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HAIDA GWAII: ON THE EDGE OF THE WORLD

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HAIDA GWAII: ON THE EDGE OF THE WORLD

Directed by Charles Wilkinson
2015 | Canada | 74 min

TEACHER'S GUIDE

This guide has been designed to help teachers and students enrich their experience of *Haida Gwaii: On the Edge of the World* 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

At a stunning low altitude, aerial cinematography sweeps over the Haida Gwaii, a breathtakingly beautiful archipelago off the British Columbia Northwest Coast. It takes us into the geographic heart of the Haida Gwaiian people, who thrived for more than 10,000 years until they were decimated through disease, rampant commercial logging and industrial over-fishing since contact. Today, the Haida Nation is recovering, exerting their sovereignty and winning battles against unsustainable logging and fishing. Award-winning director Charles Wilkinson (*Oil Sands Karaoke, Peace Out*) turns his camera on the unique community uniting to protect land and sea for the next generation. Haida hereditary Chief Allan Wilson, renowned activist Guujaaw and non-indigenous eco-activist Severn Cullis-Suzuki work alongside scientists, organic farmers, artists and quirky islanders to create a synergy of sustainable development. But Haida Gwaii sits squarely in the path of the proposed Tar Sands seaway to Asia. The desperate fight to protect land and sea may be just beginning. **Lynne Fernie**

Source: http://wwww.hotdocs.ca

The Filmmakers

Charles Wilkinson was born in the Eastern foothills of the Rocky Mountains. He began entertaining professionally as a singer at the age of eight. A regular on a popular TV variety show he recorded, toured and performed more or less continuously until the age of 18 when he quit school and drove his battered MG to the west coast. He has earned a BA in filmmaking and communications, directed a very successful documentary for the NFB prior to graduating, and went on to direct several decades worth of feature films, US network TV movies, episodic series and documentaries. Wilkinson enrolled again in university, earned an MBA in film and creative writing, had two books published and returned his focus to where it started—social commentary POV documentary. Wilkinson lives and works on a coastal inlet near Vancouver, Canada.

Source: http://www.charleswilkinson.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 Vimeo (https://vimeo.com/124725189). 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, have them write notes on what they already know about Haida Gwaii, and/or the documentary. In the W column, have them write questions that they would like answered. Have them 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 on 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) archipelagos, (b) biomass, (c) sustainable industry, (d) offshore driftnets, (e) residential schools, (f) ecotourism, (g) indicator species, (h) ecosystem, (i) food web, (j) sustainable living, (k) the tragedy of the commons and (l) indigenous people.

Have students choose one of the terms listed above. They can use a word organizer, by dividing a box into 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 and if it they have faced any personal challenges about this term. Take it up as a class.

Have students read the backgrounder on Haida Gwaii from *Canadian Geographic* magazine for homework (http://www.canadiangeographic.ca/ Type "Haida Gwaii" into the search function of the website). Have a class discussion the next day to summarize their reading.

Discuss the importance of preserving indigenous environmental and cultural heritage in Haida Gwaii. Have students read an article from the *Revelstoke Current* from September 15, 2015, titled "Coming back to Earth" with Severn Cullis-Suzuki, a Haida Gwaii resident (http://www.revelstokecurrent.com/ Type the name of the article in the search engine of the website).

Have a class discussion on the concept of the tragedy of the commons. Use the examples of overfishing and clearcutting on Haida Gwaii. The website SpruceRoots includes maps, graphs and reports on the history of logging. Have students analyze the patterns and trends of these graphics and have students predict timelines for the recovery of these ecosystems (http://www.spruceroots.org).

Have a class discussion about the interconnectedness of the land and sea. An article from October 29, 2012, titled "Pacific Underwater: Salmon Don't grow on Trees, But Trees Grow on Salmon," discusses the Pacific Salmon Rainforest and the dependence the forest has on the bears and the remnants of salmon brought into the forest (http://www.davidsuzuki.org/ Type the name of the article into the search function of the website). Have students conduct a map analysis of the riparian zones with salmon populations surrounding Haida Gwaii using the resources from SpruceRoots (http://www.spruceroots.org/ Click on "Riparian Fish Forest" for map).

Have students learn about the proposed Enbridge Northern Gateway pipeline and the controversy surrounding the route through fragile ecosystems. The Dogwood Initiative's No Tankers campaign is protesting the two major pipelines to Kitimat and Vancouver, British Columbia (http://dogwoodinitiative.org).

Have a class discussion about the recent ban of oil tankers along the west coast by the Canadian government which could signal the 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 use a Venn diagram to compare their life with a Haida Gwaii resident.

Have students make a T-chart comparing the viewpoints of the loggers and the environmentalists/Haida.

The film was divided into five sections: Paradise Lost, Fighting Back, Starting Over, The New Way and The Next Blockade. Have students take notes for each section 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 by definition, according to 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 Northern Gateway pipeline and their dissatisfaction of the pipeline running through their communities, as well as the need for future energy sources. A helpful *Maclean's* magazine article from February 7, 2013, titled "Haida Question Northern Gateway Experts on Impacts of an Oil Tanker Spill," reports on the Northern Gateway Pipeline proposal and the impacts to the Haida (http://www.macleans.ca/ Type the title of the article into search function of the website).

Have a class discussion about sustainability. The Brundtland Commission from the United Nations World Commission on Environment and Development (WCED), which was published in 1987, states, "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 construction of the pipeline 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 two 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 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 effectiveness of protesting. Have students weigh the pros and cons between political rallies, civil disobedience, petitions and government lobbying as different forms of demonstrations. Show students examples of online petitions about the Northern Gateway Pipeline and oil tanker ban along the west coast with various organizations (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 the Northern Gateway pipeline should be built.

Have students write a three-paragraph letter (about three-quarters of a page) to the Prime Minister of Canada, to discusses their thoughts on the proposed Northern Gateway Pipeline. Have students outline the problem; include information from the film and address the short- and long-term solutions to our energy needs.

Have students create a newscast about the negative effects of the Northern Gateway pipeline and identify social and environmental issues surrounding the proposed pipeline. The assignment and rubric, titled "Newscast Activity: Stop the Northern Gateway Pipeline," can be found on the Culminating Activity pages.

WEBSITES AND ONLINE RESOURCES

About the Film

http://www.charleswilkinson.com/

Facebook: https://www.facebook.com/HaidaGwaiiFilm

Twitter: https://twitter.com/haidagwaiifilm

Additional Resources

Action Canada: A paper from September, 2012, by Lynn Lee titled "People, Land & Sea: Environmental Governance on Haida Gwaii," provides a thorough historic description of Haida Gwaii, along with maps outlining key boundaries and protected areas.
http://www.actioncanada.ca/ Type the title of the report into the search function of the website.

Canadian Museum of History: Canada's most visited museum is located in Gatineau, Quebec. The exhibition First Peoples of the Northwest Coast includes information on the exhibit titled The Spirit of Haida Gwaii with information about the people and the land, Haida art and Haida villages.
http://www.historymuseum.ca/ Type "Haida Art" into the search function of the website.

Council of the Haida Nation: The Council of the Haida Nation was formed in 1974 by a handful of people with a vision to organize Haida people into one political entity. Part of the vision was a clear mandate to settle land claims.
http://www.haidanation.ca

Fisheries and Oceans Canada: The Canadian department leads a federal role in managing Canada's fisheries and safeguarding its waters. Areas 2, 102 and 142 are the fishing areas around Haida Gwaii. Fishing limitations and marine protected areas are mapped out around the national park.
http://www.pac.dfo-mpo.gc.ca/ Type "Haida Gwaii" into search function of the website.

Ministry of Forests, Lands and Natural Resources Operations: The Government of British Columbia includes information on the Haida Gwaii Natural Resources District Tenure map.
https://www.for.gov.bc.ca/dqc

Natural Resources of Canada: The government site includes information on Energy and Forests.
http://www.nrcan.gc.ca

Parks Canada: National Parks maintain and restore the ecological integrity of Canadian natural landscapes. Included is information about Gwaii Haanas National Park Reserve, National Marine Conservation area reserve and Haida Heritage site along with the natural wonders and cultural treasures of the park.
http://www.pc.gc.ca/ Select National Parks of Canada, then Gwaii Haanas National Park.

Royal Ontario Museum: The ROM Channel includes a 3:02-minute video titled "Iconic: Totem Poles," discussing the four totem poles carved by the Nisgaa and Haida people found in the Toronto museum.
http://www.rom.on.ca/ Type "Iconic: Totem Poles" into the search engine of the website.

SpruceRoots: The Haida Gwaii based group provides perspectives and promoting discussion on issues that affect Haida Gwaii. Maps, facts and figures and videos are found on the site.
http://www.spruceroots.org

YouTube: A 13-minute clip titled "Force of Nature clip—David Suzuki and the Haida Gwaii" shows David Suzuki speaking about his experience in his Legacy speech. Clips from a 1982 episode of the *Nature of Things* show include footage from the logging protests. Suzuki discusses the ecological importance of preserving these forests.
https://www.youtube.com/watch?v=bnLVjKM1vN0

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

Would you like to live on Haida Gwaii? Why or why not? How can we live more sustainably and still make a living?

There is an old saying "everything is connected to everything." Discuss how the salmon and the forest are interconnected. How might overfishing and logging affect the forest's ecosystem?

What is sustainable forestry? What has happened to the forest industry on Haida Gwaii?

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 pipeline?

Allan Wilson was a Haida hereditary chief and an RCMP officer. How could these two roles conflict and how might they be beneficial?

How does the National Park Act serve the interests of Canadians and the Haida? Where should new national parks be formed in Canada? Use an atlas to assist your analysis.

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

What types of non-violent protests did the Haida attempt during their demonstrations? Do you think they were more effective than a more direct or violent approach? Would you feel comfortable doing either approach? Explain.

How would you feel if Enbridge used your community to build their pipeline? What would you do?

List two negative environmental and two cultural consequences from the pipeline project. Include short- and long-term effects.

What plays the most important role to the Haida in the decisions shown in the film and what does it tell you about their local culture? What has made the Haida Nation so strong?

In whose best interest does the pipeline project address? Do you think the pipeline project will be approved? Explain.

QUOTATIONS FROM THE FILM TO EXPLORE

1. *"To me, it's a little microcosm of what the world could be and I thank the Haida for that."* Bill Woodworth, tour operator

2. *"Everything has its part, and every part has its value. And every value contributes to our life."* Allan Wilson, Haida hereditary chief

3. *"The rich are getting richer, and the poor are getting poorer. I have no idea. Work, people need work and a sustainable wage to sustain their family."* Werner Funk, owner, City Centre Stores and Laundromat

4. *"A message has been sent to companies that want to stake their corporate interests here. The Haida blockading the logging roads, we can all do that. That's not an act of terrorism and it's doable."* Alex Martinuik, university field student

5. *"The scepticism came from knowing that it's part of a traditional food for the Haida. But my values behind my business plans were based on protecting the land, being sustainable and respectful with the Haida. They gave me the licence and I started my company."* Dafne Romero, CEO, North Pacific Kelp Products

6. *"There's no greater reward for me than turning on a light switch in my house in the middle of winter and knowing that I used renewable resources to make that light, turned on by myself. It's totally empowering work."* Meredith Lee Adams, solar/wind systems builder

7. *"I've seen people so inspired by this place and going to go research about the indigenous cultures. They get inspired about being outdoors. They get inspired by not having their electronic devices with them. Cellphones don't work down here, so you have to look at people's faces and talk to them and listen and be patient and people become more grounded. Grounded is not a great word on water."* Bill Woodworth, tour operator

8. *"The big box store is where you can get anything you want, but nothing will tell you anything about yourself."* Severn Cullis-Suzuki, activist and author

9. *"If we question the use of oil, they point to the fact that we use it. I mean, of course we do, but I think that oil can be used, hydro carbons can be used without spoiling the Earth. It's just how we do it, the rate, the speed, the recklessness in which it's occurring right now is our problem."* Guujaaw, Haida Nation former president

10. *"There's a strategy of taking as much from the earth, as quick as we can."* Severn Cullis-Suzuki

CULMINATING ACTIVITY: NEWSCAST ASSIGNMENT—STOP THE NORTHERN GATEWAY PIPELINE

Your task in this assignment is to identify and explain the spatial significance of the Northern Gateway Pipeline. You will be researching for information identifying social and environmental issues surrounding the proposed pipeline.

Consider the following:

- General facts, outline the issues
- Impacts to habitats, vegetation, Native communities
- Photos
- A map of the area
- Recommendations/solutions—what we can do to stop the pipeline
- Include your sources in APA format

Your second task will be to use Geographic Perspective to identify NGOs, governmental organizations and charities that are presently trying to assist with these social and environmental concerns. You are to highlight their efforts and report on how successful they have been in alleviating some of these pressing social and environmental issues.

Finally you must make recommendations, as the youth of Canada, as to what actions might also be needed to stop the Northern Gateway pipeline.

Product:

The product of this assignment will be a four- to seven-minute video in the form of a news broadcast. You should include a PowerPoint with photos and maps that will be shown during your newscast. Field journalists and experts should be interviewed in your video.

Some websites to consider:

http://pipeupagainstenbridge.ca

http://dogwoodinitiative.org

http://friendsofwildsalmon.ca

http://www.forestethics.org

ACTIVITY RUBRIC: NEWSCAST ASSIGNMENT—STOP THE NORTHERN GATEWAY PIPELINE

Knowledge/Understanding

Facts and ideas	5.0 5.2 5.4 5.6 5.8	6.0 6.2 6.4 6.6 6.8	7.0 7.2 7.4 7.6 7.8	8.0 8.2 8.5 9.0 10	
Summary of the social and environmental issues and effected communities are well organized and expressed in a clear manner	Limited success in identifying the social issue and effected communities	Some success in identifying the social issue and effected communities	Moderate success in identifying the social issue and effected communities	Identifies the social issue and effected communities 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 social and environmental issues and the NGOs, governmental organizations and/or charities involved	Information indicates limited research skills and does not include sufficient connections to social and environmental issues and the NGOs, governmental organizations and/or charities involved	Information indicates moderately effective research skills with some connections to social and environmental issues and the NGOs, governmental organizations and/or charities involved	Information indicates effective research skills with most connections made to social and environmental issues and the NGOs, governmental organizations and/or charities involved	Information indicates excellent research skills with all social and environmental issues and the NGOs, governmental organizations and/or charities involved are thoroughly examined and considered	/5
Recommendations	**2.5 2.9**	**3.0 3.4**	**3.5 3.9**	**4.0 5**	
Recommendations are innovative and are addressed in a thorough fashion	Recommendations are not addressed in a thorough fashion	Some success in showing evidence of innovative recommendations	Innovative recommendations successfully addressed	Innovative recommendations are addressed with a high degree of success	/5

Communication/Application

Expression of ideas	5.0 5.2 5.4 5.6 5.8	6.0 6.2 6.4 6.6 6.8	7.0 7.2 7.4 7.6 7.8	8.0 8.2 8.5 9.0 10	
Expression and organization of ideas and information in oral, written and visual forms	Expresses and organizes ideas and information with limited effectiveness	Expresses and organizes ideas and information with some effectiveness	Expresses and organizes ideas and information with considerable effectiveness	Expresses and organizes ideas and information with a high degree of effectiveness	/10

Descriptive Feedback:

Total: _____/30

EXAMPLES OF CURRICULUM EXPECTATIONS

COURSE	OVERALL EXPECTATIONS
Grade 7 & 8 Art	• demonstrate an understanding of a variety of art forms, styles and techniques from the past and present, and their sociocultural and historical contexts.
Grade 7 & 8 Languages	• 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	• 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	• 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	• 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	• 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	• demonstrate understanding of how Aboriginal art forms reflect cultural identity. • demonstrate understanding of the relationships among Aboriginal peoples, their environments and art forms.
Grade 9 Science	• 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 Art	• demonstrate an understanding of symbols and themes associated with art works produced by various cultures, and describe past and present influences on various arts disciplines. • demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect personal values.

Grade 10 Civics	• 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	• investigate various natural and human factors that influence Earth's climate and climate change.
Grade 11 Geography	• 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. • assess social and cultural impacts of tourism on tourist destinations, and explain the role of good stewardship practices in supporting the social and cultural sustainability of destination communities. • 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 analyze the impact of human activity on the environment in their local community or area and beyond, and identify possible solutions
Grade 11 Native Studies	• 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	• 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	• 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	• 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 Native Studies	• 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	• 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