

FRACTURED LAND



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FRACTURED LAND

Directed by Damien Gillis and Fiona Rayher

2015 | Canada | 75 min

TEACHER'S GUIDE

This guide has been designed to help teachers and students enrich their experience of *Fractured Land* by providing support in the form of questions and activities. There are a range of questions that will help teachers frame discussions with their class, activities for before, during and after viewing the film, and some weblinks that provide starting points for further research or discussion.

The Film

"Deep down we're all fractured," an oil and gas representative tells young Aboriginal leader and lawyer Caleb Behn. Behn knows that feeling all too well, as he struggles with the role he'll play in protecting his territory in northern British Columbia, currently under siege from some of the world's largest natural gas operations. The troubling reality is that the same industry threatening traditional practices and livelihoods is also responsible for giving his parents jobs that provided him with his lifestyle and education. Whether hunting beaver, throwing hatchets or studying legal briefs, the burden of leadership is visible in Behn, as he knows others are looking to him for a better future. Following him from the pristine North to downtown Vancouver and a fracked territory in New Zealand, *Fractured Land* provides optimism and empowerment toward issues that can seem dire and insurmountable. Alexander Rogalski

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

The Filmmakers

Fiona Rayher (co-director/co-producer/writer) is a documentary filmmaker and public engagement specialist. She is the Artistic Director and Co-Founder of Gen Why Media, a production group working to innovate public engagement using media, events and public art. She is also the co-director and co-producer of feature documentary *Fractured Land*. Fiona's past films include *Generation Why* (2010) and *Most Livable City* (2010), included in numerous short film festivals. She is also on the board of DOC BC, the BC chapter of the Documentary Organization of Canada, and is a former board member of Hot Docs. She frequently speaks at schools and events about engagement through media production and documentary film.

Damien Gillis (co-director, co-producer, director of photography) is a Vancouver-based documentary filmmaker and environmental journalist, with a focus on water and energy issues. He is the co-director and co-producer of the documentary feature *Fractured Land* and the publisher of the online journal *The Common Sense Canadian*. His short documentaries *Oil in Eden*, *Farmed Salmon Exposed* and *Powerplay* have screened in numerous festivals around the world and been streamed hundreds of thousands of times online.

Source: <http://www.fracturedland.com>

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VIEWING THE FILM WITH STUDENTS

The following three sub-sections are intended to provide you with a range of Pre-Viewing, Viewing and Post-Viewing activities. They are followed by a set of questions based upon the film's larger thematic domains, some follow-up questions and quotations, sample curricular outcomes and a page of weblinks for further investigation.

Pre-Viewing Activities

Show students the trailer for the film found on the film's official website (<http://www.fracturedland.com>). Have students work in small groups to try to identify themes or ideas conveyed by the trailer. As a larger group, discuss with students how effective/affective the trailer is as a media piece.

After watching the trailer, have students complete a KWL chart. In the K column, they should write notes on what they already know about oil and gas exploration in British Columbia, and/or the documentary. In the W column, students should ask questions they'd like answered. Have students complete the L column after they have watched the documentary.

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

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

Have students define and discuss the following terms: (a) hydrocarbon, (b) hydraulic fracturing, (c) sustainable industry, (d) consultation, (e) tailing ponds, (f) waste wells, (g) recharge zones, (h) aquifers, (i) residential schools, (j) liquefied natural gas, (k) reconciliation, (l) the tragedy of the commons and (m) First Nations people.

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

Have students analyze an energy map from Energy IQ's website which illustrates the nation's significant energy-production sites, the major pipe and transmission lines and the country's energy processing facilities (<https://energyiq.canadiangeographic.ca/> Select the Energy Map tab). Have students work with their elbow partners to answer the following three questions: What's where? Why there? Why care? Have partners share their findings in a class discussion.

Have a class discussion on the process of hydraulic fracturing (fracking) with an interactive infographic from *The Nature of Things* (<http://www.cbc.ca/natureofthings/episodes/shattered-ground>). Show the class short webisodes that discuss the history of fracking, the environmental effects of shale gas and fracking across North America. The Council of Canadians website includes a fracker tracker map to illustrate all the fracturing across Canada (<http://www.canadians.org/> Select Campaigns, then Water, then Fracking, then Fracker Tracker).

Discuss the importance of preserving First Nations environmental and cultural heritage. Have students read an article from The David Suzuki Foundation, titled "Foundation and First Nations Join to Support Environment," which briefly discusses their new relationship and the importance of the First Nations to assert their rights and responsibilities in protecting the environment for future generations, as they were taught by their ancestors (<http://www.davidsuzuki.org/> Type the name of the article into the search engine of the website).

Have students learn about the proposed Enbridge Northern Gateway pipeline and other pipelines, and the controversy surrounding the routes through fragile ecosystems. The Dogwood Initiative's No Tankers campaign (<http://dogwoodinitiative.org>) is protesting proposals by Enbridge, Kinder Morgan and CN Rail to expand crude oil tanker traffic to B.C.'s coast to ship oil to Asia, which would put B.C.'s abundant salmon rivers and coast at risk of oil spills.

Have a class discussion about the recent ban of oil tankers along the west coast by the Canadian government, which could signal an end to the proposed pipeline. A CBC article from November 13, 2015, titled "Crude Oil Tanker Ban for B.C.'s North Coast Ordered by Trudeau," will help with the discussion (<http://www.cbc.ca/> Type the name of the article into the search function of the website).

Viewing Activities

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

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

Have students make a T-Chart comparing the viewpoints of the oil and gas companies, the British Columbian government and the First Nations people.

The film had several themes: Caleb's personal journey, hydraulic fracturing, the lack of consultations with First Nations people and respect for their land, the balance of economics and the environment, liquefied natural gas (LNG) proposals and the use of education and law to protect First Nation communities. Have students take notes for each theme using a chart.

Post-Viewing Activities

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

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

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

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

Do a follow-up of the KWL chart Pre-Viewing Activity. Students will work with an elbow partner to review the

questions posed in column two of the KWL chart and complete column three.

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

Have a class discussion about NIMBYism. The acronym stands for Not in My Backyard and, according to [Thefreedictionary.com](http://thefreedictionary.com), means "the practice of objecting to something that will affect one or take place in one's locality." Discuss how people could be affected by the fracking and contamination of their local drinking water, as well as the need for future energy sources. A report from *The Tyee* magazine from October 15, 2010, titled "A Fracking Disaster in the Making," discusses how fracking can impact local water supplies, and can help with the discussion (<http://thetyee.ca/> Type the title of the article into search function of the website).

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

Have a class discussion about the UN 2015 Paris Agreement and Canada's oil production. The primary target in the agreement is to "reaffirm the goal of limiting global temperature increase well below 2 degrees Celsius, while urging efforts to limit the increase to 1.5 degrees" (<http://www.c2es.org/international/paris-agreement>). Ask the class to write an exit note expressing their opinion on whether they believe Canada can reach this goal by 2020 with the current activities in the oil and gas industry. An article from December 14, 2015, titled "Paris Agreement Could Allow More Tar Sands Expansion, Export Pipelines" from the Council of Canadians, may help with the discussion (<http://canadians.org/> Type the title of the article in the search function of the website).

Have a class discussion about the role of the government to ensure resource extraction is done in the best interests of the environment and First Nations people. An article from the *Financial Post*, titled "Canada's Battered Oil Patch Braces for

Trudeaumania 2.0 at a Critical Time for the Energy Industry," compares the Harper government policies to those of the Trudeau government, and looks at the possible future of the oil and gas industry (<http://business.financialpost.com/> Type the title of the article into the search function of the website).

Have a class discussion about the effectiveness of protesting. Have students weigh the pros and cons of political rallies, civil disobedience, petitions and government lobbying as different forms of demonstrations. Show students examples of online petitions by various organizations about the oil and gas pipelines (examples can be found in the Culminating Activity). Ask them if they would protest on an issue they feel strongly about, or if they feel other ways are more effective in making change. Have students write an exit note expressing their opinion on the topic.

Have a mini class debate on whether or not fracking should continue in British Columbia or anywhere in Canada.

Have students write a letter to a Member of Parliament or a company executive outlining their views and possible solutions for a Canadian environmental issue. Students can pick from a number of issues surrounding the liquefied natural gas terminals and/or oil and gas pipelines in British Columbia. Have students outline the problem, include information from the film and address the short-term and long-term solutions to our energy needs. The assignment and rubric, titled "Fighting an Environmental Wrong with an Environmental Write," can be found on the Culminating Activities pages.

WEBSITES AND ONLINE RESOURCES

About the Film

<http://www.fracturedland.com>

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

Twitter for the film: <https://twitter.com/fracturedland>

Twitter for Caleb Behn: <https://twitter.com/calebbehn>

Additional Resources

Assembly of First Nations: The Assembly of First Nations (AFN) is a national advocacy organization representing First Nation citizens in Canada, which includes more than 900,000 people living in 634 First Nation communities and in cities and towns across the country.

<http://www.afn.ca>

Canadian Association of Petroleum Producers: CAPP is the voice of Canada's upstream oil, oil sands and natural gas industry. CAPP has evolved since 1927 from several groups, including the Canadian Petroleum Association (CPA), The Alberta Oil Operators' Association and the Independent Petroleum Association of Canada (IPAC).

<http://www.capp.ca>

Common Sense Canadian: A forum for critical discussion of the key issues shaping our world today: water, energy, food security and how we manage our resources to the public benefit while preserving of our environment. The Energy and Resources section has a number of articles about the proposed LNG site at Prince Rupert.

<http://commonsensecanadian.ca>

First Nations: A website for First Nations of British Columbia focuses on land rights and environmentalism.

<http://www.firstnations.eu>

Indigenous and Northern Affairs Canada: Links to the oil and gas and energy sector discuss balancing the economic value of Canada's resources with engaging Aboriginal communities.

<https://www.aadnc-aandc.gc.ca>

Indigenous Foundations: The foundations were developed by the First Nations Studies Program at the University of British Columbia as an information resource on key topics relating to the histories, politics and cultures of the Aboriginal peoples of Canada.

<http://indigenousfoundations.arts.ubc.ca>

Ministry of Farming, Natural Resources and Industry Operations: The government of British Columbia website includes information on the oil and gas industry.

<http://www2.gov.bc.ca/gov/content/industry>

Natural Resources of Canada: This government site includes information on energy and forests.

<http://www.nrcan.gc.ca>

Treaty 8 Tribal Association: The association was created to provide advisory services to Treaty 8 First Nations for the purpose of achieving economic prosperity and a healthy environment.

<http://treaty8.bc.ca>

Ted X Talks: A 14-minute clip, titled "Hydraulic Fracturing in Northeastern BC: An Illustration of the Duality of Technology," has Caleb Behn discussing fracking in his territory.

<http://tedxtalks.ted.com/> Type the title of the clip into the search function of the website.

The Walrus: An article, titled "Boom. What Happens When You Take on the Gas Industry—and Your Neighbours—in a Small British Columbia Town," discusses a story out of Fort Nelson and that community's struggle with the oil and gas industry.

<http://thewalrus.ca/> Type "Boom" into the search function of the website.

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

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

<http://www.medialit.org>

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

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

NFB: Valuable education resources for the classroom.

<http://www.nfb.ca>

EXTENSION ACTIVITIES

Questions for Pre-Viewing or Post-Viewing Activities

How is Caleb's personal struggle parallel to the First Nations dealing with the oil and gas industry?

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

How do the people in this film identify with their community? What are the common bonds among the people in this film? What challenges do they face in expressing their dissatisfaction with the oil and gas industry?

Carylin Greatbanks, Caleb's mother, who is a First Nations person, was employed by the industry in her attempt to change the system. How could these two roles conflict and how might they be beneficial?

Why is it important for Indigenous people to reconnect with the land?

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

What are the negative consequences of an expansion of fracking in British Columbia? How would you feel if a company started fracking in your community? What would you do?

List two negative environmental consequences and two cultural consequences of the liquefied natural gas (LNG) terminal proposals for the British Columbia coast. Include short-term and long-term effects on the communities involved.

What plays the most important role in the First Nations people's decisions shown in the film, and what does it tell you about their local culture?

What are some of the ways in which First Nation people assert their rights?

How do you think First Nations feel about oil and gas exploration in British Columbia? What is the role of the government to ensure that both the environment and First Nations lands are protected? Why do you think this right is important for them? What would be the implications of losing this right?

Whose best interests does the LNG terminal project address? Do you think the LNG terminal project will be approved? Explain. What implications might this decision have for the First Nations? For the government? For the public?

Do you feel Caleb will be successful in his fight to protect his territory with the use of law?

QUOTATIONS FROM THE FILM TO EXPLORE

1. *"What you see here, in many ways, has troubled me my entire life and I'm lucky to have it because I believe that when you suffer as a child, you become more empathetic and you become more aware, and it's good to hurt sometimes. You appreciate that everyone hurts and learns about suffering, to help others avoid it."*
Caleb Behn
2. *"I took feeling hideous, ugly and tried to channel it into what I felt good at, which was hunting and being on the land with my grandfather."* Caleb Behn
3. *"In my own way, I'm trying to create a path that enables the coming together of different interests and to build understanding of both sides."* Carylin Greatbanks, Caleb's mom
4. *"I look at it quite simply that the wildlife, or be it our water resources, or be it natural gas that lies kilometres below the surface of the Earth—these are gifts from the creator in whatever context you want to speak about the creator. And it is our choice of how we're going to use those gifts that we've been given for good or potentially for evil. And the answer I believe is balance. I think to one degree, we are all fractured with ourselves."* Janet Annesley, CAAP
5. *"How do we deal with two different world views and value systems and ideas existing in our behaviour? I know myself. It troubles me a great deal. I have a profound difficulty with being authentic and true to myself and true to my values when I know that in part, my education, my life came out of natural gas and I was taught that it was destructive."* Caleb Behn
6. *"Well, it's kind of late how to say, well, that's wrong, when it was wrong from the beginning. You know, [they] left the elders out and the people of the land have been left out, and you got a bunch of idiots running around, you know, paper in their hands. Like I said before, we should have started the right way; we wouldn't have this problem."* George Behn, Caleb's grandfather
7. *"We need to win this race with the rest of the world, and if we do, we're going to change the landscape of British Columbia forever."* Rich Coleman, B.C. Minister of Natural Gas Development
8. *"Mining proposals, LNG proposals, oil proposals, forestry—the landscape literally disappears under the weight of all of these proposals. And when they are layered on a map, and I think that's the bigger issue for us, the issue of cumulative impacts."* Gerald Amos, Haisla Elder
9. *"We have this perceived enemy outside, you know, that's coming in and here's the enemy, but our fight is not with the enemy. Our fight is a psychological fight."* Oscar Dennis, Tahltan Nation
10. *"Families are ripped apart. They are split between old tradition and modern day culture."* Ryan Dennis, Tahltan Nation
11. *"I'm still naïve in this game. There is so much more to these politics than speeches and young people telling the truth, and unfortunately I had great hopes in coming here."* Caleb Behn
12. *"I see the path in front of me and I realize it's going to be really hard and brutal in some ways. But what greater gift than to have good work in front of you, even if it's hard."* Caleb Behn

CULMINATING ACTIVITY: FIGHTING AN ENVIRONMENTAL WRONG WITH AN ENVIRONMENTAL WRITE

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has." — Margaret Mead, anthropologist

Students will write a letter to a Member of Parliament or a company executive, outlining their views and proposed solutions for a Canadian environmental issue. Politicians and company executives are generally very concerned with public opinion and as a result, any letter they receive has the potential to make an impact on any future decisions they may be involved with or that pertain to a given issue. A well written, well-aimed letter can be a very powerful lobbying tool when it comes to making decisions that deal with environmental issues. Naming the specific person who owns the company doing the polluting or the minister in charge of a particular ministry is much more effective than a generic "to whom it may concern" letter.

During the research phase of this assignment, you will gather the facts outlining the key points on both sides of an issue that pertain to an environmental issue raised in the film. Once your research is complete, the letter writing process begins. Each student is required to write to government and/or industry officials at the local, provincial or national level.

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

Students may select one of the environmental issues listed below or a combination of issues:

- Loss of the boreal forest
- Oil sands exploration
- Oil and gas pipeline development
- Hydraulic fracturing
- Liquefied Natural Gas (LNG)
- Loss of temperate rainforest in BC

Some websites to consider:

<https://engage.gov.bc.ca/Inginbc/lng-projects/>

<http://www.nomorepipelines.ca>

<http://dogwoodinitiative.org>

<http://skeenawatershed.com>

CULMINATING RUBRIC: FIGHTING AN ENVIRONMENTAL WRONG WITH AN ENVIRONMENTAL WRITE

Knowledge/Understanding

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

/10

Thinking/Inquiry

Research and Connections	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5
Research is evident and connections made to a Canadian environmental issue	Information indicates limited research skills and does not include sufficient connections to a Canadian environmental issue	Information indicates moderately effective research skills with some connections to a Canadian environmental issue	Information indicates effective research skills with most connections made to a Canadian environmental issue	Information indicates excellent research skills with all Canadian environmental issues thoroughly examined and considered

/5

Solutions	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5
A list of short-term and long-term solutions are suggested	Short-term and long-term solutions are not addressed in a thorough fashion	Some success in addressing short-term and long-term solutions	Short-term and long-term solutions are successfully addressed	Short-term and long-term solutions are addressed with a high degree of success

/5

Communication/Application

Writing Style	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5
Reports in writing with clarity, and correct grammar and spelling (1-2 typed pages); addressed envelope included	Communicates in writing with limited effectiveness; more than four errors in grammar/spelling	Communicates in writing with some effectiveness; three or four errors in grammar/spelling	Communicates in writing with considerable effectiveness; one or two errors in grammar/spelling	Communicates in writing with a high degree of effectiveness; no errors in grammar/spelling

/5

Descriptive Feedback:

Total: _____/25

EXAMPLES OF CURRICULUM EXPECTATIONS

COURSE	OVERALL EXPECTATIONS
Grade 7 & 8 Languages	<ul style="list-style-type: none"> • demonstrate an understanding of a variety of media texts. • identify some media forms and explain how the conventions and techniques associated with them are used to create meaning. • create a variety of media texts for different purposes and audiences, using appropriate forms, conventions and techniques.
Grade 7 Geography	<ul style="list-style-type: none"> • use the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment, exploring the impact from a geographic perspective. • use the geographic inquiry process to investigate issues related to the impact of the extraction/harvesting and/or use of natural resources around the world from a geographic perspective.
Grade 7 Science	<ul style="list-style-type: none"> • assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts. • investigate interactions within the environment, and identify factors that affect the balance between different components of an ecosystem. • demonstrate an understanding of interactions between and among biotic and abiotic elements in the environment.
Grade 9–12 English	<ul style="list-style-type: none"> • generate, gather and organize ideas and information to write for an intended purpose and audience. • identify some media forms and explain how the conventions and techniques associated with them are used to create meaning. • demonstrate an understanding of a variety of media texts.
Grade 9 Geography	<ul style="list-style-type: none"> • analyze various interactions between physical processes, phenomena and events and human activities in Canada. • analyze characteristics of various physical processes, phenomena and events affecting Canada and their interrelationship with global physical systems. • analyze impacts of resource policy, resource management and consumer choices on resource sustainability in Canada.
Grade 9 Native Studies	<ul style="list-style-type: none"> • demonstrate understanding of the relationships among Aboriginal peoples, their environments and art forms.
Grade 9 Science	<ul style="list-style-type: none"> • assess the impact of human activities on the sustainability of terrestrial and/or aquatic ecosystems, and evaluate the effectiveness of courses of action intended to remedy or mitigate negative impacts. • investigate factors related to human activity that affect terrestrial and aquatic ecosystems, and explain how they affect the sustainability of these ecosystems. • demonstrate an understanding of the dynamic nature of ecosystems, particularly in terms of ecological balance and the impact of human activity on the sustainability of terrestrial and aquatic ecosystems.
Grade 10 Civics	<ul style="list-style-type: none"> • use the political inquiry process and the concepts of political thinking when investigating issues, events and developments of civic importance. • analyze key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected. • analyze a variety of civic contributions, and ways in which people can contribute to the common good. • assess ways in which people express their perspectives on issues of civic importance, and how various perspectives, beliefs and values are recognized and represented in communities in Canada. • analyze a civic issue of personal interest and develop a plan of action to address it.
Grade 10 Science	<ul style="list-style-type: none"> • investigate various natural and human factors that influence Earth’s climate and climate change.

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

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

The Overall Expectations listed above are from *the Ontario Curriculum*. Complete course descriptions, including all Overall and Specific Expectations can be found at: <http://www.edu.gov.on.ca/eng/teachers/curriculum.html>