

Scope and Sequence of Expectations Relating to Treaties and Land Claims – Secondary

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 (2013) AND GRADES 11 AND 12 (2015)

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?”

D. Canada, 1945–1982

D2. Communities, Conflict, and Cooperation

- D2.1** describe some significant instances of social conflict and/or inequality in Canada during this period (e.g., ... *protests against ... the James Bay project; conflict over ... Aboriginal title and land claims, ...*), and analyse them from multiple perspectives

D3. Identity, Citizenship, and Heritage

- D3.3** explain some significant events, developments, and/or issues that affected First Nations, Inuit, and/or Métis people in Canada during this period (e.g., *forced relocation of some Inuit communities; the recognition in the constitution of existing Aboriginal and treaty rights; the continuing operation of residential schools; the formation of the National Indian Brotherhood/Assembly of First Nations; the Berger commission; the Calder case; 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*), and assess the impact of these developments on identity, citizenship, and/or heritage in Canada

E. Canada, 1982 to the Present

E1. Social, Economic, and Political Context

E1.4 describe some key political developments and/or government policies in Canada since 1982 (*e.g., ... the creation of Nunavut, ... Bill C-31 amending the Indian Act, ...*), and assess their significance for different people in Canada

Sample questions: ... “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?” ...

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 land claims; the Idle No More movement; ...*), and analyse these interactions from various perspectives.

E2.3 identify some key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Métis, and Inuit peoples since 1982 (*e.g., Bill C-31 [1985]; the Meech Lake Accord; disputes over land claims 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 decision; the Truth and Reconciliation Commission of Canada; the Idle No More movement; Justice Phelan’s 2013 ruling on the Constitution Act, 1867*), 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 has the apology for residential schools been viewed by Aboriginal people? By Canadians in general?”

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

D. Canada, 1945–1982

D3. Identity, Citizenship, and Heritage

D3.2 describe some significant developments and/or issues that affected First Nations, Métis, and Inuit people in Canada during this period (*e.g., the continuing existence of residential schools; enfranchisement in 1960; land claims; the White*

Paper and the “Red Paper”; the founding of the Assembly of First Nations; the James Bay project; efforts to secure equality for First Nations women), and explain the impact of these developments/issues on identity, citizenship, and/or heritage in Canada

E. Canada, 1982 to the Present

E2. Communities, Conflict, and Cooperation

E2.2 describe some significant issues and/or developments that have affected relations between governments and First Nations, Inuit, and Métis peoples in Canada since 1982 (*e.g., the Meech Lake Accord; disputes over land claims at Oka, Ipperwash, and/or Caledonia; the Nisga’a Final Agreement (1988); Ottawa’s apology for the residential school system; the creation of Nunavut; the New Credit Settlement; the Idle No More movement*), and explain some changes that have resulted from them

Sample question: “What progress has been made with respect to Aboriginal land claims since 1982?”

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

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; ...*)

NATIVE STUDIES, GRADES 9 AND 10 (1999) AND GRADES 11 AND 12 (2000)

Current Aboriginal Issues in Canada, Grade 11, University/ College Preparation (NDA3M)

Sovereignty

- describe the historical relationships between Aboriginal peoples and the Canadian government, as reflected in specific treaties and agreements and the

intent behind them

Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Grade 11, College Preparation (NBV3C)

Sovereignty

- identify the Aboriginal beliefs and values that provide or have provided the foundation for the negotiation of treaties and land claims

Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Grade 11, Workplace Preparation (NBV3E)

Sovereignty

- identify the Aboriginal beliefs and values that provide or have provided a foundation for the negotiation of treaties and land claims

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*)