

THE SKIN WE'RE IN



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THE SKIN WE'RE IN

Directed by Charles Officer

2017 | Canada | 44 min

TEACHER'S GUIDE

This guide has been designed to help teachers and students enrich their experience of *The Skin We're In* 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

Urgent, controversial, and undeniably honest, the film *The Skin We're In* is a wake-up call to complacent Canadians. Racism is here. It is everywhere. We follow Desmond Cole as he researches his hotly anticipated book and as he pulls back the curtain on race in Canada.

Source: <http://90thparallel.ca>

The Filmmaker

Charles Officer holds citizenship in Canada and the United Kingdom. He studied at Cambridge University and graduated from the Ontario College of Art and Design. Officer worked as a graphic designer and creative director in Toronto before attending the Neighborhood Playhouse School of Theatre in New York. In 2002, he completed the Director Lab at the Canadian Film Centre with *Short Hymn, Silent War* (TIFF 2002, Sundance 2004) and earned his first Genie nomination in 2004. His debut feature *Nurse.Fighter.Boy* premiered at TIFF in 2008, screened internationally and garnered 10 Genie nominations including Best Picture and Best Director. Officer made *Playback* magazine's "10 to Watch" list in 2009 and received the Ontario Premier's Emerging Artist Award that same year. His documentary, *Mighty Jerome*, won four Leo Awards and a 2012 Regional Emmy Award. He was also the recipient of Hot Docs' Don Haig Award of Merit in 2012. Officer followed with the *Engraved on a Nation* documentary series, which won a 2014 Canadian Screen Award. He has directed episodes of acclaimed television series *Rookie Blue*, *Saving Hope*, *Private Eyes* and recently worked on the new CBC drama *21 Thunder*. *Unarmed Verses* is his latest feature documentary, produced by the National Film Board of Canada.

Source: Charles Officer

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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

In the film, Desmond Cole says, "I've been stopped, followed or asked for identification dozens of times by my own police." Before watching the film, have students read the 2015 *Toronto Life* magazine article "The Skin I'm In," wherein Desmond Cole reflects on his 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).

In pairs or as a larger group, explore what the title of the movie could represent.

Discuss and clarify some or all of the following words as a class: carding, stereotypes, racial profiling, systemic racism, oppression, marginalization, colonization, white supremacy, privilege and Black Lives Matter. You may also wish to have students create a KWL chart for these terms.

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.

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

Pause the film after the title of the film comes on screen. Have students react to Desmond Cole's thoughts and consider the film's themes. You may also wish to pause the film at various other points. Have students discuss or record their immediate reactions, and then discuss as a class as a Post-Viewing Activity.

Eleven minutes and 45 minutes into the film, some of the names of individuals who have been killed by police officers are said aloud. Have students write down one or more of the names. As a Post-Viewing Activity, have students conduct research on the individual and their death. Students can share their research with the class.

As students watch the film, have students jot down questions, notes and key themes. Use these notes 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. 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, its themes and Canada. How did their feelings evolve over the course of the film?

Ask students for their takeaway: in one sentence, what is this film about? 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 conduct research on the history of carding in Toronto. Students should also investigate carding in the present day.

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.

Have students explore the Economic Policy Institute's interactive website (<http://inequality.is>), which allows students to explore the connections between gender, ethnicity, age, education and income. Students will learn about economic inequality, how it was created and possible solutions.

Desmond Cole talks about the difference between referring to someone as a "slave" versus "being enslaved." What does he see as the difference? Have students respond to this and explore the power and impact of language on our perceptions.

In the first part of the film, Desmond Cole says, "Audre Lorde talked about how just being black and loving ourselves and loving one another is a revolutionary act." Have students visit <https://www.poetryfoundation.org/poets/audre-lorde> to learn more about Audre Lorde and her poetry. If students choose to analyze one of Lorde's poems, have them consider the meaning of the title, the meaning and theme(s) of the poem, the historical and cultural context, any poetic devices and connections to the film. Students may also wish to rewrite the poem in their own words.

In the film, Desmond Cole shows a video that he recorded when he confronted police officers who were arresting a black man who had initially called the police for help. Have students discuss the presence of cell phones and social media in arrests and confrontations with the police, as well as the reactions of the officers in the video to Cole using his cell phone to record the confrontation. Can students find other examples of citizens recording police officers online?

In the film, Lameia Reddick talks about Preston's history and says, "They put us way back out here so that we couldn't get to town. A lot of people say that Preston is like a black reserve. This land was given but there's no paperwork." Desmond Cole also discusses the historic racism in Shelburne, Nova Scotia, which resulted in the Shelburne race riots and the creation of Birchtown. Have students consider the meaning of Reddick's statement and investigate the history of racism in Nova Scotia.

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.

The deaths of Candice Rochelle Bobb and Andrew Loku are both touched upon in the film. Have students find articles from three separate sources about their deaths. Using these sources, students should make notes on the five Ws, and then discuss their findings in small groups or as a class.

The film makes a reference to Colin Kaepernick, a football player who kneeled during the American anthem at a game. In response to this, Desmond Cole says, "Jackie Robinson didn't just play baseball. Jackie Robinson talked about situations that were going on that prevented people like him from playing. And today, he's a hero for it." Have students find the footage of Kaepernick kneeling online, as well as three opinion pieces that reflect on his actions. Why did he kneel during the anthem, and what happened as a result of his actions? What different opinions have been presented on the controversy? Consider having a class debate on whether or not athletes and other public figures should use their platform to address important issues or their politics.

Desmond Cole says, "I have to educate myself and I have to become uncomfortable so that I can have a worldview that's real." Did students feel any discomfort as they watched the film? Have students explore this in a written reflection.

Have students explore the Comments section of the film on CBC's website (<http://www.cbc.ca/firsthand/episodes/the-skin-were-in>). What were some of the reactions to the film?

Individually or in small groups, have students use Google to search for "Songs of Black Lives Matter: 22 New Protest Anthems" from *Rolling Stone* magazine's website. After selecting one of the songs from the list and finding the lyrics online, students should listen to the song, annotate the lyrics, consider the meaning of the title and the theme(s) in the song, explore the historical and cultural context and consider any connections to the film. After exploring the songs in depth, have students select one key lyric from their selected song that connects to the film and write the lyric on a piece of paper. Students can then tape their individual lyrics on the wall and discuss their songs and selected lyrics as a group. Are there any commonalities between the selected lyrics? As an Extension Activity, have students analyze the song "Mississippi Goddam" by Nina Simone, which Desmond Cole references in the film.

As a response to one or more of 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

About the film

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

Desmond Cole's Twitter: <https://twitter.com/DesmondCole>

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.

<https://blacklivesmatter.ca>

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>

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, then type "Your Guide to the Canadian Charter of Rights and Freedoms" into the search function 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 find 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/Pages/home.aspx/> Type "Building a Just Society: A Retrospective of Canadian Rights and Freedoms" into the search function of the website.

The New York Times: The article "1.5 Million Missing Black Men" explores the disappearance of black men from everyday life due to early deaths or being put in jail. The resource also includes infographics.

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

NPR: In this resource from December 2016, called "Why Police Shooting Trials Put Juries in a Bind," Seth Stoughton discusses the underlying issues and biases that juries face when dealing with shootings that involve police officers.

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

TED Talks: In "Breaking Down Social Barriers," Canadian civil rights leader Burnley "Rocky" Jones explores the discrimination and racism he experienced throughout his life, as well as how he actively chose to be compassionate and love others.

<https://www.youtube.com/> Type "TEDxSTJOHNS Burnley "Rocky" Jones Breaking Down Social Barriers" into the search function of the website.

Toronto Life: In 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 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.

Vanity Fair: The July 2016 article "What the Data Really Says About Police and Racial Bias" presents links and key findings from 18 academic studies, legal rulings and media investigations into police officers and racial bias.

<http://www.vanityfair.com/> Type the title of the article 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 enhance the students' understanding of the themes and issues?

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 was this film created?

How does the film compare and contrast with students' existing or previous perceptions of equality and equity, racism, race relations, policing and politics in Canada?

What did students know about the issues 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?

In the film, Desmond Cole says, "The responsibility of a journalist to seek out information that is hidden. I think that's what we're about. We can't just pretend to be these neutral observers." What is the responsibility of a journalist, and how does this compare/contrast to the responsibility of an activist? Can a journalist also be an activist? As an extension to these questions, have students explore public reactions to Desmond Cole's journalism and activism.

What are the overt and implied messages in the documentary?

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

Based on the experiences of the individuals in this film, what are some of the short- and long-term consequences of being racially profiled?

In Part Three, what parallels does George Elliott Clarke draw between the police stopping young black youth and the enslavement of black people throughout history?

In the film, Truman Phillips discusses police bias from when he was a child: "It took a little while to understand that we were targeted from a young age and they had a profile already of us." What are the consequences of labelling someone a "bad kid"? Have you ever been labelled in a way that has affected your behaviour?

In Part Four of the film, a member of the Bigazi family asks Desmond Cole, "Would you say that you had to act more 'white' to get where you are?" What is meant by this?

In the film, a member of Black Lives Matter, Alexandria Williams asks, "Who's running media, who gets to control it, who gets to control the narrative? It's not us." What does she mean by this? Who controls the media, and how does this affect the information and perceptions that we can access?

What dangers are faced by individuals in the film?

How are police officers and politicians portrayed in the film?

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

When are police officers supposed to use lethal force?

How does the criminal justice system in Canada respond to police-related shooting deaths? How does this compare to the response in the United States?

How are narratives (especially around racial bias and policing) created and perpetuated within the media?

How can the Charter of Rights and Freedoms be applied to the individuals and issues throughout 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?

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 stereotypes presented in the film? Have students seen or experienced anything similar in their own lives?

Consider what the filmmaker 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. *"Colour blindness is not really about not being unable to see race. It's a way of dealing with something that you find to be deeply uncomfortable. When I get stopped by the police for what a thousand of us do, the police see our race. There's no domain in Canadian life that racism and anti-black racism doesn't exist. I want to draw a straight line from the history of our struggle in this country to today."* Desmond Cole
2. *"The thing about the story that I wrote was that it's something that is actually very common, the experiences that I talked about. I got lucky because I told my own story and my story was heard, but there are so many other people who have experiences with anti-black racism, with discrimination, with being invisible who don't get to be on the cover of a magazine and tell their story and for it to be heard."* Desmond Cole
3. *"Why is it that racism can still be treated in 2016 as something that's just someone's opinion? The tendency for my colleagues is to make it a referendum on my work as a journalist or my goodness as a person. Attitudes and hearts have to change before the coverage changes."* Desmond Cole
4. *"They locking us up. They killing us. You don't have to be a rocket scientist to figure this out.... We're dying."* Mike Hassell
5. *"How many names don't we know?"* Desmond Cole
6. *"Not being consumed by all of this anger all of the time is hard."* Desmond Cole
7. *"We cannot pretend that this is a phenomenon that only happens in one little area in this world when we know in a place that.... black people are in a state of emergency."* Pascale Diverlus
8. *"The Police Association's strategy, I don't think, was first and foremost to win the public over. It's to defend their policing culture that resents people like me. 97 per cent of officers are cleared by the SIU. Since 1990, at least 35 per cent of people fatally shot by Toronto police are black men."* Desmond Cole
9. *"What is this perfect situation, this perfect victim that everybody needs before it's murder in the first degree? What is this scenario that we're all waiting for? The problem is that the victims are the wrong colour and often the wrong gender. They are not seen as possibly ever being in crisis. They are always seen as the threat."* Desmond Cole
10. *"Acknowledging history is dangerous. Acknowledging history is radical. You understand history, you got some history, nobody can lie to you."* George Elliott Clarke
11. *"We have to be perfect if we want to live, essentially."* Francesca Ekwuyasi
12. *"Justice sounds like oppression to the privileged."* Tendai Handahu
13. *"We focus on what happens in the United States and then say, 'Thank goodness it's not as bad here.' It allows us to say, 'As long as we're not as bad as them, we never have to talk about what happens in our own country....' 240 years of history tells me I'm not wanted here. The whole structure is working to scrutinize our behaviour, to be overly punitive on black people and to make sure that generations after will be affected by this."* Desmond Cole
14. *"There's a lot of ignorance [in the schools] as to where we come from. 'Do kids in Africa go to school?' Or, 'How come you speak good English and you're from Africa?' Stuff like that. They expect less of you because you're an immigrant or maybe because you're black."* Members of the Bigazi family
15. *"My culture is not gangs and violence. We are resilient. That's what I see my culture as being."* Desmond Cole

CULMINATING ACTIVITY: EXPLORING THE QUESTION—WHAT DO WE DO?

Read through the following quotations from the film, which ask important questions while challenging the complacency and ignorance of racism in Canada:

"So what do you do to make it better, man? What do we do?" Truman Phillips

"How is it going to improve beyond what it is now?" Desmond Cole

"The standard defence in Canada is that you can't be racist unless you're doing it intentionally, in your heart, and trying to hurt someone. Many people in this country say that they're on side with us, but aren't willing to do anything concrete to demonstrate it." Desmond Cole

In a 250- to 500-word reflection, respond to one or more of the quotations listed above, with references to the film and current and/or historical events. As you write, consider the concrete actions that you can take to recognize and combat racism in your daily life.

As an extension to the reflection, work with your classmates to brainstorm additional ways that the issues within the film can be addressed and/or combatted within your local community and consider putting together a collective action plan.

ACTIVITY RUBRIC: EXPLORING THE QUESTION—WHAT DO WE DO?

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.
Grades 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>