



Law and the Ontario Curriculum: Secondary Version (Grades 9 to 12)

Connecting Law-Related Curriculum to the Courtrooms & Classrooms Program

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Law and the Ontario Curriculum: Secondary Version (Grades 9 to 12)

INTRODUCTION

Sharing Your Legal Expertise in the Gr. 9-12 Classroom: “How to” Guides for Judges, Crowns, Lawyers, and Justice Sector Volunteers

Thank you for taking the time to make this visit. This opportunity you are providing to secondary school students will allow them to learn from real experience, outside of a textbook. Most students will have only an introductory knowledge of the law, and some of what they think they know will have been taken from what they have seen on television; you may wish to consider bursting some bubbles around commonly-held misconceptions about the Canadian legal system and the various careers it offers. Many students will be surprised to hear about what your job entails on a day-to-day basis, and the skills they would need to develop to get where you are.

These grade-specific guides provide law-related curriculum expectations and suggested discussion points to engage students. Additional resources, including summaries of recent significant cases, *The Values of the Justice System* (a resource for Gr. 10 Civics), and proceedings from the Summer Law Institutes for High School Teachers, are available online at www.ojen.ca. Although intended for use by volunteers from the justice sector, teachers may wish to refer to this resource while planning for the Courtrooms & Classrooms visit.

Goals of the Courtrooms & Classrooms Program: To convey an understanding of the justice system. For years, judges, Crown attorneys, lawyers, and other justice sector professionals have been meeting with students – both in courtroom and classrooms – to foster this understanding.

Using this Guide: Grade-specific guides provide the following information:

- age of students in that grade;
- relevant law-related courses and their curriculum expectations;
- suggested discussion ideas;
- additional print and audio resources, listed with the relevant course.

Users are encouraged to familiarize themselves with the grades/courses they will be working with. Intended to generate relevant discussions, feel free to adapt the suggested discussion topics to your and the students' needs.

Contacting the Secondary Teacher: The organizing teacher can provide you with an idea of the legal knowledge the students attending your visit have. Your visit is most likely tied to an ongoing lesson or various concepts being studied in the course, so you may wish to discuss those connections in considering what you want to share with the students.

The Secondary Curriculum -- A Brief Overview: Unlike the holistic approach of the elementary curriculum, the secondary curriculum provides course options at a variety of levels. The following law-related curriculum expectations come from such areas of study as Business, Canadian and World Studies, Guidance and Career Studies, Health and Physical Education, Native Studies, and the Social Sciences and Humanities. You will notice a series of designations for secondary level courses: academic (available to students preparing for university/college courses); applied (available to students preparing for college or workplace courses); open (available to all students); university/college (geared to the academic needs of university and college-bound students); and workplace (geared to the practical, experiential learning needs of employment-bound students).

Working with Secondary Students: These students display a growing maturity and awareness of the world around them. They respond well to real-world examples and current issues in the news. They learn from being able to connect ideas to their own experiences (e.g., rights and responsibilities associated with having a part-time job, experiences with the *Youth Criminal Justice Act*). These students respond well to being spoken to as young adults, age-appropriate humour, anecdotes, and narratives detailing events and experiences. Encourage students to share their questions and observations. You may wish to use and define relevant legal terms. Prior to your visit, you consider asking the supervising teacher about the nature of the school population (e.g., ethno-cultural and socio-economic characteristics) to determine relevant examples for students.

GRADE 9 - Age of Students: 14 years

Business Studies

Course: Introduction to Business, Open (Course Code: BBI1O)

Relevant Curriculum Expectations

Overall Expectations:

- Describe Canada's key international economic relationships. (NBV.03)
- Explain how businesses are affected by variations in market conditions and environments for conducting business. (CCV.02)

Specific Expectations:

- Describe reasons for government policies and actions relating to regulation of markets and business activity (e.g., environmental concerns, health and safety concerns). (CC2.03)
- Identify Canada's major trading partners. (NB3.01)

Examples of Possible Discussion Points:

- Briefly explain the role of the markets in Canada's success and growth as a nation.
- Provide a brief overview of some different laws, including trade law, and their affects on international business practices (e.g., trade deals, economic zones, multinational corporations).
- Ask students to identify some of the laws governing businesses and trade.
- Using a current news item, explain how international trade law functions in Canada. How does this law help and hinder Canadians?

Canadian and World Studies

Course: Geography of Canada, Academic (Course Code: CGC1D)

Relevant Curriculum Expectations

Overall Expectations:

- Analyse connections between Canada and other countries. (Global Connections)
- Report on global issues that affect Canadians. (Global Connections)

Specific Expectations:

- Explain the role of selected international organizations and agreements and why Canada participates in them (e.g., United Nations, Commonwealth of Nations, World Health Organization, North Atlantic Treaty Organization, World Trade Organization, Asia-Pacific Economic Cooperation, Sommet de la Francophonie, International Olympic Committee, Inuit Circumpolar Games; North American Free Trade Agreement, Kyoto Protocol).
- Evaluate Canada's participation in organizations that deal with global issues (e.g., global warming, biodiversity, human rights).

Examples of Possible Discussion Points:

- Invite students to identify examples of global issues facing Canada.
- Use one of these issues to examine the role of domestic and foreign policy, including international law, to direct Canada's response to a current dispute.
- Consider some of the different laws governing Canada's involvement with and responses to global issues.

- You may wish to highlight the role and purpose of one or more international organizations involved with this issue (e.g., UN, Amnesty International).
- What suggestions would students give lawmakers to assist them in addressing this issue? Ask students to explain their advice.
- Explore how the students' ideas could or could not be realized through the law.

Course: Geography of Canada, Applied (Course Code: CGC1P)

Relevant Curriculum Expectations

Overall Expectations:

- Report on how Canada influences and is influenced by its economic, cultural, and environmental connections with other countries. (Global Connections)
- Explain how current global issues affect Canadians. (Global Connections)

Specific Expectations:

- Describe Canada's participation in major international organizations (e.g., United Nations, World Health Organization, Asia-Pacific Economic Cooperation) and agreements (e.g., North American Free Trade Agreement, Kyoto Protocol).
- Evaluate Canada's effectiveness and commitment in responding to global challenges (e.g., climate change, depletion of ocean resources, terrorism) and promoting international well-being (e.g., humanitarian aid, human rights advocacy, peacekeeping).

Examples of Possible Discussion Points:

- Invite students to identify examples of global issues facing Canada.
- Use one of these issues to discuss Canada's response to a current dispute.
- Consider some of the different laws governing Canada's involvement with and responses to global issues.
- You may wish to highlight the role and purpose of one or more international organizations involved with this issue (e.g., UN, Amnesty International).
- What suggestions would students give lawmakers to assist them in addressing this issue? Ask students to explain their advice.
- Explore how the students' ideas could or could not be realized through the law.

Health and Physical Education

Course: Healthy Active Living Education, Open (Course Code: PPL1O)

Relevant Curriculum Expectations

Overall Expectations:

- Explain the effectiveness of various conflict resolution processes in daily situations. (LSV.02)

Specific Expectations:

- Demonstrate an understanding of personal values that can lead to conflict. (LS2.01R)
- Use assertiveness techniques to avoid escalating conflict. (LS2.02R)

Examples of Possible Discussion Points:

- Why do people get into conflict?
- Is conflict always negative or can it be effective? Ask students to provide examples.
- Ask students to identify examples of conflict in their own lives and what was at issue. How did a clash of values lead to this conflict? How was the conflict resolved?

- Identify a variety of conflict resolution skills or approaches and ask students to classify these as being effective (e.g., mediation, talking) or ineffective (e.g., violence, harassment). You may wish to ask students to role-play some of the safe methods.
- Explain how conflict resolution (mediation, alternative dispute resolution, and arbitration) is used by the law to resolve some disputes. You may wish to explain the basic principles of one of these methods and invite students to try it in a small group with a hypothetical conflict.
- What other effective techniques can students use to avoid conflict? Students may role-play some of these techniques.
- What programs are in place in their homes, school, and wider community to resolve conflicts? How effective are these programs? What changes would the students make and why?
- How should the law respond to conflict? Should the law's response always be the same?
- How can we avoid conflict by experiencing empathy for others? You may wish to refer to initiatives like the Roots of Empathy program and restorative justice. (An innovative classroom-based parenting initiative, Roots of Empathy incorporates an infant as a learning tool for children aged 3 to 14 years. Through their interactions with and observation of the baby, the students develop empathic, nurturing, and support mechanisms that can be used in their daily interactions with each other. Restorative justice seeks to heal the wounds of victims, offenders, and the wider community through such innovative approaches as sentencing circles and addiction treatment. See www.rootsofempathy.org and www.restorativejustice.org.)

Native Studies

Course: Expressing Aboriginal Cultures, Open (Course Code: NAC10)

Relevant Curriculum Expectations

Overall Expectations:

- Explain how art forms can be an expression of sovereignty. (SOV.01)

Specific Expectations:

- Describe how art forms represent customs, world views, traditions, beliefs, and sovereignty. (SO1.01)

Examples of Possible Discussion Points:

- Ask students to define *sovereignty*.
- Why is this an important concept in Aboriginal law? How is sovereignty related to cultural expression?
- How does the law define this concept?
- You may wish to distinguish between different types of law, including Aboriginal law, and emerging definitions of this concept.
- Reference to a current issue involving Aboriginal claims to sovereignty or recent notable decisions may be useful to initiate further discussion about sovereignty (e.g., the 2003 *R. v. Powley* decision recognizing Métis rights, Aboriginal courts, restorative justice approaches like the sentencing circle).

Social Sciences and the Humanities

Course: Individual and Family Living Expectations, Open (Course Code: HIF1O)

Relevant Curriculum Expectations

Overall Expectations:

- Demonstrate an understanding of their growing rights and responsibilities in relation to their family, as well as their emerging independence from their family. (PRV.01)
- Demonstrate communication and conflict-resolution skills in the context of family and social relationships. (PRV.02)

Specific Expectations:

- Draw on research in psychology and sociology to describe strategies for becoming responsible members of their family and of society. (PR1.01)
- Demonstrate individual and collaborative problem-solving skills for home, school, and peer situations (e.g., responding to peer pressure). (PR2.02)

Examples of Possible Discussion Points:

- Ask students to identify their rights and responsibilities in relation to their families. How have these changed over time (e.g., assuming more responsibilities as they get older)? What are some advantages and disadvantages to having more rights and responsibilities?
- How do these rights and responsibilities reflect those found in the laws that govern our country? You may wish to focus your discussion on a particular type of law.
- Why do people get into conflict?
- Is conflict always negative or can it be effective? Ask students to provide examples.
- Ask students to identify examples of conflict in their own lives and what was at issue. How did a clash of values lead to this conflict? How was the conflict resolved?
- Identify a variety of conflict resolution skills or approaches and ask students to classify these as being effective (e.g., mediation, talking) or ineffective (e.g., violence, harassment). You may wish to ask students to role-play some of these effective methods.
- Explain how conflict resolution (mediation, alternative dispute resolution, and arbitration) is used by the law to resolve some disputes. You may wish to explain the basic principles of one of these methods and invite students to try it in a small group with a hypothetical conflict.
- What other techniques can students use to avoid conflict in their family and personal relationships?
- What programs are in place in their homes, school, and wider community to resolve conflicts? How effective are these programs? What changes would the students make and why?
- How should the law respond to conflict? Should the law's response always be the same?
- How can we avoid conflict by experiencing empathy for others? You may wish to refer to initiatives like the Roots of Empathy program and restorative justice. (An innovative classroom-based parenting initiative, Roots of Empathy incorporates an infant as a learning tool for children aged 3 to 14 years. Through their interactions with and observation of the baby, the students develop empathic, nurturing, and support mechanisms that can be used in their daily interactions with each other. Restorative justice seeks to heal the wounds of victims, offenders, and the wider community through such innovative approaches as sentencing circles and addiction treatment. See www.rootsofempathy.org and www.restorativejustice.org.)

Course: Food and Nutrition, Open (Course Code: HFN1O)

Relevant Curriculum Expectations

Overall Expectations:

- Complete an investigation of current global issues related to food (e.g., food distribution, food shortages, gene manipulation), using current social science research methods. (DIV.04)

Specific Expectations:

- Explain the importance of policy decisions as applied to global food issues (e.g., how personal and family decisions can affect our world). (DI4.01)

Examples of Possible Discussion Points:

- Ask students to identify some of the current global issues related to food.
- Explain, with student input, how Canadian laws are used to govern its food system (e.g., health inspections, pricing).
- Consider examining current ethical debates surrounding such areas as genetically modified foods. Also referred to as “Franken foods” by some media, these modified foods raise ethical questions about the limits of gene manipulation.
- What role does and should the law have in regulating these foods? Ask students to imagine themselves as the policy and lawmakers. What recommendations would they make and why?

GRADE 10 - Age of Students: 15 years

Business Studies

Course: Introduction to Business, Open (Course Code: BBI2O)

Relevant Curriculum Expectations

Overall Expectations:

- Describe Canada's key international economic relationships. (NBV.03)
- Explain how businesses are affected by variations in market conditions and environments for conducting business. (CCV.02)

Specific Expectations:

- Describe reasons for government policies and actions relating to regulation of markets and business activity (e.g., environmental concerns, health and safety concerns). (CC2.03)
- Identify Canada's major trading partners. (NB3.01)

Examples of Possible Discussion Points:

- Briefly explain the role of the markets in Canada's success and growth as a nation.
- Provide a brief overview of some different types of law, including trade law.
- Ask students to identify examples of the law governing businesses and trade.
- Using a current news item or dispute, explain how international trade law functions in the interests of Canadians.
- Are there any problems associated with international trade (e.g., goods produced abroad in sweatshop conditions)?
- How does trade law try to prevent unfair trade practices?

Canadian and World Studies¹

Course: Civics, Open (Course Code: CHV2O)

Note: *Values of the Justice System*, a resource OJEN produced in consultation with judges, lawyers, other members of the justice sector, and teachers, provides a range of learning activities and resources to support the Law-related components of the Gr. 10 Civics course. This resource is available free of charge online: www.ojen.ca.

Overall Expectations:

- Demonstrate an understanding of the need for democratic decision-making. (Informed Citizenship)
- Explain the legal rights and responsibilities associated with Canadian citizenship. (Informed Citizenship)
- Demonstrate an understanding of the beliefs and values underlying democratic citizenship and explain how they guide citizens' actions. (Purposeful Citizenship)

¹ Since extensive resources for the Gr. 10 Civics and Gr. 11 and 12 Law courses are available online at www.ojen.ca, generic discussion points are offered for these courses. Summaries of recent significant cases and *Values of the Justice System* are available online.

Specific Expectations:

- 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 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.
- Explain why it is essential in a democracy for governments to be open and accountable to their citizens, while protecting the personal information citizens are required to provide to governments (e.g., Municipal Freedom of Information and Protection of Privacy Act).
- Explain how the judicial system (e.g., law courts, trials, juries) protects the rights of both individuals and society (e.g., the rights of the accused, the rights of the victim, and the role of the judiciary).
- Analyse cases that have upheld or restricted a citizen's rights and responsibilities, outlining the concerns and actions of involved citizens and the reasons for the eventual outcome.
- 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).
- Analyse the evolution of Canada's participation in international tribunals (e.g., the Nuremberg trials after World War II; the International Court of Justice's prosecution of war crimes; formation of the International Criminal Court).
- Compare and contrast different ways of resolving disputes (e.g., through the judicial process; through negotiation, mediation, arbitration, conciliation).
- Analyse important contemporary cases and issues that have been decided or resolved through the public process of policy formation and decision-making (e.g., mandatory retirement, censorship, racial profiling), taking into account the democratic principles that underlie that process.
- 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.

Examples of Possible Discussion Points:

- Invite students to identify some of their rights and responsibilities in Canadian society.
- Where do these rights and responsibilities come from? Who decides? Who or what protects them? You may wish to share information about your background and involvement with rights and responsibilities as a member of the justice sector.
- How does the law function as an instrument with and through which to define and protect rights and responsibilities?
- Ask students to consider how and why rights and responsibilities are connected to each other. What would happen if we had one without the other?
- Using current legal issues from local, national, or international news, ask students to consider how the legal system is being used to resolve disputes between parties or hold those who break the rules accountable (e.g., people, companies, nations).

Course: Canadian History Since World War I, Academic (Course Code: CHC2D)

Relevant Curriculum Expectations

Overall Expectations:

- Analyse the contributions of various social and political movements in Canada since 1914. (Citizenship and Heritage)
- Analyse the changing responses of the federal and provincial governments to social and economic pressures since 1914. (Social, Economic, and Political Structures)

Specific Expectations:

- Analyse the impact of the women's movement in Canada since 1914 (e.g., suffrage, the Famous Five, broadening access to employment, Royal Commission on the Status of Women, enshrining gender equality in the Charter of Rights and Freedoms, combating violence against women, equal pay for work of equal value).
- Explain how the labour movement has affected social, economic, and political life in Canada (e.g., Winnipeg General Strike, On-to-Ottawa Trek, Regina Manifesto, Canadian Labour Congress, Canadian Auto Workers).
- Describe the achievements of Aboriginal organizations (e.g., Inuit Tapiriit Kanatami, Assembly of First Nations, National Aboriginal Veterans Association, Union of Ontario Indians) to gain recognition of the rights of Aboriginal peoples in Canada.
- Explain how and why the Canadian government restricted certain rights and freedoms in wartime, and describe the impact, both short- and long-term, of these restrictions on the general population and on various groups within Canada (e.g., centralized planning, rationing, censorship, conscription, treatment of Japanese Canadians).

Examples of Possible Discussion Points:

- Invite students to identify examples of social change, both large and small, that they have seen or participated in during their lives.
- What factors do they think made this change happen?
- Is the change positive or negative? How do they know?
- What role does the law have in making social change a reality? Invite students to provide examples.
- To what extent does the law help and hinder the process of social change?
- You may wish to explain the different types of law, broadly speaking, and how these relate to social change.
- Ask the students to identify any coalitions, groups, or organizations that are at the forefront of making social change happen today.
- Invite the students to make parallels between contemporary movements and those originally undertaken by women's groups, the labour movement, and Aboriginal peoples in Canada.
- Ask the students to identify how these groups remain involved in the movement for social change. You may wish to refer to a relevant recent court decision to demonstrate how social movements can affect change and awareness.
- Drawing from your own professional experiences, you may wish to discuss any involvement you have had with a social movement, why you became involved, the role of law, and the outcome of the mobilization.
- What impact do social movements have on changing or helping to create new laws?

Course: Canadian History Since World War I, Applied (Course Code: CHC2P)

Relevant Curriculum Expectations

Overall Expectations:

- Describe the impact of significant social and political movements on Canadian society. (Citizenship and Heritage)
- Assess the changing role and power of the federal and provincial governments in Canada since 1914. (Social, Economic, and Political Structures)

Specific Expectations:

- Summarize the key contributions of women's movements in Canada since 1914 (e.g., suffrage; access to employment including non-traditional occupations; maternity leave; equal pay for work of equal value; child care).
- Identify key struggles and contributions of the labour movement in Canada (e.g., Winnipeg General Strike, On-to-Ottawa Trek, Quebec Asbestos Strike, Canadian Labour Congress, Canadian Auto Workers, forty-hour work week, health and safety legislation, minimum wages, employment standards), as well as key contributions of selected labour leaders (e.g., Madeleine Parent, Beverly Mascoll, LuAn Mitchell-Halter, Bob White, Judy D'Arcy).
- Describe some of the factors shaping the experience of Aboriginal peoples in Canada since 1914 (e.g., relocation, urbanization, education, pressures to assimilate) and ways in which Aboriginal people have worked to achieve recognition of Aboriginal and treaty rights.
- Assess key instances in which the Canadian government chose to restrict citizens' rights and freedoms, in wartime and peacetime (e.g., centralized planning, rationing, censorship, Wartime Elections Act, War Measures Act, mandatory registration of enemy aliens, Japanese-Canadian internment, Anti-Terrorism Act after September 11).

Examples of Possible Discussion Points:

- Invite students to identify examples of social change, both large and small, that they have seen or participated in during their lives.
- Is the change positive or negative? How do they know?
- Discuss the role law has in making social change a reality, using examples.
- To what extent does the law help and hinder the process of social change?
- You may wish to explain the different types of law, broadly speaking, and how these relate to social change.
- Ask the students to identify any coalitions, groups, or organizations that are at the forefront of making social change happen today.
- Ask the students to identify how these groups remain involved in the movement for social change. You may wish to refer to a relevant recent court decision to demonstrate how social movements can affect change and awareness.
- Drawing from your own professional experiences, you may wish to discuss any involvement you have had with a social movement, why you became involved, the role of law, and the outcome of the mobilization.
- What impact do social movements have on changing or helping to create new laws?

Guidance and Career Studies

Course: Career Studies, Open (Course Code: GLC2O)

Relevant Curriculum Expectations

Overall Expectations:

- Demonstrate knowledge of selected fields of work, occupations, and workplace issues. (EOV.03)

Specific Expectations:

- Identify questions that are appropriate for gathering relevant career-related information and use them effectively in information interviews with people in selected fields of work. (EO1.03)

Examples of Possible Discussion Points:

- Invite students to ask questions about your career choice, the skills and knowledge required to perform your duties, the educational requirements, and any challenges associated with your position.
- Share reasons why you selected this career.
- What do you enjoy most and least about your career choice?
- How is your career changing over time?
- What advice would you give to students considering this career?

Health and Physical Education

Course: Healthy Active Living Education, Open (Course Code: PPL2O)

Relevant Curriculum Expectations

Overall Expectations:

- Demonstrate understanding of conflict resolution, anger management, and mediation. (LSV.02)

Specific Expectations:

- Demonstrate understanding of the varied dynamics of conflict (e.g., the context, escalators, perception.) (LS2.01)
- Describe different styles of handling conflict and their effectiveness in different situations. (LS2.02)
- Describe the benefits of developing anger management strategies. (LS2.03)

Examples of Possible Discussion Points:

- Why do people get into conflict?
- Is conflict always negative or can it be effective? Ask students to provide examples.
- Ask students to identify examples of conflict in their own lives and what was at issue. How did a clash of values lead to this conflict? How was the conflict resolved?
- Identify a variety of conflict resolution skills or approaches and ask students to classify these as being effective (e.g., mediation, talking) or ineffective (e.g., violence, harassment). You may wish to ask students to role-play some of these effective methods.
- Explain how conflict resolution (mediation, alternative dispute resolution, and arbitration) is used by the law to resolve some disputes. You may wish to explain the basic principles of one of these methods and invite students to try it in a small group with a hypothetical conflict.
- What other techniques can students use to avoid conflict in their family and personal relationships?

- What programs are in place in their homes, school, and wider community to resolve conflicts? How effective are these programs? What changes would the students make and why?
- How should the law respond to conflict? Should the law's response always be the same?

Native Studies

Course: Aboriginal Peoples in Canada, Open (Course Code: NAC2O)

Relevant Curriculum Expectations

Overall Expectations:

- Identify historic and contemporary events affecting the self-determination of Aboriginal peoples. (STV.01)
- Demonstrate an understanding of the structures and decision-making processes of Aboriginal governments and levels of government in Canada. (STV.02)

Specific Expectations:

- Describe the sources of authority for traditional and contemporary Aboriginal governments. (ST1.02)
- Describe various ways of exercising autonomy (e.g., defining territorial boundaries) used by Aboriginal peoples and the government of Canada. (ST2.01)
- Demonstrate how Aboriginal peoples develop forms of governance within communities (e.g., within the Sechelt community, Nunavut territory, Six Nations). (ST2.02)

Examples of Possible Discussion Points:

- Ask students to define such key terms as *self-determination*, *Aboriginal*, and *sovereignty*.
- A brief historical overview of key moments in the nation-to-nation relationship between the Crown, the Canadian government, and Aboriginal peoples could be useful (e.g., *Royal Proclamation*, *Constitution Act*).
- Explain the role and function of Aboriginal law.
- Ask students to make connections between this type of law and the desire for self-government. Invite students to identify current decisions, conflicts, issues, and negotiations dealing with Aboriginal self-government (e.g., settlement of land claims, use of restorative justice methods like the sentencing circle and Aboriginal courts). How would students, as law and policy makers, respond to these issues and why?
- You may wish to refer to recent significant cases dealing with self-government.

Social Sciences and the Humanities

Course: Individual and Family Living Expectations, Open (Course Code: HIF2O)

Relevant Curriculum Expectations

Overall Expectations:

- Demonstrate an understanding of their growing rights and responsibilities in relation to their family, as well as their emerging independence from their family. (PRV.01)
- Demonstrate communication and conflict-resolution skills in the context of family and social relationships. (PRV.02)

Specific Expectations:

- Draw on research in psychology and sociology to describe strategies for becoming responsible members of their family and of society. (PR1.01)

- Demonstrate individual and collaborative problem-solving skills for home, school, and peer situations (e.g., responding to peer pressure). (PR2.02)

Examples of Possible Discussion Points:

- Ask students to identify their rights and responsibilities in relation to their families. How have these changed over time? What are some of the advantages and disadvantages of having more rights and responsibilities?
- How do these rights and responsibilities reflect those found in the laws that govern our society? You may elect to distinguish between different types of law and the rights and responsibilities therein.
- Why do people get into conflict?
- Is conflict always negative or can it be effective? Ask students to provide examples.
- Ask students to identify examples of conflict in their own lives and what was at issue. How did a clash of values lead to this conflict? How was the conflict resolved?
- Identify a variety of conflict resolution skills or approaches and ask students to classify these as being effective (e.g., mediation, talking) or ineffective (e.g., violence, harassment). You may wish to ask students to role-play some of these effective methods.
- Explain how conflict resolution (mediation, alternative dispute resolution, and arbitration) is used by the law to resolve some disputes. You may wish to explain the basic principles of one of these methods and invite students to try it in a small group with a hypothetical conflict.
- What other techniques can students use to avoid conflict in their family and personal relationships?
- What programs are in place in their homes, school, and wider community to resolve conflicts? How effective are these programs? What changes would the students make and why?
- How should the law respond to conflict? Should the law's response always be the same?

GRADE 11 - Age of Students: 16 to 17 years

Business Studies

Course: Introduction to Financial Accounting, University/College (Course Code: BAF3M)

Relevant Curriculum Expectations

Overall Expectations:

- Demonstrate an understanding of the regulatory and ethical framework of accounting. (OAV.02)

Specific Expectations:

- Describe the link between ethics in business and ethics in accounting. (OA2.01)
- Assess the effects of current issues and developments on the accounting profession (e.g., ethical issues). (OA2.02)

Examples of Possible Discussion Points:

- How might the law regulate accounting? How does the law govern the professional conduct of accountants? How is accounting used in criminal investigations (e.g., forensic accounting to detect fraud)?
- You may wish to distinguish between various types and functions of law.
- Invite students to define the terms *ethics* and *business ethics*.
- What is the connection between the law and business ethics?
- Using a current controversy of issue of interest to the students, explain how the law might approach suspected accounting irregularities (e.g., recent controversies at Enron or Hollinger). Welcome student input and reaction.

Canadian and World Studies

Course: Understanding Canadian Law, University/College (Course Code: CLU3M)

Note: Since all course expectations could apply to a courtroom or classroom visit, only a selection of overall expectations is included to provide a context. All Grade 11 Law courses include the following strands or major topic areas: heritage; rights and freedoms; criminal law and procedure; regulation and dispute resolution; and methods of legal inquiry.

Relevant Curriculum Expectations

Overall Expectations:

- Explain what law is and why societies have laws and describe the different categories of law.
- Analyse the contemporary impact of major historical developments in Canadian law.
- Explain the law-making process in Canada, including how laws are developed, interpreted, applied, challenged, and enforced.
- Describe the sources of Canadian rights and freedoms and explain how particular rights and freedoms may conflict.
- Describe historical and contemporary barriers to the equal enjoyment of human rights in Canada.

- Describe the rights and freedoms enshrined in Canadian law and explain how they are interpreted, how they may be limited, and how they are enforced in Canada and in Ontario.
- Explain how a criminal offence is defined in Canada.
- Describe the processes, legal institutions, and methods involved in bringing a criminal case to trial.
- Analyse the purposes of sentencing, including those relating to alternative methods of imposing sanctions or regulating behaviour.
- Explain how the criminal law applies to young people.
- Distinguish between private and public law.
- Describe the processes, legal institutions, and methods involved in bringing a civil dispute to trial and resolution.
- Explain how the law applies to family matters.
- Analyse the role of law as it applies to contractual obligations and claims for compensation for personal injury or loss.
- Explain the dynamic nature of law, including the way in which it evolves in response to technology and changes in societal values.
- Explain, discuss, and interpret legal issues, orally and in writing, using a variety of formats and forms of communication.

Examples of Possible Discussion Points:

- Invite students to provide a context for you by reviewing some of the key legal concepts they have examined.
- Consider sharing some of your professional experiences as a member of the justice sector.
- Working with recent decisions or legal controversies, ask students to apply their knowledge, explain a legal procedure, or analyse how the law is evolving.

Course: Understanding Canadian Law, Workplace (Course Code: CLU3E)

Note: Since all course expectations could apply to a courtroom or classroom visit, only a selection of overall expectations is included to provide a context.

Relevant Curriculum Expectations

Overall Expectations:

- Explain what law is and why we need laws.
- Describe the historical development of Canadian law.
- Distinguish among the various types and categories of law.
- Explain how recognition of rights, responsibilities and freedoms have developed in Canada.

- Explain the rights and freedoms outlined in the Canadian Charter of Rights and Freedoms and how people can exercise them.
- Explain how a criminal offence is defined under federal and provincial jurisdictions.
- Describe the criminal trial process.
- Identify the sentencing options available to judges in a criminal trial or provincial prosecution.
- Explain how criminal and provincial laws apply to young people.
- Describe the process for taking a civil case to trial and resolution.
- Explain how the law applies to family matters.
- Investigate the role of law in everyday contractual matters.
- Examine how tort law supports people who are injured or harmed.
- Describe the role of law in the workplace.
- Explain, discuss, and interpret legal issue using a variety of formats and forms of communication.

Examples of Possible Discussion Points:

- Invite students to provide a context for you by reviewing some of the key legal concepts they have examined. Ask them to apply some of these ideas to their current or future workplaces (e.g., health and safety law, pay equity, parental leave, workers’ compensation).
- Consider sharing some of your professional experiences as a member of the justice sector.
- Working with recent decisions or legal controversies, ask students to apply their knowledge, explain a legal procedure, or analyse how the law is evolving.
- How does the law affect workers in the areas of occupational health and safety, pay, hours worked, freedom from harassment, and diversity in the workplace?

Course: American History, University (Course Code: CHA3U)

Relevant Curriculum Expectations

Overall Expectations:

- Demonstrate an understanding of the development of American political systems and structures. (Social, Economic, and Political Structures)

Specific Expectations:

- Compare the main characteristics of the Canadian and American political systems (e.g., powers of the elected head of state, congressional versus parliamentary systems, nature of the two senates).

Examples of Possible Discussion Points:

- Ask students to identify how Canadian and American political systems, broadly speaking, are the same and different.
- You may wish to compare how the law operates differently in relation to the Canadian parliamentary democracy versus the American republican system (e.g., how laws are made; peace, order and good government versus life, liberty, and the pursuit of

happiness; authority of the House of Commons versus the House of Representatives). How do students account for these similarities and differences?

- Using suggestions from students, analyse a current legal case or conflict from the point of view of Canadian and American law. How are these views similar and different?
- With reference to an obvious difference like the use of capital punishment in some American states and its absence in Canada, ask students to account for this difference, its impact on the legal system, and what this difference reveals about each nation.
- Compare the U.S. *Bill of Rights* and the Canadian *Charter of Rights and Freedoms*. Ask students whether the Canadian legal system is becoming more like the U.S. If so, what are the advantages and disadvantages of this?
- How does NAFTA affect laws and law-making powers in Canada, the United States, and Mexico?

Course: World History to the Sixteenth Century, University/College (Course Code: CHW3M)

Relevant Curriculum Expectations

Overall Expectations:

- Demonstrate an understanding of the ways in which various individuals, groups, and events influenced changes in major legal, political, and military traditions before the sixteenth century. (Citizenship and Heritage)

Specific Expectations:

- Describe the contributions of various individuals and groups to the development of legal, political, and military traditions in societies prior to the sixteenth century (e.g., Hammurabi, Moses, the Zhou dynasty, Sun-Tzu, Justinian, Charlemagne, Richard I, the Shogunate).
- Describe the significant legal, political, and military events that influenced traditions in societies prior to the sixteenth century (e.g., the Ten Commandments, Solon's reforms, the Battle of Marathon, the Battle of Cannae, the Battle of Hastings, Magna Carta).

Examples of Possible Discussion Points:

- Ask students to select a current legal case or controversy in the news. Using this case, invite students to do a comparative analysis. How might this issue be resolved prior to the sixteenth century versus today? How do these legal responses differ in terms of who has legal rights, punishment, rights and responsibilities, access to legal representation, and appeals? Ask students to account for why these changes occur.
- How do legal systems evolve?
- Why does Canada have common and civil law traditions?
- You may wish to distinguish between some of the different types of law and their functions (e.g., civil versus criminal).
- Ask students to speculate about the origins of Canada's legal system.
- What makes Canada's legal system distinct?
- How have earlier philosophical ideas influenced our modern-day legal system? Is this influence positive or negative? Why?
- What contemporary ideas or beliefs are causing the law to evolve today?

Course: Canadian History and Politics Since 1945, College (Course Code: CHH3C)²

Relevant Curriculum Expectations

Overall Expectations:

- Analyse the influence that recently arrived and more established peoples and cultures have had on Canadian society since 1945. (Communities: Local, National, and Global)
- Evaluate how well post-World War II Canada fits the description of an open, equitable, democratic society. (Social, Economic, and Political Structures)

Specific Expectations:

- Assess the impact of the Charter of Rights and Freedoms on personal and cultural relations in Canada (e.g., Aboriginal and treaty rights; freedom of expression; mobility and employment; linguistic and educational rights for minority groups).
- Explain the fundamental concepts that define an open, equitable, democratic society (e.g., basic freedoms, rule of law, tolerance and compromise, citizen participation and responsibility).
- Analyse key developments in Canada's social legislation since 1945 (e.g., medicare, pension programs, Multiculturalism Act, pay equity) as they relate to the concept of an open, equitable, democratic society.
- Evaluate the continuing efforts by Canadian groups and individuals to promote equity and multiculturalism since 1945 (e.g., National Action Committee on the Status of Women, Urban Alliance on Race Relations, ethnic festivals and organizations, cultural centres, CHIN International Radio-Television, Aboriginal Peoples Television Network).

Examples of Possible Discussion Points:

- Discuss how the Charter of Rights and Freedoms supports personal and cultural expression, using current examples.
- What makes Canada a democracy? What rights and responsibilities do Canadians possess? How does the law recognize and protect these rights and responsibilities in this democracy?
- Drawing from their experiences, ask students to consider whether democracy is available equally to all citizens in Canada. Why or why not? For example, teens often complain of being treated unfairly because they are young. Often they feel there is an inherent bias against youth. You may wish to raise this issue in the context of making democracy accessible to all citizens.
- What is the Canadian government doing to promote equity and multiculturalism? Are these programs effective? How would students, as policy and lawmakers, change or develop new programs? Why?
- Ask students to identify important legislation that helps promote Canada's democratic ideals (e.g., Medicare accessible to all Canadians).
- Invite students to suggest areas for new legislation for the twenty-first century. Have them justify their suggestions.

² This course is rarely offered.

Course: Canadian History and Politics Since 1945, Workplace (Course Code: CHH3E)

Relevant Curriculum Expectations

Overall Expectations:

- Describe the influence that recently arrived and more established peoples have had on Canadian society since 1945. (Communities: Local, National, and Global)
- Describe the role of social justice in Canada's multicultural society since 1945. (Communities: Local, National, and Global)
- Identify ways in which Canada fits the description of an open, equitable, democratic society. (Social, Economic, and Political Structures)

Specific Expectations:

- Explain how the Charter of Rights and Freedoms protects individuals and minority rights (e.g., equality rights, religious freedom).
- Describe the role of government in the development of social justice for Canadians (e.g., human rights commissions, Charter of Rights and Freedoms, labour legislation, anti-hate laws, compensation for victims of injustice, public inquiries and royal commissions).
- Identify the fundamental concepts that define an open, equitable, democratic society (e.g., rule of law, tolerance and compromise, participation and responsibility).
- Identify major developments in Canada's social legislation since 1945 (e.g., medicare, labour legislation, pension programs, Multiculturalism Act) as they relate to the preservation of an open, equitable, democratic society.
- Identify and describe continuing efforts by Canadian groups and individuals to promote equity and multiculturalism since 1945 (e.g., National Action Committee on the Status of Women, ethnic festivals and organizations, cultural centres, CHIN International Radio-Television, Aboriginal Peoples Television Network).

Examples of Possible Discussion Points:

- Introduce examples of how the Charter of Rights and Freedoms protects individuals and minority rights before asking students to provide some examples of their own.
- Ask students to explain what makes Canada a democracy.
- How might the law support democracy in Canada? You may wish to distinguish between various types of law.
- What makes Canada a parliamentary democracy?
- Using a current news story, explain how the rule of law plays an important role in maintaining Canada's parliamentary democracy.
- Who makes the laws?
- What role do the courts play?
- How is judicial independence maintained and/or threatened?

Course: World History Since 1900: Global and Regional Perspectives, Open (Course Code: CHT3O)

Relevant Curriculum Expectations

Overall Expectations:

- Describe the nature and impact of significant change since 1900. (Change and Continuity)

- Identify factors that have tended to maintain continuity since 1900. (Change and Continuity)
- Analyse the relationship between the individual and those in authority in various societies since 1900. (Citizenship and Heritage)

Specific Expectations:

- Describe factors leading to, and the impact of, social and political change since 1900 (e.g., demographic developments, changes in gender roles, urbanization, emergence of civil rights and gay rights movement; expansion of the franchise, acceptance of democratic ideals, emergence of new national powers).
- Compare the efforts of selected organizations and agencies to improve the human condition throughout the world (e.g., International Federation of Red Cross and Red Crescent Societies, United Nations, International Court of Justice, religious agencies, Médecins Sans Frontières).
- Describe factors that have interfered with individual and group rights since the beginning of the twentieth century (e.g., secret police and rigid censorship, policies of racial and ethnic exclusion and cleansing, gender-role restrictions, homophobia, poverty).
- Analyse the growth of individual and group democratic rights in selected societies since 1900 (e.g., extension of the secret ballot, reduction of age and gender inequalities, global improvements in literacy and health, spread of ideas via global telecommunications technologies).

Examples of Possible Discussion Points:

- Ask students to identify what they think were the most significant changes in the twentieth century and explain why.
- Using one of these changes, invite students to consider the extent to which the law played a role.
- Consider how the law is an evolving concept and practice.
- Have the students speculate about significant changes in the twenty-first century.
- You may wish to distinguish between types and functions of the law.
- In a global context, invite students to consider the role of international law in bring about positive changes.
- Ask students to consider the role of international law in creating and maintaining such institutions as NATO and International Court of Justice. What are the purposes of these organizations? What is Canada's role in each?
- Have the students provide examples where rights were not upheld and discuss the role of law in society.
- Invite students to comment on how they see the growth of democratic rights in the twentieth century.

Course: The Americas: Geographic Patterns and Issues, University/College
(Course Code: CGD3M)

Relevant Curriculum Expectations

Overall Expectations:

- Evaluate the impact of the global economy on the environment and peoples of the Americas. (Global Connections)

Specific Expectations:

- Describe how disparities between rich and poor nations in the Americas affect interactions between them (e.g., transborder resource needs, trade, migrations).
- Describe the various organizations and groupings of the Americans (e.g., NAFTA, OAS, Mercosur, Caricom) and the economic, political, or military purposes for which they have been formed.

Examples of Possible Discussion Points:

- What role does Canada play in the global economy? What are our major imports and exports? Who are Canada's major trade partners?
- How does international trade law govern these exchanges? You may wish to provide a brief overview of the different types of trade law and their functions.
- Ask students to explain the purpose and operations of large economic organizations like NAFTA and OAS. Why did Canada join? What are the advantages and disadvantages of joining these organizations?
- Explain how international trade law governs Canada's involvement with these organizations.
- Often the subjects of controversy and criticism, ask students to identify any problems associated with these organizations (e.g., entrenching the North-South divide, loss of economic opportunity for Canada).
- How could international trade law be used to benefit Canada as a member of these organizations?

Course: Travel and Tourism: A Regional Perspective, Open (Course Code: CGG30)

Relevant Curriculum Expectations**Overall Expectations:**

- Evaluate the impact on travel and tourism of the plans, policies, and initiatives of governments, businesses, and other organizations. (Understanding and Managing Change)

Specific Expectations:

- Explain how tourist activities may contribute to the exploitation of people.

Examples of Possible Discussion Points:

- What laws regulate travel and tourism in Canada?
- What happens if a Canadian tourist is accused of breaking a law while traveling abroad? What are this person's rights and responsibilities? To what extent can the Canadian embassy or high commission provide assistance? How might the Canadian embassy or high commission help a Canadian abroad?
- When can a Canadian convicted of a crime abroad be extradited back to Canada?
- When can a Canadian accused or convicted of a crime abroad be extradited to the country where the alleged offence had been committed?
- Ask students to identify examples of people being exploited by a tourist activity. How did the law respond and why? For example, the Dion quintuplets were put on display for many years as a tourist attraction in North Bay, Ontario. Although the Government of Ontario promised to put part of the money earned from admission fees into a trust for the

children, it failed to do so. In response, the surviving quintuplets sued the province and a settlement was reached.

Course: The Individual and the Economy, University/College (Course Code: CIE3M)

Relevant Curriculum Expectations

Overall Expectations:

- Describe the economic rights and responsibilities of citizens. (Economic Stakeholders)

Specific Expectations:

- Describe the economic rights guaranteed Canadian citizens by law (e.g., eligibility for welfare-state benefits, mobility rights, equality of economic opportunity).
- Describe the economic responsibilities of Canadian citizens (e.g., respect for laws against pollution, vandalism, etc.; awareness of the economic implications of public issues).
- Analyse a current issue (e.g., pollution), identifying how the economic rights of individuals must be balanced by economic responsibility and public accountability.

Examples of Possible Discussion Points:

- Invite students to explain the concepts of *economic right* and *economic responsibility*. Ask them to provide examples.
- How might the law protect economic rights and responsibilities?
- You may wish to provide a brief overview of the different types of trade law and how each does or does not apply to economic rights and responsibilities.
- Using a current issue suggested by the students, consider how the economic rights of individuals must be balanced by economic responsibilities and public accountability. As law or policy makers, how would the students achieve this balance?

Course: Making Economic Choices, Workplace (Course Code: CIC3E)

Relevant Curriculum Expectations

Overall Expectations:

- Describe the extent and nature of Canada's economic interdependence with other nations and the significance of this interdependence to Canadian stakeholders. (Self-Interest and Interdependence)
- Assess the role and impact of organized labour in the Canadian economy. (Economic Institutions)

Specific Expectations:

- Describe the benefits and disadvantages to trading partners of specialization and trade.
- Describe the functions of a union and the rights and responsibilities of a union member.
- Describe the purpose of collective bargaining and the steps in the collective bargaining process.

Examples of Possible Discussion Points:

- What are Canada's major imports and exports? With whom do we trade the most?
- How does international trade law govern these exchanges? You may wish to provide a brief overview of the different types of law and their functions.
- How does Canada depend upon other nations? How do other nations depend upon Canada? What are the advantages and disadvantages of interdependence?
- Explain the rights and responsibilities of a union member.

- Invite students to provide examples of jobs that are unionized.
- Introduce the importance of collective bargaining by using current examples.

Course: Canadian Politics and Citizenship, Open (Course Code: CPC3O)

Relevant Curriculum Expectations

Overall Expectations:

- Explain power relationships among individuals, groups, and governments. (Power, Influence, and the Resolution of Differences)
- Demonstrate a practical understanding of conflict resolution strategies. (POV.03)

Specific Expectations:

- Differentiate between the legitimate and illegitimate exercise of power by individuals, groups, and governments.
- Identify the key stages in resolving conflicts (e.g., gathering information, identifying points of view and values, recommending solutions, identifying potential consequences and alternative courses of action, taking action).

Examples of Possible Discussion Points:

- Ask students to define power. Who has power in our society and why? How does a person obtain power both legally and illegally?
- How can the law be used as a form of power? As a means to achieve power in Canadian society?
- A brief overview of some of the different types of law could be useful.
- Are some types of law more powerful than others? If so, why? If not, why not?
- Ask students to identify a power struggle in the news. How might the law be used to resolve this struggle and other disputes?
- Why do people get into conflict? What role do power imbalances play in starting or perpetuating conflict?
- Is conflict always negative or can it be effective? Ask students to provide examples.
- Ask students to identify examples of conflict in their own lives and what was at issue. How did a clash of values lead to this conflict? How was the conflict resolved?
- Identify a variety of conflict resolution skills or approaches and ask students to classify these as being effective (e.g., mediation, talking) or ineffective (e.g., violence, harassment). You may wish to ask students to role-play some of these effective methods.
- Explain how conflict resolution (mediation, alternative dispute resolution, and arbitration) is used by the law to resolve some disputes. You may wish to explain the basic principles of one of these methods and invite students to try it in a small group with a hypothetical conflict.
- What other techniques can students use to avoid conflict in their family and personal relationships?
- What programs are in place in their homes, school, and wider community to resolve conflicts? How effective are these programs? What changes would the students make and why?
- How should the law respond to conflict? Should the law's response always be the same?

Guidance and Career Studies

Course: Designing Your Future, Open (Course Code: GWL30)

Relevant Curriculum Expectations

Overall Expectations:

- Use print, electronic, and human resources effectively to find and make use of relevant information about work and learning opportunities. (EOV.01)

Specific Expectations:

- Locate print, electronic, and human sources of career-related information and assess the sources on the basis of identified criteria, including bias, authority, usefulness, and personal relevance. (EO1.02)

Examples of Possible Discussion Points:

- Invite students to ask questions about your career choice, the skills and knowledge required to perform your duties, the educational requirements, and any challenges associated with your position.
- Share why you selected this career.
- What do you enjoy most and least about your career choice?
- What advice would you give to students considering this career?
- How is the career changing?
- Invite students to gain insights about this career choice from a variety of practitioners (e.g., conduct information interviews, co-op placements, job shadowing, internships).
- Be prepared for direct questions on income, working hours, conditions, and benefits.

Health and Physical Education

Course: Healthy Active Living Education, Open (Course Code: PPL30)

Relevant Curriculum Expectations

Overall Expectations:

- Demonstrate, in a variety of settings, the knowledge and skills that reduce risk to personal safety. (HLV.02)

Specific Expectations:

- Describe different types of violence. (HL2.01)
- Demonstrate an understanding of the causes of relationship violence. (HL2.02)
- Identify and analyse indicators of violence in interpersonal relationships, as well as appropriate intervention strategies. (HL2.03)
- Assess solutions and strategies for preventing and eliminating relationship violence. (HL2.04)
- Analyse the leading causes of injury and injury-associated deaths among adolescents (e.g., unwise risk taking, alcohol and drug abuse). (HL2.05)
- Demonstrate an ability to minimize the risks of injury for adolescents. (HL2.06)

Examples of Possible Discussion Points:

- Invite students to identify examples of violence in their daily lives.
- Ask them to speculate about why violence occurs.
- How might the law respond to and help prevent violence in Canadian society?
- You may wish to distinguish between some different types of law and how each addresses violence.

- With reference to violence occurring in personal relationships, ask students to identify support organizations and individuals they can turn to, the role of the law, and prevention and elimination strategies. What is the role of the justice sector?
- Ask students to identify leading causes of injury and injury-associated deaths among adolescents. How might the law respond to, reduce, or prevent these injuries and deaths?
- Invite students to consider what political power they have to address violence, injury, and injury-related death by mobilizing to change the law.

Native Studies

Course: Current Aboriginal Issues in Canada, University/College (Course Code: NDA3M)

Relevant Curriculum Expectations

Overall Expectations:

- Describe the principles required for the establishment of Aboriginal self-government. (SOV.02)
- Describe the relationship of principles of respect and mutual interdependence to the exercise of self-government in contemporary Aboriginal societies. (SOV.03)

Specific Expectations:

- Explain the significance of the negotiations between Aboriginal peoples and the government of Canada on such contemporary issues as political relationships and decision-making by Aboriginal communities. (SO2.03)
- Describe the impact of the concept of Aboriginal self-government on nation-building. (SO3.01)

Examples of Possible Discussion Points:

- A brief historical overview of key moments in the nation-to-nation relationship between the Crown, the Canadian government, and Aboriginal peoples could be useful (e.g., *Royal Proclamation, Indian Act, 1982 Constitution Act*).
- Explain the role and function of Aboriginal law.
- Ask students to make connections between this type of law and the desire for self-government. Invite students to identify current decisions, conflicts, and negotiations dealing with Aboriginal self-government. How would students, as law and policy makers, respond to these issues and why?
- You may wish to refer to recent significant cases dealing with self-government and Aboriginal rights.

Social Sciences and the Humanities

Course: Introduction to Anthropology, Psychology, and Sociology, University/College (Course Code: HSP3M)

Relevant Curriculum Expectations

Overall Expectations:

- Identify social institutions common to many different cultures. (SSV.01)
- Compare how selected social institutions function in a variety of cultures. (SSV.02)

Specific Expectations:

- Identify social and civil institutions in Canadian society (e.g., the prison system, policing). (SS1.01)
- Describe the structural ways in which conflict (e.g., sexual and racial harassment) is addressed in the workplace (e.g., through the filing of grievances, mediation, arbitration). (SS2.02)

Examples of Possible Discussion Points:

- Invite students to identify a series of social institutions and explain why each is important to Canadian society (e.g., school government, health care).
- How does the law function to create, maintain, or regulate these social institutions?
- How might the law respond to conflict in social institutions? With reference to a recent decision or dispute, demonstrate the use of such strategies as grievances, mediation, and arbitration.
- Why do people get into conflict?
- Is conflict always negative or can it be effective? Ask students to provide examples.
- Ask students to identify examples of conflict in their own lives and what was at issue. How did a clash of values lead to this conflict? How was the conflict resolved?
- Identify a variety of conflict resolution skills or approaches and ask students to classify these as being effective (e.g., mediation, talking) or ineffective (e.g., violence, harassment). You may wish to ask students to role-play some of these effective methods.
- Explain how conflict resolution (mediation, alternative dispute resolution, and arbitration) is used by the law to resolve some disputes. You may wish to explain the basic principles of one of these methods and invite students to try it in a small group with a hypothetical conflict.
- What other techniques can students use to avoid conflict?
- What programs are in place in their homes, school, and wider community to resolve conflicts? How effective are these programs? What changes would the students make and why?
- Should the law respond to violence? Should the law's response always be the same?

Course: Living and Working With Children, College (Course Code: HPW3C)**Relevant Curriculum Expectations****Overall Expectations:**

- Demonstrate an understanding of issues and challenges that concern parents, care-givers, and other who interact with children in society. (SCV.02)
- Demonstrate an understanding of causes and consequences of violence towards children, and assess its impact on families, care-givers, and those who work with children. (SCV.03)

Specific Expectations:

- Demonstrate an understanding of the universal rights of children (e.g., the right to food, shelter, safety, a peaceable existence). (SC2.01)
- Describe the roles of doctors, parents, school personnel, neighbours, staff in religious institutions, social agencies, and police in reporting and intervening in cases of child abuse and violence. (SC3.03)

- Assess the impact of violence towards children on families, care-givers, and those whose careers involve children (e.g., family breakdown, damaged reputations, legal repercussions). (SC3.04)

Examples of Possible Discussion Points:

- What rights do children have in Canada and internationally (e.g., UN Conventions)?
- Provide a brief overview of how the concept and experience of childhood and children's rights have changed over time. How do you account for this change? Is it positive or negative? Why or why not?
- Despite the recognition of a variety of rights for children, many children are not able to exercise these rights (e.g., child poverty, no education). Invite students to explain why children experience violence, on a simple, age-appropriate level.
- How might the law respond to, prevent, or eliminate the use of violence against children? Consider referring to a current case or issue in the news.
- How does violence against children affect the victims, their families, and the wider community?
- Invite students to identify support systems in their community, including those in the justice sector, that address violence against children.

Course: Parenting, Open (Course Code: HPC3O)

Relevant Curriculum Expectations

Overall Expectations:

- Demonstrate an understanding of the challenges facing parents throughout the early-childhood years. (LCV.01)
- Describe the role society plays in the lives of children and families. (LCV.02)

Specific Expectations:

- Describe the legal and social responsibilities of parents and guardians (e.g., providing adequate food, shelter, care, education). (LC1.01)
- Identify the laws that regulate children and parents in society (e.g., legislation governing child protection, child care, school attendance, child labour). (LC2.03)
- Explain the social importance of laws related to child abuse and children's rights (e.g., responsibility of community for children's welfare, reporting child abuse). (LC3.04)

Examples of Possible Discussion Points:

- What are the legal and social responsibilities of parents and guardians?
- How might the law respond to a parent or guardian who fails to fulfill his/her legal responsibilities? Consider referring to a contemporary case or issue.
- Invite students to identify the laws regulating children and parents in Canadian society (e.g., providing basic necessities of life, disciplining a child). Why are these laws important?
- As law or policy makers, how would students amend these laws and why?

GRADE 12 - Age of Students: 17 to 19 years

Business Studies

Course: Introduction to International Business, University/College (Course Code: BBB4M)

Relevant Curriculum Expectations

Overall Expectations:

- Evaluate the factors that influence a country's ability to participate in international business. (GEV.03)

Specific Expectations:

- Demonstrate an understanding of international agreements and organizations that have influenced global business activity (e.g., GATT, WTO). (GE3.03)
- Determine the effect on international business of Canadian government policies (e.g., related to corporate taxation, tariffs, investment) and initiatives (e.g., intergovernmental contacts, embassy and consulate networks, government trade missions). (GE3.05)

Examples of Possible Discussion Points:

- What role does Canada play in the global economy? What are our major imports and exports? With whom do we trade the most?
- How does international trade law govern these exchanges?
- You may wish to provide a brief overview of some different types of law, particularly trade law, and their functions.
- Ask students to explain the purpose and operations of large economic organizations like NAFTA and OAS. Why did Canada join?
- Explain how international trade law governs Canada's involvement with these organizations.
- Often the subjects of controversy and criticism, ask students to identify any problems associated with these organizations (e.g., entrenching the North-South divide, loss of economic opportunity for Canada).
- How could international trade law be use to benefit Canada as a member of these organizations?
- How do domestic laws govern Canadian businesses with international ties?

Course: Organizational Studies: Organizational Behaviour and Human Resources, University/College (Course Code: BOH4M)

Relevant Curriculum Expectations

Overall Expectations:

- Evaluate the impact on organizations of issues related to ethics and social responsibility. (ISV.03)
- Evaluate the strategies used by individuals and organizations to manage stress and conflict. (OLV.05)

Specific Expectations:

- Analyse organizational codes of ethics to identify expected behaviours for an organization (e.g., in relationship to workforce diversity, conflicts of interest, customer/supplier relationships, confidentiality of information). (IS3.03)

- Evaluate individual conflict-management styles and their impact on a situation (e.g., avoidance, accommodation, compromise). (OL5.03)

Examples of Possible Discussion Points:

- Identify some of the laws governing human resource management in Ontario, especially in the following areas: workplace diversity (e.g., prohibiting discrimination on the basis of disability, gender, sexual orientation); cultural, religious, or family responsibilities; conflicts of interest; customer/supplier relationships; and confidentiality of information. Consider using a recent decision or current event to illustrate your ideas.
- Why do people get into conflict? What are some conflict resolution strategies used in the workplace?
- Is conflict always negative or can it be effective? Ask students to provide examples.
- Ask students to identify examples of conflict in their own lives and what was at issue. How did a clash of values lead to this conflict? How was the conflict resolved?
- Identify a variety of conflict resolution skills or approaches and ask students to classify these as being effective (e.g., mediation, talking) or ineffective (e.g., violence, harassment). You may wish to ask students to role play some of these methods.
- Explain how conflict resolution (mediation, alternative dispute resolution, and arbitration) is used by the law to resolve some disputes. You may wish to explain the basic principles of one of these methods and invite students to try it in a small group with a hypothetical conflict.
- What other techniques can students use to avoid conflict?
- What programs are in place in their homes, school, and wider community to resolve conflicts? How effective are these programs? What changes would the students make and why?
- How should the law respond to conflict? Should the law's response always be the same?

Canadian and World Studies

Course: Canadian and International Law, University Preparation (Course Code: CLN4U)

Note: Since all course expectations could apply to a courtroom or classroom visit, only a selection of overall expectations is included to provide a context. This course includes the following strands or major topics: heritage; rights and freedoms; criminal law and procedures; regulation and dispute resolution; and methods of legal inquiry and communication.

Relevant Curriculum Expectations

Overall Expectations:

- Explain the historical and philosophical origins of law and their connections and relevance to contemporary society. (Heritage)
- Evaluate different concepts, principles, philosophies, and theories of law. (Heritage)
- Describe the relationship between law and societal values. (Heritage)
- Assess the influence of individual and collective action on the evolution of law. (Heritage)
- Describe the historical development of human rights legislation in Canada. (Rights and Freedoms)

- Explain the development of constitutional law in Canada. (Rights and Freedoms)
- Explain the rights and responsibilities of individuals under the Canadian Charter of Rights and Freedoms. (Rights and Freedoms)
- Explain the roles of the legislature and the judiciary in defining, interpreting, and enforcing Charter rights in Canada. (Rights and Freedoms)
- Analyse the conflicts between minority and majority rights and responsibilities in a democratic society, and examine the methods available to resolve these conflicts. (Rights and Freedoms)
- Evaluate the effectiveness of governments, courts, and individual and collective action in protecting the environment. (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. (Regulation and Dispute Resolution)
- Explain the major concepts, principles, and purposes of international law. (Regulation and Dispute Resolution)
- Evaluate the effectiveness of international laws, treaties, and agreements in resolving conflicts of a global nature. (Regulation and Dispute Resolution)
- Explain the factors that make framing, interpreting, and enforcing law on a global scale a complex and difficult process. (Regulation and Dispute Resolution)
- Apply the steps in the process of legal interpretation and analysis. (Methods of Legal Inquiry and Communication)
- Explain, discuss, and interpret legal issues using a variety of formats and forms of communication. (Methods of Legal Inquiry and Communication)

Examples of Possible Discussion Points:

- Invite students to provide a context for you by reviewing some of the key legal concepts they have examined.
- Consider sharing some of your professional experiences as a member of the justice sector.
- Working with recent decisions or legal controversies, ask students to apply their knowledge of Canadian and international law, explain a legal procedure, or analyse how the law is evolving.

Course: Canada: History, Identity, and Culture, University (Course Code: CHI4U)

Relevant Curriculum Expectations

Overall Expectations:

- Analyse the evolution of citizenship in Canada. (Citizenship and Heritage)
- Evaluate the claim that Canada is a just society, by examining issues related to human rights. (Citizenship and Heritage)
- Describe the nature of the Canadian political system and the groups and individuals who have contributed to its development. (Social, Economic, and Political Structures)

Specific Expectations:

- Explain how and why the concept of citizenship in Canada has changed over time (e.g., from British subject to Canadian citizen).
- Explain how citizenship rights have been denied to certain groups in Canada at various times since Confederation (e.g., Aboriginal peoples, women, Blacks, Irish, Chinese, Ukrainians, Japanese).
- Evaluate efforts on the part of individuals, groups, and government to promote human rights in Canada (e.g., John Howard Society; J.J. Kelso and children's rights; first- and second-wave women's movement; campaigns for relief for the unemployed; Viola Desmond and civil rights; Canadian Bill of Rights, 1960; Ontario Human Rights Code; movement for Aboriginal self-government; gay rights movement; rights for people with disabilities; reparations for Japanese-Canadian internees and Aboriginal residential school students).
- Explain the role of significant events and legislation in the development of the current Canadian political system (e.g., the Conquest; the British North America Act; the Balfour Report; the Canada Act, 1982; the Charlottetown Accord; electoral reforms; changes in political parties).

Examples of Possible Discussion Points:

- Ask students to identify the rights and responsibilities of Canadian citizenship. How have these changed over time and why? Give various examples where citizenship rights were denied to certain groups, and explain the changes occurring since.
- How are the law and recent legislation being used to achieve greater equity in Canadian society? Consider referring to a recent decision.
- What powers do citizens possess to challenge unfair treatment by the law or government (e.g., Provincial Ombudsman, letters to politicians, protests)?
- Consider how treaties, sovereignty, and self-governance affect Aboriginal peoples in Canada.

Course: World History: The West and the World, University (Course Code: CHY4U)

Relevant Curriculum Expectations**Overall Expectations:**

- Assess the range and diversity of concepts of citizenship and human rights that have developed since the sixteenth century. (Citizenship and Heritage)

Specific Expectations:

- Describe the methods and impact of individuals, groups, and international organizations that have facilitated the advancement of human rights and/or social justice (e.g., John Locke, Jean-Jacques Rousseau, Harriet Tubman, Elizabeth Fry, Peter Kropotkin, Mohandas Gandhi, Eleanor Roosevelt, Andrei Sakharov, Nelson Mandela, Martin Luther King Jr., Vaclav Havel, Rigoberta Menchu, Shirin Ebadi, French National Assembly of 1789, feminist and gay rights organizations, United Nations Assembly, Amnesty International, Mothers of the Plaza de Mayo, International Criminal Court).
- Assess the factors that have hindered the advancement of human rights (e.g., poverty, religious intolerance, anti-Semitism, racial bias and profiling, eugenics, imperialism,

authoritarian governments, class and caste systems, sexual discrimination, homophobia, discrimination against people with disabilities).

Examples of Possible Discussion Points:

- Ask students to speculate about the origins of the Canadian legal system.
- Why are there common and civil law traditions in Canada?
- Invite students to share what they consider to be the most important developments contributing to the human rights/social justice movements since the sixteenth century.
- Consider discussing various factors that hinder the advancement of human rights. How may the law bridge cultural differences among peoples and countries (e.g., countries working together to ensure greater public security after 9/11)?

Course: World History: The West and the World, College (Course Code: CHY4C)

Relevant Curriculum Expectations

Overall Expectations:

- Describe the range and diversity of concepts of citizenship and human rights that have developed since the sixteenth century. (Citizenship and Heritage)
- Describe key developments and innovations in political organization in the West and the rest of the world since the sixteenth century. (Social, Economic, and Political Structures)

Specific Expectations:

- Describe the contribution of individuals, groups, and international organizations who facilitated the advancement of individual and collective human rights (e.g., John Locke, Jean-Jacques Rousseau, Harriet Tubman, Elizabeth Fry, Peter Kropotkin, Mohandas Gandhi, Eleanor Roosevelt, Andrei Sakharov, Martin Luther King Jr., Nelson Mandela, Vaclav Havel, Rigoberta Menchu, Shirin Ebadi, National Assembly of 1789, feminist and gay rights organizations, United Nations, Amnesty International, Mothers of the Plaza de Mayo, International Criminal Court).
- Explain how factors have impeded the advancement of human rights (e.g., poverty, religious intolerance, anti-Semitism, racial bias and profiling, eugenics, imperialism, authoritarian governments, class and caste systems, lack of education, sexual discrimination, homophobia).
- Describe selected examples of efforts to create international governmental and judicial structures (e.g., Congress of Vienna, League of Nations, United Nations, European Union, African Union, Organization of American States, International Criminal Court).

Examples of Possible Discussion Points:

- Ask students to speculate about the origins of the Canadian legal system.
- Why are there common and civil law traditions in Canada?
- Consider discussing various factors that hinder the advancement of human rights. How does the law bridge cultural differences among peoples and countries (e.g., countries working together to ensure greater public security after 9/11)?

Course: Adventures in World History, Workplace (Course Code: CHM4E)

Relevant Curriculum Expectations

Overall Expectations:

- Analyse how people throughout history have dealt with conflict and maintained peace. (Change and Continuity)

Specific Expectations:

- Describe organizations that societies have created to wage war (e.g., regular armies and paramilitary organizations) and those they have created to maintain order (e.g., Roman censors and aediles, London bobbies, Muslim ulema, Royal Canadian Mounted Police, KGB, Interpol).
- Explain various non-violent means that people have used to resolve or manage conflicts and to maintain peace (e.g., negotiation, mediation, intervention of international organizations, non-violent demonstrations).

Examples of Possible Discussion Points:

- Why do people get into conflict?
- Is conflict always negative or can it be effective? Ask students to provide examples.
- According to international law, what are the limits on the use of violence and war by states?
- Ask students to identify examples of conflict in their own lives and in their study of world history. What was at issue? How did a clash of values lead to this conflict? How was the conflict resolved? Was the resolution effective? How can we test its effectiveness?
- How does the law define and respond to conflict?
- Identify a variety of conflict resolution skills or approaches and ask students to classify these as being effective (e.g., mediation, talking) or ineffective (e.g., violence, harassment). You may wish to ask students to role-play some of these effective methods in a simulation (e.g., how might the police use negotiation tactics).
- Explain how conflict resolution (mediation, alternative dispute resolution, and arbitration) is used by the law to resolve some disputes. You may wish to explain the basic principles of one of these methods and invite students to try it in a small group with a hypothetical conflict.
- What other techniques can students use to avoid conflict?
- What programs are in place in their homes, school, and wider community to resolve conflicts? How effective are these programs? What changes would the students make and why?
- How should the law respond to violence? Should the law's response always be the same?
- Invite students to identify examples of non-violent conflict resolution in world history. How successful were these resolutions? How could these methods be used in Canada today?

Course: Canadian and World Politics, University (Course Code: CPW4U)**Relevant Curriculum Expectations****Overall Expectations:**

- Explain the rights and responsibilities of individual citizens, groups, and states in the international community. (Participation in the International Community)
- Evaluate the role of Canada and Canadians in the international community. (Participation in the International Community)
- Evaluate Canada's role and influence in international relations. (Power, Influence, and the Resolution of Differences)

Specific Expectations:

- Evaluate the extent to which the rights and responsibilities of states in the international community are parallel to the rights and responsibilities of citizens in democratic national communities (e.g., based on analysis of the Universal Declaration of Human Rights and Geneva Conventions, and the mandate/work of the U.N. and Canadian Commissions on Human Rights and on the Status of Women).
- Evaluate the extent to which key agreements and treaties signed by Canada (e.g., NAFTA, Comprehensive Test Ban Treaty [CTBT]) contribute to the wellbeing of Canadians and the world in general.
- Explain how Canada tries to settle its external conflicts (e.g., through negotiation, arbitration, international cooperation).
- Describe some important factors shaping Canadian foreign policy (e.g., commitments under the 1997 Mine Ban Treaty, Kyoto Protocol, North American Free Trade Agreement).

Examples of Possible Discussion Points:

- Ask students to explain what makes Canada a democracy.
- How might the law function to support democracy in Canada?
- Using a current news story, explain how the rule of law plays an important role in maintaining Canada's parliamentary democracy.
- What rights and responsibilities do individuals, groups, or states possess?
- Consider providing a brief overview of some different types of law, including international law.
- Ask students to explain the purpose and operations of large international organizations like NAFTA, NATO, and OAS. Why did Canada join?
- Explain how international law governs Canada's involvement with these organizations.
- How might the law be used to settle international conflicts between Canada and another nation?
- You may wish to comment on how the law may be used during wars of liberation, independence, revolution, rebellion, and terrorism (e.g., public security after 9/11).

Course: Canadian and World Issues: A Geographic Analysis, University (Course Code: CGW4U)

Relevant Curriculum Expectations**Overall Expectations:**

- Analyse the influences that increase the interdependence of countries around the world. (Global Connections)

Specific Expectations:

- Explain how economies and environments in some places may be affected by decisions made in other places (e.g., the southern Ontario automobile industry is affected by decisions made by parent companies in the United States; the delta region of Bangladesh experiences flooding that is partly due to the clearing of forested slopes in the Himalayas).

Examples of Possible Discussion Points:

- Ask students to explain how national economies are becoming increasingly interconnected.

- What is globalization?
- How might the law domestically and internationally influence the growth of and experience with globalization? You may wish to refer to recent trade disputes or Canada’s involvement with NAFTA to illustrate your ideas.
- How does the increasing interconnection of economies lead to the interdependence of people around the world? What are the advantages and disadvantages of this interdependence?
- How do economic decisions in one part of the continent (e.g., Washington, D.C.) affect those in other parts (e.g., Ottawa, Mexico City)?
- Globalization has been applauded and criticized. Ask students to identify some the advantages and disadvantages of this system. As law and policy makers, what changes, if any, would they make to this system?
- You may wish to address how interdependence influenced approaches to public security after 9/11.

Course: Analysing Current Economic Issues, University (Course Code: CIA4U)

Relevant Curriculum Expectations

Overall Expectations:

- Explain the economic rights and responsibilities of “the economic citizen”. (Economic Stakeholders)
- Analyse the nature and functions of international economic institutions and their impact on the Canadian economy. (Economic Institutions)

Specific Expectations:

- Compare the individual’s economic rights as defined by the Universal Declaration of Human Rights with those protected by law in Canada (e.g., private property rights, intellectual property rights).
- Compare markets and governments with regard to their ability to respect and protect the individual’s and the community’s economic rights and to promote the objectives of economic stewardship and responsible decision-making.
- Describe the nature and role of international economic agreements and institutions (e.g., North American Free Trade Agreement, Kyoto Protocol, World Trade Organization, International Monetary Fund, Organization for Economic Cooperation and Development).

Examples of Possible Discussion Points:

- Ask students to explain the concept of the economic citizen.
- As Canadians, what are our economic rights and responsibilities? As global citizens, what are our economic rights and responsibilities?
- How does the law, both domestically and internationally, recognize and protect these rights and responsibilities?
- Choose a current example demonstrating protection (or lack of protection) of an individual or a community’s economic rights to discuss with students.
- To what extent do governments and international organizations (e.g., NAFTA, WTO) treat individual citizens differently than multinational corporations? If there are differences, how can or should the law be used to remedy the situation?

Health and Physical Education

Course: Healthy Active Living Education, Open (Course Code: PPL4O)

Relevant Curriculum Expectations

Overall Expectations:

- Demonstrate an understanding of the importance of respect for self and respect for others in reducing conflict in their personal lives. (LSV.02)

Specific Expectations:

- Demonstrate an ability to use strategies to cope with conflict (e.g., using mediation in highly charged situations). (LS2.03)

Examples of Possible Discussion Points:

- Why do people get into conflict?
- Is conflict always negative or can it be effective? Ask students to provide examples.
- Ask students to identify examples of conflict in their own lives and what was at issue. How did a clash of values lead to this conflict? How was the conflict resolved?
- Identify a variety of conflict resolution skills or approaches and ask students to classify these as being effective (e.g., mediation, talking) or ineffective (e.g., violence, harassment). You may wish to ask students to role play some of these methods.
- Explain how conflict resolution (mediation, alternative dispute resolution, and arbitration) is used by the law to resolve some disputes. You may wish to explain the basic principles of one of these methods and invite students to try it in a small group with a hypothetical conflict.
- What other techniques can students use to avoid conflict?
- What programs are in place in their homes, school, and wider community to resolve conflicts? How effective are they? What changes would the students make and why?
- How should the law respond to violence? Should the law's response always be the same?

Native Studies

Course: Aboriginal Governance: Emerging Directions, University/College (Course Code: NDG4M)

Relevant Curriculum Expectations

Overall Expectations:

- Demonstrate an understanding of the historical context that underlies current relationships between Aboriginal peoples and the government of Canada. (REV.01)
- Describe the changing nature of the legal and political relationships between Aboriginal peoples and the government of Canada. (REV.02)

Specific Expectations:

- Describe ways in which Aboriginal peoples define nation-to-nation relationships with the government of Canada (e.g., any of the “numbered treaties”). (RE1.01)
- Describe ways in which history influences the current relationship between Aboriginal peoples and the government of Canada (e.g., Royal Proclamation of 1763). (RE2.01)

Examples of Possible Discussion Points:

- A brief historical overview of key moments in the nation-to-nation relationship between the Crown, the Canadian government, and Aboriginal peoples could be useful (e.g., *Royal Proclamation, Indian Act, Constitution Act*).

- Explain the role and function of Aboriginal law.
- Ask students to make connections between this type of law and the desire for self-government. Invite students to identify current decisions, conflicts, and negotiations pertaining to Aboriginal self-government. How would students, as law and policy makers, respond to these issues and why?
- You may wish to refer to recent significant cases dealing with self-government.

Course: Aboriginal Issues in a Global Context, University/College (Course Code: NDW4M)

Relevant Curriculum Expectations

Overall Expectations:

- Describe the current dialogue concerning renewed relationships between indigenous peoples and various national governments. (REV.03)
- Describe efforts by the world’s indigenous peoples to lobby the international community for recognition of their right to self-determination. (SOC.03)

Specific Expectations:

- Describe a forum (e.g., the Inuit Circumpolar Conference) in which indigenous peoples work together to influence policy makers of nation states that have a presence in a geographical area (e.g., countries that control parts of the Arctic). (RE3.01)
- Describe how indigenous peoples have sought recognition of their sovereignty through political reform within nation states (e.g., the recognition of Aboriginal peoples in the Canadian Constitution Act, 1982). (SO3.01)

Examples of Possible Discussion Points:

- A brief historical overview of key moments in the nation-to-nation relationship between the Crown, the Canadian government, and Aboriginal peoples could be useful (e.g., *Royal Proclamation, Constitution Act*).
- Explain the role and function of Aboriginal law.
- Ask students to make connections between this type of law and the desire for self-government. Invite students to identify current decisions, conflicts, and negotiations pertaining to Aboriginal self-government. How would students, as law and policy makers, respond to these issues and why?
- You may wish to refer to recent significant cases dealing with self-government.
- How might Aboriginal law function domestically and internationally to achieve self-government? Invite students to identify recent cases or issues from Canada and abroad.

Social Studies and Humanities

Course: Issues in Human Growth and Development, University/College (Course Code: HHG4M)

Relevant Curriculum Expectations

Overall Expectations:

- Demonstrate an understanding of the ways in which communication and problem-solving skills are essential to human development. (SOV.03)

Specific Expectations:

- Identify problem-solving strategies (e.g., active listening, negotiation, “I messages”) and evaluate their effectiveness as builders of confidence. (SO3.03)

Examples of Possible Discussion Points:

- Why do people get into conflict?
- Is conflict always negative or can it be effective? Ask students to provide examples.
- Ask students to identify examples of conflict in their own lives and what was at issue. How did a clash of values lead to this conflict? How was the conflict resolved?
- Identify a variety of conflict resolution skills or approaches and ask students to classify these as being effective (e.g., mediation, talking) or ineffective (e.g., violence, harassment). You may wish to ask students to role-play some of these effective methods.
- Explain how conflict resolution (mediation, alternative dispute resolution, and arbitration) is used by the law to resolve some disputes. You may wish to explain the basic principles of one of these methods and invite students to try it in a small group with a hypothetical conflict.
- What other techniques can students use to avoid conflict?
- What programs are in place in their homes, school, and wider community to resolve conflicts? How effective are these programs? What changes would the students make and why?
- How should the law respond to violence? Should the law’s response always be the same?

Course: Parenting and Human Development, Workplace (Course Code: HPD4E)**Relevant Curriculum Expectations****Overall Expectations:**

- Demonstrate an understanding of the stages of moral development. (HDV.04)

Specific Expectations:

- Demonstrate an understanding of the different ways in which children and adolescents perceive rights and wrong (e.g., children view right and wrong in terms of reward and punishment; adolescents have internalized a code of moral behaviour). (HD4.01)

Examples of Possible Discussion Points:

- How do we learn right from wrong?
- How might the law assist us in making this distinction?
- How do children and teens learn right from wrong?
- How might the law respond to children and teens who commit illegal acts?
- Consider outlining how the law distinguishes between adult and youth offenders (e.g., how the *Criminal Code* approaches offences versus the *Youth Criminal Justice Act*).
- How might the law be used to prevent illegal actions from being committed by children and youth?
- As law and policy makers, how would the students amend the current laws to create a more equitable and just Canadian society? Ask them to provide rationales for their amendments.

Course: Philosophy: Questions and Theories, University (Course Code: HZT4U)

Relevant Curriculum Expectations

Overall Expectations:

- Demonstrate an understanding of the main questions, concepts, and theories of ethics. (ETV.01)

Specific Expectations:

- Identify the main questions of ethics (e.g., What are good and evil?). (ET1.01)

Examples of Possible Discussion Points:

- Ask students to define such key terms as *justice, right, wrong, good, and evil*. How do various philosophical traditions define these terms? How might the Canadian legal system define these terms? Consider referring to particular decisions to demonstrate how these concepts function within the justice system.
- How have these concepts changed over time? How do you account for this change?
- You may wish to raise some of the criticisms of the justice system in popular discourse to elicit student responses (e.g., consequences are not severe enough for serious offences, high recidivism rate, victims have no rights).
- How might these criticisms of the justice system alter how the law operates?
- How should the law respond to wrong doing? Should the law's response always be the same?
- How can we avoid injustice by experiencing empathy? You may wish to refer to initiatives like the Roots of Empathy program and restorative justice. (An innovative classroom-based parenting initiative, Roots of Empathy incorporates an infant as a learning tool of children aged 3 to 14 years. Through their interactions with and observation of the baby, the students develop empathic, nurturing, and support mechanisms that can be used in their daily interactions with each other. Restorative justice seeks to heal the wounds of victims, offenders, and the wider community through such innovative approaches as sentencing circles and addiction treatment. See www.rootsofempathy.org and www.restorativejustice.org.)
- If applicable, refer to the specially designated Mental Health, Drug Addiction, and the Gladue Aboriginal Court as bases for discussion. Have students consider the key concepts in these contexts. Larger philosophical questions and responses about the nature of justice, the states' responsibility to those who offend and are victimized, and how to foster the bonds of community may emerge.³

³ The author is indebted to Justice Ted Ormston of the Ontario Courts and Alex MacKinnon, a teacher with the Toronto District School Board, for their innovative use of these special courts to explore core philosophical concepts with students.