

IN THE NAME OF ALL CANADIANS



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IN THE NAME OF ALL CANADIANS

Directed by Vivian Belik, Karen Chapman, Aisha Jamal, Khoa Lê, Annick Marion, Ariel Nasr, Patrick Reed, Andréa Schmidt & Jérémie Wookey

2017 | Canada | 88 min

TEACHER'S GUIDE

This guide has been designed to help teachers and students enrich their experience of *In the Name of All Canadians* 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 Films

Canada's Charter of Rights and Freedoms gets six fresh perspectives with *In the Name of All Canadians*, a compilation of short documentaries commissioned by Hot Docs. From Indigenous rights to the controversial "notwithstanding clause," participating filmmakers take the Charter's key tenets off the page and into the lived experiences of the country we call home. This project has been made possible in part by the Government of Canada and the Government of Ontario.

<http://www.inthenameofallcanadians.com>

Last Resort

D: Vivian Belik

P: Jennifer Bowen-Allen

25 min

The Ktunaxa Nation have occupied their lands in southeastern British Columbia for more than 10,000 years, and in that time, have developed a deep spiritual connection to the animal world, in particular the grizzly bear. The nearby proposed Jumbo Glacier Ski Resort has long threatened this religious and spiritual practice. Capturing the hearts and minds of the Ktunaxa Nation, this short documentary explores the precedent-setting case which sees the first ever Indigenous freedom of religion challenge to go before the Supreme Court of Canada.

Notwithstanding

D: Patrick Reed & Andréa Schmidt

15 min

The notwithstanding clause, Section 33, continues to be perhaps the most controversial element of the Charter. Allowing the feds or provinces the power to override certain freedoms found within the Charter, it's so rarely invoked—or even threatened—that some see it as only a minor issue. Others see its mere insertion as an undermining of the entire Charter. This film adopts a creative approach to speculative documentary, pushing the film in a dystopian direction by imagining a doomsday scenario in which the notwithstanding clause uses the Charter against itself.

The Long Way Home

D: Aisha Jamal & Ariel Nasr

14.5 min

Abousfian Abdelrazik knows the value of home. Between 2003 and 2006, he was abducted, detained and tortured by Sudanese authorities at the behest of the Canadian Security Intelligence Service (CSIS). When he was finally released in 2006, the Canadian government refused to issue him travel documents, denying his right to mobility, a right protected by the Canadian Charter of Rights and Freedoms. Abdelrazik spent the next four years fighting to return home to safety and his wife and four children. Two years later, still stuck in Sudan with no way home, Abdelrazik sought refuge from the Canadian Embassy in Khartoum, after he received threats from Sudanese National Security Intelligence. He spent the next year and a half living in the Embassy's gym,

while his supporters in Canada fought for his return. Despite a 2007 statement by CSIS that cleared Abdelrazik of any criminal activity, the Canadian government continued to deny Abdelrazik his travel documents. In 2009, the Federal Court of Canada ruled that the Canadian government had violated Abdelrazik's Charter-protected right to mobility, forcing the government to restore Abdelrazik's passport and allowing him to return home. The Court also found, based on the evidence before it, that CSIS was complicit in Abdelrazik's torture while in Sudan. Many have speculated that the government's determined effort to keep him far from home was motivated by fear of a scandal.

Lessons Injustice

D: Karen Chapman
9 min

Danardo Jones sets out on a car ride with his teenage son in hopes of having a conversation that some parents dread and others are unaware of. As a lawyer, Jones is well aware that the law can do little to protect his son against the anti-black racism and discrimination that has become a part of his complicated Canadian identity.

L'Inspecteur

D: Jérémie Wookey & Annick Marion
9 min

In the early 1900s, it became illegal for French to be taught in Manitoba public schools. French teachers who taught francophone students were now forced to teach in English. In order to enforce this law, school inspectors were hired by the government to make regular visits to schools across Manitoba, ensuring that all instruction was in English. However, francophone teachers had other plans. This short tells the story of a teacher and a student who experienced inspector visits in the 1930s and 1940s, and in turn, conveys the difficulties of growing up French in a province where the laws aimed to strip away their language.

In Part

D: Khoa Lê
5 x 90 seconds

A mosaic in the form of a series of Canadian portraits and interviews, ranging from topics related to the Charter to the existential, to the seemingly insignificant. Inspired by the Proust questionnaire.

The Filmmakers

Vivian Belik & Jennifer Bowen-Allen, *Last Resort*

Vivian Belik is a recent graduate of Ryerson University's MFA in Documentary Media. She's a past participant of the Documentary Institute of Canada's Breakthrough Program for high-level emerging documentarians and is developing a feature documentary about basic income in Canada. Her most recent documentary *Underdog* was featured on CBC's new short documentary stream. She splits her time between Whitehorse and Toronto.

Jennifer Bowen-Allen is Dene. She is an emerging producer, curator and arts administrator from Whitehorse, Yukon. She is currently enrolled at the University of Lethbridge in the Fine Arts Department taking First Nations Art History and Museum studies.

Patrick Reed & Andréa Schmidt, *Notwithstanding*

Patrick Reed is an award-winning documentary filmmaker. His directing and producing credits include *Triage: Dr. James Orbinski*, *The Team*, *Fight Like Soldiers Die Like Children* and *Guantanamo's Child: Omar Khadr*.

Andréa Schmidt is an award-winning journalist and filmmaker. She has produced and directed more than 20 episodes of Al Jazeera's documentary program *Fault Lines*, and executive produced for AJ+ and VICE. She is the founder of What Escapes Production.

Ariel Nasr & Aisha Jamal, *The Long Way Home*

Ariel Nasr is a narrative and documentary filmmaker. Producer of the Oscar-nominated *Buzkashi Boys* and director of award-winning documentaries *The Boxing Girls of Kabul* (2012) and *Good Morning Kandahar* (2008).

Aisha Jamal is a Toronto-based filmmaker and programmer. Her short documentaries have screened at festivals and venues worldwide. She is currently working on her first feature-length documentary *A Kandahar Away*.

Karen Chapman, *Lessons Injustice*

Karen Chapman is an award-winning filmmaker. A recent fellow of Hot Docs' documentary Channel Doc Accelerator program, her latest documentary, *Walk Good*, recently made its American premiere at Doc NYC and the Citizen Jane Film Festival.

Jérémie Wookey, Annick Marion & Janelle Wookey,
L'Inspecteur

Wookey Films Inc. (WFI) was co-founded by Jérémie and Janelle Wookey, a Franco-Métis brother-sister filmmaking team born and raised in the Canadian Prairies. Their doc *Mémère Métisse* premiered on opening night of the imagineNATIVE Film + Media Arts Festival in Toronto and was acquired for air on CBC, Radio-Canada and APTN.

Annick Marion is a Franco-Manitoban filmmaker from Winnipeg. Since completing her studies in film at the Université du Québec à Montréal, Annick has worked on several television series and films as part of the art department, as well as on the development, writing and production of documentaries for Radio-Canada, CBC and UnisTV with Wookey Films. Her creativity, eye for composition and curiosity are what motivate her involvement in both fiction and documentary productions.

Khoa Lê, *In Part*

A videographer, multidisciplinary artist and screenwriter, Khoa Lê has a bachelor's degree in filmmaking from the Université du Québec à Montréal (UQAM) and specialized training in film production from the Institut national de l'image et du son (INIS).

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

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VIEWING THE FILM WITH STUDENTS

The following three subsections 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

As a class, discuss and clarify some or all of the following words: the Charter of Rights and Freedoms; Canada 150; #resistance150; colonialism; United Nations 1267 list; Islamophobia; xenophobia; racial profiling; anglophone; francophone; populist movement; nationalism; reconciliation; residential schools; burqa; niqab; police state. You may also wish to have students create a KWL chart for these terms.

The film is presented as a series of six documentary shorts (The *In Part* project is interspersed between the others). What are documentary shorts? As a Post-Viewing Activity, students can discuss the effectiveness of the six documentary shorts.

Show students the trailer for *In the Name of All Canadians* (<https://vimeo.com/221369247>). Have students work in pairs or small groups to try to identify themes or ideas conveyed by the trailer. As a larger group, discuss with students how effective/affective the trailer is as a media piece, and what the title of the movie could represent.

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

Have students create a blank chart with the six documentary shorts featured in the documentary: *L'Inspecteur*, *The Long Way Home*, *Lessons Injustice*, *Nothwithstanding*, *Last Resort* and *In Part*. As students watch the film, have students use the chart to jot down questions and notes, key themes and/or mentions of and violations to the Charter of Rights and Freedoms. Use this table as a prompt for a Post-Viewing Activity.

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

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

Have students jot down two or 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 the Charter and Canada. What documentaries resonated most with individual students, and why? How did their feelings evolve over the course of the film?

Ask students for their takeaway: What is this film collection 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.

Have students select one of the documentary shorts and write about a similar experience that they have had in their own lives.

L'Inspecteur explores the impacts of the Thornton Law on the French language and education in Manitoba, beginning in 1916. One of the documentary short's subjects comments that, "if it wasn't for the peoples' commitment to the language, for their commitment to staying true to who they

were, there would be no francophones in Manitoba today.” Have students investigate other language or culture bans that have occurred in Canada. When and where else have these bans occurred? What have been the consequences of these bans?

Notwithstanding explores first-hand accounts of the following issues in Canada: (a) Muslims in Canada facing discrimination; (b) G20 detainees; (c) Japanese Canadian internees; and (d) prisoners in solitary confinement. Divide students into groups of four, and have each student select one of the issues presented in the film. You may also wish to explore one or more of the other issues explored in the other documentary shorts. 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? What Charter rights have been violated? Students can present their findings within their group before sharing their findings with other students who conducted research on the same issue. Students should be encouraged to share their reactions to what they find.

Assign a section of the Charter (<http://laws-lois.justice.gc.ca/eng/Const/page-15.html>) to each student. Students will then use the Internet to find case law that has a connection to their section.

Have students conduct research on the Supreme Court’s decision on the future of Qat’muk.

In the film, the following question is asked: “When will we treat all Canadians with justice, dignity and respect?” Use this as a writing prompt for students.

As a response to one or more of the documentary shorts 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.

Have students choose one of the events or stories from the film and write a diary entry from one of the subject’s perspectives.

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

Website: <http://www.inthenameofallcanadians.com>

Additional Resources

Canadian Civil Liberties Association: The CCLA is a non-profit organization that defends civil liberties and constitutional rights.

<https://ccla.org>

CBC: "To call Myself Canadian Would Speak to the Success of Residential Schools" is an eight-minute episode from CBC's *Out in the Open* (July 2, 2017). In this episode, Piya Chattopadhyay talks with people about whether or not they identify as Canadians in the face of a complex Canadian history.

<http://www.cbc.ca/> Type the title of the episode into the search function of the website.

CBC: In this article and 20-second video from July 8, 2017, Prime Minister Justin Trudeau addresses ongoing controversies by emphasizing that the Charter protects Canadians "even when it is uncomfortable" after the government settled with Omar Khadr and offered a formal apology.

<http://www.cbc.ca/news/politics/trudeau-omar-khadr-1.4196183>

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/> Choose English or French, then type "Guide to the Canadian Charter of Rights and Freedoms" into the search function of the website.

Government of Canada: This resource is a simplified explanation of the Charter for newcomers to Canada.

<http://www.cic.gc.ca/> Choose English or French, then click on New Immigrants, then Start Your Life in Canada, then Get to Know Canada, then Human Rights.

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/> Choose English or French, then Constitutional Documents on the left-hand side of the page.

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/Pages/home.aspx/> Type "Building a Just Society: A Retrospective of Canadian Rights and Freedoms" into the search function of the website.

Library and Archives Canada: This resource provides former prime minister Pierre Elliott Trudeau's full remarks at the Proclamation Ceremony in April 17, 1982. Some of his remarks appear in a voiceover at the beginning of the film. <http://www.canada.ca/> Choose English or French, then type "Remarks at the Proclamation Ceremony, April 17, 1982" into the search function of the website.

Secret Path: Secret Path is a graphic novel, album and animated film written by Gord Downie and illustrated by Jeff Lemire created to draw attention to the mistreatment and deaths of Indigenous children and their families, as well as the legacy of residential schools in Canada. The film is available to view on the CBC's website.

<http://secretpath.ca>

<http://www.cbc.ca/arts/secretpath/gord-downie-s-secret-path-airs-on-cbc-october-23-1.3802197>

Société de la francophonie manitobaine: The SFM advocates for the Franco-Manitoban community and works to promote life in French.

<http://www.sfm.mb.ca>

The Supreme Court of Canada: The website for the Supreme Court of Canada includes information on cases, latest judgments, past and current judges, acts and rules.

<http://www.scc-csc.ca>

Toronto Life: In the April 2015 article "The Skin I'm In," Desmond Cole reflects on his 50+ experiences of being stopped, questioned and carded by the Toronto police. <http://torontolife.com/> Type the title of the article into the search function of the website.

TVO: This animated video provides information about 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

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

Why was this film created?

What are the overt and implied messages in the documentary shorts in this series?

Does the film have an overall message, and if so, what is the message?

What are some of the reasons that *In Part* would be interspersed throughout the other documentary shorts? How does the tone of *In Part* compare to the tone(s) of the other documentary shorts?

What do students know about the Charter of Rights and Freedoms? Who does the Charter apply to? What questions do students still have about the Charter after viewing the film?

What were students' perceptions of the Charter before viewing the film? Did their perceptions change after viewing the film and learning more about the subjects in the film?

How can the Charter of Rights and Freedoms be applied to each of the documentary shorts in this documentary? What rights were limited or violated in the documentary shorts?

How do other countries compare to Canada when it comes to 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 and why may rights and freedoms be limited under the Charter?

How are rights and freedoms enforced in Canada?

Why is it important for an individual to stand up for what they believe in, like the subjects in the film?

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

What does it mean to be Canadian? Consider students' interpretations of "Canadian" both before and after viewing the film.

How do students define "home"? What could this term mean to the subjects in the series?

What is the Charter's "notwithstanding clause"?

In *Notwithstanding*, each actor's script was based on firsthand accounts. Discuss the effectiveness of this technique.

What were the short-term and long-term effects of the residential schools?

What is the role of the Supreme Court of Canada?

In *Lessons Injustice*, Danardo Jones asks, "Do you know what it feels like to be dehumanized?... You will never be able to compensate me for that dehumanization." What forms of dehumanization have the subjects in the different documentary shorts faced?

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. *"No Constitution, no Charter of Rights and Freedoms, no sharing of powers can be a substitute for the willingness to share the risks and grandeur of the Canadian adventure. Without that collective act of the will, our country would wither away."* Pierre Elliott Trudeau
2. *"I think at the time, the government had a problem with minorities. Was it fear? Or perhaps a need to control?"* Interview at 4:05 (*L'Inspecteur*)
3. *"As a teacher, I suffered the consequences of the law."* Interview at 8:16 (*L'Inspecteur*)
4. *"Young people need to be made aware of the battles we fought to preserve our language and our identity."* Interview at 10:09 (*L'Inspecteur*)
5. *"I was in prison for the next three years. Suffering. Torture. They hit you everywhere.... You don't know how long you're going to stay in this prison. You don't have a trial, you don't have anything. You just sit down and wait."* Abousfian Abdelrazik (*The Long Way Home*)
6. *"Sudan will be your Guantanamo."* Abousfian Abdelrazik, speaking words told to him by CSIS agent (*The Long Way Home*)
7. *"You may not have heard of Abousfian Abdelrazik. No wonder. Our Canadian government doesn't want you to hear his story. His passport has expired and our government is denying him a new one, in spite of the guarantees stipulated in the Canadian Charter of Rights and Freedoms.... He's also a Muslim and a black man. What difference should this make? None. What difference does this make? Unfortunately, a great deal."* Dr. Samaa Elibyari (*The Long Way Home*)
8. *"Around the world, populist movements continue to gather strength as politicians deploy divisive slogans to rally voters. Some dismiss these hardline nationalist appeals as empty rhetoric but here in Canada, members of ethnic and religious minorities say they feel increasingly threatened."* Voiceover at 30:13 (*Not Withstanding*)
9. *"Most people don't say anything. They don't need to. The way they turn their faces, the way they look at you. Some people say things to me like, 'Oh, you're a terrorist. Why are you wearing that thing on your head? Go home. You don't belong in this country.' And the politicians, they are talking about the hijab and the niqab and how we are barbaric. They are giving people permissions to act in ways they shouldn't act."* Actor (*Not Withstanding*)
10. *"I never used to be afraid of taking pictures. I never used to be afraid of the police. But all of that has changed now."* Actor (*Not Withstanding*)
11. *"This is not right. This is not Canada."* Voiceover at 44:24 (*Not Withstanding*)
12. *"Unless we go on the record... everything we've done up until now could be for nothing. Future generations of Ktunaxa would lose something that they could never get back. Our place in this world is defined by our creation story. How we became who we are and how we got to be in this place, and the responsibilities that we have ensuring that we protect it and act as stewards."* Kathryn Teneese, Ktunaxa Nation Chair (*Last Resort*)
13. *"If the alienation and use of land are limited by one small group's spiritual beliefs, it could impose unacceptable costs on development for others. No Charter right is absolute. Freedom of religion, like all other rights, may be made subject to overriding societal concerns."* Jonathan Penner (*Last Resort*)
14. *"Reconciliation is not a concept that's present or explicit in the Charter."* Paul Williams (*Last Resort*)
15. *"I used to be told, always be on your best behaviour because just by virtue of you being black, you're going to attract the attention of the state. The police. Border service officers, immigration officers. So what do I say to my kid? It's a very hard topic to broach.... You've got the wrong skin tone. And that's going to predetermine a lot of what's going to happen to you from here on out. As a parent, it makes you feel powerless.... How do you tell your kid that the world is rigged against him?"* Danardo Jones (*Lessons Injustice*)

16. *"My son's peers, his white counterparts, do you think their parents have that conversation with them before they head out the door to go to school? But again, this is reality. I want my kid to come home alive, so as much as I don't like it, I'm going to have to have that talk with him."* Danardo Jones (*Lessons Injustice*)
17. *"You cannot invoke those rights on the side of the street, unfortunately. I say this understanding that that goes against all of the principles that animate our free and democratic society. It does go against the principles of the Charter, which is a document that is entrenched in our Constitution, the thing that built this country. On the side of the street, you are living in a police state. Maybe you're going to have to sacrifice your dignity so you can make it home alive."* Danardo Jones (*Lessons Injustice*)

CULMINATING ACTIVITY: EXAMINING THE ISSUES

While viewing the film, make notes on one or more of the following issues:

- The legacy of colonialism
- Threats to language and culture
- Discrimination
- Historical oppression

After viewing the film, you will select one of the issues that you would like to investigate in more depth. Using an online search engine, conduct research on the issue in Canada, focusing as much as possible on news articles.

As you research, remember to think about the following questions:

- How has the issue presented itself in Canada, both recently and historically?
- What role does the Charter play? Are there any limitations?

In a presentation, you will:

- Outline the issue and how it has presented itself in Canada
- Discuss the negative short-term and long-term consequences
- Discuss the role of the Charter
- Address your reactions to what you discovered in your search

You should use a variety of multimedia in your presentation, including images, videos and supporting links. You should also include a works-cited page for all multimedia and information that you use.

As an extension to the presentations, work with your classmates to brainstorm additional ways that the issues within the film can be addressed and/or combatted in Canada.

ACTIVITY RUBRIC: UNDERSTANDING THE ISSUES

Knowledge and Understanding

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Clear understanding of the facts, ideas and concepts in the given task; persuasively represents the position of the individual or group	Demonstrates limited knowledge of the issue, and communicates with a limited degree of understanding and persuasiveness	Demonstrates moderate knowledge of the issue, and communicates with a moderate degree of understanding and persuasiveness	Demonstrates considerable knowledge of the issue, and communicates with a considerable degree of understanding and persuasiveness	Demonstrates thorough knowledge of the issue, and communicates with a thorough degree of understanding and persuasiveness	/5

Thinking and Inquiry

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Uses critical and creative thinking processes to generate and develop ideas	Uses critical and creative thinking processes with limited effectiveness	Uses critical and creative thinking processes with some effectiveness	Uses critical and creative thinking processes with considerable effectiveness	Uses critical and creative thinking processes with a high degree of effectiveness	/5

Application

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Making connections within and between various contexts	Makes connections within and between various contexts with limited effectiveness	Makes connections within and between various contexts with some effectiveness	Makes connections within and between various contexts with considerable effectiveness	Makes connections within and between various contexts with a high degree of effectiveness	/5

Communication

	2.5 2.9	3	3.5 3.9	4.0 5.0	
Expression and organization of ideas	The student expresses and organizes ideas and understandings with limited effectiveness	The student expresses and organizes ideas and understandings with some effectiveness	The student expresses and organizes ideas and understandings with considerable effectiveness	The student expresses and organizes ideas and understandings with a high degree of effectiveness	/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.
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 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.
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.
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.

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.

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>