

**The Ontario Curriculum
Grades 9 to 12**

**Scope and Sequence of Expectations
Relating to Treaties and Land Claims**

2020



BUSINESS STUDIES, GRADES 9 AND 10 (2006) AND GRADES 11 AND 12 (2006)

Business Leadership: Management Fundamentals, Grade 12, University/College Preparation (BOH4M)

Foundations of Management

Issues of Ethics and Social Responsibility

- evaluate the impact of major ethical issues (e.g., ... Aboriginal land claims versus interests of resource companies) and dilemmas (e.g., for the individual, the workplace, and the local and global community) on management strategies and decision making

CANADIAN AND WORLD STUDIES, GRADES 9 AND 10 (2018)

Issues in Canadian Geography, Grade 9, Academic (CGC1D)

D. Changing Populations

D1. Population Issues

- D1.1** analyse the impact of selected population trends on people living in Canadian communities (e.g., ... growth of First Nations, Métis, and Inuit populations increases need for education, housing, health care, infrastructure, and resolution of land claims and rights disputes) and their implications for the future (e.g., aging population will further increase demand for health care, retirement housing, and transit support; increased diversity of newcomers will increase demand for language training)

Canadian History since World War I, Grade 10, Academic (CHC2D)

A. Historical Inquiry and Skill Development

A1. Historical Inquiry

- A1.2** select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources (e.g., primary sources: ... *treaties*; ...), ensuring that their sources reflect multiple perspectives

A2. Developing Transferable Skills

A2.3 apply the knowledge and skills developed in the study of Canadian history when analyzing current social, economic, and/or political issues (*e.g., to determine perspectives or bias in media reports on a current event; to analyse key causes and/or predict possible consequences of a current political policy; to determine ways in which the current responses of Canadians to a specific social issue are similar to or different from their responses in the past*), in order to enhance their understanding of these events and their role as informed citizens

Sample question: “Which historical events might help you more fully understand the issues involved in current debates over resource development projects in Canada and First Nations treaty rights?”

B. Canada, 1914 – 1929

B2. Communities, Conflict, and Cooperation

B2.5 describe how the residential school system and other government policies and legislation, as well as the attitudes that underpinned them, affected First Nations, Métis, and Inuit individuals and communities during this period (*e.g., with reference to mandatory attendance at residential schools; provincial day schools, training schools; amendments to the Indian Act to prohibit First Nations from hiring legal counsel to pursue land claims; limitations on voting rights; the pass system; racist attitudes underlying government policies*), and explain some of their long-term consequences

Sample questions: “What were the educational experiences of First Nations and Métis children during this period? How did the experiences of children in residential schools differ from the experiences of children in training schools and in public schools?” “Why was the Indian Act amended in 1924 to transfer federal government responsibility for Inuit to the Department of Indian Affairs? Why was this amendment short lived? What do these changes reveal about the government’s attitudes towards Inuit?” “In what ways were the Indian Act amendments during this time a reflection of attitudes towards First Nations, Metis, and Inuit individuals and communities?”

C. Canada, 1929 – 1945

C1. Social, Economic and Political Context

C1.3 describe some key economic trends and developments in Canada during this period and assess their impact on different groups and communities in Canada, including First Nations, Métis, and Inuit communities

Sample questions: ... “What were the consequences of the growth of the pulp and paper industry in the 1930s for First Nations and Métis communities in Canada? Who benefited financially from this industry? Who did not?”... “How were people in First Nations, Métis, and Inuit communities affected by the growth of companies extracting natural resources during this period? In what ways was the treaty relationship between First Nations and the Crown not honoured as these companies grew?” “What were some ways in which economic progress for some Canadians during this period came at the expense of First Nations, Métis, and Inuit individuals and communities?”

- C1.4** describe the main causes of some key political developments and/or government policies that affected Indigenous peoples in Canada during this period (e.g., *amendments to the Indian Act; the continuing operation of residential schools; the Dominion Franchise Act, 1934; the Ewing Commission, 1934–36; provincial Sexual Sterilization Acts; the creation of the Newfoundland Rangers; the Métis Population Betterment Act, 1938; the beginning of the federal government’s use of “Eskimo” identification tags*), and assess their impact on First Nations, Métis, and Inuit communities

Sample questions: “What amendments were made to the Indian Act in the 1930s? What was their impact?” “What impact did the 1939 Supreme Court decision regarding the constitutional status of ‘Eskimos’ have on policy developments affecting Inuit?” “What were the consequences of the Sexual Sterilization Act in Alberta and/or British Columbia for First Nations, Inuit, and Métis in those provinces?” “Why were the powers of Indian agents expanded in the 1930s? What was the impact of these changes? What do these powers reveal about government attitudes and beliefs about First Nations, Métis, and Inuit during this time?” “Why did governments in Canada develop ‘Indian’ hospitals in the 1920s and 1930s? What were the short- and long-term consequences of these institutions for Indigenous peoples in Canada?” “What impact did the struggle for Arctic sovereignty between Canada and the United States during this period have on Inuit communities?” “What were the consequences of voting restrictions for First Nations men and women? How did this impact the political influence of First Nations communities?”

C2. Communities, Conflict, and Cooperation

- C2.4** explain some ways in which World War II affected First Nations, Métis, and Inuit individuals and communities in Canada (e.g., *with reference to enlistment, military, and post-military experiences; experiences on the home front; the War Measures Act*), including how the war changed their lives (e.g., *with reference to Indigenous communities that supported the war effort and those that did not; women on the home front; appropriation of reserve lands by the Department of*

National Defence; the Veterans' Land Act, 1942; loss of Indian status for enlisted men and their families)

Sample questions: “What was the impact of the war on the Kettle and Stoney Point Nation in Ipperwash, Ontario?” “How was the treatment of First Nations, Métis, and Inuit veterans after World War II similar to and/or different from their treatment after World War I?” “What were some of the consequences for First Nations, Métis, and Inuit of their participation in World War II?”

D. Canada, 1945–1982

D1. Social, Economic and Political Context

D1.4 describe some key political developments and/or government policies that affected Indigenous peoples in Canada during this period (*e.g., the continuing use of numbered identification tags for Inuit; Inuit and status Indians gain the right to vote; the 1969 White Paper; the inclusion of Métis and Inuit as “Aboriginal people” in section 35 of the Constitution Act, 1982*), and assess their significance for First Nations, Métis, and Inuit individuals and communities

Sample questions: “How was the Indian Act amended in 1951? Do you think these amendments were an example of progress for First Nations peoples? Why or why not?” “How did Inuit sled dog killings by the RCMP during this period affect Inuit culture and ways of life? What do the slayings reveal about the Canadian government’s attitude towards Inuit?” “Did the 1972 federal policy paper ‘Indian Control of Indian Education’ improve education for First Nations, Métis, and Inuit children? Why, or why not?”

D2. Communities, Conflict, and Cooperation

D2.1 describe some significant instances of social conflict and/or inequality in Canada during this period, with reference to various groups and communities, including First Nations, Métis, and Inuit communities (*e.g., ...; the Sixties Scoop; ... protests against the war in Vietnam or the James Bay Project; conflict over the National Energy Program, Aboriginal title and land rights, or the patriation of the constitution; the Coppermine Tent Hostel*), and analyse them from multiple perspectives

D3. Identity, Citizenship, and Heritage

D3.3 analyse key causes of some significant events, developments, and/or issues that affected First Nations, Métis, and Inuit communities in Canada during this period (*e.g., the forced relocation of a number of First Nations, Métis, and Inuit communities; the continuing operation of residential schools; the formation of the National Indian Brotherhood/Assembly of First Nations; the Berger Commission; the Calder case; the recognition in the constitution of existing Aboriginal and treaty rights; the James Bay Project and the resulting protests; the efforts of*

Mary Two-Axe Early and others to secure equality for First Nations women; the creation of the Inuit Circumpolar Council; the inquest into the death of Chanie (“Charlie”) Wenjack), and assess the impact of these events, developments, and/or issues on identities, citizenship, and/or heritage in Canada

Sample questions: “What was the significance for Canadian citizenship of the enfranchisement of ‘status Indians’ in 1960?” “What were some factors leading to the 1969 White Paper? What was the purpose of this policy document? How did Indigenous groups respond to it? What does that response reveal about the identity of First Nations in Canada?” “What were the causes of the creation of the National Indian Brotherhood? What contributions did this organization make to Canada?” “Why might ‘the Mohawks who built Manhattan’ occupy a meaningful place in the narrative of the Mohawk nation?” “How did the James Bay Project affect the relationship between the Cree and Inuit and the Quebec government?” “Was the inclusion of Métis and Inuit in section 35 of the Constitution Act, 1982, a turning point with respect to Métis and Inuit rights and identity? Why or why not?”

E. Canada, 1982 to the Present

E1. Social, Economic, and Political Context

E1.4 describe some key political developments and/or government policies that have affected Indigenous peoples in Canada since 1982 (*e.g. the creation of Nunavut; Bill C-31 amending the Indian Act; the Royal Commission on Aboriginal Peoples; the Truth and Reconciliation Commission’s calls to action; the 2016 Canadian Human Rights Tribunal decision regarding inequalities in funding for child welfare for First Nations children; the National Inquiry into Missing and Murdered Indigenous Women and Girls; the United Nations Declaration on the Rights of Indigenous People*), and assess their significance for First Nations, Métis, and Inuit individuals and communities

Sample questions: “What changes have been made to the Indian Act since 1982? What aspects of the act have stayed the same?” “What are some ways in which political developments and government policies that have affected First Nations, Métis, and Inuit in Canada since 1982 continue to reflect colonial attitudes and perspectives?” “Why have Canadian courts of law begun, since the 1990s, to accept oral testimony on historical matters from Indigenous peoples? Why is this change significant?” “How would you assess the success of the Truth and Reconciliation Commission compared to the Royal Commission on Aboriginal Peoples?” “How do unresolved issues arising from past systemic oppression and historical policies continued to affect First Nations, Métis, and Inuit individuals and communities today?” “Do you think that Prime Minister Justin Trudeau’s visit to Shoal Lake reserve represented a change in government policy with respect to the right of First Nations, Métis, and Inuit to clean drinking water? Why or why not?”

E2. Communities, Conflict, and Cooperation

E2.1 describe some significant ways in which Canadians have cooperated and/or come into conflict with each other since 1982 (e.g., ... *continuing legal conflict and/or political protests over Aboriginal title and land rights; the Idle No More movement; the National Inquiry into Missing and Murdered Indigenous Women and Girls; ...*), and analyse these interactions from various perspectives

Sample questions: ... “Do you think that the establishment of the National Inquiry into Missing and Murdered Indigenous Women and Girls reflected a change in government attitudes towards First Nations, Métis, and Inuit issues? Why, or why not?” “What is the ‘duty to consult and accommodate’, as stipulated in treaties and affirmed by the Supreme Court of Canada? How has this duty affected relationships between First Nations, Métis, and Inuit communities, the government, and the private sector?”

E2.3 identify some key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Métis, and Inuit individuals and communities since 1982 (e.g., *Bill C-31, 1985; the Meech Lake Accord; disputes over land at Oka, Ipperwash, and/or Caledonia; land claims by the Lubicon Lake Nation; Delgamuukw v. British Columbia, 1997; the Nisga’a Final Agreement, 1988; the creation of Nunavut; R v. Powley, 2003; the McIvor decisions; the Truth and Reconciliation Commission; the Idle No More movement; Justice Phelan’s 2013 ruling on the Constitution Act, 1867; the Coolican Report, 1986; the Qikiqtani Truth Commission; the Daniels decision, 2016; living conditions and education on First Nations reserves; preservation of Indigenous languages; the numbers of Indigenous children in care; Jordan’s Principle; Métis Nation of Ontario Secretariat Act, 2015; control over Arctic waters*), and analyse them from various perspectives

Sample questions: “What were the underlying issues in the Oka crisis? How did the positions of the various parties on these issues lead to the conflict?” “How has the Supreme Court of Canada interpreted the protection of Aboriginal rights in the Constitution Act, 1982?” “How was Prime Minister Stephen Harper’s apology for residential schools viewed by Indigenous people? By various non-Indigenous Canadians?” “What is the significance of the 2013 ruling by Justice Michael Phelan for the relationship between the federal government and both the Métis and non-status Indians in Canada?” “What did the Truth and Reconciliation Commission set out to do? Whose testimony did the commission collect? Do you think the commission’s calls to action are a turning point in the relationship between the federal/ provincial governments and First Nations, Métis, and Inuit individuals and nations? Why, or why not?” “What do issues related to living conditions on some First Nations reserves since the 1980s reveal about continuity in the government’s treatment of and attitudes towards Indigenous peoples?” “What was the significance of the government of Ontario’s non-

recognition of Métis in the province? What was the perspective of the government on this issue? What was the perspective of the Métis? What impact did the Supreme Court's decision in the Powley case (2003) have on this issue? How did that decision affect the status of Métis in Ontario and the rest of Canada?"

Canadian History since World War I, Grade 10, Applied (CHC2P)

B. Canada, 1914 – 1929

B2. Communities, Conflict, and Cooperation

B2.3 describe some significant challenges facing First Nations, Métis, and Inuit individuals and communities in Canada during this period (*e.g., mandatory attendance in residential schools; provincial day schools, training schools; loss of language and culture; ongoing prohibitions against Indigenous ceremonies and gatherings; amendments to the Indian Act that prohibited First Nations from hiring legal counsel to pursue land claims; limitations on voting rights; the pass system; systemic racism; economic disparity; continued expropriation of resources and loss of land; forced removals*), and explain some of their consequences

Sample questions: "What were some amendments to the Indian Act during this period? What attitudes are reflected in these amendments?" "Why was it mandatory for status Indians to attend residential schools? What were the goals of these schools?" "How did the residential school experiences of First Nations and Metis children differ?" "Why did many Métis people choose not to publicly identify as Métis during this period? What were some of the consequences of such decisions?"

C. Canada, 1929 – 1945

C2. Communities, Conflict, and Cooperation

C2.3 describe some ways in which World War II affected First Nations, Métis, and Inuit individuals and communities in Canada (*e.g., with reference to enlistment, military, and post-military experiences; experiences on the home front; the War Measures Act; Indigenous communities that supported the war effort and those that did not; appropriation of reserve lands by the Department of National Defence; the Veterans' Land Act, 1942; loss of Indian status for enlisted men and their families*)

Sample questions: "What was the impact of the war on the Kettle and Stoney Point Nation in Ipperwash, Ontario?" "What are some ways in which Cree Code

Talkers contributed to the war effort?” “What are some ways in which the treatment of First Nations, Métis, and Inuit veterans after World War II was similar to and/or different from their treatment after World War I?”

D. Canada, 1945–1982

D1. Social, Economic and Political Context

D1.4 describe some key political developments and/or government policies that had an impact on Indigenous people in Canada during this period (*e.g., the continuing use of numbered identification tags for Inuit; Inuit and status Indians gaining the right to vote; the 1969 White Paper; the inclusion of Métis and Inuit as “Aboriginal people” in section 35 of the Constitution Act, 1982*), and explain how they affected the lives of First Nations, Métis, and Inuit individuals and communities

Sample questions: “How did Inuit sled dog killings by the RCMP during this period affect Inuit culture and ways of life? What do the slayings reveal about the Canadian government’s attitude towards Inuit?” “What was the Sixties Scoop? What attitudes underpinned this policy? In what ways were they a continuation of government attitudes towards Indigenous peoples?”

D3. Identity, Citizenship, and Heritage

D3.2 describe some significant developments and/or issues that affected First Nations, Métis, and Inuit communities in Canada during this period (*e.g., the forced relocation of a number of First Nations, Métis, and Inuit communities; the continuing operation of residential schools; enfranchisement; the Sixties Scoop; challenges related to Aboriginal title and land claims; the White Paper and the “Red Paper”; the founding of the Assembly of First Nations; the Calder case; the James Bay Project; efforts to secure equality for First Nations women; section 35 of the Constitution; the ongoing use of “Eskimo” identification tags*), and explain the impact of these developments/ issues on identities, citizenship, and/or heritage in Canada

Sample questions: “When did status Indians in Canada gain the right to vote? What was the significance of this development for First Nations people? For citizenship in Canada?” “What impact did First Nations and Inuit art from this period have on Indigenous and Canadian heritage and identity?” “Why did governments across Canada ‘scoop’ Indigenous children from their parents and put them in foster/adoptive Canadian families? What was the impact on the cultural identity and self-image of these children? What was the impact on the biological families and communities of the children?” “How did inclusion of Métis in section 35 of the Constitution Act affect Métis rights and identity?” “What

impact did the federal government's use of numbered 'Eskimo' identification tags have on Inuit identity and heritage?"

E. Canada, 1982 to the Present

E1. Social, Economic and Political Context

E1.4 describe some key political developments and/or government policies that have affected Indigenous peoples in Canada since 1982 (e.g., *the creation of Nunavut; Bill C-31 amending the Indian Act; the Royal Commission on Aboriginal Peoples; the Truth and Reconciliation Commission; the 2016 Canadian Human Rights Tribunal decision regarding inequalities in funding for child welfare for First Nations children; the National Inquiry into Missing and Murdered Indigenous Women and Girls; the United Nations Declaration on the Rights of Indigenous Peoples*), and assess their impact on the lives of First Nations, Métis, and Inuit individuals and communities

Sample questions: "Do you consider the establishment of National Aboriginal Day in 1996 a historically significant event in First Nations, Métis, and Inuit history? In Canadian history? Why, or why not?" "What are some ways in which the residential school system continues to affect the lives of First Nations, Métis, and Inuit individuals and communities in Canada?" "What impact have changes to the Indian Act during this period had on the lives of some First Nations women and their children?" "What are some ways in which the 2 per cent federal funding cap for programs and services on First Nations reserves, which was in effect for nineteen years, has had an impact on the housing, water, education, and infrastructure in First Nations communities?"

E2. Communities, Conflict, and Cooperation

E2.2 describe some significant issues and/or developments that have affected relations between the federal/provincial governments and First Nations, Métis, and Inuit individuals and communities since 1982 (e.g., *the Meech Lake Accord; disputes over land at Oka, Ipperwash, and/or Caledonia; the Nisga'a Final Agreement, 1998; Ottawa's apology for the residential school system; the creation of Nunavut; the New Credit Settlement; the Idle No More movement; the Indian Residential Schools Settlement Agreement; the Qikiqtani Truth Commission; the Daniels decision, 2016; the Métis Nation of Ontario Secretariat Act, 2015; living conditions on First Nations reserves; the Truth and Reconciliation Commission's calls to action*), and explain some changes that have resulted from them

Sample questions: "What progress has been made with respect to Aboriginal land claims since 1982?" "What was the significance of the Royal Commission on Aboriginal Peoples?" "What was the *Marshall* decision? How has it affected the way Canadians view Indigenous rights?" "What are some ways in which the

relationship between the federal/provincial governments and Indigenous people has begun to change as a result of the Truth and Reconciliation Commission's calls to action?" "Why was the appointment of Justin Trudeau's cabinet in 2015 historically significant for First Nations, Métis, and Inuit people?"

Civics and Citizenship, Grade 10, Open (CHV2O)

B. Civic Awareness

B1. Civic Issues, Democratic Values

B1.1 describe some civic issues of local, national, and/or global significance (*e.g., ... Aboriginal treaty rights; ...*), and compare the perspectives of different groups on selected issues

CANADIAN AND WORLD STUDIES, GRADES 11 AND 12 (2015)

The Individual and the Economy, Grade 11, University/ College Preparation (CIE3M)

E. Economic Interdependence

E1. Perspectives on Scarcity and Sustainability

E1.2 analyse how First Nations, Métis, and/or Inuit people have responded to issues relating to scarce resources (*e.g., with reference to land claims, fishing rights, resource development on and/or environmental degradation of Aboriginal land*), and explain similarities and differences between their responses and those of other groups in Canada, including governments (*e.g., environmental groups, mining companies, provincial or federal governments, the courts*)

Sample questions: "What competing beliefs about scarcity and sustainability underpin the Musqueam Nation's conflict with the B.C. government over fishing rights?" "Why are there often differences in the perspectives of governments, corporations, and First Nations, Métis, and/or Inuit people on the development of natural resources?" "What are the implications for different stakeholders of court decisions on Aboriginal land claims?" "Given the scarcity of land/resources, what are some of the advantages of collective ownership of property? What are some of the disadvantages of collective and private ownership of property? Do you think these advantages/disadvantages are the same for First Nations communities as they are for other groups in Canada? Why or why not?"

Analysing Current Economic Issues, Grade 12, University Preparation (CIA4U)

A. Economic Inquiry and Skill Development

A2. Developing Transferable Skills

A2.3 apply the concepts of economic thinking when analysing current events involving economic issues (*e.g., ... demonstrations in support of First Nations land claims; ...*) in order to enhance their understanding of these events and their role as informed citizens

Making Personal Economic Choices, Grade 12, Workplace Preparation (CIC4E)

C. Economic Fundamentals

C4. Stake holders' Views on Economic Issues

C4.2 analyse some key economic issues related to Canada's natural resources from the perspective of different stakeholders (*e.g., ... resource development and Aboriginal land claims;...*)

Regional Geography, Grade 11, University/College Preparation (CGD3M)

D. Regional and International Interactions

D1. International Organizations in the Region

D1.2 assess the effectiveness of intergovernmental organizations and/or agreements in addressing issues in the region (*e.g., with reference to ... UN conventions on ... the rights of indigenous peoples; ... alliances, treaties, ...*)

D2. Conflict and Cooperation

D2.1 explain interrelationships between economic change/development and conflict and/or cooperation involving this region (*e.g., how economic development has heightened tensions over land claims or sovereignty; cooperation on and/or disagreement over joint megaprojects; ...; local resistance to the practices of multinational corporations; ...*)

Sample questions: "Have economic developments in this region affected the ability of indigenous people to access or live off their traditional lands? If so, how did these people respond to the threat to their rights and/or way of life?" ...

D2.4 describe instances of political conflict or cooperation in the region, and explain their impact (*e.g.*, conflict: ... *land claims; suppression of dissent by governments; invasion/ aggression over disputed territory ... treaties/alliances*)

E. Dynamics and Change

E1. Globalization

E1.3 describe local, national, regional, and/or international policies and strategies that address issues associated with globalization, and assess their effectiveness (*e.g.*, with reference to ... *movements/ support for rights/land claims of indigenous peoples, ...*)

Introduction to Spatial Technologies, Grade 11, Open (CGT30)

D. Spatial Technologies, Society, and Interdependence

D1. Spatial Technologies and Society

D1.6 describe and assess some of the ways in which various First Nations, Métis, and Inuit communities use spatial technologies to inform decisions around land use and make plans for future development (*e.g.*, *to investigate land claims, to conduct resource inventories, to choose the routes of ice roads or snowmobile trails, to conduct independent reviews of proposals for resource extraction*)

Sample questions: “How might the use of spatial technologies help First Nations communities in research and planning concerning the proposed location of a new mine? What types of data and information would they need to collect? Which spatial technology or technologies would help them collect the data and information they need?”

World Geography: Urban Patterns and Population Issues, Grade 12, University/College Preparation (CGU4M)

D. Systems: Interdependence of Ecumenes

D1. Policies and Change

D1.3 analyse the influence of past policies and historical attitudes on instances of conflict or cooperation in selected ecumenes

Sample questions: “How did issues relating to land claims and land use contribute to violent conflict in Caledonia, Ontario?”

Spatial Technologies in Action, Grade 12, University/College Preparation, (CGO4M)

C. Using Spatial Technologies to Support Sustainability

C1. Supporting Sustainable Environments

C1.3 assess issues of sustainability (*e.g., environmental, social, economic, political issues*) relating to First Nations, Métis, and Inuit peoples and communities (*e.g., issues relating to development projects such as the construction of hydroelectric dams, oil and gas extraction processes*), using spatial technologies as appropriate

Sample questions: “What data layers illustrate the impact on First Nations, Métis, and Inuit communities of the decline of traditional food sources due to environmental degradation?” “How might land claim issues have an impact on resource development?” “How does the use of spatial technologies support groups using the First Nations Environmental Assessment Toolkit?” “How might First Nations, Métis, and Inuit communities be affected by water quality, garbage disposal, and sewage treatment issues?”

American History, Grade 11, University Preparation (CHA3U)

B. The United States, Pre-Contact to 1791

B2. Communities, Conflict, and Cooperation

B2.1 analyse how various factors affected relations between European settlers and Native American nations during this period (*e.g., with reference to military alliances, Peace and Friendship Treaties, the exchange of knowledge and technology, the work of missionaries, the impact of Western diseases on Native American populations, competition for land and resources in the face of increasing European settlement, the introduction of new weapons, Europeans’ oppression of Native American peoples, the Royal Proclamation of 1763, the Northwest Ordinance*)

C. The United States, 1791–1877

C3. Identity, Citizenship, and Heritage

C3.2 analyse the impact on heritage and identity in the United States of policies and actions related to western expansion during this period (*e.g., with reference to ..., treaties with and displacement of Native Americans, ...*)

Origins and Citizenship: The History of a Canadian Ethnic Group, Grade 11, Open (CHE3O)

E. The Ethnic Group in Contemporary Canada

E1. Social, Economic, and Political Issues

E1.2 analyse ways in which some social, economic, and/or political issues, events, and/or developments at the national level in Canada have affected the selected ethnic group (*e.g., demographic changes; changes in technology; economic cycles; changes in political policy with respect to immigration, refugees, social services, or foreign aid; internments or deportations*)

Sample questions: ... “How have treaty relations between the government and indigenous peoples in Canada affected this ethnic group, either directly or indirectly?”

Canada: History, Identity, and Culture, Grade 12, University Preparation (CHI4U)

A. Historical Inquiry and Skill Development

A1. Historical Inquiry

A1.2 select and organize relevant evidence and information on aspects of Canadian history from a variety of primary and secondary sources (*e.g., primary: artefacts, art works, diaries, legislation, letters, maps, period newspapers, photographs, political cartoons, statistics, treaties; secondary: books and/or articles from the library, current newspapers or magazines, documentaries and/or other films, textbooks, websites*), ensuring that their sources reflect a range of perspectives

B. Canada, Origins to 1774

B2. Interactions and Independence

B2.2 analyse how different factors affected relations between Aboriginal peoples and European settlers in colonial Canada prior to 1774 (*e.g., with reference to military alliances, fur trade partnerships, the exchange of knowledge and technology, the work of missionaries, the impact of European diseases on Aboriginal population intermarriage, increasing European settlement and the location of those settlements, Europeans’ sense of superiority to Aboriginal peoples, colonial policies such as treaties and land grants*)

E. Canada since 1945

E2. Interactions and Interdependence

E2.3 analyse interactions between Aboriginal peoples and different governments in Canada during this period, with a focus on both positive changes and unresolved issues (*e.g., with reference to amendments to the Indian Act, the closure of residential schools, the White and Red Papers, the formation of the National Indian Brotherhood and the Assembly of First Nations, the Meech Lake Accord, Native protests at Oka and Ipperwash and the government response, the creation of Nunavut, land claims, self-government, issues around funding for and quality of life on reserves, the Lubicon- Daishowa dispute, protests against the James Bay hydroelectric project, the Idle No More movement, pipeline protests in British Columbia*)

World History since the Fifteenth Century, Grade 12, University Preparation (CHY4U)

A. Historical Inquiry and Development

A1. Historical Inquiry

A1.2 select and organize relevant evidence and information on aspects of world history since the fifteenth century from a variety of primary and secondary sources (*e.g., primary: ... treaties; ...*), ensuring that their sources reflect a range of perspectives

Understanding Canadian Law, Grade 11, University/College Preparation (CLU3M)

A. The Inquiry Process and Skill Development in Legal Studies

A1. The Inquiry Process in Legal Studies

A1.5 use the concepts of legal thinking (i.e., legal significance, continuity and change, interrelationships, and legal perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding legal issues (*e.g., ... use the concept of continuity and change when investigating legal disputes in the past few decades over treaties between First Nations communities and Canadian governments; ...*)

B. Legal Foundations

B2. Legal Heritage

B2.1 describe how early legal systems (*e.g., as reflected in ... First Nations customs, treaties, ...*) have influenced Canadian law

B4. Development of Law

B4.4 describe how legislation and recent landmark cases relating to First Nations, Métis, and Inuit peoples have influenced the circumstances of Aboriginal people and the interpretation of Aboriginal rights in Canada (e.g., *the Royal Proclamation of 1763; Numbered Treaties; the Indian Act and its amendments; the creation of Nunavut; R. v. Drybones, 1970; R. v. Sparrow, 1990; R. v. Moses, 1992; Delgamuukw v. British Columbia, 1997; Bazley v. Curry, 1999; R. v. Marshall [No. 1], 1999; R. v. Powley, 2003; Tsilhqot'in Nation v. British Columbia, 2014*)

Understanding Canadian Law in Everyday Life, Grade 11, Workplace Preparation (CLU3E)

B. Legal Foundations

B1. Legal Principles

B1.5 describe the legal importance of some key aspects of the Canadian constitution, with particular reference to responsible government, the division of powers between the federal and provincial governments, and the entrenchment of rights

Sample questions: ... “How does the constitution ensure that different levels of government must cooperate in addressing First Nations land claims?”

Canadian and International Law, Grade 12, University Preparation (CLN4U)

C. Rights and Freedoms

C1. Legal Principles of Human Rights Law

C1.3 explain the legal implications of a country’s signing of various internationally recognized treaties and conventions related to the protection of human rights (e.g., ... *United Nations Declaration on the Rights of Indigenous Peoples*)

Sample questions: “What concerns did Canada voice with respect to the UN Declaration on the Rights of Indigenous Peoples? Now that Canada is a signatory, what power does the declaration have within Canada? What recourse do indigenous people in Canada have should the government fail to protect the rights specified in the declaration?”

D. Foundations of International Law and Dispute Resolution

D1. Fundamentals of International Law

- D1.1** explain the legal significance of various principles and key concepts in international law (*e.g., rule of law, equality and non-discrimination in the enjoyment of human rights, diplomatic immunity, collective security, national sovereignty, concepts related to customary law and treaty law*)
- D1.2** describe various challenges that face sovereign states in creating, ratifying, and implementing international treaties (*e.g., divergent interests/views/beliefs in relation to: foreign policy, equity, the role of government, territorial claims*)

Sample question: “How might the laws and policies of sovereign states hinder the ratification of international environmental or trade agreements?”

D3. Conflict and Cooperation

- D3.1** identify different types of international disputes (*e.g., about treaty violations, boundary disputes, access to resources, trade barriers*) and compare the strengths and weaknesses of peaceful and non-peaceful methods of resolving them (*e.g., mediation, arbitration, negotiation, sanctions, embargoes, war, armed conflict, hostage-taking*)
- D3.5** analyse Canada’s record of supporting or not supporting various alliances, agreements, and treaties under international law (*e.g., North Atlantic Treaty Organization [NATO], North American Free Trade Agreement [NAFTA], United Nations Framework Convention on Climate Change, various UN human rights declarations and conventions*)

Sample question: “How has Canada’s international status been affected by its support for or failure to support (or both) international agreements such as the UN Declaration on the Rights of Indigenous Peoples?”

Legal Studies, Grade 12, College Preparation (CLN4C)

A. The Inquiry Process and Skill Development in Legal Studies

A1. The Inquiry Process in Legal Studies

- A1.5** use the concepts of legal thinking (*i.e., legal significance, continuity and change, interrelationships, and legal perspective*) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding legal issues (*e.g., ... take the concept of legal perspective into account when analysing competing interests relevant to Aboriginal treaty rights*)

B. Legal Foundations

B2. Development of Law

B2.1 explain how shifting societal attitudes, values, and customs have influenced the development of Canadian law (e.g., *laws relating to: ... treaty rights and land claims*)

C. Rights and Responsibilities

C2. Rights and Responsibilities

C2.2 analyse from a legal perspective issues related to the right of individuals, groups, and governments to use natural resources, and the corresponding responsibilities/regulations related to environmental protection (e.g., rights: access to water; Aboriginal hunting/trapping, fishing, and harvesting treaty rights; other hunting/ trapping, fishing, and harvesting rights; mining rights; responsibilities/regulations: antipollution laws, licensing requirements, duty to consult, environmental assessment requirements, reforestation laws, ecological restoration requirements)

Sample questions: ... “When you examine some landmark cases (e.g., *Delgamuukw v. British Columbia*, 1997; *R. v. Marshall*, 1999; *R. v. Powley*, 2003; *Haida Nation v. British Columbia [Minister of Forests]*, 2004; *Tsilhqot’in Nation v. British Columbia*, 2014), what do you notice about how the Supreme Court of Canada’s interpretation of Aboriginal rights to land use has changed?”

D. Contemporary Legal Issues

D2. Legal Structures and Processes

D2.3 analyse situations in which legal judgements balance the competing rights and interests of individuals, groups, and governments (e.g., ... *Aboriginal treaty rights versus provincial hunting and fishing regulations*)

D3. Emerging Legal Issues

D3.1 explain the legal implications of issues affecting specific demographic groups (e.g., *First Nations, Métis, and Inuit groups: access to safe drinking water, land claims ...*)

Canadian and International Politics, Grade 12, University Preparation (CPW4U)

D. Non-Governmental Action on Canadian and International Political issues

D2. Challenges and Strategies

D2.1 explain key challenges relating to some specific issues of national and global political importance (*e.g., Aboriginal land claims, ... violence against women, ...*)

E. Rights and Power in the International Community

E3. Human Rights at Home and Abroad

E3.1 analyse some violations of human rights in Canada (*e.g., ... residential school policies, segregation, ...*) ...

Sample questions: “What are some similarities and differences between government policies on Aboriginal rights and treaty issues in Canada and those in other countries such as Australia or New Zealand? What historical, political, social, and/or economic factors might account for any differences?” “What are some examples of a government’s offering a public apology for past injustices? What are the reasons for such apologies? How meaningful or effective do you think such apologies are in addressing historical and/or continuing inequities?”

ENGLISH AS A SECOND LANGUAGE AND ENGLISH LITERACY DEVELOPMENT, GRADES 9 TO 12 (2007)

English as a Second Language, ESL Level 4, Open (ESLDO)

Socio-Cultural Competence and Media Literacy

4. Developing Media Knowledge and Skills

4.3 create a variety of media texts for specific purposes and audiences (*e.g., a news report summarizing the causes and potential consequences of a current issue such as Aboriginal land claims; ...*)

English as a Second Language, ESL Level 5, Open (ESLEO)

Socio-Cultural Competence and Media Literacy

2. Developing Awareness of Canada, Citizenship, and Diversity

2.2 explain how government policies on equity and social justice apply to current social issues (*e.g., Aboriginal treaty rights, ...*)

FRENCH AS A SECOND LANGUAGE – CORE, EXTENDED, AND IMMERSION FRENCH, GRADES 9 to 12 (2014)

Extended French, Grade 12, University Preparation (FEF4U)

D. Writing

D1. Purpose, Audience, and Form

D1.3 Creating Media Texts: create media texts in French on a wide variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., ... write an informational pamphlet giving details of the treaty history of the land in an Aboriginal community; ...*)

FIRST NATIONS, MÉTIS, AND INUIT STUDIES (2019)

Expressions of First Nations, Métis, and Inuit Cultures, Grade 9 (NAC10)

B. Creating and Presenting

B3. Materials, Tools, Techniques, and Technologies

B3.3 integrate tools, techniques, and/or technologies from more than one arts discipline to create an integrated art work/production that communicates a specific message about an issue affecting First Nations, Métis, or Inuit communities (*e.g., create a multimedia work inspired by Aboriginal title and treaty rights or Métis scrip challenges in Canada; ...*)

First Nations, Métis, and Inuit in Canada, Grade 10 (NAC20)

A. Historical Inquiry and Skill Development

A1. Historical Inquiry

A1.9 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (*e.g., ...a debate on strategies used by Indigenous organizations or individuals to address treaty rights or land claims; ...*)

C. 1500–1763: The Imposition of Colonialism – Contact, Conflict, and Treaties (STRAND)

D. 1763-1876: Settler and State Expansion and Indigenous Resistance

D1. Social, Economic, and Political Context

D1.3 explain how various factors contributed to the Royal Proclamation of 1763, and analyse its significance for Aboriginal title and treaty rights (*e.g., with reference to land occupation and ownership, sovereignty, Crown roles and responsibilities, ceded and unceded territories, First Nations–Crown relations*)

D1.4 explain the significance of the Treaty of Niagara of 1764, with particular reference to how it confirmed and extended a nation-to-nation relationship between the Crown and First Nations peoples (*e.g., how the treaty built on the Royal Proclamation of 1763; how it confirmed First Nations' rights and sovereignty*)

D2. Communities, Conflict, and Cooperation

D2.3 identify key treaties of relevance to Indigenous peoples in Canada during this period, including wampum belts exchanged, and explain their significance for different peoples and communities in Canada (*e.g., with reference to the Niagara Treaty and the Covenant Chain wampum of 1764; the British-Inuit Treaty, 1765; the Treaty of Fort Stanwix, 1784; the Haldimand Tract Grant, 1784; the Treaty of Greenville, 1795; the Jay Treaty, 1794; the Huron Tract, 1827; the Mississaugas of New Credit Land Succession Agreements; the Manitoulin Island Treaties, 1836 and 1862; the Robinson Superior and Robinson Huron treaties, 1850; the numbered treaties dating from this period [Nos. 1–6]*)

E. 1876–1969: Assimilation, Encroachment, and Life in the Industrial Age

E2. Communities, Conflict, and Cooperation

E2.1 identify some key treaties and land agreements signed during this period, and explain their significance for different Indigenous peoples in Canada (*e.g., with reference to the Blackfoot Treaty, 1877; the Saint-Paul-des-Métis land grant, 1896; Treaty No. 7, 1877; Treaty 8, 1899; Treaty 9 [the James Bay Treaty], 1905; Treaty 10, 1906; Treaty 11, 1921*)

E3. Identities, Cultures, and Self-Determination

E3.2 analyse strategies used by some individuals and groups during this period to secure the recognition of Aboriginal title and treaty rights, and/or respect for Indigenous identities, and assess the impact of these strategies

F. 1969 to the Present: Resilience, Determination, and Reconciliation

F1. Social, Economic, and Political Context

F1.3 describe some key political trends and developments that have affected Indigenous individuals and communities in Canada during this period, and analyse the impact on their lives (*e.g. ... the recognition of Aboriginal and treaty rights in the Constitution Act, 1982 and the Canadian Charter of Rights and Freedoms...*)

F1.4 analyse the federal government's 1969 White Paper with respect to its basic ideas and underlying attitudes, and assess the responses of First Nations individuals and organizations to it, including the long-term impact of these responses (*e.g., with reference to the "Red Paper", the development and/or increasing activism of Indigenous political advocacy organizations, an increased focus on the protection of treaty rights, the determination to protect inherent rights for future generations, the documentation of cultural genocide*)

F2. Communities, Conflict, and Cooperation

F2.2 analyse some key court cases related to Aboriginal title and/or treaty rights during this period, and assess their impact on Indigenous communities

F2.3 describe some key treaties and land agreements between Canadian governments and First Nations and Inuit during this period

F3. Identities, Cultures, and Self-Determination

F3.2 analyse the contributions of some individuals and groups to efforts to raise awareness about sovereignty/self-governance and to gain recognition of Aboriginal title and/or treaty rights during this period

English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11 (NBE3U)

A. First Nations, Métis, and Inuit Perspectives and text Forms in Canada

A1. Exploring

A1.4 identify and explain diverse themes, ideas, and issues associated with relationships in First Nations, Métis, and Inuit cultures, as reflected in various Indigenous text forms, and, as appropriate, in relevant non-Indigenous texts (*e.g., ...the relationship between Aboriginal title and treaty rights and human rights and freedoms, ...*)

C. Reading and Literature Studies

C1. Reading for Meaning

C1.8 identify and analyse the perspectives and/or biases evident in texts dealing with themes, ideas, and issues related to First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts, commenting with growing understanding on any questions they may raise about beliefs, values, identity, and power (e.g., explain, on the basis of research, how the historical and/or cultural context of a novel accounts for the social values expressed by its characters; compare the perspectives on an issue of importance to First Nations, Métis, and Inuit communities expressed in editorials or feature articles in different newspapers and magazines; identify the perspective implied in a historical treaty and explain how it supports or undermines the power of the signatory parties)

English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11 (NBE3C)

A. First Nations, Métis, and Inuit Perspectives and text Forms in Canada

A1. Exploring

A1.4 identify and describe several different themes, ideas, and issues associated with relationships in First Nations, Métis, and Inuit cultures, as reflected in various Indigenous text forms, and, as appropriate, in relevant non-Indigenous texts (e.g., *with reference to the ways in which natural law shapes the relationship between humanity and nature in many Indigenous cultures, the relationship between community aspirations and individual aspirations*) **Sample questions:** “How is the concept of relationships expressed in various treaties? Why is it important to explore how nation-to-nation relationships are reflected not only in written text forms such as treaties but also in cultural text forms such as wampum belts?”

A2. Deconstructing

A2.2 identify contradictions in how First Nations, Métis, and Inuit cultures have been depicted in various contemporary and historical Indigenous text forms, and non-Indigenous texts (e.g., *militant versus peaceful, stewards of the land versus territorially acquisitive*), and analyse possible reasons for the divergence of views **Sample questions:** “What are some different perspectives on current treaty relations presented in contemporary texts? What reason can you offer for any contradictions in those perspectives?” “How did listening to a First Nation treaty researcher talk about treaty relations and nationhood change your view of

treaties in Ontario? What elements of the talk contradicted your earlier understanding of treaties?”...)

D. Writing

D2. Using Writing, Form, and Style

D2.1 write for different purposes and audiences using a variety of literary, informational, and graphic text forms (*e.g., a survey comparing the responses of classmates to a short story on the theme of cultural change studied in class; the table of contents for a report on the cultural practices of various First Nations in Ontario in the twenty-first century; an information booklet highlighting the contributions of First Nations, Métis, and Inuit individuals and communities to Canadian society; an informational text explaining a technical procedure; a short article for the school newspaper proposing a solution to an environmental problem*) **Sample questions:** “What text form will you use to support a public awareness campaign about the treaty or treaties governing the territory in which the school community is located? What makes this form a good choice?”

Contemporary First Nations, Métis, and Inuit Issues and Perspectives, Grade 11 (NDA3M)

A. Political Inquiry and Skill Development

A1. Political Inquiry

A1.1 formulate different types of questions to guide investigations into contemporary issues, events, and/or developments relating to Indigenous peoples in Canada (*e.g., factual questions: What are some rights and responsibilities of a citizen living in a First Nation community? ... comparative questions: What are the differences and similarities in the positions taken by all levels of government with respect to the Ring of Fire mining development in northern Ontario? ... causal questions: When First Nations governments have developed their own education plans/systems, what impacts have there been on the treaty rights of those nations?...*)

C. Community Perspectives

C1. Community Governance, Planning, and Administration

C1.1 identify and explain the significance of various contemporary political issues and/or developments relating to First Nations, Métis, and Inuit community governance and administration (*e.g.,...consultations to ensure community input*)

into Aboriginal title and treaty rights discussions; the advancement of land claims within the federal specific and comprehensive land claim policy...)

- C1.2** identify and explain the significance of various contemporary economic issues and/or developments relating to First Nations, Métis, and Inuit community-planning initiatives (e.g., the exercise of traditional hunting and gathering rights; the continuing implications of the Jay Treaty for the movement of resources across borders;...)

D. National and Regional Perspectives

D1. Indigenous Legal Rights and the Constitution

- D1.1** describe the historical context of some key treaties and other legal agreements relating to First Nations, Métis, and Inuit communities in different regions of Canada, and explain how their implementation continues to affect those communities

- D1.3** explain how key court rulings regarding Aboriginal title have affected relations between Indigenous governments and federal, provincial, and territorial governments (e.g.,...*Calder v. British Columbia, 1973, led to the federal government's willingness to negotiate comprehensive land claims, also known as modern treaties; Delgamuukw v. British Columbia, 1997, set out how the courts deal with Aboriginal title and established a test for proving Aboriginal title; Guerin v. The Queen, 1984, recognized Aboriginal title as an inherent right based on historical occupation and continued use of land...*)

D2. Policies and Policy Making

- D2.3** describe the implementation and assess the consequences of a variety of contemporary national/regional social policies designed to improve relations between Indigenous and non-Indigenous individuals and communities in Canada (e.g., with reference to social inclusion and voice; the promotion of mutual respect; reassessment of historical injustices; education about treaty history, treaty rights, and Aboriginal title)

D3. National and Regional Leadership

- D3.4** assess various strategies and initiatives to address national/regional environmental issues affecting First Nations, Métis, and Inuit communities in terms of their influence on public policy and law (e.g., with reference to the grievance put before the United Nations Human Rights Council by the Comprehensive Land Claims Coalition; the organization of Idle No More in response to the Navigable Waters Protection Act embedded in the omnibus Bill

C-45 of 2012; a Federal Court of Appeal challenge launched by the Coastal First Nations against the Enbridge Northern Gateway Pipelines project; written support from the David Suzuki Foundation for Inuit opposition to underwater seismic testing at Clyde River, Nunavut; Matthew Coon Come's paddle protest to stop the Hydro-Québec Great Whale project; Neil Young's Honour the Treaties tour highlighting the growing environmental impact of oil sands development) **Sample questions:** "In your opinion, how effective is legal action as a way to obtain justice for treaty violations that affect the land and the environment?"

World Views and Aspirations of First Nations, Métis, and Inuit Communities in Canada, Grade 11 (NBV3C)

A. Research and Inquiry Skills

A4. Communicating and Reflecting

A4.2 use correctly terms and phrases related to various First Nations, Métis, and Inuit world views and experiences (*e.g., ... traditional territory, extended family, clan system, Indigenous language, storytelling, reciprocity, reconciliation, revitalization, self-determination, colonization and decolonization, restorative justice, ethnogenesis, treaty, trade agreement*)

C. Colonization and Decolonization

C1. Colonialism and Colonization

C1.3 analyse the use of political and judicial systems in Canada to enforce colonialist approaches to the ownership, development, and management of land and natural resources (*e.g., with reference to the extinguishment of title through the distribution of land scrip to Métis individuals, the forced relocation of Inuit from northern Quebec to the High Arctic, specific and comprehensive land claims, court cases, treaties*), suggesting some ways in which these approaches have affected First Nations, Métis, and Inuit communities

D. Reclamation and Reconciliation

D2. Truth, Reconciliation, and Renewal

D2.4 analyse the impact on both Indigenous and non-Indigenous individuals in Canada of various judicial/legal actions intended to affirm truth, reconciliation, and renewal regarding Aboriginal title, treaty rights, and nation-to-nation relationships (*e.g., court actions to protect Aboriginal fishing rights substantiate treaty obligations in law; the Canadian Charter of Rights and Freedoms*)

precludes the use of the charter to diminish existing Aboriginal rights; the Nunavut Land Claims Agreement is dedicated to achieving Inuit social, cultural, and economic well-being through its implementation)

World Views and Aspirations of First Nations, Métis, and Inuit Communities in Canada, Grade 11 (NBV3E)

A. Research and Inquiry Skills

A2. Investigating

A2.2 locate and select information relevant to their investigations from a variety of primary and/or secondary sources, including Indigenous knowledge sources (*e.g., primary sources: interviews; surveys and questionnaires; statistics; legislation and treaties; work manuals; original media such as photographs, land registries, logs and journals, political cartoons, art works, songs, stories, posters; ...*)

C. Colonization and Decolonization

C1. Colonialism and Colonization

C1.3 make and explain inferences about the use of political and judicial systems in Canada to enforce colonialist approaches to the ownership, development, and management of land and natural resources (*e.g., with reference to treaties, the federal scrip policy, specific and comprehensive land claims, the extinguishment of title, court cases*)

C2. Decolonization, Resilience, and Social Change

C2.1 demonstrate an understanding of the key goals of decolonization and resilience in the context of social change (*e.g., acknowledging the continuing effects of colonization; incorporating Indigenous perspectives into contemporary public policies; recognizing and respecting contemporary First Nations, Métis, and Inuit world views, aspirations, and actions; honouring treaty agreements; ... achieving self-determination through respectful relationships between Canadian governments and distinct Indigenous governments*)

D. Reclamation and Reconciliation

D2. Truth, Reconciliation, and Renewal

D2.4 analyse some judicial/legal actions in Canada intended to affirm truth, reconciliation, and renewal related to Aboriginal title, treaty rights, and nation-to-

nation relationships to determine the key stakeholders and processes involved in these actions (*e.g., land claim interactions take place between First Nations, Métis, or Inuit governments and organizations and provincial or federal governments, and involve re-examining and reappraising the historical record with respect to traditional territories; land claim settlements require a reconciliation of stakeholders' competing values and aspirations; the Constitution Act, 1982, enshrines some Aboriginal rights, such as hunting and fishing rights, within law*)

Contemporary Indigenous Issues and Perspectives in a Global Context, Grade 12 (NDW4M)

A1. Political Inquiry and Skill Development

A1. Political Inquiry

A1.2 select and organize relevant evidence, data, and information on contemporary issues, events, and/or developments relating to Indigenous peoples around the world from a variety of primary and secondary sources, including Indigenous knowledge sources (*e.g., primary sources: interviews with local Indigenous individuals, legislation, photographs, paintings and other works of art, policy statements, speeches, statistics, surveys, financial documents, treaties and other international agreements ...*), ensuring that their sources reflect multiple perspectives

A1.7 communicate their ideas, arguments, and conclusions, using various formats and styles, as appropriate for the audience and purpose (*e.g., ... a debate on whether the treaty rights and sovereignty of Indigenous peoples are becoming more respected globally; a critical essay on the provisions of the UNDRIP...*)

B. Indigenous Peoples and Perspectives

B3. Indigenous Knowledge and Oral Traditions

B3.2 analyse the role of Indigenous knowledge in the protection and exercise of Indigenous community rights and responsibilities that are being challenged by global socio-economic trends (*e.g., with reference to collective security, self-determination, local community protocols, customary law, treaty law, national borders, fishing and hunting, intellectual property, access to natural resources, land development policies and actions*)

C. Global Trends and Cultural Survival

C4. The Concept of Self-Determination

C4.3 explain various challenges that self-determining Indigenous communities face as settler governments create, ratify, and implement international treaties that affect these communities (*e.g., lack of recognition as sovereign nations, lack of consultation, lack of respect for Indigenous values, inadequate legal representation*), analysing the significance of these challenges for cultural survival

First Nations, Métis, and Inuit Governance in Canada, Grade 12 (NDG4M)

A1. The Legal Studies Inquiry Process and Skill Development

A1. The Inquiry Process in Legal Studies

A1.1 formulate different types of questions to guide investigations into current and historical issues relating to First Nations, Métis, and Inuit governance and Indigenous law in Canada (*e.g., factual questions... What are some key legal arguments that can be used to support and to refute the right to build an oil pipeline or mine on or near treaty lands or historic Métis communities, or in Inuit Nunangat? What are the main similarities and differences in the legislative bases for the political relationship between the federal government and First Nations, Métis, and Inuit in Canada?; causal questions: Why are issues associated with current First Nations treaty rights and Métis and Inuit rights most commonly dealt with through litigation rather than negotiation?*)

A1.2 select and organize relevant evidence, data, and information on issues, events, and/or developments relating to First Nations, Métis, and Inuit governance and Indigenous law in Canada from a variety of primary and secondary sources, including Indigenous knowledge sources (*e.g., primary sources: case law; legislation; treaties...*), ensuring that their sources reflect multiple perspectives

A2. The Inquiry Process in Legal Studies

A2.3 use the concepts of legal thinking when analysing current events relating to First Nations, Métis, and Inuit governance and Indigenous law in Canada in order to enhance their understanding of these events and their role as informed citizens (*e.g., to help them identify competing rights relevant to a land claim and/or treaty rights issue in the news; to help them understand how and why a current event related to the rights of Indigenous people in another part of the world is similar to*

or different from the situation in Canada; to help them understand the current demands of a First Nations, Métis, or Inuit advocacy organization)

B. The Historical Context

B1. Treaties and Land Claim Agreements (See all SE's in this section)

C. Support for and Challenges to Indigenous Rights

C1. First Nations, Métis, and Inuit Rights

C1.2 describe circumstances in which individual and/or group rights and freedoms of various Indigenous peoples in Canada have been threatened, limited, and/or violated since the 1980s (*e.g., through categorization as “status Indians” and/or loss of status, loss of treaty rights, lack of recognition of hunting/fishing rights, practices that degrade the environment, failure to recognize tax exemptions for goods and services*), and explain the impact of these threats, limitations, and/or violations

C1.3 explain, with reference to some key decisions (*e.g., R. v. Moosehunter, 1981; R. v. Badger, 1996; R. v. Marshall, 1999; R. v. Powley, 2003; Mikisew Cree First Nation v. Canada, 2005; Grassy Narrows First Nation v. Ontario, 2014*), how historical treaty rights have been interpreted by the courts since the 1980s

C1.4 assess various ways in which First Nations, Métis, and Inuit individuals and communities in Canada have acted to protect treaty rights and/or land claim agreements since the 1980s (*e.g., through complaints to the ombudsman or to the United Nations [UN], litigation before courts or tribunals, testimony before inquiries or commissions, petitions, voting, pressure groups, media campaigns*)

C2. Constitutional/Charter Rights

C2.1 assess the significance of section 35 of the Constitution Act, 1982, including its ability to guarantee Aboriginal rights and accommodate the needs of diverse First Nations, Métis, and Inuit individuals and communities **Sample questions:** “How did the enactment of section 35 bring about fundamental changes in how Canada’s legal system addresses Aboriginal and treaty rights?” “What does it mean to Indigenous peoples to have Aboriginal rights entrenched in the constitution?” “Do you think that the Constitution Act, 1982 provides equal recognition for First Nations, Métis, and Inuit? Why, or why not?” “How might the clause that states that ‘the existing aboriginal and treaty rights of the aboriginal peoples of Canada are hereby recognized and affirmed’ affect the rights of future generations of Indigenous peoples in Canada?”

C3. Law and Policy

C3.1 analyse differences between historical treaties and modern land claim agreements, with reference to process, spirit, and intent as well as the impact of these agreements on First Nations, Métis, and Inuit communities in Canada (*e.g., differences between the Numbered Treaties and the James Bay and Northern Quebec Agreement, the Nisga'a Final Agreement, or the Nunavut Land Claims Agreement*)

D. Self-Determination, Sovereignty, and Self-Governance

D1. Land and Self-Determination

D1.3 analyse different types of land-based disputes that have existed and/or continue to exist between First Nations, Métis, and Inuit communities and federal, provincial, and/or territorial governments (*e.g., disputes over treaty violations, boundaries, access to resources, trade barriers*) and various methods that have been used to try to resolve them (*e.g., peaceful protests, armed stand-offs, blockades, mediation, arbitration, lobbying, negotiation, sanctions, court challenges*)

SOCIAL SCIENCES AND HUMANITIES, GRADES 9 TO 12 (2013)

Equity and Social Justice: From Theory to Practice, Grade 12, University/College Preparation (HSE4M)

C. Addressing Equity and Social Justice Issues

C1. Historical and Contemporary Issues

C1.2 analyse a broad range of current equity and social justice issues in Canada (*e.g., ... Aboriginal land claim disputes and settlements; ...*) with reference to the underlying social circumstances and potential strategies for addressing the issues

Equity, Diversity, and Social Justice, Grade 11, Workplace (HSE3E)

C. Equity, Social Justice, and Change

C2. Equity and Social Justice in Canada

C2.2 demonstrate an understanding of Canada's historical and current relationship with First Nation, Métis, and Inuit peoples, and of the ways in which Aboriginal

people have worked to achieve recognition of Aboriginal and treaty rights (*e.g., by forming Aboriginal organizations, through the courts, by lobbying governments, through appeals to the United Nations and the international community, through demonstrations and blockades*)

TECHNOLOGICAL EDUCATION, GRADES 9 AND 10 (2009) AND GRADES 11 AND 12 (2009)

Construction Technology, Grade 11, Workplace Preparation (TCJ3E)

D. Technology, the Environment, and Society

D2. Technology and Society

D2.3 identify the economic and social effects of the construction industry on a community or region (*e.g., direct and indirect effects on ... Aboriginal land claims and traditional hunting*)