

Ontario High School Curriculum Connections

CHV20 - Grade 10 - Civics and Citizenship

<https://www.dcp.edu.gov.on.ca/en/curriculum/canadian-and-world-studies/courses/chv20/overview>

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students explore issues of civic importance and develop their understanding of the role of civic engagement and of the political processes in local, national, and/or global community.

- **B1. Civic Issues, Democratic Values:** describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues → In a democratic society, people have different beliefs, which influence their position and actions with respect to issues of civic importance.
 - *the smallest steps:* Covers a variety of perspectives regarding how citizens can engage in the civic issue of gender-based violence. In particular, interviewees share information on how civic action can take place both “inside & outside” our political and civic structures.
- **B2. Canadian and Indigenous Governance Systems:** explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and positions in Canadian and Indigenous governance systems, treaty relationships, and other Crown-Indigenous relations → An understanding of how the different orders of government, as well as territorial, municipal, and Indigenous governments, function and make decisions enables people to effectively engage in the political process.
 - *the smallest steps:* Discusses how racism and sexism is interwoven in our legal structures through past legislation, both within Ontario family law (directly impacting women who are fleeing violence), and within our legal structures in general (specifically pertaining to how law has been used against Indigenous peoples at all levels).
- **C1. Civic Contributions, Inclusion, and Service:** analyse the importance of various contributions to the common good, and assess the recognition of diverse beliefs, values, and perspectives, in communities in Canada → People, including students, have various ways to voice their points of view within the many communities to which they belong.
 - *the smallest steps:* Covers a variety of different methods by which people can engage in civic action to address gender-based violence, including: Peaceful protests, vigils, legal advocacy (e.g. briefs in support of legislation changes), participation in government-led initiatives (e.g. GENC Conference), participating in research (e.g. forced sterilization), sharing one's knowledge and lived experience in various situations (e.g. Jade teaching judges & lawyers about Indigenous history), etc.
- **C2. Engaged Citizenship and Creating Change:** analyse a civic issue of personal interest, and propose and assess methods of creating positive change in their

community → Through the critical analysis of issues and methods of creating positive change, students find ways to contribute to their community.

- *the smallest steps*: Covers different perspectives on how different women have engaged with the issue of gender-based violence (e.g. Ashley & Sheri, survivors, participating in policy change initiatives; Jade becoming a lawyer to support legal change for Indigenous women; Victoria representing survivors of violence in family court; veteran activists challenging government policies, setting up shelters, organizing awareness events, etc.)

CPC30 - Grade 11 - Politics in Action: Making Change

<https://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf#page=515>

This course enables students to develop plans for change in the local, national, and/or global community. Students will explore various issues, investigating their causes as well as their impact, and determining where change is needed, and why. They will examine the effectiveness of various problem-solving strategies used by individuals and groups that have brought about and/or are attempting to bring about political change in democratic societies.

- **B1. Factors Affecting Political Engagement**: analyse how various factors can contribute to, and present a barrier to, their own and others' political engagement → Personal identity and experiences can affect an individual's political interests. People have different levels of privilege and political power, which can affect their political engagement.
 - *the smallest steps*: Shares the stories of a variety of different women who have followed different pathways into their engagement with the issue of gender-based violence (e.g. from victim to survivor; due to chance encounters with the anti-violence movement; due to family and cultural histories; etc.). Also shares the barriers each individual faces when engaging with the issue (e.g. triggering PTSD for survivor; navigating discriminatory structures; etc.).
- **B2. Issues of Political Importance**: explain the political importance of some current issues and analyse various perspectives associated with these issues → Some current issues are more politically important than others.
 - *the smallest steps*: Examines the political importance of gender-based violence and how this issue impacts certain populations within Canada, particularly based on intersectionality.
- **C1. The Influence of Individuals and Groups**: analyse the objectives and strategies, and assess the influence, of individuals and groups in addressing issues of political importance → Individuals, groups, and the media have the ability to make political change
 - *the smallest steps*: outlines many of the actions and steps individuals and groups have taken, from the past to the present, to influence structures, policies, and laws to end gender-based violence in Canada.

- **C2. Law and Policy in Canada:** analyse the impact of some key changes in Canadian law and policy as well as the process for changing laws in Canada → Canadian law and political policies change over time. Canadian law and political policy are rooted in democratic principles
 - *the smallest steps:* specifically analyses how law changes in the Canadian government by following the updating of the Federal Divorce Act. Looks at how different actors are involved in encouraging and influencing how the laws change and what they take into consideration. Also discusses the impact of past precedence on how current laws are interpreted.
- **C3. Political Change in Democratic Societies:** demonstrate an understanding of factors that facilitate and present challenges to democratic political change → Democracy relies on the political action of individuals and groups. Diverse political opinions sustain a democracy
 - *the smallest steps:* Outlines the historical and present-day factors activists must address / face when attempting to create change in Canada. (e.g. historically, activists didn't have language or structures for addressing gender-based violence; activist efforts are impacted by new governments such as a liberal government switching to a conservative government); etc.

CLU3M - Grade 11 - Understanding Canadian Law

<https://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf#page=451>

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law.

- **B2. Legal Heritage:** demonstrate an understanding of early laws and legal systems and their relationship to the Canadian legal system → Legal systems of the past have influenced the Canadian legal system.
 - *the smallest steps:* Discusses how past precedent influences present interpretations of law, and how racism and sexism are historical parts of our laws. Addresses Indigenous issues in particular (the MMIWG inquiry), and how recent “discoveries” (i.e. official reports on MMIWG & residential school experiences) may influence development of Canadian law moving forward.
- **B4. Development of Law:** analyse and describe how various social, scientific, and technological factors have influenced and continue to influence the development
 - *the smallest steps:* Analyses the Federal Divorce Act in particular, and how individuals participate, through legal advocacy, to influence what is changed.
- **D2. Introduction to Family Law:** analyse the legal foundations of family law; the factors influencing its development; and the role of individuals, governments, and courts in its processes → Family law exists to protect all members in domestic relationships, even when the relationships end.
 - *the smallest steps:* Specifically looks at how survivors of gender-based violence navigate the family law system, and the changes needed in family law to help

protect survivors of violence. Also analyses how the changes to the Federal Divorce Act may assist in protecting survivors and their children.

CLU3E - Grade 11 - Understanding Canadian Law in Everyday Life

<https://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf#page=465>

This course enables students to develop a practical understanding of laws that affect the everyday lives of people in Canada, including their own lives. Students will gain an understanding of the need for laws, and of their rights, freedoms, and responsibilities under Canadian law. Topics include laws relating to marriage, the workplace, cyberbullying, and criminal offences.

- **B2.Development of Law:** describe how a variety of factors have influenced and continue to influence the development of Canadian law → Law changes over time in response to a variety of factors, including what society values and believes in, technological advances, and political trends.
 - *the smallest steps:* Analyses the Federal Divorce Act in particular, and how individuals participate, through legal advocacy, to influence what is changed.
- **D2. Introduction to Family Law:** analyse the legal foundations of family law; the factors influencing its development; and the role of individuals, governments, and courts in its processes → Family law exists to protect all members in domestic relationships, even when the relationships end.
 - *the smallest steps:* Specifically looks at how survivors of gender-based violence navigate the family law system, and the changes needed in family law to help protect survivors of violence. Also analyses how the changes to the Federal Divorce Act may assist in protecting survivors and their children.

CLN4U - Grade 12 - Canadian and International Law

<https://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf#page=479>

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally.

- **B2. Legal Theory and Procedures:** analyse how and to what extent various legal theories and procedures have influenced the Canadian and international legal systems → Law changes over time in response to a variety of factors, including social values, technological advances, and political trends.
 - *the smallest steps:* Discusses how past precedent and social values influence present interpretations of law, and how racism and sexism are historical parts of

our laws. Addresses Indigenous issues in particular (the MMIWG inquiry), and how recent “discoveries” (i.e. official reports on MMIWG & residential school experiences) may influence development of Canadian law moving forward. Also shares how political influences, such as new governments coming into power, influence what policies remain or change.

- **B3.Development of Law:** explain various influences, including those of individuals and groups, on the development of Canadian and international law → Laws are socially constructed – that is, individuals, groups, and governments influence the development of law.
 - *the smallest steps:* Analyses the Federal Divorce Act in particular, and how individuals participate, through legal advocacy, to influence what is changed.
- C4. Contemporary Issues: analyse various contemporary issues in relation to their impact or potential impact on human rights law → Human rights are sometimes limited and/or threatened in Canada and around the world.
 - *the smallest steps:* Discusses how legal changes have been made in Canada to protect women’s human rights. Shares decriminalization of abortion in Canada and provides an excellent jumping-off point for discussions on international rights around abortion (e.g. Roe v. Wade in the USA).

CLN4C - Grade 12 - Legal Studies

<https://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf#page=495>

This course provides a foundation for students who wish to pursue a career that requires an understanding of law. Students will explore the importance of law, analysing contemporary legal issues and their relevance to daily life.

- **B2.Development of Law:** describe how a variety of factors have influenced and continue to influence the development of Canadian law → Law changes over time in response to a variety of factors, including what society values and believes in, technological advances, and political trends.
 - *the smallest steps:* Analyses the Federal Divorce Act in particular, and how individuals participate, through legal advocacy, to influence what is changed.
- **B3. Law and Diversity:** analyse the ability of Canadian law to uphold the rights and accommodate the needs of diverse individuals and groups →Vulnerable people and groups need laws to protect their interests.
 - *the smallest steps:* Discusses how Canadian law (e.g. Federal Divorce Act) helps protect children and individuals leaving abusive relationships. Also discusses where law does NOT currently protect vulnerable and diverse groups (e.g. how racist attitudes and a lack of knowledge of colonialism impacts Indigenous women navigating the family court system).
- **C3. Influences on Human Rights Issues:** analyse 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 →The recognition and protection of human rights in Canada and around the

world are affected by forces such as globalization, technological change, and the influence of social media. Human rights legislation is influenced by diverse and changing social beliefs

- *The smallest steps*: Assesses historical shifts in societal views on gender-based violence and how these changing views led to a movement and changes to Canadian laws and policies to address the pervasive issue of gender-based violence.
- **D2. Legal Structures and Processes**: describe laws and processes for dealing with different types of legal offences and disputes in Canada → Family law exists to protect all members in domestic relationships, even when the relationships end.
 - *the smallest steps*: Specifically looks at how survivors of gender-based violence navigate the family law system, and the changes needed in family law to help protect survivors of violence. Also analyses how the changes to the Federal Divorce Act may assist in protecting survivors and their children.
- **E1. Law and Careers**: describe the educational, training, certification, and other professional requirements for various careers where an understanding of law is important
 - *the smallest steps*: Follows the journeys of two students-at-law and the various milestones (e.g. school, articling, passing the bar) they must navigate in order to become working lawyers. Also features different veteran activists, a few of whom have pursued legal careers in various capacities within the Family Law and Criminal Law systems.

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

<https://www.dcp.edu.gov.on.ca/en/curriculum/secondary-first-nations-metis-and-inuit-studies/courses/nda3m>

This course explores existing and emerging issues of local, regional, and national importance to First Nations, Métis, and Inuit in Canada. Students will analyse diverse perspectives on issues and events related to land, community, governance, identity, culture, and global trends.

- **B3. Cultural Understanding and Cultural Leadership**: B3.2 make inferences about the ways in which various forms of racism and cultural stereotyping have affected and continue to affect First Nations, Métis, and Inuit individuals and communities, drawing on political, social, and/or economic evidence to support their conclusions
 - *the smallest steps*: Specifically discusses how colonialism has impacted perceptions of Indigenous people and their resulting treatment in Canada (e.g. increased risk of assault) and within the Canadian legal systems (e.g. how legal systems are stacked against Indigenous people). Shares difficulties that Indigenous people have experienced when learning the history of colonial Canada themselves and challenges discussing racism with others. Also outlines

the basic findings of the MMIWG National Inquiry and issues with forced sterilization due to racism.

- **E2. Social Action and Leadership:** demonstrate an understanding of factors that influence social action related to Indigenous peoples, analysing various strategies and initiatives to raise awareness of Indigenous realities and comparing the Canadian context with other national contexts
 - *The smallest steps:* Briefly discusses the Red Dress project as a means of raising awareness about MMIWG; Discusses the findings of the MMIWG National Inquiry and how this inquiry may influence Indigenous-Canadian relations going forward; Shows various ways in which Indigenous peoples are sharing their culture and realities within the Canadian context (e.g. Jade shares her smudging practice; she attends an Indigenous powwow with her family; etc.)

NDW4M - Grade 12 - Contemporary Indigenous Issues and Perspectives in a Global Context

<https://www.dcp.edu.gov.on.ca/en/curriculum/secondary-first-nations-metis-and-inuit-studies/courses/ndw4m>

This course examines global issues from the perspectives of Indigenous peoples. Students will explore the depth and diversity of Indigenous cultures, traditions, and knowledge. Students will consider how diverse Indigenous communities persevere despite current global environmental and economic trends, and will investigate topics such as identity, social justice, human rights, spirituality, resilience, and advocacy for change.

- **C2. Human Rights, Social Justice, and Cultural Survival:** demonstrate an understanding of various legal and social factors affecting the human rights of Indigenous peoples, including the role and rights of Indigenous women and children and the relationship between living conditions and human rights; C2.3 analyse the role of Indigenous women and children in cultural survival, identifying various factors that necessitate the legal protection of their human rights
 - *the smallest steps:* specifically discusses the role of colonialisation and its impacts on violence against Indigenous women and girls in comparison to the general Canadian population; discusses the resiliency of Indigenous women; shares the stories of two Indigenous women (Gloria & Jade) and the ways in which they have worked and are working to end gender-based violence, particularly against Indigenous women, in Canada.
- **C3. Political Trends and Power Relations:** demonstrate an understanding of the connections between political power and cultural survival, analysing the balance of power in a variety of interactions between Indigenous and non-Indigenous groups
 - *The smallest steps:* Shares the findings of the MMIWG Inquiry, issues with forced sterilization, and the ways in which people are attempting to change racist and sexist colonial law to protect Indigenous women and girls in Canada. Also

specifically discusses the way colonial perspectives influence Indigenous women's experiences in the Family Court system.

HSG3M - Grade 11 - Gender Studies

<https://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf#page=60>

This course enables students to explore the social construction of gender. Students will learn about the dynamic nature of gender roles and norms; sexism and power relations; and the impact of representations of women and men in the media, popular culture, and the arts.

- **B2. Power Relations, Sex, and Gender:** B2.1 analyse the ways in which power and privilege are unequally distributed between and among males and females in homes, schools, workplaces, and community settings; B2.2 explain the differences as well as the links between individual and systemic forms of sexism and discrimination, and describe ways in which these forms manifest themselves; B2.3 analyse ways in which sexism can manifest itself in contemporary Canadian society;
 - *the smallest steps:* Assesses the role of racism and sexism in the high rates of violence against Indigenous women and girls; Discusses the barriers women have faced due to sexist and racist influences in the development and use of various Canadian laws and the ways in which misogynist attitudes present in gender-based violence are replicated from the individual level to the structural (e.g. the acts of violence practiced against women by the state as reflected in individual relationships)
- **C1. Securing Rights and Social Supports:** C1.1 describe the relevant social context of and issues of concern to contemporary and historical women's movements and evaluate the achievements of these movements
 - *the smallest steps:* Shares the history of the Canadian movement to end gender-based violence in Canada, from its origins through some successes and setbacks, to the present day.
- **C3. Gender-Based Violence and Its Prevention:** C3.1 analyse the impact of gender-based violence; C3.3 explain how social institutions or systems (e.g., criminal justice, legal, social service, immigration, and international development systems) can perpetuate or decrease homophobic and gender-based violence and harassment in both Canadian and global contexts
 - *the smallest steps:* Shares various impacts of gender-based violence, both in individual lives (e.g. the survivor's stories and the impacts of GBV on their lives and the lives of their children), as well as on society in general (e.g. sexist attitudes and women's safety, etc.). *the smallest steps* also discusses the ways in which gender-based violence is and has been perpetuated through Canada's legal systems, and the ways in which activists have increased awareness of gender-based violence in these systems for the better.
- **D2. Agents of Change:** D2.1 describe the accomplishments of Canadian individuals and organizations in promoting gender equity and changing gender expectations; D2.3

describe a variety of strategies used by individuals and organizations in support of gender equity

- *the smallest steps*: Shares the stories of 14 different individuals advocating for change in Canada and the accomplishments they've had since the 1970s. Also outlines various methods and strategies pursued by individuals and organizations to support gender equity and advocate for change (e.g. legal advocacy, protests, mail/email campaigns, participating in government gender equity initiatives, etc.).

HSE3E -Grade 11 - Equity, Diversity, and Social Justice

<https://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf#page=72>

This course enables students to develop an understanding of historical and contemporary issues relating to equity, diversity, and social justice in a variety of contexts. Students will explore the nature of diversity and power relations in Canada and how social norms shape individual identity. They will learn about social activism and how to address situations that involve discrimination, harassment, and denial of rights.

- **B3. Social Awareness and Individual Action:** B3.3 explain how the media and popular culture can help create awareness of equity, social justice, and environmental issues; B3.4 identify career and volunteer opportunities that could help support equity and social justice objectives
 - *the smallest steps*: A case study in how popular culture and media (i.e. a documentary) can create awareness about gender-based violence; *the smallest steps* website also gives multiple examples of the impacts the film has generated (e.g. awareness change, action, etc.); *the smallest steps* also showcases a variety of career and volunteer opportunities for supporting an end to gender-based violence in Canada
- **C2. Equity and Social Justice in Canada:** C2.1 describe a variety of historical and contemporary examples of inequity and social injustice 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
 - *the smallest steps*: Describes the historical foundations of the movement to end gender-based violence in Canada and also touches on inequities and social injustice experienced by Indigenous women and girls in Canada (e.g. discusses the government inquiry into MMIWG and the ways in which law and policy have impacted Indigenous women in Canada).
- **C3. Social Activism:** C3.1 describe the impact of historically important social movements; C3.2 describe forms of social activism, including those unique to contemporary society
 - *the smallest steps*: showcases an important component of the women's rights movement – gender-based violence; *the smallest steps* shares different forms of

activism through history within the anti-violence movement, including protests, email/mail campaigns, legal advocacy, art for activism (i.e. the Red Dress project); participation in gender equity initiatives, etc.

HSE4M - Grade 12 - Equity and Social Justice: From Theory to Practice

<https://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf#page=83>

This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice

- **B1. Approaches and Perspectives:** B1.3 explain how individual and systemic factors (e.g., fear, greed, isolation, pressure to conform, poverty, individual and systemic discrimination) can cause or perpetuate inequity and social injustice; B1.4 analyse ways in which social and cultural belief systems can affect perspectives on and decisions relating to equity and social justice issues; B1.5 analyse how legislation, the courts, and public policy approach equity and social justice issues and how they can affect people's perceptions of these issues
 - *The smallest steps:* Discusses historical and societal perspectives and values and the influence of these perspectives and values on how Canadian laws have been applied, created, and interpreted with respect to gender-based violence. *the smallest steps* also assesses the influence of colonial perspectives on the rates of violence experienced by Indigenous women and girls, including through forced and coerced sterilization.
- **B2. Power Relations:** B2.1 analyse the dynamics of power relations and privilege in various social settings, both historical and contemporary; B2.2 analyse the effects of bias, stereotypes, prejudice, discrimination, and oppression on individuals and groups
 - *The smallest steps:* Examines power relations as influenced by societal attitudes of women, and Indigenous peoples, historically and in the present (e.g. why women aren't believed when they report intimate partner violence or sexual assault). *the smallest steps* also shares personal experiences of discrimination due to racism, sexism, and ableism, and the challenges of voicing these experiences
- **B3. Media and Popular Culture:** B3.3 demonstrate an understanding of various ways in which media and popular culture can be used to raise awareness of equity and social justice issues
 - *the smallest steps:* A case study in how popular culture and media (i.e. a documentary) can create awareness about gender-based violence; *the smallest steps* website also gives multiple examples of the impacts the film has generated (e.g. awareness change, action, etc.)

- **C1. Historical and Contemporary Issues:** C1.2 analyse a broad range of current equity and social justice issues in Canada with reference to the underlying social circumstances and potential strategies for addressing the issues
 - *the smallest steps*: Addresses the issue of gender-based violence in Canada and the social, historical, and political influences on society's treatment of this issue.
- **C2. Leadership:** C2.1 evaluate the achievements of a range of individual Canadians in the areas of equity and social justice; C2.2 explain how the combination of circumstances and personal qualities and skills resulted in specific individuals' becoming effective agents of change
 - *the smallest steps*: Shares the stories of 14 different individuals advocating for an end to gender-based violence in Canada and the accomplishments they've had since the 1970s. Shares their perspectives, actions, place in time, and character traits, and how these have combined to make them effective change agents.
- **C3. Policies, Strategies, and Initiatives:** C3.1 compare challenges facing various equity-seeking groups and describe some of the policies, strategies, and initiatives used by these groups to address their concerns; C3.3 compare the ways in which injustices against women have been addressed in Canada to the ways they have been addressed in other countries, with reference both to public policy and the strategies used by groups, particularly women's groups, to effect change
 - *the smallest steps*: Outlines various methods and strategies pursued by individuals and organizations to support gender equity and advocate for change for women across various intersections (e.g. legal advocacy, protests, mail/email campaigns, participating in government gender equity initiatives, Inquiry into MMIWG etc.); film can be used as a means of comparing strategies for addressing gender-based violence in Canada with strategies used in other countries.
- **D1. Promoting Equity and Social Justice:** D1.2 describe how education can help promote equity and social justice; D1.3 analyse ways in which personal actions can empower individuals and reduce the impact of inequity or social injustice in local, national, and international contexts; D1.4 assess the effectiveness of various strategies that have been used, both historically and in the present day, to address equity and social justice issues
 - *the smallest steps*: Outlines various methods and strategies pursued by individuals and organizations from the 1970s to present day to support gender equity and end gender-based violence in Canada; *the smallest steps* website also gives multiple examples of the impacts the film itself has generated (e.g. awareness change, action, etc.)
- **D2. Opportunities for Participation:** D2.2 describe the education, training, and skills required for careers related to equity and social justice; D2.3 describe volunteer opportunities that relate to equity and social justice initiatives in schools, in the local community, nationally, and globally, and that reflect their personal skills, knowledge, and interests
 - *the smallest steps*: Follows the journeys of two students-at-law and the various milestones (e.g. school, articling, passing the bar) they must navigate in order to

become working lawyers. Also features different veteran activists who have followed different careers within the anti-violence movement (e.g. social work; professor; case worker at grassroots organizations, etc.).

HSB4U - Grade 12 - Challenge and Change in Society

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society.

- **B2. Causes and Effects of Social Change:** B2.2 explain how various economic, environmental, political, or sociocultural factors can lead to social change, and how other factors can create resistance to change; B2.3 explain various means of creating social change; B2.6 explain the impact of social change on individuals in Canada and on Canadian society
 - *the smallest steps*: Shares some of the history of changing societal views on gender-based violence and provides a case study on the various factors supporting and creating barriers to social change; Also outlines various methods and strategies pursued by individuals and organizations to support gender equity and advocate for change for women across various intersections (e.g. legal advocacy, protests, art for activism, mail/email campaigns, participating in government gender equity initiatives, Inquiry into MMIWG etc.); *the smallest steps* shares how changing laws and policies have shifted women's rights and how society views women in Canada.

CHC2D - Grade 10 - Canadian History since World War 1

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914.

- **D1. Social, Economic, and Political Context:** describe some key social, economic, and political events, trends, and developments between 1945 and 1982, and assess their impact on different groups and communities in Canada, including First Nations, Métis, and Inuit communities → Canadian society experienced major changes during this period, as a result of a variety of national and international social, cultural, and political factors.

- *the smallest steps*: provides historical context and events that were part of the women's movement in Canada, with a specific focus on the development of the movement to end gender-based violence from the 1970s onward.
- **E1. Social, Economic, and Political Context**: describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities → National and international cultural, social, economic, political, and technological changes since 1982 have had a major impact on people in Canada.
 - *the smallest steps*: provides historical context and events that were part of the women's movement in Canada, with a specific focus on the development of the movement to end gender-based violence from the 1970s onward; also provides insight into major developments with respect to violence against women and violence against Indigenous women in Canada, including the government inquiry into MMIWG and the amendments to the Federal Divorce Act