David Suzuki, Phil Fontaine, Roberta Jamieson, Adrienne Clarkson</i>)</p> <p>B2.2 explain how various economic, environmental, political, or sociocultural factors (<i>e.g., global warming/climate change, environmental activism, the threat of separatism, leadership changes, pluralism</i>) can lead to social change, and how other factors (<i>e.g., cost, traditional values, fear of negative consequences</i>) can create resistance to change</p>

	<p>B2.3 explain various means of creating social change (<i>e.g., direct action, protest, advocacy, community organization, revolution, political activism</i>)</p> <p>B2.4 explain the relationships between conformity, alienation, and social change (<i>e.g., conformity discourages social change; feelings of alienation on a group level sometimes lead to movements to bring about social change; drastic social change sometimes leads to greater conformity</i>)</p> <p>B2.5 explain the relationships between poverty, affluence, and social change (<i>e.g., the effects of the digital divide and/or unequal access to higher education on the social and economic prospects of different groups</i>)</p> <p>B2.6 explain the impact of social change on individuals in Canada and on Canadian society (<i>e.g., increased participation of women in the workforce has led to increased need for parental-leave provisions and daycare services; increased recognition of climate change has brought environmental issues to the forefront of political and economic debates; demographic changes have created a need for legal changes to prevent harassment and discrimination</i>)</p> <p>B3.2 explain how various new technologies (<i>e.g., in medicine, education, entertainment, health and wellness</i>) can affect social structures and interactions</p> <p>C1.3 explain the significance of immigration to Canadian society (<i>e.g., immigration maintains Canadian population levels; immigration is an inherent part of Canadians' view of their society as a "mosaic"</i>)</p> <p>C2.1 describe how trends are shaped by various socio-economic factors (<i>e.g., extracurricular activity costs, access to transportation, access to computers, access to health care and education</i>)</p> <p>C2.2 describe ways in which culture, tradition, and language influence social trends</p> <p>C3.3 describe various methods of deterrence used within local, national, and global institutions and societies (<i>e.g., restorative justice, the death penalty, sentencing circles, suspension and expulsion provisions within the education system</i>), and explain the reasons for each</p> <p>C3.4 explain the relationship between social panic about crime and deviance and the attention given to these issues by media, politicians, and other social groups</p> <p>C3.5 explain ways in which the deterrence of social deviance and the maintenance of civil liberties can come into conflict with one another (<i>e.g., with respect to Bill C-36: the Canadian Anti- Terrorism Act</i>)</p> <p>D1.1 describe the key provisions of various provincial, national, and international agreements for addressing human rights issues (<i>e.g., the Ontario Human Rights Code, the Ontario Environmental Bill of Rights, the Canadian Charter of Rights and Freedoms, the Geneva Conventions, the United Nations Convention on the Rights of the Child</i>)</p>
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	<p>D1.2 demonstrate an understanding of various types of discrimination (<i>e.g., racism, homophobia, ageism, sexism, hate crimes, individual discrimination, systemic discrimination, genocide</i>) and their impact on individuals and groups</p> <p>D1.4 explain how various socio-economic conditions (<i>e.g., international competition, prejudice, unfavourable economic conditions, military occupation/rule</i>) and structures (<i>e.g., the welfare system, public health and education, non-profit social service organizations</i>) operate to increase, entrench, or alleviate poverty</p> <p>D2.1 explain various types of arrangements between governments and transnational corporations, including the reasons for such arrangements, and describe their impact on developing nations (<i>e.g., the impact of outsourcing of labour, tariff-free zones, maquilas, lax environmental standards, the privatization of water</i>)</p> <p>D2.3 summarize the impact (<i>e.g., economic, social, environmental</i>) of globalization on Canadian society</p> <p>D3.2 explain ways in which some Canadian government policies have resulted in unfair or unjust exploitation of individuals and groups (<i>e.g., policies establishing Aboriginal residential schools and Japanese internment camps; nineteenth-century policies on indentured labour; modern policies related to foreign domestic workers</i>)</p>
NATIVE STUDIES	
EXPRESSING ABORIGINAL CULTURES, Grade 9	

OVERALL EXPECTATIONS	<p>Identity</p> <ul style="list-style-type: none"> ● Describe the elements of culture reflected in various art forms ● Demonstrate understanding of how Aboriginal art forms reflect cultural identity ● demonstrate understanding of traditional Aboriginal forms of expression and their influence on the portrayal of Aboriginal identity in contemporary art forms <p>Relationships</p> <ul style="list-style-type: none"> ● demonstrate understanding of the relationships among Aboriginal peoples, their environments, and art forms ● identify how specific Aboriginal art forms reflect aspects of the society that produced them; <p>Sovereignty</p> <ul style="list-style-type: none"> ● explain how art forms can be an expression of sovereignty ● identify different interpretations of sovereignty exemplified in various art forms; ● demonstrate how Aboriginal art affirms Aboriginal cultures. <p>Challenges</p> <ul style="list-style-type: none"> ● demonstrate understanding of the impact of Aboriginal art forms on society; ● explain how art forms are a means for promoting dialogue and healing in Aboriginal communities ● demonstrate understanding of issues related to the production of Aboriginal art forms; ● identify how new and evolving art forms reclaim, revive, and sustain Aboriginal cultures.
SPECIFIC EXPECTATIONS	<p>Identity</p> <ul style="list-style-type: none"> ● Describe the specific characteristics that define cultural identity (e.g., types of housing, language); ● Describe gender roles in the creation and maintenance of traditions, values, and beliefs in traditional and contemporary Aboriginal art forms; ● explain the creation of Aboriginal art forms as a way of maintaining the values, traditions, and beliefs of particular communities; ● explain how symbols represent specific Aboriginal cultures; ● explain the importance of an art form to a cultural group ● identify various reasons for the creation of Aboriginal art (e.g., functional, moral/ spiritual, social/political, decorative/ aesthetic); ● interpret the meaning of Aboriginal art forms in the context of tradition, contemporary art, and today's society; <p>Relationships</p> <ul style="list-style-type: none"> ● describe aspects of traditional and contemporary Aboriginal

	<p>relationships, including the relationships of Aboriginal peoples among themselves, to their communities and nations, to Canada, and to the natural environment;</p> <ul style="list-style-type: none"> ● describe how their art forms demonstrate the relationships of Aboriginal peoples to themselves, their families, their communities (including gender roles), their nations, Canada, and the natural environment; ● demonstrate understanding of the meaning of art forms in specific Aboriginal cultures (e.g., a case study of a visual artist or the meaning of West Coast symbols) ● describe how the relationships between various Aboriginal art forms reflect particular regions and different cultural groups. <p>Sovereignty</p> <ul style="list-style-type: none"> ● identify, in Aboriginal art forms, the changing roles of women, from child to youth to adult or elder; ● explain how Aboriginal art forms communicate the philosophy and political and cultural values of Aboriginal peoples; ● describe qualities in Aboriginal art forms that exemplify self-reliance; ● identify Aboriginal art forms that promote sovereignty; <p>Challenges</p> <ul style="list-style-type: none"> ● demonstrate understanding of issues related to the production, ownership, and display of Aboriginal art forms; ● explain how stereotypical messages are expressed in art forms; ● explain how art forms are expressions of the celebration of Aboriginal peoples. ● produce Aboriginal-style art forms that reflect solutions to contemporary issues of Aboriginal peoples; ● describe how Canadian, international, and Aboriginal art audiences react to Aboriginal art forms; ● describe how Aboriginal art forms promote communication within, and the growth of, selected Aboriginal communities; ● Identify ways that contemporary Aboriginal art forms contribute to the renewal and healing of Aboriginal societies;
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ABORIGINAL PEOPLES IN CANADA, Grade 10

<p>OVERALL EXPECTATIONS</p>	<p>Identity</p> <ul style="list-style-type: none"> ● describe the characteristics of nationhood; ● demonstrate understanding of the experiences of Aboriginal peoples in twentieth-century Canadian history; ● explain how Canadian government policies have affected Aboriginal identity in the twentieth century; ● identify current Aboriginal groups and leaders, and national, provincial, and local Aboriginal role models (e.g., Phil Fontaine – Grand Chief of the Assembly of First Nations; Ms. Okalik Egeesiak – President, Inuit Tapirisat of Canada; Harry Daniels – Métis political leader; Katie Rich – Innu political leader); ● identify Aboriginal individuals who have contributed to the
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	<p>development of Canadian identity since 1900.</p> <p>Relationships</p> <ul style="list-style-type: none"> ● describe different types of relationships that Aboriginal peoples have established with Canada ● identify the factors responsible for the development of relationships among Aboriginal peoples and between Aboriginal peoples and other groups, organizations, or nations ● demonstrate understanding that different interpretations exist regarding relationships between Aboriginal peoples and the Crown. <p>Sovereignty</p> <ul style="list-style-type: none"> ● identify historic and contemporary events affecting the self-determination of Aboriginal peoples; ● demonstrate understanding of the structures and decision-making processes of Aboriginal governments and levels of government in Canada; ● explain how sovereign governments make laws and exercise jurisdiction concerning their citizens, lands, and resource ● describe the basic values that underlie Aboriginal and Canadian political and legal systems. <p>Challenges</p> <ul style="list-style-type: none"> ● describe the challenges that social, economic, and political renewal pose for Aboriginal and other communities throughout Canada; ● describe the impact of twentieth-century innovations in technology on Aboriginal communities ● describe the many aspects of Aboriginal identity; ● describe how Aboriginal peoples have adapted to change
<p>SPECIFIC EXPECTATIONS</p>	<p>Identity</p> <ul style="list-style-type: none"> ● describe the basic values of modern Aboriginal society and how these values influence the political, social, economic, and legal affairs of Aboriginal communities in Canada; ● explain the significance of symbols that Aboriginal peoples use (e.g., eagle feather, wampum belt, covenant chain, Métis sash, Inuit amulet pouch) ● identify significant events and issues that have had an impact on Aboriginal peoples and their communities (e.g., the introduction of European, Asian, and African diseases, such as tuberculosis and HIV; residential schools; the relocation of Inuit communities in the high Arctic); ● describe the key aspects of the Indian Act and the impact that it has on the lives of Aboriginal peoples; ● identify Aboriginal individuals who have contributed to the development of Canadian identity (e.g., Chief Dan George, Buffy Ste. Marie, Susan Aglukark); ● identify social, economic, and political issues within Aboriginal

	<p>communities in relation to Canadian government policies.</p> <ul style="list-style-type: none"> ● identify examples of the growing activism of Aboriginal groups in the twentieth century; ● identify issues currently affecting Aboriginal peoples and the responses of local and national leadership to these issues; ● explain why the recognition of Aboriginal identity is an important component of understanding Canada's identity; ● assess the efforts of individuals from different Aboriginal communities to further the interests of Aboriginal peoples. ● assess conflicting viewpoints about an Aboriginal identity that is distinct within Canada <p>Relationships</p> <ul style="list-style-type: none"> ● demonstrate understanding of the different considerations that define the social, economic, and political relationships that developed between Aboriginal peoples and Canadian society. ● demonstrate understanding of the continuity and change that characterized relationships formed between Aboriginal peoples and Canadian society; ● describe the efforts of the Canadian government to redefine its relationship with Aboriginal peoples (e.g., Indian Act, 1951; Choosing a Path, 1968; Statement of the Government of Canada on Indian Policy, 1969; Bill C-31, 1985; Royal Commission on Aboriginal Peoples, 1997; Statement of Reconciliation, 1998). ● describe the impact of the Constitution Act of 1982 on Aboriginal and Canadian relations (i.e., the entrenchment of Métis, Aboriginal, and Inuit rights); ● describe the different economic relationships that Aboriginal peoples in Canada have cultivated with the public and private sectors (e.g., ecotourism, co-management of Crown lands, banking). <p>Sovereignty</p> <ul style="list-style-type: none"> ● demonstrate understanding of the importance of self-determination to the lives of Aboriginal peoples ● describe the sources of authority for traditional and contemporary Aboriginal governments ● describe various ways of exercising autonomy (e.g., defining territorial boundaries, defining the criteria for citizenship) used by Aboriginal peoples and the government of Canada; ● describe how Aboriginal peoples are achieving dignity and self-reliance; ● describe the recommendations of different government commissions and panels concerning Aboriginal governance in Canada (e.g., the Hawthorn Report, 1966-67; Indian Affairs Policy Statement on Claims, 1973; the Berger Inquiry, 1977; Canada – Strengthening of Indian Band Government in Canada, 1982; Report of the Special Parliamentary Committee on Indian Self- Government [“the Penner Report”], 1983; the
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	<p>Royal Commission on Aboriginal Peoples, Final Report, 1997).</p> <p>Challenges</p> <ul style="list-style-type: none"> ● explain various ethical issues related to the past and current use of technology with respect to Aboriginal communities ● describe how traditional Aboriginal values are maintained in the twentieth century; ● identify ways in which Aboriginal leaders, healers, and elders have responded to change. ● identify contemporary challenges that Aboriginal women face within Aboriginal and Canadian society; ● demonstrate understanding of the specific challenges that urban-based Aboriginal communities face ● assess conflicting viewpoints concerning the future of Aboriginal peoples in Canada.
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ABORIGINAL BELIEFS, VALUES AND ASPIRATIONS IN CONTEMPORARY SOCIETY, Grade 11

<p>Overall Expectations</p>	<p>Identity</p> <ul style="list-style-type: none"> ● Identify aspects of cultural identity related to specific Aboriginal peoples ● Compare Aboriginal and non-Aboriginal perspectives on the contemporary cultural identities of Aboriginal peoples ● Describe the efforts and actions of Aboriginal communities and individuals to maintain their culture and languages within traditional land bases, on reserves, and in urban settings <p>Relationships</p> <ul style="list-style-type: none"> ● Demonstrate an understanding of the cultural practices of Aboriginal peoples ● Explain how Aboriginal peoples links to the land and to a sustainable environment are apart of their cultural identity ● Demonstrate an understanding of the varying perspectives on Aboriginal peoples' right to self-determination <p>Sovereignty</p> <ul style="list-style-type: none"> ● Demonstrate an understanding of how traditional teachings and contemporary beliefs are the foundation of Aboriginal self-determination ● Describe the efforts of Aboriginal peoples to attain autonomy in their lives ● Describe how contemporary Aboriginal communities assert their autonomy through a blend of traditional and modern practices ● Identify the Aboriginal beliefs and values that provide or have provided the foundation for the negotiation of treaties and land claims <p>Challenges</p> <ul style="list-style-type: none"> ● Identify the obstacles that Aboriginal peoples must overcome to protect and maintain their cultures and languages ● Describe the challenges that technology presents to Aboriginal cultures and communities, and the ways in which technology can assist Aboriginal communities ● Identify challenges presented by the ways in which the media deal with Aboriginal issues
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	<ul style="list-style-type: none"> • Demonstrate an understanding of differences in the challenges faced by various Aboriginal peoples, including Status Indians, Métis, and Inuit • Identify physical and spiritual survival methods practiced by Aboriginal peoples to help them meet the challenge of maintaining their cultures
<p>Specific Expectations</p>	<p>Identity</p> <ul style="list-style-type: none"> • explain how Aboriginal values might conflict with economic forces; • describe how the interaction of Aboriginal communities and Canadian society in the twentieth century has affected Aboriginal beliefs and values (e.g., the effect of the wage economy, the focus on the individual as opposed to the collectivity); • describe ways in which contemporary Aboriginal leaders have furthered the understanding of all Canadians of Aboriginal values and aspirations. <p>Relationships</p> <ul style="list-style-type: none"> • describe how the spiritual relationship that Aboriginal peoples have with the land is integrated with their beliefs and values (e.g., the Aboriginal belief that many parts of nature have spirits). • describe how Aboriginal peoples can express their distinctive identity in multicultural Canada; • demonstrate an understanding of the injustices of the past that affect Aboriginal and Canadian relationships (e.g., how such injustices resulted in the Statement of Reconciliation by the Canadian government in 1998); • describe how the 1985 revisions to the Indian Act gave First Nation communities the opportunity to exercise their right of self-determination (e.g., the revision outlined a process that resulted in each First Nation community having its own rules on membership or “membership code”); • explain the principles that Métis nations follow in exercising their right of self- determination • demonstrate an understanding of how the Inuit have exercised their right to self- determination (i.e., through the creation of Nunavut). • identify specific challenges facing Aboriginal peoples within various communities across Canada in their relationship with the Canadian government (e.g., the social problems of the Innu at Davis Inlet, the Lubicon Cree land issue); • describe the importance of customs, rituals, and ceremonies within Aboriginal cultures (e.g., the role of sweat lodges, smudging, burning sweetgrass) in strengthening Aboriginal identity in their relationships with Canadian society; • describe the primary values in relationships (e.g., inclusiveness, fairness, respect) that Aboriginal women want to achieve through the implementation of Bill C-31 in First Nation communities; • identify efforts of Aboriginal peoples towards cultural revitalization (e.g., reinstating ceremonial practices, providing Native language classes for adults). <p>Sovereignty</p>

- demonstrate an understanding of Aboriginal values in the negotiations of modern treaties (e.g., the Cree position on the Great Whale River Dam proposals by Hydro-Québec, the Nisga'a Treaty negotiations).
- describe how the dialogue between Aboriginal peoples and Canadian society on the definition of *sovereignty*, *self-determination*, and *self-government* (e.g., the 1983, 1984, 1987, 1990, and 1992 constitutional discussions; court cases on the hunting and fishing rights of Aboriginal peoples) demonstrates that these terms have distinct, though overlapping, meanings;
- explain how Aboriginal communities have maintained their autonomy at the same time as cross-cultural interactions with Canadian society have changed the traditional roles, responsibilities, and occupations of Aboriginal men and women (e.g., the evolution of jobs and responsibilities within Aboriginal communities);
- Identify the conflicting values and priorities (e.g., Anishnawbe treaty-making protocol) that affect the negotiation of treaties and agreements involving Aboriginal communities and different levels of government;
- demonstrate an understanding of how Aboriginal peoples incorporate traditional beliefs and values (e.g., the use of healing circles, sentencing circles, and birthing centres) into their lives in an attempt to revitalize their societies;
- identify initiatives and projects at the community, provincial, and national levels that demonstrate Aboriginal self-sufficiency and autonomy (e.g., North American Indigenous Games, Native Child and Family Services agencies in First Nation communities);
- describe Aboriginal beliefs and values (e.g., relationship to the land) that may affect the future direction of treaties and modern agreements.

Challenges

- explain how Aboriginal peoples use technology (e.g., CD-ROMs, the World Wide Web, distance education, databases) to promote their beliefs and values;
- describe the challenges facing Aboriginal communities in sustaining their languages, ceremonies, and beliefs;
- describe the impact of technology on the relationship of Aboriginal communities with Canadian society (e.g., advances in technology lead to acculturation);
- demonstrate an understanding of the challenges various Aboriginal peoples face in preserving their distinct cultures;
- demonstrate an understanding of the challenges involved in sensitizing mainstream health and social service providers to the needs and aspirations of various Aboriginal peoples (e.g., through affirmative action, cross-cultural awareness, Aboriginal input);
- demonstrate an understanding of how Aboriginal peoples have adapted to challenges caused by technological and environmental changes (e.g., using snowmobiles, air travel, and computer technology; the impact of dam construction in Quebec);
- Identify physical and spiritual survival methods practised by Aboriginal peoples to maintain their cultural distinctiveness (e.g., vision quests, dream interpretation, naming ceremonies).

CURRENT ABORIGINAL ISSUES IN CANADA, Grade 11

<p>OVERALL EXPECTATIONS</p>	<p>Identity</p> <ul style="list-style-type: none"> ● Describe the relationships among language, culture, and identity ● Demonstrate an understanding of the influences on Aboriginal societies that have an impact on their sense of identity ● Describe Aboriginal perspectives related to issues of identity and sovereignty ● Describe the impact of media, literature, and popular culture on contemporary Aboriginal society <p>Relationships</p> <ul style="list-style-type: none"> ● Describe the social, legal, and political environments in which Aboriginal peoples and non-Aboriginal peoples are constructing new relationships ● Demonstrate an understanding of Aboriginal peoples' strong relationship to the land ● Explain the need to promote dialogue and reconciliation in the relationship between Aboriginal peoples and Canadian society <p>Sovereignty</p> <ul style="list-style-type: none"> ● Describe sovereignty and self-determination in terms of the political assertions of Aboriginal peoples ● Describe the relationship of principles of respect and mutual interdependence to the exercise of self-government in contemporary Aboriginal societies ● Describe the historical relationships between Aboriginal peoples and the Canadian government, as reflected in specific treaties and agreements and the intent behind them ● Describe how Aboriginal peoples adapt to external forces <p>Challenges</p> <ul style="list-style-type: none"> ● Identify social, political and economic issues currently being addressed by Aboriginal individuals and communities in Canada ● Demonstrate an understanding of the active involvement of Aboriginal peoples in legal and political agreements with the provincial and federal governments ● Identify the challenges facing Aboriginal youth in Canada and suggest how these challenges can be addressed at a personal, community, and governmental level ● Demonstrate an understanding of contemporary Aboriginal education and health issues
<p>SPECIFIC EXPECTATIONS</p>	<p>Identity</p> <ul style="list-style-type: none"> ● describe the ways in which Aboriginal languages contribute to Aboriginal peoples' sense of identity; ● identify the intellectual, physical, emotional, and spiritual impact of the residential school experience on Aboriginal language, culture, and identity; ● explain how Aboriginal people find their identity in the larger community (e.g., in the extended family) as well as in themselves; ● identify ways in which Aboriginal elders, healers, leaders, artists, and writers promote cultural perspectives and identities.

- identify measures taken by non-Aboriginal society that affect Aboriginal identity, particularly the use, maintenance, and preservation of Aboriginal languages (e.g., the Indian Act, residential schools);
- explain how Aboriginal languages, as a key element of identity, have survived despite attempts to assimilate Aboriginal peoples;
- identify specific strategies used to preserve or re-introduce Aboriginal languages in a community (e.g., on local radio programs, in language programs in school);
- identify how the political and cultural activities and organizations of Aboriginal peoples affect their collective identity (e.g., Aboriginal gatherings, Ontario Native Women's Association);

Relationships

- demonstrate an understanding of the interactions between Aboriginal and non- Aboriginal peoples in the past (e.g., in terms of the role and function of the Indian Act) and how these interactions will influence future relationships;
- assess the degree to which the needs of Aboriginal peoples are being addressed by Canadian laws and the justice system (e.g., by the use of sentencing circles, by circuit court judges);
- identify current land-use issues that involve Aboriginal peoples, non- Aboriginal society, and Canadian governments (e.g., issues relating to mining and logging);
- demonstrate an understanding of the need to initiate and sustain cross-cultural dialogue among Aboriginal and Canadian students.

Sovereignty

- demonstrate an understanding of the historical experience of Aboriginal peoples in asserting their sovereignty through treaties, negotiated agreements, and other formalized processes (e.g., Two Row Wampum Belt, the Nisga'a Treaty, the Delgamuukw case)
- describe the development and maintenance of an Aboriginal world view to deal with the future impacts of globalization (i.e., the emergence of international-ism both politically and in the world of business).
- demonstrate an understanding of the role of the principle of respect in Aboriginal government (e.g., decision by consensus, the role of the extended family) and determine whether this same principle is utilized by Canadian governments;
- explain the significance of the negotiations between Aboriginal peoples and the government of Canada on such contemporary issues as political relationships and decision making by Aboriginal communities;
- demonstrate an understanding that in making treaties, both Aboriginal peoples and the Canadian government recognized and affirmed each other's authority to enter into and make binding commitments in treaties (e.g., "numbered treaties" 1 to 11).
- explain how Aboriginal peoples are reviving customs and

	<p>traditions (e.g., birthing centres, potlatches);</p> <ul style="list-style-type: none"> • identify the ways in which Aboriginal peoples and other Canadians are attempting to resolve disputes over the past treatment of Aboriginal peoples (e.g., in the ongoing dialogue regarding residential schools, through negotiations about land title); • describe examples of Aboriginal peoples' commitment to sovereignty in the context of contemporary Canada. <p>Challenges</p> <ul style="list-style-type: none"> • identify how Aboriginal youth are using their understanding of an Aboriginal world view to meet contemporary challenges (e.g., through the Nishnawbe Aski Nation Forum on Youth Suicide); • identify areas of conflict between Aboriginal peoples and the government of Canada with respect to treaty interpretation (e.g., the Jay Treaty of 1794, funding for education, health care); • identify significant legal and political agreements between Aboriginal peoples and the governments of Canada (e.g., the Sechelt Agreement, the James Bay and Northern Quebec Agreement); • describe projects and programs that celebrate Aboriginal youth achievements, foster communication among Aboriginal and non-Aboriginal youth, and promote a positive self-image in Aboriginal peoples enrolled in contemporary educational institutions; • describe the impacts and implications of provincial and federal health and education policies on Aboriginal peoples (e.g., the AIDS awareness programs, the Aboriginal Head Start Program). • identify ways in which Aboriginal peoples use the legal and political processes to achieve their goals (e.g., Guerin, 1985; at Meech Lake, 1990; Delgamuukw, 1991; the role of Elijah Harper in the ratification process of the Charlottetown Accord in the 1992 constitutional discussions); • assess the effectiveness of attempts to improve the relationships among Aboriginal peoples, the Canadian government, and Canadian society as a whole; • demonstrate an understanding of the different perspectives of Aboriginal and Canadian youth on their historical and cultural roots; • describe how health and education issues relevant to the quality of life of Aboriginal peoples on and off reserves (e.g., the prevalence of diabetes, alcohol and substance abuse, teen pregnancy) are a mutual responsibility of Aboriginal peoples and Canadian society.
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ABORIGINAL GOVERNANCE: EMERGING DIRECTIONS, Grade 12

Overall Expectations	<p>Identity</p> <ul style="list-style-type: none"> • Demonstrate an understanding that Aboriginal self governance is grounded in Aboriginal peoples' beliefs and values • Demonstrate an understanding of various forms of social organization of Aboriginal peoples that help define their identity • Describe the traditional forms of Aboriginal decision making and the irrelevance to contemporary efforts of Aboriginal
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	<p>peoples to establish their identity as autonomous peoples</p> <ul style="list-style-type: none"> • Describe the impact that governance has with respect to Aboriginal identity <p>Relationships</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the historical context that underlies current relationships between Aboriginal peoples and the government of Canada • Describe the changing nature of the legal and political relationships between Aboriginal peoples and the government of Canada • Describe the social and political conditions that affect the current dialogue between Aboriginal peoples and the other Canadians <p>Sovereignty</p> <ul style="list-style-type: none"> • Identify a variety of Aboriginal peoples' views relating to sovereignty and governance • Describe how the self-determination of Aboriginal peoples is reflected in community based activities • Identify various forms of decision making and leadership that facilitate the autonomy of Aboriginal peoples • Describe the concept of Aboriginal self-determination that involves the equitable sharing of lands, resources, and economic development <p>Challenges</p> <ul style="list-style-type: none"> • Identify the challenges involved in the implementation of self-determination • Describe strategies to resolve land and jurisdictional issues affecting the future of Aboriginal and Canadians • Demonstrate an understanding of the resourcefulness and commitment of Aboriginal peoples in addressing the needs of their communities • Identify creative alternatives and solutions that promote economic self-reliance for Aboriginal communities
Specific Expectations	<p>Identity</p> <ul style="list-style-type: none"> • identify approaches suggested by Aboriginal peoples to help Canadian society better understand the concept of Aboriginal identity and self-determination; • describe traditional and contemporary world views held by Aboriginal peoples and how these views promote positive growth and a sense of identity within Aboriginal communities. • describe ways in which Aboriginal peoples continue the traditions and customs that are part of their identity in their efforts to govern themselves (e.g., consultation with elders; community-based, culturally sensitive birthing services that use a combination of traditional and modern practices; the Confederacy Council in Iroquoian communities); • demonstrate an understanding of how consensus and inclusive decision making, which are an integral part of Aboriginal identity, facilitate dialogue with the government of Canada; • describe the diverse identities of Aboriginal peoples and how this diversity influences relationships with other Canadians (e.g., separate political organizations for Status Indians, Métis, and Aboriginal women at the provincial and national

levels).

- describe the ways in which Aboriginal peoples are implementing strategies that reflect their traditional forms of governance (e.g., consultation with elders, the delivery of programs and services based on traditional values), which have always been an important part of their identities;
- demonstrate an understanding of strategies used to strengthen Aboriginal identity that restore and revitalize Aboriginal communities (e.g., strategies that withstand incursions on Aboriginal lands or that demand respect for Aboriginal autonomy);
- describe the aspects of traditional Aboriginal governance (e.g., the role of women, the role of elders, consensus in decision making) that are important factors guiding contemporary approaches to Aboriginal self-governance.

Relationships

- describe ways in which Aboriginal peoples define nation-to-nation relationships with the government of Canada (e.g., any of the “numbered treaties”);
- describe ways in which history influences the current relationship between Aboriginal peoples and the government of Canada (e.g., Royal Proclamation of 1763, the Jay Treaty of 1794, pre-Confederation treaties, the eleven “numbered treaties” from 1871 to 1921);
- Demonstrate an understanding of the legal and political relationship between Aboriginal peoples and the British Crown (e.g., the Covenant Chain, fiduciary obligation based on the Indian Act, the Niagara Treaty);
- describe ways in which the Constitution Act of 1982 provides for the explicit recognition of Aboriginal peoples;
- describe recent developments in the legal and political dialogue between Aboriginal peoples and the government of Canada (e.g., at Meech Lake, 1990; the Charlottetown Accord, 1992; the Royal Commission on Aboriginal Peoples, 1996);
- describe some of the forums that Aboriginal peoples have participated in to solve some of the difficulties between Aboriginal peoples and Canadian society (e.g., the discussions leading to the creation of Nunavut Territory; the constitutional meetings involving the Assembly of First Nations, the Congress of Aboriginal Peoples, and the Inuit Tapirisat).

Sovereignty

- describe differing perspectives about the rights of Aboriginal peoples to govern themselves;
- demonstrate an understanding of the governance models that enable Aboriginal peoples to exercise autonomy within the Canadian federation (e.g., that of the Akwesasne Mohawks);
- describe examples of political discourse by federal and provincial governments and Aboriginal peoples relating to sovereignty (e.g., regarding East and West Coast fishing issues).
- demonstrate an understanding of the Aboriginal commitment to self-determination (e.g., as shown by the Lubicon Cree and in the Nisga’a Treaty negotiations);
- describe how the principles of self-determination provide Aboriginal peoples with a framework for the restoration of healthy Aboriginal communities;

	<ul style="list-style-type: none"> ● assess the importance of community participation (e.g., the establishment of healing circles, the use of community consultation processes) in Aboriginal communities in the future; ● identify strategies that reflect the aspirations of Aboriginal peoples to take responsibility for their own future. <p>Challenges</p> <ul style="list-style-type: none"> ● describe the difference in how land is perceived by Aboriginal society and by Canadian society (e.g., in terms of respect for the land and all living things, compatible resource development, and sustainable small-scale economies) and explain the crucial importance of this difference to governance among Aboriginal peoples ● assess the potential for a respectful and reciprocal relationship between Aboriginal peoples and other Canadians; ● describe various areas of governance (e.g., health, education) that are the subject of negotiation between Aboriginal peoples and the federal government; ● describe how the ways in which Aboriginal peoples perceive land (e.g., the Aboriginal belief that human beings were given special responsibilities to serve as stewards of the natural environment) may affect the future of Aboriginal and Canadian relations. ● demonstrate an understanding of Aboriginal peoples' perspective on the responsibilities associated with governance; ● identify the healing and restorative effects of traditional Aboriginal forms of governance; ● demonstrate an understanding of the degree to which Aboriginal peoples have attained self-determination through negotiated agreements (e.g., in the development of the Nisga'a Treaty, in the James Bay Agreement, 1975); ● describe the negotiating forums used to reconcile conflict and to promote renewed dialogue between Aboriginal peoples and the government of Canada (e.g., in the comprehensive claims process, in self- government negotiations led by the federal government).
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ISSUES OF INDIGENOUS PEOPLES IN A GLOBAL CONTEXT, Grade 12

Overall Expectations	<p>Sovereignty</p> <ul style="list-style-type: none"> ● Describe efforts by the world's indigenous peoples to lobby the international community for recognition of their right to self-determination ● Describe the importance of international forums for advancing rights of indigenous peoples around the world <p>Challenges</p> <ul style="list-style-type: none"> ● Identify the common issues facing the world's indigenous peoples; ● Describe a variety of approaches that indigenous peoples are taking to preserve and maintain indigenous knowledge as it relates to such things as culture, language, and the environment
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Specific Expectations	<p>Sovereignty</p> <ul style="list-style-type: none"> • identify examples in which indigenous peoples throughout the world have acted to protect their land, their culture, or their community's livelihood (e.g., the armed resistance of the Indians of Chiapas, Mexico; the Seminole people's resistance to American government efforts to relocate them, 1835; the Oka crisis in Canada, 1990); • describe the roles and responsibilities of permanent international organizations involving indigenous peoples around the world (e.g., organizations established by the United Nations). • describe how indigenous peoples have sought recognition of their sovereignty through political reform within nation states (e.g., the recognition of Aboriginal peoples in the Canadian Constitution Act, 1982; the Norwegian Saami Act, 1987); • demonstrate an understanding of the influence of indigenous peoples on the emergence of international policies in the areas of development, finance, and human rights (e.g., the World Bank's policy document "Tribal Peoples and Economic Development", 1982; Draft United Nations Declaration on the Rights of Indigenous Peoples, 1993); • explain how individual nation states and multinational companies have promoted better understanding of the concept of self-determination for indigenous peoples (e.g., through the European Union Policy on Indigenous Peoples and Development Co-operation, 1998). <p>Challenges</p> <ul style="list-style-type: none"> • describe the strategies that indigenous peoples are using to sustain their cultures and languages, and to protect the environment; • identify examples of litigation where indigenous peoples have used the courts to uphold their rights as sovereign peoples or to address the denial of basic human rights (e.g., <i>Worester v. Georgia</i>, USA, 1832; <i>Calder v. Attorney-General of British Columbia</i>, Canada, 1973; <i>Delgamuukw v. the Crown</i>, Canada, 1997; the Western Sahara case, International Court of Justice, 1979); • describe the steps (e.g., resolving land claims, granting indigenous peoples rights to natural resources) that members of the international community have taken to ensure that indigenous peoples will have a sustainable land base for generations to come; • identify the successes that indigenous peoples have had in influencing the policies of national governments and multinational corporations (e.g., land-use policies, partnerships, co-management strategies); • identify strategies that indigenous peoples might use to achieve financial stability.
WORLD CULTURES	
WORLD CULTURES, Grade 12	
Overall Expectations	D1. Power Relations: demonstrate an understanding of the dynamics of power relations within specific cultural groups and between minority and majority cultures;

	<p>D2. Policies and Issues : demonstrate an understanding of past and present policies and issues affecting cultural diversity in Canada, and compare approaches to such policy in Canada with those in other countries;</p>
<p>Specific Expectations</p>	<p>D1.1 demonstrate an understanding of the dynamics of power relations within specific cultural groups (<i>e.g., with reference to: the caste system in India; shadism in various societies; race relations in Mexico or Zimbabwe; the role of elders in China or among First Nation peoples; gender roles in Iran or Japan; the status of katoey in Thailand, hijra in India, two-spirited people in Aboriginal cultures, fafafini in Samoa</i>)</p> <p>D1.2 analyse the potential impact on cultural identity and on the relations between cultural groups of cultural stereotypes, labelling, and misrepresentations found in mainstream media and popular culture (<i>e.g., the labelling of some groups as “model minorities” or “fresh off the boat”; stereotypes such as dragon women, Asian lotus blossoms, Black athletes, First Nation warriors; misrepresentations such as Muslims as terrorists</i>)</p> <p>D1.3 analyse both the positive and negative aspects and effects of the interactions between minority and majority cultures in Canada and around the world (<i>e.g., interactions between Aboriginal peoples and majority cultures in Canada; relations between francophones and anglophones in Quebec; interactions between the Black majority and white minority in South Africa; the interaction of the majority culture with Uighurs in China, Hmong in Laos, Algerians in France, Kurds in Iraq, Palestinians in Israel; the experience of Romani in central Europe</i>)</p> <p>D1.4 describe various ways in which cultural minority groups address challenges to their identity from more powerful groups (<i>e.g., cultural resistance, revitalization movements, culture jamming, forming social organizations/networks, banning intermarriage, establishing their own media, lobbying</i>)</p> <p>D2.1 explain the impact of colonization on Aboriginal communities in Canada and other countries (<i>e.g., the loss of culture, autonomy, land, and way of life; the impact on language and spirituality; the effects of the introduction of alcohol and new diseases; the different impact on women, men, and children</i>)</p> <p>D2.2 evaluate the impact on cultural groups of Canada’s immigration and refugee policies, past and present (<i>e.g., changing criteria for admission, the Chinese Exclusion Act, the Continuous Passage Act, the refusal to accept Jewish refugees from the SS St. Louis or South Asian immigrants from the Komagata Maru; policies regarding settlement, sponsorship, education and training, recognition of credentials</i>)</p> <p>D2.3 explain systemic barriers to integration and achievement facing Canadian ethnocultural minority groups (<i>e.g., the need for “Canadian experience”; racism and discrimination; lack of access to language training, social services, educational opportunities</i>), and assess the effectiveness of programs and strategies to overcome these barriers (<i>e.g., programs for English language learners, provincial and federal credential assessment programs, support groups for immigrant women, projects of various agencies serving immigrants</i>)</p>

	<p>D2.4 analyse major past and present policies, practices, and cultural issues at the community, provincial, and national levels in Canada (e.g., <i>nativism; ghettoization; Quebec nationalism; hyphenated Canadians and the balance between ethnocultural identity and Canadian identity; biculturalism and multiculturalism; integration versus assimilation; intermarriage and the status of First Nation women; racial profiling; cultural/ gender imbalances in political representation; American cultural imperialism</i>)</p>
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