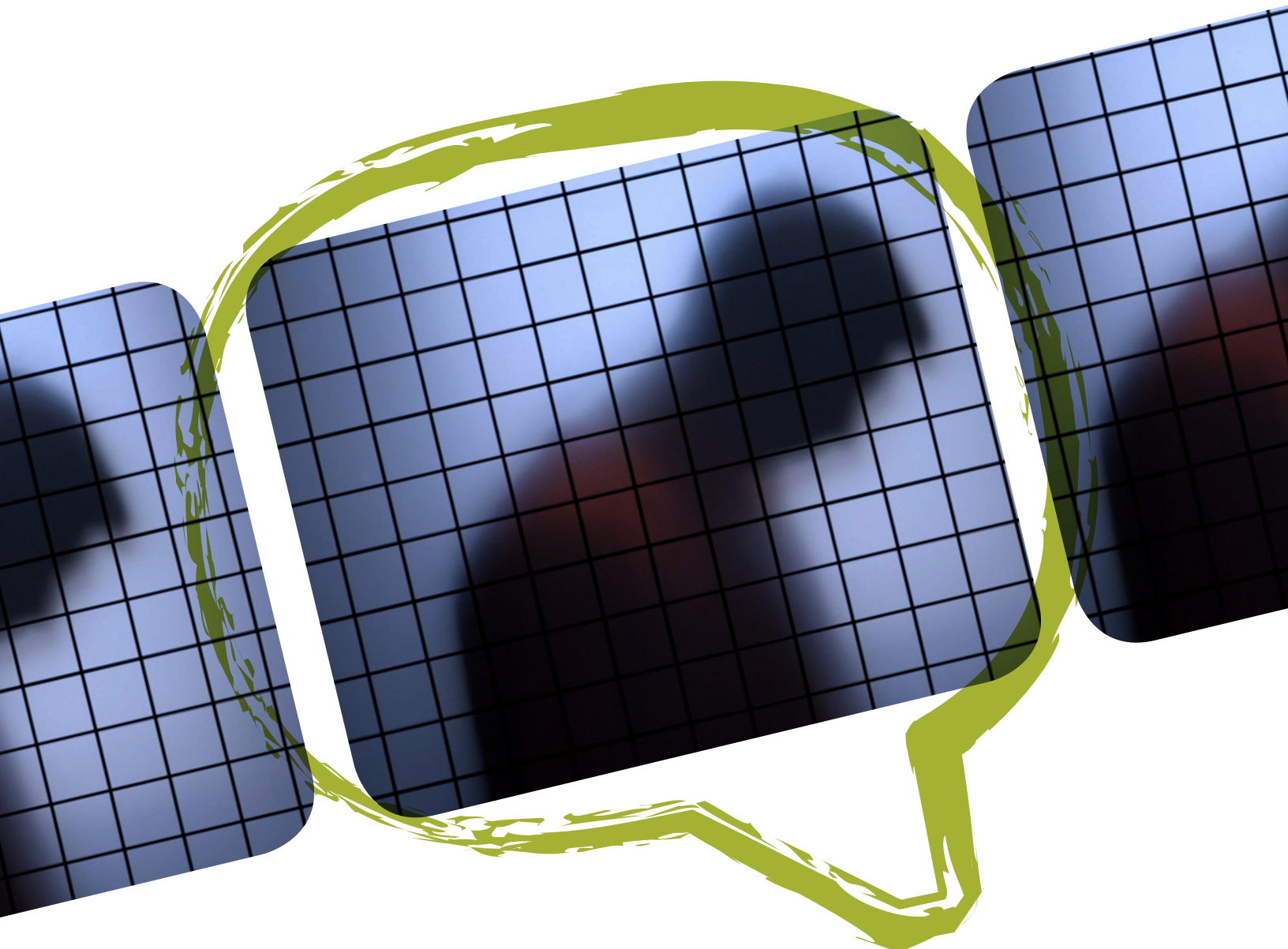


GUANTANAMO'S CHILD: OMAR KHADR



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GUANTANAMO'S CHILD: OMAR KHADR

Directed by Patrick Reed & Michelle Shephard

2017 | Canada | 48 min

TEACHER'S GUIDE

This guide has been designed to help teachers and students enrich their experience of

Guantanamo's Child: Omar Khadr 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

Omar Khadr: child soldier or unrepentant terrorist? The 28-year-old Canadian has been a polarizing figure since he was 15. This documentary delivers an intimate portrait of how a teenager from a Toronto suburb became the centre of one of the first US war crimes trial since the prosecution of Nazi commanders in the 1940s. Khadr is the only juvenile ever tried for war crimes. *Guantanamo's Child* gives Omar Khadr the opportunity to speak for himself on camera, for the first time. Based in part on Michelle Shephard's authoritative book *Guantanamo's Child: The Untold Story of Omar Khadr*, the documentary takes us from his childhood travelling between a Canadian suburb and Peshawar at the height of the jihad against the Soviets, to Afghanistan and the homes of Al Qaeda's elite, into the notorious US prisons at Bagram and Guantanamo Bay and back again to Canada. Finally, his story, in his own words.

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

The Filmmakers

Over the past decade, director/producer Patrick Reed has collaborated on several award-winning documentaries for White Pine Pictures. These films have appeared at the most prestigious festivals, been broadcast around the world, honoured with awards and theatrically released. One of Reed's first assignments with White Pine was researching and co-producing the multi-award-winning *Shake Hands With The Devil: The Journey of Roméo Dallaire*. In 2007, Reed produced a ratings winner for CBC's flagship documentary strand, *Tar Sands: The Selling of Canada*. He followed this up with *Pets on Prozac*, casting a suspicious eye on the growing phenomenon of pet pharmaceuticals. Reed's film *Triage* followed Dr. James Orbinski back to Somalia and Rwanda where he was at the centre of far too many life-and-death decisions during those country's years of upheaval. *Triage* had its world premiere at the 2007 International Documentary Film Festival Amsterdam (IDFA), where it was voted an audience favourite; and screened at the Sundance Film Festival 2008, and Hot Docs, winning a number of international awards.

Reed also directed *Tsepong: A Clinic Called Hope*, a cinema vérité chronicle of the work of doctors and nurses fighting the HIV/AIDS pandemic in Lesotho, Africa. *Tsepong* received multiple 2007 Gemini Award nominations, and screened internationally at numerous festivals. Reed's feature documentary, *The Team*, which follows the making of a soap opera in Kenya designed to bridge ethnic divides, had its world premiere at IDFA in 2010. The film screened at Human

Rights Watch festivals in London and New York, Full Frame, Hot Docs and Silverdocs. Reed recently completed another documentary feature with White Pine Pictures about General Roméo Dallaire and child soldiers, *Fight Like Soldiers, Die Like Children*, shot in South Sudan, Rwanda and the DR Congo. The film had its world premiere at IDFA 2012, and was screened at Full Frame and Hot Docs.

Co-director/producer/journalist Michelle Shephard has spent more than a decade as the *Toronto Star's* national security reporter, travelling around the world, from the streets of Mogadishu, and Sanaa, to the mountains of Waziristan, through the corridors of power and making more than two dozen trips to the world's most famous jail in Guantanamo Bay. Shephard has won Canada's top journalism's prizes, a three-time recipient of the National Newspaper Award and part of a team that received the Governor General's Michener Award for Public Service Journalism. She is the author of *Guantanamo's Child: The Untold Story of Omar Khadr* (2008) and *Decade of Fear: Reporting from Terrorism's Grey Zone* (2011) and is widely published elsewhere including *The New Yorker*, *Foreign Policy*, *The Guardian* and *The New Republic*. Shephard has collaborated on various documentaries including her role as an associate producer on the Oscar-nominated and Peabody Award-winning documentary *Under Fire: Journalists in Combat* and produced the National Film Board's documentary *Uyghurs: Prisoners of the Absurd*, which premiered at Documentary Film Festival Amsterdam (IDFA) in November 2014, along with other international festivals. Shephard is on the board of directors of the Canadian Journalism Forum on Violence and Trauma, and speaks often on issues of national security and civil rights. She is the 2015/2016 recipient of the Atkinson Fellowship when she spent a year investigating the Islamic State and "Generation 9/11."

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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

Ask the class to share their assumptions or prior knowledge about some or all of the following terms: Taliban, Al-Qaeda, Afghanistan, child soldiers, torture, Guantanamo. You may also wish to have students create a KWL chart for these terms.

Have the class work in small groups or as a whole, using any prior knowledge they have to compile a preliminary portrait of Omar Khadr. Who is he? What happened to him? Have they heard his name mentioned in the news recently? In what context? What do they understand to be the main issues associated with this name?

The film raises the issue of child soldiers. Have the class suggest how and why children and youth might become soldiers. At what age should a young person be considered a child soldier? What special issues arise from the use of children in armed conflict? To what extent do the students believe children or youth should be held responsible for acts committed while serving as child soldiers?

There are national and international laws in place that protect our basic human rights. Have the students discuss whether there are any circumstances that might justify the suspension of these laws by those in authority? If so, what might some examples of these circumstances be (<http://www.chrc-ccdp.gc.ca/eng/content/your-guide-understanding-canadian-human-rights-act-page1> and <https://www.un.org/en/universal-declaration-human-rights>).

Laws often distinguish between juveniles and adults. Why might this distinction exist? Have the students discuss whether there are any circumstances that might justify the suspension of this distinction by those in authority, allowing them to apply adult laws to juveniles?

Print several of the questions or quotations from the Extensions Activities section of this guide on individual sheets of paper. Have students share what they think or believe about it with the class.

Viewing Activities

Teachers may wish to pause the film at various points in order to have students share or record their immediate reactions to particular scenes or content. Some suggestions for where the film might be paused are: after the video showing Khadr building and placing an explosive device, after the firefight at the compound when Khadr is found wounded, after the description of "enhanced interrogation techniques," and after Khadr is interviewed by CCIS. The students' impressions of these segments may also be revisited during a post-viewing discussion.

As the class watches the film, have students jot down questions, notes and key themes, as well as the main issues they feel the film is raising and addressing. These notes may also be used as prompts for Post-Viewing Activities.

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

Have students make notes on the different types of footage and techniques that are used throughout the documentary. Students can consider the purpose and effectiveness of the footage and techniques in their notes.

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

Discuss with students their initial reactions to the film, its subjects and themes. Did their feelings or their understanding of the subject evolve over the course of the film? Did the film change their minds or any earlier perceptions they had about the subject?

Ask students for their takeaway—what is this film about, in one sentence? Have students share their takeaways in pairs or small groups, and then as a class. What are the similarities and differences between the students' takeaways? You may also wish to enter all of the takeaways into a word-cloud generator, such as Wordle (<http://www.wordle.net>), to see the frequency of certain words used by students in their takeaways.

Ask the students if they believe that any of Omar Khadr's human rights were violated and, if so, which ones, by whom and how? The class could refer back to points raised during their pre-viewing discussion of human rights law and if it should ever be suspended.

Several individuals in the film refer to the watershed effect that the events of 9/11 had on attitudes both within the United States, in Canada and the rest of the world. Ask the class to itemize how many ways those events had an impact on Omar Khadr's life and experiences. How much of what happened to him was driven by the new post-9/11 mentality?

A discussion or debate can be held around the issue of whether child soldiers should be held accountable for their actions during conflict. The article "Should Child-Soldiers Be Prosecuted for Their Crimes?" explores this issue and can provide some additional information and arguments for this debate (<https://www.irinnews.org/> Type the name of the article into the search function of the website).

The film raises the question of the role Omar Khadr's father and other family members played in the events leading up to Omar's imprisonment. Students can discuss to what extent they feel the father influenced what happened to his son, and to what extent he is responsible.

While the film follows the broader dynamic of post-9/11 issues such as war, terrorism, national security and the pursuit of military and legal justice, several individuals in the film speak of discovering their own humanity within this larger, violent context. Ask the students how these people did so? What changed them? What do their stories suggest about human nature?

Divide students into groups of four and have each student select one of the issues presented in the film. Have students use an online search engine to gather news on their selected issue. How has the issue presented itself in Canada, both recently and historically? Students can present their findings within their group before sharing their findings with other students in the class who conducted research on the same issue. Students should be encouraged to share their reactions to what they find.

As a prompt for a discussion or a written reflection, ask the students what challenges Omar Khadr now needs to overcome. What do the students think will be the main challenges to his moving forward with his life? Do they believe that there were impacts on Omar's life that he will never be able to put behind him? What do they think of his future prospects?

As a response to one or more of the scenes or issues in the film, have students write a free-verse poem, a monologue, a newspaper article, a journal entry, a script, a personal letter and/or a short story.

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

The Filmmakers

Michelle Shephard: The film co-director's website includes Shephard's articles written for the *Toronto Star* and international publications, as well as info about her books and films. There are a number of articles about Omar Khadr. <http://michelleshephard.ca>

Additional Resources

Amnesty International: This site contains a number of articles written by Amnesty covering Khadr's time at Guantanamo. <http://www.amnesty.ca/> Type "Omar Khadr" into the site search.

Canadian Civil Liberties Association: The CCLA is a non-profit organization that defends civil liberties and constitutional rights. As of August 2017, the CCLA joined a coalition of community and advocacy groups calling for action on police oversight. <https://ccla.org>

CBC: Read the April 23, 2015, article "Canadian Government Appealing Release of Khadr." <http://www.cbc.ca/news/> Type the title of the article into the search function of the website.

CBC: Read the February 18, 2016, article "Liberal Government Does Not Appeal Release of Khadr." <http://www.cbc.ca/news/> Type the title of the article into the search function of the website.

CBC: The July 4, 2017, article "Omar Khadr Receives \$10.5 Million Settlement from Canadian Government" provides an analysis of the settlement. <http://www.cbc.ca/news/> Type the title of the article into the search function of the website.

CBC: The July 12, 2017, article "What 3 Legal Minds Think about the Omar Khadr Settlement" provides another analysis of the settlement. <http://www.cbc.ca/news/> Type the title of the article into the search function of the website.

Do Something.Org: This site is dedicated to launching online campaigns encouraging youth to become involved in social issues. This link leads to a short article on child soldiers. <https://www.dosomething.org/facts/11-facts-about-child-soldiers>

Global News: The May 14, 2013, article "Is Omar Khadr a Child Soldier? Explaining the Murky Debate" explores the difficulties of applying the definition of child soldier to the case of Omar Khadr. The article includes additional links and background information on this issue. <https://www.globalnews.ca/> Type the title of the article into the search function of the website.

Government of Canada: The Guide to the Canadian Charter of Rights and Freedoms provides information on the importance of the Charter in the daily lives of Canadians and aims to increase Canadians' understandings of the Charter. <https://www.canada.ca/> Click on English or French and type "Your Guide to the Canadian Charter of Rights and Freedoms" into the search function of the website.

Historica Canada's The Canadian Encyclopedia: This site has an entry on the case. <https://thecanadianencyclopedia.ca/> Type the title of the article into the search function of the website.

Human Rights Watch: This site contains many articles on child soldiers. <https://www.hrw.org/> Type "child soldiers Omar Khadr" into the search engine of the website.

Justice Laws Website: The full text of the Charter of Rights and Freedoms is available on the Justice Laws website. <http://laws-lois.justice.gc.ca/> Click on English or French, then click on Constitutional Documents on the menu on the left side of the page to access the Charter.

Library and Archives Canada: "Building a Just Society" is a web exhibition that has been curated from materials from the time period surrounding the establishment of the Charter. <http://www.bac-lac.gc.ca/eng/> Type the title of the exhibition into the search function of the website.

Maclean's: Read the July 19, 2017, article "The Grievous Injustice of the Khadr Settlement." <http://www.macleans.ca/> Type the title of the article into the search function of the website.

Maclean's: Read the July 26, 2017, article "Why We Had to Settle With Omar Khadr." <http://www.macleans.ca/> Type the title of the article into the search function of the website.

Torture Database: This site was set up by the American Civil Liberties Union in 2003 in order to document the US government's "official experiment with torture" and contains over 100,000 pages of government documents including information about the Guantanamo Bay Detention Camp.
<https://www.thetorturedatabase.org>

The Walrus: Read the July 11, 2017, article "Omar Khadr and the Shame of the Canadian Press."
<https://www.thewalrus.ca/> Type the title of the article into the search function of the website.

TVO: This animated video provides information of what the Charter of Rights and Freedoms is, as well as how the Charter protects all Canadians (length: 2:12).
<http://tvo.org/> Type "the Charter of Rights and Freedoms civics 101" into the search function of the website.

EXTENSION ACTIVITIES

Questions for Pre-Viewing or Post-Viewing Activities

Why was this film created? What are the different issues and themes that surface in this film? How effectively did the documentary enhance the students' understanding of the themes and issues?

What questions are the students left with after watching the film? What more would they want to know about this story? Ask them what directions they might take in their own research to answer these questions?

How does the film compare and contrast with students' existing or previous perceptions of Omar Khadr's story?

What were the students' assumptions about the issues raised in the film before watching the film? What did students learn as a result of watching the film?

Were students surprised by anything that they learned about in the film?

Have students work in small groups in order to research public reactions to Omar Khadr's story: his imprisonment at Guantanamo, his return to Canada, the Harper government's refusal to release him and the Trudeau government's agreement to both release and compensate him.

What are the overt messages in the documentary? Are there also implied messages in the film?

Does the film have an overall message? If yes, what is the message?

Ask the students whether the general threat of terrorism after 9/11 has created any stereotypes. Why and how would it do so? How does stereotyping affect those being stereotyped? How does it affect those who are under orders to act against the threat of terrorism?

How are members of the military portrayed in the film? How are those acting as agents of the American and Canadian governments portrayed?

What were students' perceptions of the American military at different points in the film? How did they perceive American and Canadian government agents as the film progressed?

How are narratives (especially around issues of national security) created and perpetuated within the media?

How can the Canadian Charter of Rights and Freedoms be applied to the individuals and issues that are the focus of this documentary? What rights were limited or violated in the documentary?

How do other countries compare to Canada when it comes to perceived rights and freedoms?

What human rights and freedoms should people be expected to have? Should these rights and freedoms be guaranteed? Have students explain their reasoning.

How are rights and freedoms enforced in Canada?

What are some examples of bias, discrimination and stereotypes presented in the film? Have students seen or experienced anything similar in their own lives?

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?

QUOTATIONS FROM THE FILM TO EXPLORE

1. *"You can't really regret things that you didn't have control of."* Omar Khadr
2. *"You don't want to let the facts get in the way of a good bombing."* Moazzam Begg, former Guantanamo detainee
3. *"Either you are with us or you are with the terrorists."* George W. Bush
4. *"It isn't my personal belief as much as it was a reflection of what everyone else was believing around me."* Omar Khadr
5. *"There are rules to war.... The wounded are your responsibility."* US soldier
6. *"I wish I could say I had compassion for our prisoners at that time. I really didn't. They're the enemy and that's the way it is."* Damien Corsetti, US military interrogator
7. *"That's how I ended up doing interrogations. It was punishment, because I drank too much one night."* Damien Corsetti, US military interrogator
8. *"Pretty wild.... They're human beings you're doing that to."* Moazzam Begg, former Guantanamo detainee
9. *"He [a guard at Guantanamo] is probably living in worse pain than me. He's the one who is going to have to deal with his conscience later."* Omar Khadr
10. *"It was definitely through Omar's suffering that I started to see the error of my ways. He already helped me in that my regaining my humanity was partially because of him."* Damien Corsetti, US military interrogator
11. *"I was aware that every adult you'd come in contact with had misused you—including your father."* Dennis Edney, Omar Khadr's lawyer, speaking to Khadr
12. *"When any kind of firefight happens, anyone still standing is fair game."* Damien Corsetti, US military interrogator
13. *"It was a mockery of justice. No evidence of torture was permitted."* Dennis Edney, Omar Khadr's lawyer
14. *"9/11 happened. We like to say we are the land of the free and the home of the brave, and suddenly we became the constrained and the cowardly. I think we are raising a generation that can't recall what America was like on 9/10, and what we gave up after 9/11."* Colonel Morris Davis, Guantanamo Chief Prosecutor
15. *"I've come to know wonderful people; I've come to know myself because of these experiences.... I'll try to enjoy just the small things around me.... On one of these days I'll just crawl under the bed and cry my eyes out."* Omar Khadr

CULMINATING ACTIVITY: EXPLORING THE DEBATES EMERGING FROM ISSUES IN THE FILM

Ask students to choose one of the statements below, keeping in mind that they will need to present both pro and con arguments in response.

1. Child soldiers should not be held accountable for their actions in times of armed conflict.
2. Torture, under controlled circumstances, should be permitted when the information gained from it can prevent future terrorist attacks.
3. Nations that do not uphold the United Nations Declaration of Human Rights should be sanctioned.
4. All prisoners taken during times of armed conflict should be returned to the country where they hold citizenship and be subject to the laws of that country.
5. The compensation recently awarded to Omar Khadr by the Canadian government is a just and deserved response to what he has been through.

In a 250- to 500-word reflection, respond to one of the statements listed above, with references to the film and current and/or historical events. Arguments should be raised that both support and refute the statement, but the main body of the essay should clearly state which side of the argument is being supported and why.

ACTIVITY RUBRIC: EXPLORING THE DEBATES EMERGING FROM ISSUES IN THE FILM

Knowledge and Understanding

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Clear understanding of issue(s)	The reflection demonstrates a limited understanding of the selected issue(s)	The reflection demonstrates a moderate understanding of the selected issue(s)	The reflection demonstrates a considerable understanding of the selected issue(s)	The reflection demonstrates an excellent understanding of the selected issue(s)	/5

Thinking and Inquiry

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Ability to research, synthesize and organize additional resources	The student demonstrates a limited ability to research, synthesize and organize additional resources	The student demonstrates a moderate ability to research, synthesize and organize additional resources	The student demonstrates a considerable ability to research, synthesize and organize additional resources	The student demonstrates an outstanding ability to research, synthesize and organize additional resources	/5

Application

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Written communication	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

	2.5 2.9	3	3.5 3.9	4.0 5.0	
Organization of ideas	The reflection contains numerous grammatical, spelling or punctuation errors	The reflection contains some grammatical, spelling or punctuation errors	The reflection is largely free of grammatical, spelling or punctuation errors	The reflection is free of grammatical, spelling and punctuation errors	/5

Comments:

Total ____ /20 = ____ /100

EXAMPLES OF CURRICULUM EXPECTATIONS

COURSE	OVERALL EXPECTATIONS
Grade 7 & 8 Language	<ul style="list-style-type: none"> • generate, gather and organize ideas and information to write for an intended purpose and audience. • draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience. • use editing, proofreading and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression and present their work effectively. • 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 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 10–12 Media Arts	<ul style="list-style-type: none"> • demonstrate an understanding of the critical analysis process by examining, interpreting, assessing and reflecting on media art works. • identify and explain the messages in and meanings of media texts. • demonstrate an understanding of how media art works reflect personal and cultural identity, and affect personal, cultural and community values and their awareness of those values.
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. • analyze key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected. • 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 Origins and Citizenship	<ul style="list-style-type: none"> • analyze ways in which various social, economic and political factors influenced people's decisions to emigrate, with particular emphasis on the selected ethnic group. • analyze the roles played by family, community organizations and governments in people's decisions to emigrate, and in attracting them to Canada. • analyze various challenges that have faced new immigrants to Canada, as well as policies that have been developed to address some of those challenges.
Grade 12 Canadian and World Issues	<ul style="list-style-type: none"> • analyze the causes and effects of economic disparities around the world. • compare the cultural, economic and political aspirations of selected groups and the effects of their actions on local, national and global geographic issues.

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 their rights and responsibilities relating to equity and human rights, and of how to appropriately address situations involving discrimination, harassment, and the denial of rights. • 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. • explain how various aspects of identity may be socially constructed and internalized (e.g., through the media, parental expectations, religion, popular culture). • explain positive and negative ways in which social norms can affect individuals. • explain how biases and stereotypes, including those related to race, class, gender and sexual orientation, are transmitted through the media and popular culture and describe their possible impact on individuals. • demonstrate an understanding of the difference between individual and systemic forms of discrimination and oppression. • explain how and why a person's power and privilege can vary in different contexts.
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. • identify and describe the role of socialization in the psychological development of the individual. • evaluate the relative influence of primary agents of socialization (e.g., family, peers) and secondary agents of socialization (e.g., media, religion) on the socialization of the individual. • describe, from a sociological perspective, how diverse factors (e.g., social norms and expectations, social structures, social sanctions, social distinctions, socio-economic status, geographic location, physical environment, media coverage) influence and shape individual and group behaviour.
Grade 11 World History Since 1900	<ul style="list-style-type: none"> • describe some key conflicts in two or more regions of the world during this period, and analyze their impact. • analyze some measures taken to enforce or maintain peace during this period, and assess their effectiveness. • assess the contributions of some individuals and organizations from two or more regions of the world to political and/or social change during this period. • describe some ways in which communities, including the international community, have addressed human rights abuses during this period.
Grade 12 World Cultures	<ul style="list-style-type: none"> • analyze how cultural identities are socially constructed, preserved, transmitted and transformed. • analyze specific cultural expressions and a range of factors that can affect them. • demonstrate an understanding of the dynamics of power relations within specific cultural groups and between minority and majority cultures. • describe multiple ways in which culture can influence an individual's perceptions, attitudes and behaviours. • demonstrate an understanding of how an individual's cultural identity is socially constructed. • analyze 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.

Grade 12 Equity and Social Justice: From Theory to Practice	<ul style="list-style-type: none"> • 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. • assess the impact of media and popular culture on equity and social justice issues. • analyze a range of historical and contemporary equity and social justice issues and the impact of economic and environmental factors on these issues. • evaluate the contributions of individuals and groups and/or movements identified with specific aspects of the struggle for equity and social justice. • explain how individual and systemic factors (e.g., fear, greed, isolation, pressure to conform, poverty, individual and systemic discrimination) can cause or perpetuate inequity and social injustice. • analyze ways in which social and cultural belief systems can affect perspectives on and decisions relating to equity and social justice issues. • analyze the effects of bias, stereotypes, prejudice, discrimination and oppression on individuals and groups. • analyze the viewpoints in news reports (e.g., in print media, on television, on the Internet) on equity and social justice issues.
Grade 11 Law	<ul style="list-style-type: none"> • explain the legal significance of the Canadian Bill of Rights, the Ontario Human Rights Code, the Canadian Charter of Rights and Freedoms (the Charter), and the Canadian Human Rights Act. • analyze the role and function of individuals, groups, and governments in Canadian law. • analyze and describe how various social, scientific and technological factors have influenced and continue to influence the development of Canadian law. • analyze situations in which it may be appropriate to limit rights and freedoms, and explain the arguments for and against such limitations. • analyze how various factors have influenced the development of Canadian criminal law.
Grade 12 Law	<ul style="list-style-type: none"> • 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. • analyze various key concepts, legal systems and issues in criminal law, in Canada and internationally. • explain the principles underpinning human rights law and the legal significance of those laws, 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.
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 various social structures and conditions support or limit global inequalities. • describe various methods of deterrence used within local, national and global institutions and societies. • explain the relationship between social panic about crime and deviance and the attention given to these issues by media, politicians, and other social groups. • explain ways in which the deterrence of social deviance and the maintenance of civil liberties can come into conflict with one another (e.g., with respect to Bill C-36: the Canadian Anti-Terrorism Act). • describe the key provisions of various provincial, national and international agreements for addressing human rights issues.

Grade 11 Politics	<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 the impact of some key changes in Canadian law and policy as well as the process for changing laws in Canada. • 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. • 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. • 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.
Grade 10 Canadian History since World War I	<ul style="list-style-type: none"> • describe some key social, economic and political events, trends, and developments in Canada between 1945 and 1982, and assess their significance for different groups in Canada.
Grade 12 Canada: History, Identity and Culture	<ul style="list-style-type: none"> • analyze various social/cultural, economic and political events, trends and/or developments in Canada since 1945, and their impact on the development of the country. • analyze how various individuals and groups have contributed to the development of identity, culture and citizenship in Canada since 1945. • analyze Canada's involvement in international affairs during this period, including its participation in conflicts and international organizations and assess its impact on the development of a national Canadian identity. • analyze, with reference to some major events and/or developments, the relationship between Canada and the United States during this period and how it has affected Canada, including the development of identity in Canada.
Grade 12 World History	<ul style="list-style-type: none"> • explain the main causes and consequences of some major global and regional conflicts during this period. • describe significant developments relating to warfare during this period and assess their consequences. • explain how the actions of some significant individuals and groups contributed to conflicts within and between various countries during this period. • analyze some significant interactions between diverse groups during this period, including those characterized by violence and/or deprivation of rights as well as those characterized by cooperation.
Grade 12 Adventures in World History	<ul style="list-style-type: none"> • describe various conflicts, both within and between countries, during this period, and assess their significance. • explain how the actions of some individuals or groups during this period helped promote peace and/or contributed to conflict. • describe some changes brought about by colonial, nationalist and anticolonial forces during this period, and analyze their impact on people's identity. • analyze some key developments related to human rights during this period. • analyze the role that religion/spirituality has played in selected societies during this period.

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>