Unit 3

ON Curricula:
CND & World Can & Int Law, 12
SSH Civics, 10
SSH Into Anthro, Psych, 11
SSH Challenge & Change 12

Curriculum	Course	Grade	Strand	Overall Expectations	Specific Expectations
Canadian and World Studies	Canadian and International Law (Uni/Coll)	12	*Heritage*	• evaulate different concepts, principles, philosophies, and theories of law	Theories and Concepts – explain legal concepts such as democracy, justice, equity, equality, rule of law, sovereignty, and primacy of the right; – analyse contemporary legal situations that raise the question of conflict between what may be legally correct but is generally viewed as unjust. Law and Society – analyse contemporary events and issues that demonstrate a possible conflict between the law and societal values. Law Reform – assess the role of collective action in changing the law in democracies (e.g., activities of lobby and pressure groups, voting at the polls, citizen petitions);

| | | | Rights and Freedoms | • describe the historical development of human rights legislation in Canada

• explain the roles of the legislature and the judiciary in defining, interpreting, and enforcing Charter rights in Canada;

• analyse the conflicts between minority and majority rights and responsibilities in a democratic society, and examine the methods available to resolve these conflicts. | Human Rights in Canada
– evaluate the protections provided by federal and provincial human rights legislation (e.g., Canadian Human Rights Act, Ontario Human Rights Code);
– identify historical and contemporary barriers to the equal enjoyment of human rights faced by individuals and groups in Canada, and analyse their effects.

The Canadian Charter of Rights and Freedoms
– analyse how rights and freedoms are protected under the Charter of Rights and Freedoms (e.g., fundamental freedoms; democratic, mobility, legal, equality, and language rights);
– explain how rights included in the Charter are accompanied by corresponding responsibilities or obligations;
– explain how citizens can exercise their rights under the Charter (e.g., by initiating Charter challenges in the courts to legislation or government action; by raising the Charter as a defence when charged with an offence).

Minority and Majority Rights
 – identify historical and contemporary examples of conflicts between minority and majority rights (e.g., Riel Rebellion, the Quebec sovereignty debate, First Nation land claims);
– explain why it is difficult but essential to balance majority and minority rights in a democracy;
– evaluate the political and legal avenues available for resolving conflicts (e.g., the courts, tribunals, legislation, referendums). |
| | | | Regulation and Dispute Resolution | • analyse the legal process, legal systems, and sanctions used to protect the rights of the employer and the employee in the workplace; | Labour Law
 – explain the role of the federal and provincial governments in developing laws relating to labour and the workplace;

International Treaties and Agreements
– evaluate the effectiveness of international treaties for the protection of human rights (e.g., Universal Declaration of Human Rights, Convention on the Rights of the Child): |

Curriculum	Course	GRADE	Strand	Overall expectation	Specific expectations
Social Sciences & Humanities	Civics	10	Informed Citizenship	• demonstrate an understanding of the need for democratic decision making; • explain the legal rights and responsibilities associated with Canadian citizenship;	Democratic Decision Making – explain the causes of civic conflict and how decision-making processes and structures can avert or respond to such conflicts (e.g., by ensuring that individual and community needs are met, by developing strategies for adapting to change); – compare the benefits and drawbacks of democratic and authoritarian forms of decision making, drawing on examples from everyday contexts (e.g., with respect to the rights and responsibilities of citizens; the rule of law; the common good; the parliamentary system; majority rule and the rights of minorities, including Aboriginal peoples); – identify similarities and differences in the ways power is distributed in groups,

					institutions, and communities (e.g., in families, classrooms, municipalities) to meet human needs and resolve conflicts. Rights and Responsibilities of Canadian Citizenship – identify the rights and responsibilities of Canadian citizenship, based on the Canadian Charter of Rights and Freedoms, and describe how these rights and responsibilities are exercised in schools, communities, and the nation
				Purposeful Citizenship	• Demonstrate an understanding of the beliefs and values underlying democratic citizenship and explain how they guide citizens' actions; • Describe the diversity of beliefs and values of various individuals and groups in Canadian society; Responses to Civic Issues • analyse responses, at the local, national, and international levels, to civic issues that involve multiple perspectives and differing civic purposes.	Democratic Beliefs and Values – describe fundamental beliefs and values associated with democratic citizenship (e.g., rule of law, human dignity, freedom of expression, freedom of religion, work for the common good, respect for the rights of others, sense of responsibility for others); Diversity of Beliefs and Values – compare the varied beliefs, values, and points of view of Canadian citizens on issues of public interest (e.g., freedom of information, censorship, health care funding, pollution, water quality, nuclear power, taxation, casinos); explain how different groups (e.g., special interest groups, ethnocultural groups) define their citizenship, and identify the beliefs and values reflected in these definitions; – analyse Canadian issues or events that involve contrasting opinions, perspectives, and civic purposes (e.g., constitutional debates, Quebec sovereignty, Oka Crisis of 1990, Native self-governance); – describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation (e.g., membership in political parties; participation in protest movements; financial or volunteer support for educational or community service programs; support for religious or ethnic charitable organizations). – describe and assess the contributions that citizens and citizens' groups make to the civic purposes of their communities (e.g., neighbourhood associations, service clubs);
				Active Citizenship	• Apply appropriate inquiry skills to the research of questions and issues of civic importance; • 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.	Inquiry Skills -formulate appropriate questions for inquiry and research; locate relevant information in a variety of sources (e.g., texts, reference materials, news media, maps, community resources, the Internet); and identify main ideas, supporting evidence, points of view, and biases in these materials; – communicate the results of inquiries into important civic issues, using a variety of forms (e.g., discussions and debates, posters, letters to elected officials, Web pages, visual organizers, dramatizations). The Resolution of Public Issues and Citizenship Participation – demonstrate an understanding of the ways in which individual citizens can obtain information and explanations or voice opinions about important civic matters (e.g., by communicating with the appropriate elected officials or bureaucratic departments; by writing letters or e-mails to the media; by organizing petitions; by voting); – compare the impact of various types of non-violent citizen participation (e.g.,

| | | | | | | advocacy, community service, voting, serving on juries) in resolving public issues in Canada;
– demonstrate an understanding of their responsibilities as local, national, and global citizens by applying their knowledge of civics, and skills related to purposeful and active citizenship, to a project of personal interest and civic importance (e.g., participating in food and clothing drives; visiting seniors; participating in community festivals, celebrations, and events; becoming involved in human rights, antidiscrimination, or antiracism activities). |

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Social Sciences and Humanities (gr.11-12)	**Introduction to Anthropology, Psychology, and Sociology (University/ College), Gr 11**	11	*Self and Others*	• demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists;	Forces That Influence and Shape Behaviour – analyse the role of the mass media in influencing individual and group behaviour;
			Social Organization	• analyse the psychological impact of group cohesion and group conflict on individuals, groups, and communities;	Conflict and Cohesion – demonstrate an understanding of discrimination and exclusion in social relationships, from the perspectives of anthropology, psychology, and sociology; – analyse examples of social or institutional practices in earlier historical periods that formed the basis for social relationships involving discrimination or exclusion in contemporary society (e.g., apartheid, segregation, ghettoization, ostracism, gender discrimination).
			Research and Inquiry Skills	• use appropriate social science research methods effectively and ethically;	Understanding the Foundations of Inquiry in Anthropology, Psychology, and Sociology – formulate appropriate questions for research and inquiry relating to one or more of the main areas of concern in the social sciences.
				• use appropriate social science research methods effectively and ethically;	Using Research Skills – demonstrate an ability to locate and select relevant information from a variety of print and electronic sources;
	Challenge and Change in Society (University-College)	12	*Social Change*	• describe key features of major theories from anthropology, psychology, and sociology that focus on change;	Forces That Influence Social Change – demonstrate an understanding of how social change is influenced by poverty and affluence (e.g., consequences of unequal access to personal computers or higher education); – explain the impact of evolving roles of individuals or groups (e.g., of women in the workplace) and values (e.g., concern for the environment) on social change in Canada.

| | | | | **Social Challenges** | • appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of social challenges pertaining to health, social injustice, and global concerns; | Health and Wellness
 – discuss cultural, psychological, and sociological barriers to accessing health care;
– demonstrate an understanding of the ethical issues related to health-care provision (e.g., the blood supply system, organ donation, medical research);
– evaluate the impact of changing social mores on the well-being of Canadians (e.g., desensitization to violence and abuse).
Prejudice and Discrimination
– explain the relationship between prejudice and discrimination, and assess the impact of both on ideas of self-worth;
– assess the role of stereotyping as a barrier to full participation in society; |
| | | | | **Research and Inquiry Skills** | • demonstrate an ability to select, organize, and interpret information gathered from a variety of print and electronic sources; | Using Research Methods and Skills
– demonstrate an ability to select, organize, summarize, and interpret information from a variety of print, media, and electronic sources; |