

DO NOT RESIST



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DO NOT RESIST

Directed by Craig Atkinson

2016 | USA | 72 min

TEACHER'S GUIDE

This guide has been designed to help teachers and students enrich their experience of *Do Not Resist* by providing support in the form of questions and activities. There are a range of questions that will help teachers frame discussions with their class, activities for before, during and after viewing the film, and some weblinks that provide starting points for further research or discussion.

The Film

An urgent and powerful exploration of the rapid militarization of the police in the United States. Starting on the streets of Ferguson, Missouri, as the community grapples with the death of Michael Brown, *Do Not Resist*, the directorial debut of *Detropia* cinematographer Craig Atkinson, offers a stunning look at the current state of policing in America and a glimpse into the future. The Tribeca Film Festival winner for Best Documentary puts viewers in the centre of the action, from a ride-along with a South Carolina SWAT team and inside a police training seminar that teaches the importance of "righteous violence" to the floor of a congressional hearing on the proliferation of military equipment in small-town police departments, before exploring where controversial new technologies, including predictive policing algorithms, could lead the field next.

Source: <http://www.donotresistfilm.com>

The Filmmakers

A multifaceted documentary filmmaker, Craig Atkinson is a notable producer, editor and cinematographer. Most recently, Craig was an additional cinematographer on the documentary *Norman Lear: Just Another Version of You*. Craig also produced and was the co-cinematographer on the feature-length documentary *Detropia*, a lyrical exploration of the city of Detroit trying to reinvent itself in a post-manufacturing United States. The film premiered at the 2012 Sundance Film Festival and won the Editing Award for US Documentary. *Detropia* went on to win 10 additional awards worldwide and was shortlisted for an Academy Award. While in Detroit, Craig was also a cinematographer on *The Education of Muhammed Hussein*, a 40-minute short documentary exploring the Muslim population in the Detroit area. The film, made for HBO, was shortlisted for an Academy Award in 2012. Earlier in his career, Craig was Enat Sidi's (*The Wolfpack*, *Jesus Camp*) assistant editor during *12th & Delaware*, an HBO film that takes a compelling look at the ongoing abortion debate in America. The film was an official selection at the 2009 Sundance Film Festival. Craig holds an MA in Visual Media Arts from Emerson College. *Do Not Resist* is Craig's directorial debut.

Source: <http://www.donotresistfilm.com>

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VIEWING THE FILM WITH STUDENTS

The following three sub-sections are intended to provide you with a range of Pre-Viewing, Viewing and Post-Viewing activities. They are followed by a set of questions based upon the film's larger thematic domains, some follow-up questions and quotations, sample curricular outcomes and a page of weblinks for further investigation.

Pre-Viewing Activities

Before watching the film, have students find three articles from three separate sources about the shooting of Michael Brown and the Ferguson unrest. Using their sources, students should make notes on the five Ws, and then discuss their findings in small groups or as a class. Students may also wish to explore an interactive report from *The New York Times* on the Ferguson unrest (<http://www.nytimes.com/> Type "What happened in Ferguson?" into the search function of the website).

Have students create a KWL chart for some or all of the following terms: (a) Ferguson unrest, (b) protest, (c) state-imposed curfew, (d) police militarization, (e) MRAP, (f) SWAT teams, (g) surveillance and (h) civil forfeiture. Students can add to this chart after they watch the film.

Show students the trailer (<http://www.donotresistfilm.com>) and movie poster (<http://www.imdb.com/title/tt5557976/>) for *Do Not Resist*. Have students work in pairs or small groups to try to identify themes or ideas conveyed by the trailer and movie poster. As a larger group, have students discuss the effectiveness of the trailer and poster as media pieces, as well as what the title of the movie could represent.

Have students discuss characteristics and stereotypes of police officers. Using Google Image Search or another online image search engine, have students look up the word "police." How do the results compare or contrast with their initial impressions and discussion? Have student return to their initial impressions of police officers after viewing the film.

Set a purpose for viewing by having a discussion about one or more of the questions or quotations from the Extension Activities section of this guide. Have students share the statement and what they think or believe about it with the class.

Viewing Activities

Have students keep track of any words, terms or ideas they don't understand. After viewing the film, have students look up the definitions.

What were students' reactions to the police trying to enforce the curfew and control the protesters in the beginning of the film? Have students describe the imagery.

At the 50-minute mark, a police officer tells a citizen, "I've known you since you were [a child]." The citizen responds, "And y'all still killing us." Have students react to this scene.

Pause the film at various points. Have students discuss or record their immediate reactions, and then discuss as a class in a Post-Viewing Activity.

Have students jot down two to three ideas for discussion, or questions that the film raises in their minds. As an Extension and/or Post-Viewing Activity, students can enter their questions into an online response or polling system and can vote on the questions or issues they would like to explore in further detail. Encourage students to use multiple levels of Bloom's Taxonomy.

Post-Viewing Activities

In the film, a man at the Ferguson protests says, "It's no surprise. It's not. It happens every day, all the time, but it takes something of this magnitude to be nationally publicized." In addition to what they learned about Michael Brown, students can extend their understanding and investigate the police-related shooting deaths of individuals such as Tamir Rice, Walter Scott, Laquan McDonald, Sammy Yatim and Keith Scott. What happened in these cases, and what were the outcomes? Have students present their findings. You may wish to guide students with specific

graphics and interactive resources from *The Washington Post* (<https://www.washingtonpost.com/graphics/national/police-shootings-2016/>) or the story "Looking for Accountability in Police-Involved Deaths of Blacks" in *The New York Times* (<http://www.nytimes.com/> Type the title of the article into the search function of the website).

In the film, President Barack Obama visits with prisoners and says, "Visiting with these six individuals, when they describe their youth and their childhood, these are young people who made mistakes that aren't that different from the mistakes that I made and the mistakes that a lot of you guys make. The difference is that they did not have the type of support structures, the second chances, the resources that would allow them to survive those mistakes. We have a tendency to take for granted or think it's normal that so many young people end up in our criminal justice system. It's not normal. What is normal is that young people make mistakes." Have students reflect on President Obama's statement, and then read an opinion piece, "Mr. President, You're Doing Clemency Wrong. It's Not About the Law, It's About Mercy," from *The Washington Post* about his approach to clemency (<https://www.washingtonpost.com/> Type the title of the article into the search function of the website).

The film confronts issues of implicit and explicit bias. Have students complete the Implicit Association Test from Project Implicit (<https://implicit.harvard.edu/implicit/>) and reflect on their results in a one-page journal response. Students will not have to register to use the website.

The film focuses on the ongoing debates surrounding police militarization, with many individuals discussing the safety issues that police officers face on the front line. In 2016, 61 American police officers were shot while on the line of duty. Have students read about the deaths of these officers (<http://www.cnn.com/2016/08/14/us/police-officers-fatal-shooting-line-duty-nationwide/>) and consider whether or not the film addresses this perspective.

During the Baton Rouge protests in July 2016, freelance photographer Jonathan Bachman captured a photo of a protester named Ieshia Evans standing in the middle of the road as police officers ran towards her. Have students look at the photograph and read Yoni Appelbaum's *Atlantic* article on the photograph (<http://www.theatlantic.com/> Type "Yoni Appelbaum" into the search function of the website, click on "All stories by Yoni Appelbaum" in the results and then click on "A Single Photo From Baton Rouge That's Hard to Forget"). Students can then look for additional iconic images of protesters and describe, reflect on or formally analyze the photographs.

In 2011, *Time* magazine's Person of the Year was The Protester. What or who do students think of when they hear this word? What kind of connotations and denotations are associated with this word? Have students read *Time*'s article (<http://time.com/> Type "person of the year 2011" into the search function of the website) and then discuss how the article portrays protesters in relation to the film.

Show the students their quotations from the Pre-Viewing Activity and see if their opinions were changed, altered or enhanced by the film.

Have students participate in a Socratic discussion on the film. Guidelines for Socratic discussions can be found here: <http://www.authenticeducation.org/documents/WhatSeminar04.pdf>

Have students complete an exit note. The exit note should contain one idea that demonstrates what they learned from the film, as well as one question that they still have about the topic.

WEBSITES AND ONLINE RESOURCES

About the Film

<http://www.donotresistfilm.com>

Facebook: <https://www.facebook.com/donotresistfilm>

Twitter: <https://twitter.com/donotresistfilm>

Additional Resources

Black Lives Matter: This organization campaigns against systemic violence directed at black people. The website includes information about the organization, how individuals can get involved and up-to-date social media postings.

<http://blacklivesmatter.com>

FEMA (Federal Emergency Management Agency): FEMA has a list of equipment that may be used by emergency managers, first responders and other homeland security professionals, as well as how the equipment is supposed to be used.

<https://www.fema.gov/> Click on the Navigation button, then click on Authorized Equipment List.

Law Library of Congress: This resource includes an overview of the right to peaceful assembly with specific information on the right to peaceful assembly in the United States.

<http://www.loc.gov/> Type "right to peaceful assembly" into the search function of the website.

The New York Times: This resource provides a video clip from the September 2014 opening statement of Senator Claire McCaskill (Democrat/Missouri) at the hearing for police militarization featured in the film. The resource, titled "After Ferguson Unrest, Senate Reviews Use of Military-Style Gear by Police," also includes infographics on the military equipment provided to local police through federal programs.

<http://www.nytimes.com/> Type the title of the article into the search function of the website.

C-SPAN: The hearings on police militarization from September 13, 2014, are available in their entirety. <https://www.c-span.org/> Type "Police Use of Military Equipment" into the search function of the website.

NPR: In 2014, NPR investigated the 1033 Program, collecting information and data from 2006 to April 2014. This article includes a breakdown of the gear that is passed onto local

law enforcement agencies through the 1033 Program, and also includes a link to NPR's raw data set.

<http://www.npr.org/> Type "MRAPs and Bayonets" into the search function of the website.

NPR: While the White House has put bans in place for specific types of military equipment being acquired by local police agencies, the article "White House Ban on Militarized Gear for Police May Mean Little" investigates the military equipment that is still allowed to be acquired.

<http://www.npr.org/> Type the name of the article into the search function of the website.

The Marshall Project: The Marshall Project is a "non-profit news organization covering the US criminal justice system." The website provides a curated and up-to-date collection of links and resources on several topics from around the web, including policing.

<https://www.themarshallproject.org/> Click on the dropdown menu and then click on Policing.

The New Yorker: This August 2015 article, "The Man who Shot Michael Brown" by Jake Halpern, profiles Darren Wilson, the police officer who shot and killed Michael Brown in Ferguson.

<http://www.newyorker.com/> Type the name of the article into the search function of the website.

The Washington Post: This November 2016 article, "Police Are Spending Millions of Dollars to Monitor the Social Media of Protesters and Suspects," examines the rationale, costs and potential consequences of police officers monitoring protesters and suspects on social media.

<https://www.washingtonpost.com/> Type the name of the article into the search function of the website.

Toronto Life: In this article from April 2015, "The Skin I'm In: I've Been Interrogated by Police More Than 50 Times—All Because I'm Black," Desmond Cole reflects on his experiences of being stopped, questioned and carded by the Toronto police.

<http://torontolife.com/> Type "Desmond Cole the skin I'm in" into the search function of the website.

United States Department of Justice: This website includes the report on the US President's Task Force on 21st Century Policing, an implementation guide and report on the progress in the field to reduce crime through community-based partnerships.

<https://cops.usdoj.gov/policingtaskforce>

EXTENSION ACTIVITIES

Questions for Pre-Viewing or Post-Viewing Activities

Consider what the filmmakers decided to capture on film. Are there any scenes that stand out, and why? What might have been left out of the film, and why?

What did you know about the Ferguson unrest before watching the film? What did you learn as a result of watching the film?

What do you know about the right to protest in the United States and Canada?

What are the different issues and themes that surface in this film?

How are issues of race and class presented in the film?

How does the film deal with issues of freedom, equality, human dignity and individual and collective rights and responsibilities?

Why are individuals protesting in the film?

How are police officers portrayed in the film?

What were students' perceptions of police officers at different points in the film?

What are the responsibilities of police officers? What challenges do they continue to face?

How have police-related shootings been justified? Are there similarities between police-related shootings?

How do the criminal justice systems in the United States and Canada respond to police-related shooting deaths?

Can you think of other ways that the documentary could have been filmed and edited? How would this change the way you interpreted the film?

What dangers are faced by individuals in the film?

What is Canada's stance on police militarization?

What does the film suggest about the future of policing and surveillance?

Is it important that the police force is transparent about its choices and decisions?

What are some alternatives to police militarization?

In the film, Charles Ramsay says, "Technology is moving at a pace where laws can't keep up with it, policies can't keep up with it.... How long before facial recognition software is now applied, and as you're driving down the street, you're scanning faces of people? Just because you can do something doesn't mean you necessarily should do it, and we need to have these discussions up front." What impact has technology had on policing, and what impact could it have on policing? What are the benefits and drawbacks of using new technologies in policing?

QUOTATIONS FROM THE FILM TO EXPLORE

1. *"You feel the anger. And it has to change.... You have a generation that are getting fed up with it. Even though they don't have an organized education, they're intelligent individuals so they understand what it means to be oppressed and they know when someone is trying to oppress them. As you see out here now, they're fighting. And I think it will be more than just Ferguson in the future."* Protester (3:00)
2. *"We cannot guarantee your safety."* Protester (3:44)
3. *"I guarantee you that every night when I go home, and I wake up, I'm looking for some of the same answers as you are."* Capt. Ron Johnson
4. *"You fight violence. What do you fight it with? Superior violence. Righteous violence. Violence is your tool.... You are men and women of violence."* Dave Grossman
5. *"Our officers are facing an increasingly dangerous environment and we're seeing a growing debate about so-called 'warrior cops' and the militarization of police. I think it's very important to remind our fellow citizens that we all tell a lie to our children.... I've told them that monsters aren't real, go back to sleep. Monsters are real."* James Comey
6. *"You don't need this. You really don't. I'm a retired colonel in the Marine Corps.... I spent a year in Fallujah. The way we do things in the military is called task organization. You take a command and then you attach units to it in order to accomplish the mission. What's happening is you're building a domestic military because it's unlawful, unconstitutional to use American troops on American soil.... We're building an army over here and I can't believe that people aren't seeing it."* Participant at Concord City Council meeting (18:00)
7. *"We need to put the brakes on the fear and we need to act rationally. Terrorism works because it makes people irrational and it makes them destroy themselves."* Participant at Concord City Council meeting (19:17)
8. *"Since 9/11, the Department of Homeland Security has given police departments \$34 billion in grants to purchase equipment. The Department of Defense has contributed an additional \$5 billion in free military equipment to law enforcement."* On-screen text (21:06)
9. *"In Dr. Coburg's state, the Paine City sheriff's office has one full-time sworn officer. One. They've gotten two MRAPs since 2011."* Senator Claire McCaskill
10. *"In the 1980s there were 3,000 SWAT deployments a year. By 2005, there were 45,000. Today, there are an estimated 50,000 to 80,000 per year."* On-screen text (31:20)
11. *"They tore down my house. My son went to jail for a gram and a half that they shook out of the bottom of a book bag."* Mother of young man who is arrested in a SWAT deployment (38:07)
12. *"Police officers throughout the day are walking down the streets trying to keep the protesters to keep moving. They don't want people congregating in any one spot for too long. They want to try to avoid large groups of people gathering together."* Anderson Cooper
13. *"Is it right to kill an African American boy and get no time?"* Protester (47:43)
14. *"You cannot keep treating people the same way. You have to deal with your hiring practices, who you put in the uniform, because a badge is a powerful thing.... They think they're god."* Danny Brown
15. *"We really want to be sure that we catch all of the Darth Vaders, and we're prepared to make some mistakes on the Luke Skywalkers."* Richard Berk

CULMINATING ACTIVITY: DEBATE ON THE MILITARIZATION OF POLICE OFFICERS

"They need to stop giving these boys these toys, because they don't know how to handle them." Protester (9:10)

"Honestly, we don't have it as bad over here as they do in Iraq or Afghanistan, but we come across threats, too. All the things we have, the M4 rifles and the armoured trucks, we have because something has happened that's warranted that for us."

Police officer (14:30)

Do Not Resist explores the problematic nature and issues of police militarization. Using the following resolution, investigate the varying positions on police militarization and conduct a class debate: Be it resolved that the pros of police militarization outweigh the cons.

The affirmative side will argue in favour of the resolution, and the negative side will argue against the resolution. As a class, you may wish to modify one of the selected quotations or ideas from the film to create an alternative resolution. For example, you might consider debating the issue of increasing police surveillance or the issue of forecasting future crimes and criminals.

As a final assessment for the debate, you will use your research and your notes from the film and the debate and type a report of one or two double-spaced pages. In your report, you should introduce the topic, address both sides of the debate and conclude with your opinion. Make sure to attach your research for your topic to your report.

ACTIVITY RUBRIC: DEBATE ON THE MILITARIZATION OF POLICE OFFICERS

Knowledge/Understanding

Concepts	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Clear understanding of issues	Limited success in use of terms and concepts	Some success in use of terms and concepts	Moderate success in use of terms and concepts	Employs terms and concepts with a high degree of success	/5

Thinking/Inquiry

Research	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Collection of information	Information indicates limited research skills; does not include sufficient research on own topic	Information indicates moderately effective research skills on own topic	Information indicates effective research skills with most issues examined and considered	Information indicates excellent research skills with all issues thoroughly examined and considered	/5

Application

Report	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Accounts in writing both sides of the debate, as well as a well-supported opinion (grammar, 1-2 typed pages)	Communicates in writing with limited effectiveness	Communicates in writing with some effectiveness	Communicates in writing with considerable effectiveness	Communicates in writing with a high degree of effectiveness	/5

Communication

Debate	2.5 2.9	3	3.5 3.9	4.0 5.0	
Overall communication skills are clear and to the point; well-supported points; emphasis, clarity and confidence	Overall points are limited/vague; hard to understand with very little emphasis	Points are somewhat effective, with a few details; had some confidence in speech	Points and overall aim are clear; some points supported	Excellent suggestions and debating skills; research is used in speech	/5

Comments:

Total ____ /20 = ____ /100

EXAMPLES OF CURRICULUM EXPECTATIONS

COURSE	OVERALL EXPECTATIONS
Grade 9-12 English	<ul style="list-style-type: none"> • generate, gather and organize ideas and information to write for an intended purpose and audience. • demonstrate an understanding of a variety of media texts. • identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.
Grade 11 Media Studies	<ul style="list-style-type: none"> • demonstrate an understanding of a variety of media texts. • deconstruct a variety of types of media texts, identifying the codes, conventions and techniques used and explaining how they create meaning.
Grade 11 Media Arts	<ul style="list-style-type: none"> • analyze, through examination and reflection, their initial response to media art works, using various strategies and modes of communication. • identify and explain the messages in and meanings of media texts. • describe the characteristics of particular media genres and forms, and explain how they help to convey meaning and influence the audience.
Grade 11 Law	<ul style="list-style-type: none"> • analyze and describe how various social, scientific and technological factors have influenced and continue to influence the development of Canadian law. • analyze how various factors have influenced and continue to influence the development of human rights law in Ontario and Canada. • analyze situations in which it may be appropriate to limit rights and freedoms, and explain the arguments for and against such limitations. • describe the structures and key roles and processes of the Canadian criminal justice system and explain key interrelationships among them. • assess the ability of the Canadian criminal justice system to provide appropriate and even-handed justice to people living in Canada.
Grade 12 Law	<ul style="list-style-type: none"> • explain the principles underpinning human rights law and the legal significance of those laws, in Canada and internationally. • analyze various contemporary issues in relation to their impact or potential impact on human rights law. • analyze emerging global issues and their implications for international law.
Grade 10 Civics	<ul style="list-style-type: none"> • analyze responses, at the local, national and international levels, to civic issues that involve multiple perspectives and differing civic purposes. • demonstrate an understanding of the beliefs and values underlying democratic citizenship and explain how they guide citizens' actions. • demonstrate an understanding of the various ways in which decisions are made and conflicts resolved in matters of civic importance, and the various ways in which individual citizens participate in these processes.
Grade 11 Politics in Action	<ul style="list-style-type: none"> • use the political inquiry process and the concepts of political thinking when investigating issues of political importance in various communities and ways to address them. • analyze how various factors can contribute to, and present a barrier to, their own and others' political engagement. • explain the political importance of some current issues and analyze various perspectives associated with these issues. • analyze some issues of political importance in terms of their causes, their impact and ways in which they have been addressed. • analyze the objectives and strategies, and assess the influence, of individuals and groups in addressing issues of political importance. • demonstrate an understanding of factors that facilitate and present challenges to democratic political change. • identify and analyze a political issue, with the goal of developing a personal plan of action to address this issue.

Grade 12 Politics	<ul style="list-style-type: none"> • use the political inquiry process and the concepts of political thinking when investigating issues, events and developments of national and international political importance. • demonstrate an understanding of various political ideologies, theories, and concepts, and analyze their relevance to Canadian and international politics. • analyze how social, economic and geographic factors influence contemporary politics in and relations between various countries around the world. • 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. • analyze the role of civic awareness and responsibility among citizens and non-governmental stakeholders in the national and international community.
Grade 11 Equity, Diversity and Social Justice	<ul style="list-style-type: none"> • explore topics related to equity, diversity and/or social justice, and formulate questions to guide their research. • create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods. • assess, record, analyze and synthesize information gathered through research and inquiry. • demonstrate an understanding of a range of historical and contemporary Canadian equity and social justice issues. • demonstrate an understanding of how social activism can be used to support equity and social justice objectives.
Grade 12 Equity and Social Justice	<ul style="list-style-type: none"> • explore topics related to equity, diversity and/or social justice, and formulate questions to guide their research. • assess, record, analyze and synthesize information gathered through research and inquiry. • communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry and communication skills. • 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. • analyze, in historical and contemporary contexts, the dynamics of power relations and privilege as well as various factors that contribute to power or marginalization. • evaluate the contributions of individuals and groups and/or movements identified with specific aspects of the struggle for equity and social justice.
Grade 11 Introduction to Anthropology, Psychology and Sociology	<ul style="list-style-type: none"> • use a psychological perspective to explain how diverse factors influence and shape human mental processes and behaviour. • use a sociological perspective to explain how diverse factors influence and shape individual and group social behaviour.
Grade 12 World Issues: A Geographic Analysis	<ul style="list-style-type: none"> • analyze relationships between demographic and political factors and quality of life in various countries and regions.
Grade 12 World Geography: Urban Patterns and Population Issues	<ul style="list-style-type: none"> • analyze interrelationships between social conditions, access to natural resources, government policies and economic disparities within and between countries or regions. • analyze global and regional population trends, and assess their impacts on society, the economy and the ability of societies to meet basic human needs. • analyze impacts of a variety of factors on human rights and quality of life in selected countries.
Grade 12 World History since the 15 th Century	<ul style="list-style-type: none"> • analyze the significance of various social, economic and political policies, developments and ideas in various regions of the world since 1900. • analyze interactions between various groups since 1900 and how key individuals and social, economic and political forces have affected those interactions. • analyze the development of the rights, identity, and heritage of different groups around the world since 1900.

Grade 11 American History	<ul style="list-style-type: none"> • describe various social, economic and political events, trends and developments in the United States since 1945, and analyze their key causes and consequences. • analyze how various events and developments have affected specific groups in the United States, and relations between the United States and other countries, since 1945. • analyze how various groups, trends and cultural developments have affected identity, citizenship and heritage in the United States since 1945.
Grade 12 Canadian and International Law	<ul style="list-style-type: none"> • explain the principles underpinning human rights law and the legal significance of those laws, in Canada and internationally. • analyze issues associated with the development of human rights law, in Canada and internationally. • compare the roles of the legislative and judicial branches of government in protecting human rights and freedoms, with a particular emphasis on Canada. • analyze various contemporary issues in relation to their impact or potential impact on human rights law.
Grade 12 Challenge and Change in Society	<ul style="list-style-type: none"> • demonstrate an understanding of the causes and effects of social change. • demonstrate an understanding of how forces influence and shape social patterns and trends. • demonstrate an understanding of how various social structures and conditions support or limit global inequalities.
Grade 12 Philosophy	<ul style="list-style-type: none"> • demonstrate an understanding of the main questions in ethics, and of the positions of major philosophers and schools of philosophy with respect to some of these questions. • demonstrate an understanding of connections between ethics and other areas of philosophy, other subject areas and various aspects of society, including everyday life.
Grade 11 Economics	<ul style="list-style-type: none"> • analyze how different political and economic systems and entities, including governments in Canada, make economic decisions.
Grade 12 Economics	<ul style="list-style-type: none"> • analyze how economic and political ideas and various sociocultural factors affect economic decision making. • analyze economic trade-offs from the perspective of different stakeholders, including those in different countries, and how trade-offs influence economic decisions. • analyze the impact of some key international economic events and developments as well as various responses to them.

The Overall Expectations listed above are from the *Ontario Curriculum*. Complete course descriptions, including all Overall and Specific Expectations can be found at: <http://www.edu.gov.on.ca/eng/teachers/curriculum.html>