

ANGRY INUK



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ANGRY INUK

Directed by Alethea Arnaquq-Baril

2016 | Canada | 85 min

In Inuktitut and English, with English subtitles

TEACHER'S GUIDE

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

Anti-seal hunting campaigns have attracted high profile supporters, and with them, hefty financial contributions. From Pamela Anderson to Paul McCartney, celebrities have voiced their outrage about an issue they seem keenly unqualified to discuss. Meanwhile, seal hunters are unjustly targeted for traditional practices that have supported them for centuries. With a way of life on the cusp of extinction, who's really at fault? How does a culture that exercises understated anger and finds peaceful ways to resolve conflict compete with animal activist groups that rely on anti-sealing sentiment they aggressively cultivate to underwrite their other causes? Alethea Arnaquq-Baril uses her filmmaking skills to organize and embolden a new tech-savvy generation of Inuit to stand up for their rights. Establishing #Sealfie on Instagram and skillfully employing social media, they lobby legislators and expose misinformation while staying true to their values in their fight for survival. Alexander Rogalski

Source: <http://www.hotdocs.ca>

The Filmmakers

Alethea Arnaquq-Baril is an Inuk producer and director from Iqaluit, Nunavut. She owns Unikkaar Studios Inc., an independent production company which produces films about Inuit life and culture in Inuktitut-language. In 2010, Arnaquq-Baril directed her first film, *Tunnit: Retracing the Lines of Inuit Tattoos*, a documentary about her journey to explore the lost tradition of Inuit facial tattoos. Arnaquq-Baril was also a co-producer of the documentary *The Experimental Eskimos* (2009), directed by Barry Greenwald. It tells the story of three 12-year-old Inuit boys who were taken from their families in the 1960s to be raised by white families in Ottawa. The experiment in assimilation was painful and led to unforeseen consequences. The boys grew up to be effective activists in support of Aboriginal rights. Arnaquq-Baril says that because Inuit culture is primarily an oral culture, there is little written in Inuktitut about the past and she feels compelled to record it, "while the last elders that traditionally lived on the land are still alive.... Probably the most powerful thing I could do for myself and my fellow Inuit is to be a documentary filmmaker, because I don't know how else I can contribute to helping our voices be heard on the world stage, on issues that are critical to us."

Source: <http://www.cbc.ca/8thfire/2011/11/alethea-arnuq-baril.html>

Educational package written and compiled by Dimitra Tsanos
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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

Print several of the questions or quotations from the Extension Activities section of this guide on individual sheets of paper. Have students work in small groups or with partners to discuss if they agree with the ideas.

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

Have students define and discuss the following terms: (a) Inuit, (b) seal hunt, (c) sustainable industry, (d) subsistence farming, (e) sustainable harvest, (f) European Union, (g)livelihood, (h) exemption, (i) residential schools, (j) food security, (k) underwater seismic testing, (l) renewable resource, (m) by-product, (n) local economies and (o) animalist.

Have students choose one of the terms listed above. They can use a word organizer, by dividing a box in four. In each of the four boxes, have them write in one corner the following: Definition, Non-Examples, Examples and Use in a Sentence. Ask the class their opinion about the word. Take it up as a class.

Have students learn about sealing in Nunavut. Discuss the three key principles guiding the seal harvest in Nunavut: sustainable, complete use and humane harvest. The website for the Canadian Sealers Association can help with the lesson (<http://www.sealingnunavut.ca>).

Have a class discussion on the Atlantic seal hunt using the CBC digital archives (<http://www.cbc.ca/archives>). Direct students to the topic "Pelts, Pups and Protest: The Atlantic Seal Hunt" (type the topic into the search engine of the website). Divide the class into pairs and assign each group one of the 21 clips. Have each group summarize their clip and make one-minute presentations to the class while students take notes. Have students complete an exit note (a single small

sheet of paper with one phrase or idea written on it) that demonstrates one thing they have learned, felt or decided as a result of watching the clips and listening to the presentations.

Have a class discussion about underwater seismic testing. An article from July 22, 2014, titled "Inuit, Greenpeace Team Up to Battle Arctic Seismic Testing," is about the joint effort between the Inuit and Greenpeace combating the real threat to Arctic animals which can help with the discussion (<http://commonsensecanadian.ca/> Type the title of the article into the search function of the website).

Viewing Activities

Have students complete the PBS viewing guide on documentaries (<http://www.pbs.org/pov/docs/Copies%20of%20Viewing%20Guide.pdf>). Students can revisit their completed documents as a Post-Viewing Activity.

Have students jot down five ideas for discussion, or questions that the film raised in their minds.

Have students make a T-chart comparing the viewpoints of an animal rights group, the European Union and the Inuit.

The film includes a number of themes: seal hunting and the Inuit culture, the Canadian seal hunt, the European Union ban on seal trade in 1983 and 2009, the lack of consultations with the Inuit by animalists, the European Union and the Canadian government, the effects of the bans to the Inuit culture and their source of income, Inuit food security, underwater seismic testing for offshore oil and gas reserves and the power of social media. Have students take notes for each theme using a chart.

Post-Viewing Activities

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

Assign some of the questions and quotations from the Extension Activities section of this guide for homework to be taken up the next day in class. Check for completion.

Have students complete an exit note (a single small sheet of paper with one phrase or idea written on it) that demonstrates one thing they have learned, felt or decided as a result of watching the film.

Discuss with students their initial reactions to the various scenes and situations addressed in the film.

Do a follow-up of the KWL chart Pre-Viewing Activity. Students will work with an elbow partner to review the questions posed in column two of the KWL chart and complete column three.

Have students choose one of the events from the film and write a diary entry as if they were part of the event.

Have a class discussion on animal-rights organizations. Discuss the term "environmentalism" which the Merriam-Webster dictionary defines as "a theory that views environment rather than heredity as the important factor in the development and especially the cultural and intellectual development of an individual or group; advocacy of the preservation, restoration or improvement of the natural environment." Ask the class if they think anti-seal hunt animalists reflect this definition.

Have a class discussion about the power of social media on raising awareness about an issue. Have a class discussion about Ellen DeGeneres donating \$1.5 million raised from her selfie taken at the Oscars and donated to Humane Society of the United States, one of the most prominent critics of Canada's seal hunt. The Inuit responded with a counter campaign #Sealfie to put a human face on the harvesting of seals for skins and food (<http://www.cbc.ca/> Type #Sealfie into the search function of the website). Show students posters from PETA's Save the Seals anti-sealing campaign (<http://www.peta.org/> Type "save the seals" into the search function of the website). Have students compare them to the #Sealfie Twitter photos. Ask the class if they think the Twitter campaign is effective in making change and raising awareness for the Inuit.

Have a class discussion about Greenpeace and their influence on the seal ban and the Inuit economic depression. Show students Barbara Frum's 1978 interview with Paul Watson, part of which was shown in the film. The interview reveals the motivations behind the activists groups that campaign against the Canadian seal hunt (<https://www.youtube.com/> Type "Barbara Frum Paul Watson" into the search function of the website).

Have a class discussion regarding the eventual apology from Greenpeace and their acknowledging the impacts their actions had on the Inuit culture and economy. Students can read the official statement titled "Greenpeace Apology to Inuit for Impacts of Seal Campaign" (<http://www.greenpeace.org/canada/> Type the title of the article into search function of the website). *The Walrus* has an article from November 2014, titled "The Hunt Revisited" that can add to the discussion (<http://thewalrus.ca/> Type the title of the article in the search function of the website).

Have a class discussion about sustainability. The Brundtland Commission from the United Nations World Commission on Environment and Development (WCED) was published in 1987, stating "Sustainable development is development which meets the needs of the current generations without compromising the ability of future generations to meet their own needs" (<http://www.unece.org/> Type "Brundtland Commission" into the search function of the website). Ask the class if they believe Inuit seal hunting is sustainable.

Have a class discussion about food security. The World Food Summit of 1996 defined food security as existing "when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life" (<http://www.who.int/trade/glossary/story028/en/>). Have students decide whether Nunavut is food secure by analyzing the data from the Nunavut Bureau of Statistics (<http://www.stats.gov.nu.ca/> Select the tab Economic Data, then select Prices). Have students analyze the "Food Price Survey—Comparison Stats Update." Have students compare Nunavut's prices to Canada's average. Have students make conclusions based on their analysis. Have students research and record solutions to Nunavut's food insecurity using online research from the Nunavut Food Security Coalition (<http://www.nunavutfoodsecurity.ca>).

Have a class discussion about the effects of the European Union seal ban on the Inuit communities. An article from *The Guardian*, titled "Inuit Hunters Plea to the EU: Lift Ban Seal Cull or our Lifestyle Will Be Doomed" will help with the discussion (<http://www.theguardian.com/> Type the title of the article into the search function of the website).

Have a class discussion about the effectiveness of protesting. Have students weigh the pros and cons of different forms of demonstration: political rallies, civil disobedience, petitions, government lobbying and social media campaigns. Ask students if they would demonstrate about an issue they feel strongly about, or if they feel other ways are more effective to making change. Have students explain some alternatives. Have students write an exit note expressing their opinion on the topic.

Have a mini class debate as to whether or not seal hunting should be banned in Canada or anywhere in the world.

Have students create a pro-sealing campaign using different forms of media. Using #Sealfie, have students create a photo to post on Twitter. Have students write a letter/email to the Minister of Fisheries and Oceans, outlining their views about the more recent European Union ban on seal trade. Have students outline the situation, include information from the film and address long-term solutions that will help the Inuit preserve their culture and improve their food security. The assignment and rubric, titled #Sealfie Campaign can be found in the Culminating Activity pages.

WEBSITES AND ONLINE RESOURCES

About the Film

<http://angryinuk.com>

Facebook: <https://www.facebook.com/groups/148102428583935/>

Alethea Arnaq-Baaril's Twitter: https://twitter.com/alethea_aggiuq

Additional Resources

Action Canada: A PDF titled "Hunger in Nunavut-Local Food for Healthier Communities" discusses the issue of food insecurity in Nunavut.

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

Canadian Sealers Association: The group was formed in 1982 in response to negative publicity against the sealing industry by some animal rights groups. Its primary focus is to develop an educational and public awareness campaign to counter act the animal rights groups.

<http://www.sealharvest.ca>

CBC Digital Archives: The story of the Atlantic seal hunt is depicted with 21 CBC news clips illustrating the history of the controversial ban.

<http://www.cbc.ca/archives/> Type "Pelts, Pups and Protest: The Atlantic Seal Hunt" into the search function of the website.

Common Sense Canadian: A forum for critical discussion of the key issues shaping our world today: water, energy, food security and how we manage our resources to the public benefit while preserving of our environment.

<http://commonsensecanadian.ca>

European Commission, Directorate-General for Environment: It aims to protect, preserve and improve the environment for present and future generations, proposing and implementing policies that ensure a high level of environmental protection and preserve the quality of life of EU citizens.

<http://ec.europa.eu/> Type "Trade in seal products" into the search function of the website to view a number of articles on the subject.

Fisheries and Oceans Canada: The Government of Canada's website outlines the laws and regulations on seal hunting, statistics, information on all seal species and the monitoring and management of the seal harvest.

<http://www.dfo-mpo.gc.ca/> Type "Seals and sealing" into the search function of the website to view a series of articles on the subject.

Government of Nunavut: The Department of Environment provides information on fisheries and sealing.

<http://www.gov.nu.ca/> Select the Environment tab to view a series of articles on the subject.

Green Peace International: Greenpeace is an independent, campaigning organization which uses non-violent, creative confrontation to expose global environmental problems, and to force the solutions which are essential to a green and peaceful future. Greenpeace's goal is to ensure the ability of the earth to nurture life in all its diversity. Information on the commercial seal hunt and seismic testing in the Arctic can be found in their Oceans campaigns.

<http://www.greenpeace.org>

Inuit Circumpolar Council: The ICC in Canada is a non-profit organization led by a board of directors comprising the elected leaders of the four land-claims settlement regions, Inuvialuit, Nunatsiavut, Nunavik and Nunavut. Issues on sealing can be found throughout the site.

<http://www.inuitcircumpolar.com>

Indigenous and Northern Affairs Canada: The Government of Canada provides factual information about the Inuit population in Canada.

<https://www.aadnc-aandc.gc.ca/> Select the Inuit icon.

National Energy Board: The NEB has regulatory responsibilities for oil and gas exploration and activities on frontier lands not otherwise regulated under joint federal/provincial accords. It includes information on Arctic offshore drilling.

<https://www.neb-one.gc.ca/> Select North/Offshore.

Nunavut Food Security Coalition: The group acknowledges that the food security crisis in Nunavut is a collective responsibility; both individuals and organizations have a role to play. Highlighted themes and solutions for improved food security for Nunavut are outlined.

<http://www.nunavutfoodsecurity.ca>

Sea Shepherd Conservation Authority: Established in 1977, Sea Shepherd Conservation Society (SSCS) is an international non-profit, marine wildlife conservation organization. Information on seals includes their position against the Canadian commercial seal hunt.

<http://www.seashepherd.org>

The Seal Fishery: The Newfoundland group discusses the regulation history and facts about sealing.

<http://www.thesealfishery.com>

Various Links for Lesson Plan Ideas, Media Awareness, Critical Literacy and Documentary Films

Center for Media Literacy: A US website which provides resources for making, understanding and criticizing media.

<http://www.medialit.org>

Media Awareness: A Canadian non-profit media education and Internet literacy resource library.

<http://www.media-awareness.ca>

NFB: Valuable education resources for the classroom.

<http://www.nfb.ca>

POV: Media literacy questions for analyzing films.

http://pov-tc.pbs.org/pov/docs/POV_medialiteracy.pdf

EXTENSION ACTIVITIES

Questions for Pre-Viewing or Post-Viewing Activities

Inuit people traditionally tend to convey anger in a quiet way, and use humour to diffuse confrontational situations. Why do you think the filmmaker chose the film's title *Angry Inuk*?

Fur provides income to remote communities where jobs are scarce and food import costs are high. Is the fur industry sustainable or are synthetic materials a better option? Outline two pros and two cons for each.

Seal meat is the Inuit's primary source of food, and provides their main income. All parts of the animal are used, ensuring sustainable harvest. Are the rights of seals more or less important than Inuit rights? Explain.

Members of the European Union and of animal rights groups against seal hunting have never visited the communities that are impacted by the seal trade ban. Is this fair to the Inuit? How can all stakeholders be included when international legislation is created? How can the Inuit effectively change policy that negatively impacts their livelihood? What should be done to make the system more equitable? Explain.

The European Union ban stops a renewable and sustainable harvest. If seal hunting is done in humane and sustainable ways, should hunting be limited, better regulated or stopped completely? What criteria should be required to select specific animals for a ban? Should seal be the only animal? Why or why not?

How important is media coverage of these types of environmental and Indigenous issues? Do you feel that the Canadian media address these issues to a satisfactory degree? Why or why not?

How do the Inuit identify with their community? What are the common bonds among the Inuit in this film? What challenges do they face in expressing their dissatisfaction with the animal rights groups and the European Union?

What types of non-violent protests did the Inuit attempt during their demonstrations and meetings? Do you think they were more or less effective than Aayu's approach with the law? Explain.

What are the negative consequences to an expansion of underwater seismic testing to explore offshore oil and gas reserves off the coast of Baffin Island? How do you think the Inuit people feel about oil and gas exploration in Nunavut?

Who benefits from the EU seal hunt ban? Do you think the EU seal hunt ban will ever be overturned? Explain. What implications does this decision have for the Inuit? For the government? For all Canadians?

How did you feel about seal hunting before you watched the film? Did it change after watching the film? Why or why not?

QUOTATIONS FROM THE FILM TO EXPLORE

1. *"It's human nature to get defensive when you've done something wrong."* Alethea Arnaquq-Baril, filmmaker
2. *"How does a culture with an understated anger fight against a group that's infamous for the exact opposite behaviour."* Alethea Arnaquq-Baril
3. *"Our animals are very important to us, to Inuit. Seals are very important to us, including the skin, which we use a lot of. Unfortunately, we're criticized by the animalists, though I've never seen one here unless they sneak in and out of here secretly, but I've never met one."*
Miki, Kimmirut local
4. *"When I was a young boy, it was my duty to hunt and provide for the widows and elders who could no longer hunt. I was told that they would not hunt for food so I must be a good hunter. Hunting is important to take care of each other. They were so right. To this day, I still live by those words."* Lasaloosie, Inuit hunter
5. *"It is a harsh environment, and we should be allowed to eat our food."* Aayu Peter, seal skin clothing designer, lawyer, activist
6. *"We are here to represent our people who will suffer the repercussions of this ban."* Joshua, head of the Iqaluit Hunters Association
7. *"For me, the exemption is of no use, because once the price goes down, we won't be able, he won't be able to make any money off the seals of which he depends on, with he and his wife depend on. So whether the exemption is there or not, we are being affected beyond our will."* Aayu Peter
8. *"These are huge organizations with so much money to spread misinformation and here we are with no resources to fight it."* Alethea Arnaquq-Baril
9. *"I'm really worried for those without jobs, who depend entirely on hunting for income. I am amazed that they think they're making an excellent decision on our behalf when there were no attempts to consult Inuit on this issue."* Joshua
10. *"Of course, they don't understand our life here, just as I don't understand their lives in Europe, because I'm from Kimmirut. When they try to dictate how we live our lives, it doesn't sit well with us because we know our land and waters and animals."* Joshua
11. *"Just because a million or a billion people do something and pass a legislation, it doesn't make it right. And it will never make it right. Against 32,000 Inuit, for instance, and you're up against billions of people, it still doesn't make it right. Even if it's majority, it's still wrong."*
Aaju Peter
12. *"It's time for a new model of animal activism and I hope the world will see that we as Inuit should be a part of it."* Alethea Arnaquq-Baril

CULMINATING ACTIVITY: #SEALFIE CAMPAIGN

Learning Goals:

- Students will identify the positive attributes of seal hunting and its contributions to the Inuit culture and their local economy.
- Students will bring awareness on the issue through the use of social media and letter writing so others can learn about the consequences of a seal hunt ban.

PART 1: Twitter a #Sealfie photo

Using #Sealfie, you will create a photo that illustrates support for seal hunting and then post it on Twitter.

Part 2: Letter/email

You will write a letter/email to the Canadian Minister of Fisheries and Oceans outlining your views on the recent European Union ban on seal trade. You should then include solutions and include information from the film. Address long-term solutions that will help the Inuit preserve their culture and improve their food security.

Politicians are generally very concerned with public opinion and as a result, any letter they receive has the potential to make an impact on any future decisions they may be involved with or which pertain to a given issue. A well written, well-aimed letter can be a very powerful lobbying tool when it comes to making decisions that deal with environmental issues. Naming the minister in charge is much more effective than a generic letter.

During the research phase of this assignment, you will gather the facts outlining the key points on both sides of the recent European Union ban on seal trade. Once your research has been completed, the letter-writing process begins.

Each letter/email must include relevant facts, including why you are personally interested in this issue. All letters must be well written and typed. Writing style, spelling, grammar, sentence structure, expressing yourself well in the letter and providing the facts without undue personal bias will be taken into account during the evaluation of the letter/email.

Websites to consider:

<http://www.dfo-mpo.gc.ca>

<http://ec.europa.eu>

ACTIVITY RUBRIC: #SEALFIE CAMPAIGN

Knowledge/Understanding

Facts and ideas	5.0 5.2 5.4 5.6 5.8	6.0 6.2 6.4 6.6 6.8	7.0 7.2 7.4 7.6 7.8	8.0 8.2 8.5 9.0 10
Summary of the situation and ideas are well organized and expressed in a clear manner	Limited success in identifying issues and ideas	Some success in identifying issues and ideas	Moderate success in identifying issues and ideas	Identifies issues and ideas with a high degree of success

/10

Thinking/Inquiry

Research and Connections	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0
Research is evident and connections made to the seal ban and the negative consequences to Inuit culture and to their economy	Information indicates limited research skills and does not include sufficient connections to the issue	Information indicates moderately effective research skills with some connections made to the issue	Information indicates effective research skills with most connections made to the issue	Information indicates excellent research skills with the issues thoroughly examined and considered
Solutions	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0
A list of short-term and long-term solutions are suggested	Short-term and long-term solutions are not addressed in a thorough fashion	Some success in addressing short-term and long-term solutions	Short-term and long-term solutions are successfully addressed	Short-term and long-term solutions are addressed with a high degree of success

/5

/5

Communication/Application

Writing and Photo	5.0 5.2 5.4 5.6 5.8	6.0 6.2 6.4 6.6 6.8	7.0 7.2 7.4 7.6 7.8	8.0 8.2 8.5 9.0 10
Reports in writing with clarity with correct grammar and spelling (1-2 typed pages) and correctly addressed; communication for different audiences and purposes in visual form with a well-developed and creative #Sealfie photo	Communicates in written and visual forms with limited effectiveness; more than four errors in grammar/spelling and a poorly thought out photo	Communicates in written and visual forms with some effectiveness; three or four errors in grammar/spelling and a somewhat successful photo	Communicates in written and visual forms with considerable effectiveness; one or two errors in grammar/spelling and a good photo	Communicates in written and visual forms with a high degree of effectiveness; no errors in grammar/spelling and a well-developed and creative photo

/10

Descriptive Feedback:

Total: _____/30

EXAMPLES OF CURRICULUM EXPECTATIONS

COURSE	OVERALL EXPECTATIONS
Grade 7 & 8 Languages	<ul style="list-style-type: none"> 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. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions and techniques.
Grade 7 Geography	<ul style="list-style-type: none"> use the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment, exploring the impact from a geographic perspective. use the geographic inquiry process to investigate issues related to the impact of the extraction/harvesting and/or use of natural resources around the world from a geographic perspective.
Grade 7 Science	<ul style="list-style-type: none"> assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts. investigate interactions within the environment, and identify factors that affect the balance between different components of an ecosystem. demonstrate an understanding of interactions between and among biotic and abiotic elements in the environment.
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. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning. demonstrate an understanding of a variety of media texts.
Grade 9 Geography	<ul style="list-style-type: none"> analyze various interactions between physical processes, phenomena and events, and human activities in Canada. analyze characteristics of various physical processes, phenomena and events affecting Canada and their interrelationship with global physical systems. analyze impacts of resource policy, resource management and consumer choices on resource sustainability in Canada.
Grade 9 Native Studies	<ul style="list-style-type: none"> demonstrate understanding of the relationships among Aboriginal peoples, their environments and art forms.
Grade 9 Science	<ul style="list-style-type: none"> assess the impact of human activities on the sustainability of terrestrial and/or aquatic ecosystems, and evaluate the effectiveness of courses of action intended to remedy or mitigate negative impacts. investigate factors related to human activity that affect terrestrial and aquatic ecosystems, and explain how they affect the sustainability of these ecosystems. demonstrate an understanding of the dynamic nature of ecosystems, particularly in terms of ecological balance and the impact of human activity on the sustainability of terrestrial and aquatic ecosystems.
Grade 10 Civics	<ul style="list-style-type: none"> use the political inquiry process and the concepts of political thinking when investigating issues, events and developments of civic importance. analyze key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected. analyze a variety of civic contributions, and ways in which people can contribute to the common good. assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs and values are recognized and represented in communities in Canada. analyze a civic issue of personal interest and develop a plan of action to address it.
Grade 10 Science	<ul style="list-style-type: none"> investigate various natural and human factors that influence Earth's climate and climate change.

Grade 11 Geography	<ul style="list-style-type: none"> • demonstrate an understanding of key cultural and socio-economic characteristics of the selected region and of individual countries in it. • assess quality of life in the selected region, including factors that contribute to quality of life and policies/ programs that aim to improve it. • analyze issues associated with sustainability and stewardship of natural resources in the selected region. • analyze aspects of inequality and economic sustainability in the selected region, including programs intended to promote equality and sustainability. • analyze various issues associated with development projects, including, where applicable, megaprojects, in the selected region. • analyze aspects of economic, social and political conflict and cooperation in the selected region. • analyze the role of physical processes and human practices in maintaining a sustainable natural environment. • analyze the impacts of human activities on the earth's physical processes and the natural environment. • use a variety of spatial technologies to help them assess human activities and plan and promote the sustainable use of the natural environment, including natural resources, in their local community or area. • use a variety of spatial technologies to analyze the impact of human activity on the environment in their local community or area and beyond, and identify possible solutions.
Grade 11 Law	<ul style="list-style-type: none"> • analyze the role and function of individuals, groups and governments in Canadian law. • analyze the relationship between the formal, legal recognition of rights and freedoms in Canada and how those rights are interpreted and protected in practice. • explain the relevance of various legal issues and societal actors to the development of human rights law in Canada.
Grade 11 Native Studies	<ul style="list-style-type: none"> • demonstrate an understanding of Aboriginal peoples' strong relationship to the land. • explain how Aboriginal peoples' relationship to the land traditionally sustained them in various environments across Canada. • demonstrate an understanding of the cultural practices of Aboriginal peoples. • explain how Aboriginal peoples' links to the land and to a sustainable environment are part of their cultural identity.
Grade 11 Politics	<ul style="list-style-type: none"> • analyze the objectives and strategies, and assess the influence, of individuals and groups in addressing issues of political importance. • demonstrate an understanding of factors that facilitate and present challenges to democratic political change.
Grade 11 Science	<ul style="list-style-type: none"> • analyze selected current environmental problems in terms of the role human activities have played in creating or perpetuating them, and propose possible solutions to one such problem. • demonstrate an understanding of the ways in which environmental factors can affect human health and how their impact can be reduced.

Grade 12 Geography	<ul style="list-style-type: none"> • analyze strategies and initiatives that support environmental stewardship at a national and global level, and assess their effectiveness in promoting the sustainability of the natural environment. • analyze issues relating to the use and management of common-pool resources. • assess ways in which stewardship practices can contribute to the sustainability of human settlements. • describe ways in which human societies modify their local environments in order to meet economic, social, political and other needs, and assess the effects of these modifications on sustainability. • assess various strategies used for protecting natural spaces and species, locally, nationally and globally. • assess impacts of human population settlement on natural spaces and species. • analyze the roles and contributions of individuals, governments and organizations with respect to the sustainable management of the world's natural resources. • analyze impacts of resource development on the natural and human environment, and assess ways of managing resource development sustainably. • assess a variety of strategies for resolving environmental and natural resource management issues, locally, nationally and/or globally. • apply spatial technologies to assess and support the sustainable use of natural and human environments. • apply, and explain the role of, spatial technologies in analyzing environmental patterns and trends and making decisions related to sustainability. • assess the contributions of stewardship initiatives by groups and individuals to the sustainable use and management of natural resources, locally, nationally and globally.
Grade 12 Law	<ul style="list-style-type: none"> • explain various influences, including those of individuals and groups, on the development of Canadian and international law. • analyze various contemporary issues in relation to their impact or potential impact on human rights law. • explain how governments and societal attitudes and values have influenced the development of law in Canada. • analyze the ability of Canadian law to uphold the rights and accommodate the needs of diverse individuals and groups. • analyze from a legal perspective the role of forces such as globalization, technological change, media influence and evolving societal attitudes in strengthening or weakening protections for human rights in Canada and abroad.
Grade 12 Native Studies	<ul style="list-style-type: none"> • describe a variety of approaches that Indigenous peoples are taking to preserve and maintain indigenous knowledge as it relates to such things as culture, language and the environment.
Grade 12 Politics	<ul style="list-style-type: none"> • analyze the role of civic awareness and responsibility among citizens and non-governmental stakeholders in the national and international community. • demonstrate an understanding of key challenges relating to various issues of national and global political importance and of the strategies and effectiveness of various non-governmental stakeholders, including NGOs, in addressing them. • assess the importance of the contributions of individuals and other non-governmental stakeholders to national and global communities.

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>