

## THE CROSSING



Lead Sponsor



Exclusive Education Partner



Supported by



*Additional support is provided by The Andy and Beth Burgess Family Foundation, Hal Jackman Foundation, Artscape Foundation, CineSend and through contributions by individual donors.*

**hotdocs**  
OUTSPOKEN. OUTSTANDING



Like us on Facebook.com/docsforschools

[WWW.HOTDOCS.CA/YOUTH](http://WWW.HOTDOCS.CA/YOUTH)

# THE CROSSING

Directed by George Kurian

2015 | Norway | 55 min

## TEACHER'S GUIDE

This guide has been designed to help teachers and students enrich their experience of *The Crossing* 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

The Syrian refugee crisis continues to spill onto European shores, one boatful of desperate souls at a time. *The Crossing* takes us directly into the discussions, risk calculations and blind optimism of a group of Syrians as they plan their escape. Middle class, educated and full of life, these old friends weigh up smugglers and police raids as they pack their kids and few belongings to enter the cold, dark waters of the unknown. Hidden cameras and desperate cell phone calls reveal their dangerous journeys across two continents and five countries. What no one anticipated, however, was the even more arduous path that awaited them in the EU. Through the endless bureaucracy of shelters and applications, they navigate countless hurdles, trying to rekindle their friendships, their community and, most fleetingly, their hope. The refugee experience comes alive in this vivid chronicle of a humanitarian crisis.

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

### The Filmmaker

George Kurian is a documentary filmmaker and photojournalist who has worked in Afghanistan, Egypt, Syria, Iraq and Iran on a range of documentaries from current affairs and history to human interest and wildlife. He met Nabil and the other subjects of *The Crossing* while living in Cairo. Originally, the filmmaker planned to travel with his six subjects for their entire journey from Egypt but the smugglers would not allow him on board. Kurian taught one of the group the rudiments of filmmaking and had him record the first leg of their journey across the Mediterranean to Italy. *The Crossing* is distinguished by Kurian's journalistic style and intent, and by Nabil's composition for the oud, portions of which we hear throughout the documentary. Since his subjects became nervous about his following them once they had arrived in Europe, Kurian eventually returned to Cairo and waited for the Syrians to get assigned permanent housing, all the time speaking with them via cell phone and Skype. In making this film, Kurian remains true to his commitment to preserve the integrity and personhood of his subjects while seeking to document the physical, psychological and emotional challenges faced by refugees.

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

Educational package written and compiled by Irina Efimov  
[irinaefimov11@gmail.com](mailto:irinaefimov11@gmail.com)

## VIEWING THE FILM WITH STUDENTS

The following three subsections 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

With the class as a whole, or with students in small groups, have them discuss and record some of their assumptions regarding refugees. Some guiding questions might include: What circumstances might cause people to become refugees? What kinds of conditions or events do you think would push someone to seeking refugee status? Answers could be categorized under headings such as: economic, social, political, human rights and freedoms, discrimination, law, safety and security, etc. Do you think people from particular backgrounds or countries are more likely to become refugees? How free are they to choose where to go? What challenges would refugees face once they have arrived in their new country? Which do you think would be more or less likely to prompt someone to claim refugee status: economic opportunity? political views? social issues? human rights violations? personal safety? discrimination?

As a class, explore any prior knowledge about the current refugee crises. Ask students to name countries they believe produce large numbers of refugees. What are the issues in those countries that would prompt individuals to flee? Locate those countries on a map. What methods of transport would refugees need to use to escape those countries? Who might assist them in their journeys? What countries do many of these refugees try to escape to? Why?

Invite the class to explore the number of challenges refugees have to overcome. These might be organized under three headings: leaving their home country, the journey to final settlement, adjusting to life in a new country. Which of these sets of challenges receives most media attention? Which receives the least attention? Which set of challenges do students think would be the hardest to overcome? Why?

Help students understand the context for the film by having the class explore a dynamic and interactive infographic produced by the UNHCR (United Nations High Commissioner for Refugees) with facts, statistics, photographs, stories and

videos relating to the Syrian refugee crisis (<http://data.unhcr.org/syrianrefugees/syria.php>).

### 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 make notes on the different concerns expressed by the refugees in the documentary. Ask them to take note of whether there are differences in the concerns expressed by men, women or children. What are the concerns shared by all? Ask them to also note whether any of the concerns or hopes expressed in the film surprised them. Are the opinions or attitudes of the refugees in the film what the students expected them to be?

As they view the film, have students jot down some of the setbacks, frustrations or roadblocks faced by this group of refugees once they have arrived in the Europe. Have them also pay attention to the group's level of optimism and hope as they prepare to undertake their journey, make their crossing, arrive and then try to settle.

### Post-Viewing Activities

Discuss with students their initial reactions to the film, the featured individuals and what these people experienced. Did the students' feelings about these individuals or the refugee experience evolve over the course of the film?

Have students participate in a Socratic discussion on the film. Guidelines for Socratic discussions can be found here: <http://www.authenticeducation.org/documents/WhatSeminar04.pdf>

Invite the students to review the assumptions they recorded during the Pre-Viewing Activity discussions and see if their

opinions were changed, altered or enhanced by the film. How did the film increase or change their understanding of refugees and the refugee experience? Were some of their initial perceptions correct, incorrect or misinformed? Are they left with any main questions that the film left unanswered?

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

Have students look at the more general question of human migration by exploring the interactive World Migration map created by the International Organization for Migration (<http://www.iom.int/> Click on Migration, then World Migration). Assign or allow students to choose a country and use the map to learn the percentage of immigrants that made up that country's population in 2015 and which countries they came from. They can also see how many of that country's residents have emigrated and to which countries. Students can report back to the class about their findings and suggest deductions based on these.

The class can investigate the findings of a 2016 Amnesty International poll that gauges personal feelings about refugees in 27 countries (<https://www.amnesty.org/en/latest/campaigns/2016/05/survey-4-in-5-worldwide-welcome-refugees>). Either before or after viewing the video, poll your class using the same questions. Explore the results of your class poll. How does your class compare to the responses revealed in AI's results?

Have students read "The Journey: A Refugee's Odyssey from Syria to Sweden" (<http://www.theguardian.com/> Type the title of the article into the search function of the website). After reading, have them work in small groups to list similarities and differences between the journeys made by the group portrayed in *The Crossing* and Hashem Alsouki (featured in the article). You may want to divide the article into four parts and assign different sections to groups of students. They can present and compare their findings with the class.

Students can work in small groups or individually to create a list of services and programs needed to accommodate refugees once they have arrived in their host countries. They should try to be realistic in their expectations, considering costs, accessibility, multiple ages and backgrounds of refugees, administration, etc. The goal would be for students to discover the complexity of accepting refugees

and creating a feasible structure for their support. Which supports should the host country provide? What challenges should the refugees be expected to overcome on their own?

Have students write a review of the documentary, touching on questions like: What was done well? What could have been improved? What will viewers learn from this story? Was anything left out that they would have liked to see?

Have students complete an exit note. The exit note should contain one idea that demonstrates what they learned from the film, as well as one question that they still have about the topic.

## WEBSITES AND ONLINE RESOURCES

### About the Film

<http://www.filmjournal.com/features/george-kurian-the-crossing-syrian-refugee-short-human-rights-watch-film-festival>

[https://www.youtube.com/watch?v=\\_Isktwh2T\\_U](https://www.youtube.com/watch?v=_Isktwh2T_U)

### About the Filmmaker

<http://www.georgekurian.net>

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

Twitter: <https://twitter.com/geOrgekurian>

### Additional Resources

*Canadian Red Cross:* The organizer's kit for "In Exile for a While" provides all the resources needed to plan an in-depth engagement with the refugee experience. This is a lengthy activity, but there are elements of this resource that could be used on a smaller scale as desired. The Canadian Red Cross is also a good place for up-to-date information on the Syrian refugee crisis and resettlement assistance being provided for Syrian refugees in Canada.

<http://www.redcross.ca/> Type "a refugee's experience for Canadian youth" into the search function of the website.

*CBC News:* "A Syrian Family's Long Journey to Canada" is Carmen Merrifield's photo journal report of one Syrian family's journey from Jordan to Canada. Accompanied by photos and video, there is also a longer documentary on the family, Adrienne Arseneault's "Struggling to Adapt: One Syrian Refugee Family's Story" (18 minutes, 29 seconds).

<http://www.cbc.ca/> Type titles into the search function of the website.

*Human Rights Watch:* Consult this site for up-to-date information about human rights violations in Syria and other countries involved in the Syrian refugee crisis.

<https://www.hrw.org>

*International Organization for Migration:* This website offers detailed resources on region-specific migration around the globe. They also have an interactive map that allows students to explore in and out migration for each country in 2015.

<http://www.iom.int/> Click on Migration, then World Migration.

*Lifeline Syria:* At the forefront of initiatives to support sponsorship of refugees resettling in the Greater Toronto Area, Lifeline Syria offers information about the sponsorship process, facts and statistics about the Syrian refugee crisis, FAQs about Syrian refugees coming to Canada and a detailed action plan that explains Canada's commitment to the resettlement process.

<http://lifelinesyria.ca>

*TED:* In her TED talk "Let's Help Refugees Thrive, Not Just Survive," Melissa Fleming, head of communications for the UN's High Commissioner for Refugees, addresses the plight of refugees and makes suggestions for how the world can do a better job of helping them rebuild their lives.

<http://www.ted.com/> Type the name of the talk into the search function of the website.

*The Guardian:* "The Journey: A Refugee's Odyssey from Syria to Sweden" is an extensive exploration of Hashem Alsouki's migration, written by Patrick Kingsley. With superb audio and visual accompaniments, it offers a good companion piece to the documentary series with a closer look at some of the other migration routes taken by Middle Eastern and African refugees.

<http://www.theguardian.com/> Type the title of the article into the search function of the website.

*United Nations High Commissioner for Refugees (UNHCR):* In addition to offering information on various refugee situations globally, both past and present, the UNHCR has a number of teaching resources available, including lesson plans on topics such as "History: Refugees in History" (ages 9–11), "Language & Literature: Refugee Children Recount their Experiences" (ages 9–11), "Art: A Response Through Artwork" (ages 9–11), "Human Rights and Refugees: Rights, Responsibilities and Refugees" (ages 12–14), "Civic Education: Refugee Women and Girls" (ages 15–18), "Language and Literature: The Depiction of Refugee Experience in Literature" (ages 15–18), "Human Rights and Refugees: The Right to Asylum" (ages 15–18).

<http://www.unhcr.org/> Type "teaching resources" into the search function of the website.

*United Nations:* This site addresses large movements of refugees.

<https://refugeesmigrants.un.org>

*International Press Foundation:* This article discusses the plight of a Syrian refugee family that fled to Egypt, like the subjects of the film. It details the challenges and difficulties that Syrian refugees encounter trying to make a life for themselves in Egypt and sheds light on why so many Syrians in Egypt are risking so much to leave.

<http://the-ipf.com/2016/03/22/refugee-crisis-syrian-refugee-life-after-fleeing-egypt>

## EXTENSION ACTIVITIES

### Questions for Pre-Viewing or Post-Viewing Activities

The title of the film, *The Crossing*, suggests that its main focus will be on the time the refugees spent on board the boats that take them from Egypt to Italy. Yet, only a small portion of the film is taken up by this physical crossing. Considering what makes up the rest of the film's narrative, is the title of the film still appropriate? Why or why not?

As a class, research information on the Canadian program to accept Syrian refugees. What can they find out about the lives of Syrian refugees currently living in their communities, in Ontario, or the rest of Canada? How many refugees are being and/or have been accepted by Canada? Do they know of any Syrian refugees who have come to their communities or school? Do they know of any group or individual sponsors who agreed to support refugees? What did that support involve?

Throughout the documentary, various individuals claim that, despite the dangers and difficulty of their journeys to Europe, they had no choice but to leave Syria, and then Egypt. Do you agree with this claim? What other possible choices could have been considered? Thinking from the perspective of the people in the film, why do they feel there was no choice in their decision to leave?

The individuals who help the refugees leave Egypt by boat are clear that they take no responsibility for the group's safety or security, even while charging them a large amount of money for their services. Do you feel that these smugglers should be brought to account and held responsible for any loss of life on their boats? Should there be laws in place to prevent this type of human smuggling, or to ensure a minimal standard of safety, hygiene, and security? How would those laws be made and enforced?

Often people believe that refugees are extremely thankful to arrive in a safe country and clearly this is the case in the documentary. However, many of the members of the group in *The Crossing* express sadness about what they have left behind in their home country and suggest that, if it were possible, they would return home. What do they miss most about Syria? What do they feel they have lost in making the decision to leave?

Even after being settled in The Netherlands for many months, Rami says he "is still on the boat." What does he mean? What needs to happen before he can finally say that he is no longer "on the boat"?

There have been reports in the media of backlashes against Syrian refugees in the Netherlands, Germany and France. What are these reactions claiming about the influx of refugees? What are the protesters afraid of? What kinds of solutions are they suggesting? Are there grounds for their concerns?

The government of Canada accepted thousands of Syrian refugees, claiming that they will strengthen the country in many ways. How might accepting refugees bring positive outcomes to the host country?

Often families are forced to separate for many months before all family members can make the journey to their host country. What challenges might this pose to a family? Do you think the separation makes the transition more or less difficult and why?

How much choice did each of the individuals in *The Crossing* have regarding where they would settle in Europe? What impact would this contribute to the challenges of their resettlement?

## QUOTATIONS FROM THE FILM TO EXPLORE

1. *"Dreams don't die, because humans cannot live without a purpose. Even in the worst of circumstances."* Nabil
2. *"Everyone working for media outlets who didn't support the regime was banned from working."* Angela
3. *"I hope the world can understand that these people are not trying to flee only for a better life. Maybe they are trying just to have a life."* Rami
4. *"If the boat sinks, it's not my problem. It's God's will."*  
Smuggler
5. *"You deserted your post in the army. Remember what it was like hiding out in the sewers for 17 days? And they found out you were Christian? Everything else pales in comparison."* Rami
6. *"Egypt arrests and deports people who try to leave the country illegally."* Subtitle
7. *"They kept saying, 'We're real men! Other smugglers could've killed you!'"* Nabil
8. *"It's camp after camp after camp, and waiting for... something you don't know and you don't understand and you don't know when, where and how."* Rami
9. *"After a while, this state, this freezing state—it makes you freeze from the inside out. Like nothing is changing."*  
Rami
10. *"So... it's actually a prison."* Rami
11. *"You know, sometimes you just miss being normal."* Rami
12. *"Sometimes I compare how I was and how I am now, and that thought hurts so much."* Angela
13. *"It's even harder when you leave against your will. I mean, I didn't want to come to Europe. I just didn't have any other choice."* Nabil
14. *"I see her going to bed depressed because she didn't achieve anything during the day."* Mustafah
15. *"If there were a way, I'd go back instantly. Instantly."*  
Nabil

## **CULMINATING ACTIVITY: ROUND TABLE ROLE-PLAYING EXPLORATION OF KEY ISSUES**

The class is told that its community will be receiving 100 refugees. They will be arriving in six months. The group of refugees includes: families with young children, families with teenagers, single adults aged between 18 and 55, and single-parent families.

Divide the class into three groups to represent the views of the local government, the refugees and the residents of the community. Have each group brainstorm/research points of view, concerns, expectations, needs, accommodations, services, etc. that will need to be considered in order to prepare for the refugees' arrival. Guiding questions may be supplied to each group to insure that important topics are addressed, such as sponsorship, housing, healthcare, education, language training, employment, opportunities for social interaction, help with life skills and cultural assimilation, etc.

Once each group has informed itself about its key issues and concerns, a round table discussion/debate is held, moderated by the teacher through a series of questions ensuring that each group has equal time to speak. These questions may include: What do you see are the most important issues? Which needs should be addressed first? What are your main hopes? What are your main worries? Do you have any suggestions, should your worries turn into actual problems? What can we do to support employment? How do we meet the need for language training, schooling or healthcare? What are the expectations regarding housing? How will all this be paid for? What do you think you can do to help the refugees begin to assimilate? How much are you willing to do to ease the process of settlement?

The responses from each group should be based on what they learned from watching the film and the discussions/research that arose from it, so that they can offer informed and reasonable suppositions. They should stay true to their roles in the discussion, voicing points of view that could reasonably be ascribed to the group they represent.

The goal of the discussion is to address as many of the stated needs and concerns as possible while satisfying as many of the participants in the debate as they can. They are aiming for consensus and practical compromise rather than a win for their side.

As a final assessment, useful, creative and informed participation in the discussion will be graded. In addition, the students might use their notes from the film and the debate to create a one- to two-page summary of their group's concerns and the extent to which these were satisfactorily addressed.

# ACTIVITY RUBRIC: ROUND-TABLE ROLE PLAYING EXPLORATION OF KEY ISSUES

## Knowledge/Understanding

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Clear understanding of the key Issues	Student demonstrates a limited understanding of the main issues and shows little critical analysis; there was little effort to answer the main questions	Student demonstrates a moderate understanding of the key issues and how to conduct a critical analysis; some effort to answer the main questions was evident	Student demonstrates a considerable understanding of the key issues and how to conduct a critical analysis; most of the main questions were addressed	Student demonstrates a high level of understanding of the key issues and how to conduct a critical analysis; all of the main questions were thoughtfully addressed	/5

## Thinking/Inquiry

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Ability to research, synthesize and organize additional resources, and apply them in a new context	Student demonstrates a limited ability to research, synthesize and organize additional resources, and apply them in a new context	Student demonstrates a moderate ability to research, synthesize and organize additional resources, and to apply them in a new context	Student demonstrates a considerable ability to research, synthesize and organize additional resources, and applies them appropriately in a new context	Student demonstrates an outstanding ability to research, synthesize and organize additional resources, and applies them in a new context flexibly and effectively	/5

## Application

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Making connections within and between various contexts	Student makes connections within and between various contexts with limited effectiveness; their contributions were not clear or representative of their role in the debate	Student makes connections within and between various contexts with some effectiveness; their contributions were sometimes helpful and representative of their role in the debate	Student makes connections within and between various contexts with considerable effectiveness; their contributions were helpful and effectively represented their role in the debate	Student makes connections within and between various contexts with a high degree of effectiveness; their contributions were insightful and helpful in achieving consensus and understanding during the debate	/5

## Communication

Debate	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
	The presentation contains numerous grammatical, spelling or punctuation errors; they were often not in character, or off topic	The presentation contains some grammatical, spelling or punctuation errors; they mostly stayed in character and on topic	The presentation is largely free of grammatical, spelling or punctuation errors; they remained in character and stayed on topic	The presentation is free of grammatical, spelling and punctuation errors; they understood their role in the debate, remained on topic and contributed effectively	/5

Comments:

Total: \_\_\_/20

## EXAMPLES OF CURRICULUM EXPECTATIONS

COURSE	OVERALL EXPECTATIONS
Grade 7 & 8 Languages	<ul style="list-style-type: none"> <li>• generate, gather and organize ideas and information to write for an intended purpose and audience.</li> <li>• identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.</li> </ul>
Grade 9–12 English	<ul style="list-style-type: none"> <li>• generate, gather and organize ideas and information to write for an intended purpose and audience.</li> <li>• demonstrate an understanding of a variety of media texts.</li> <li>• identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.</li> </ul>
Grade 10–12 Media Arts	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the critical analysis process by using it to monitor the creative process, and by examining, interpreting, assessing and reflecting on media art works.</li> <li>• demonstrate an understanding of how media art works reflect personal and cultural identity, and affect personal, cultural and community values and their awareness of those values.</li> <li>• demonstrate an understanding of the sociocultural and historical contexts of media arts.</li> <li>• demonstrate an understanding of responsible practices associated with producing, presenting, and experiencing media art works.</li> </ul>
Grade 11 & 12 Equity Studies	<ul style="list-style-type: none"> <li>• explore topics related to equity and social justice, and formulate questions to guide their research.</li> <li>• demonstrate an understanding of a range of perspectives on and approaches to equity and social justice issues, and of factors that affect inequity and social injustice.</li> <li>• analyze, in historical and contemporary contexts, the dynamics of power relations and privilege as well as various factors that contribute to power or marginalization.</li> <li>• assess the impact of media and popular culture on equity and social justice issues.</li> <li>• analyze a range of historical and contemporary equity and social justice issues and the impact of economic and environmental factors on these issues.</li> <li>• create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods.</li> <li>• evaluate the contributions of individuals and groups and/or movements identified with specific aspects of the struggle for equity and social justice.</li> </ul>
Grade 11 Dynamics of Human Relationships	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the components of personal well-being, how to achieve and maintain it and its importance throughout the life course.</li> <li>• explain how self-concept and self-esteem influence personal well-being.</li> <li>• demonstrate an understanding of how self-concept influences an individual's interactions with others.</li> </ul>
Grade 10 Civics (Politics)	<ul style="list-style-type: none"> <li>• 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.</li> <li>• analyze key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected.</li> <li>• 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.</li> <li>• analyze a civic issue of personal interest and develop a plan of action to address it.</li> <li>• use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance.</li> <li>• apply in everyday contexts skills developed through investigations related to civics and citizenship education.</li> </ul>

<p>Grade 12 Challenge and Change in Society</p>	<ul style="list-style-type: none"> <li>• explore a variety of topics related to the analysis of social change (e.g., social and economic factor leading to political changes) to identify topics for research and inquiry.</li> <li>• record and organize information and key ideas using a variety of formats.</li> <li>• analyze and interpret research information.</li> <li>• synthesize findings and formulate conclusions.</li> <li>• describe various psychological, social, material or cultural conditions that are used to explain social change (tension and adaptation, material and/or cultural change, globalization).</li> <li>• explain how various economic, environmental, political or sociocultural factors can lead to social change, and how other factors can create resistance to change.</li> <li>• explain various means of creating social change.</li> <li>• explain the relationships between conformity, alienation and social change.</li> <li>• explain the relationships between poverty, affluence and social change.</li> <li>• explain the impact of social change on individuals in Canada and on Canadian society (e.g., demographic changes).</li> <li>• describe population trends in Canada and around the world.</li> <li>• explain concepts related to demography and assess the social impact of demographic change.</li> <li>• explain how increases in population mobility shape social pattern and trends.</li> <li>• explain the significance of immigration to Canadian society.</li> <li>• describe ways in which culture, tradition and language influence social trends.</li> <li>• describe the key provisions of various provincial, national and international agreements for addressing human rights issues.</li> <li>• demonstrate an understanding of various types of discrimination and their impact on individuals and groups.</li> <li>• explain how various socio-economic conditions (prejudice, unfavourable economic conditions, military rule) and structures (welfare system, public health and education, non-profit social service organizations) operate to increase, entrench or alleviate poverty.</li> </ul>
<p>Grade 12 World Issues: A Geographic Analysis</p>	<ul style="list-style-type: none"> <li>• analyze environmental, economic, social and political implications of the unequal distribution of natural, economic and social resources, nationally and globally.</li> <li>• identify the effects of government policies and practices on economic and social disparities.</li> <li>• describe the characteristics of global citizenship, and explain how individuals, acting as global citizens, can help to lessen economic, social and environmental impacts associated with globalization.</li> <li>• describe patterns and trends associated with globalization.</li> <li>• analyze trends in urban growth, locally and globally, and explain factors contributing to these trends.</li> <li>• analyze the role of migrant neighbourhoods in the settlement of new arrivals to a city, and assess, from a geographic perspective, the impacts of this type of settlement on the residents of these communities and on the larger urban area that they are a part of.</li> <li>• analyze national and international responses to human rights violations in various parts of the world.</li> </ul>

<p>Grade 12 World Geography: Urban Patterns and Population Issues</p>	<ul style="list-style-type: none"> <li>• analyze the influence of social factors (e.g., class, religion, ethnicity, cultural activity) on the characteristics of a selected ecumene.</li> <li>• analyze the influence of different points of view and self-interest on conflicts over local urban issues.</li> <li>• analyze the influence of past policies and historical attitudes on instances of conflict or cooperation in selected ecumenes.</li> <li>• analyze impacts of population movements on cultural diversity and social interaction in urban areas.</li> <li>• analyze impacts of different types of migration (e.g., voluntary, forced, seasonal) and other population changes (e.g., growth, decline, aging) on social conditions and the physical resources of cities and other ecumenes.</li> <li>• describe impacts of population diversity on countries that are major immigration destinations, and analyze policies for managing these impacts in selected countries.</li> <li>• analyze policy responses to social and economic challenges in selected ecumenes.</li> </ul>
<p>Grade 12 World History since the 15<sup>th</sup> Century</p>	<ul style="list-style-type: none"> <li>• analyze the significance of various social, economic and political policies, developments and ideas in various regions of the world since 1900.</li> <li>• analyze interactions between various groups since 1900 and how key individuals and social, economic and political forces have affected those interactions.</li> <li>• analyze the development of the rights, identity and heritage of different groups around the world since 1900.</li> <li>• analyze key aspects of dominant social, economic and political systems in different regions of the world since 1900.</li> <li>• describe interactions between various groups since 1900, and explain how key individuals and some social, economic and political forces have affected those interactions.</li> <li>• analyze some key changes in and contributions to identity, citizenship and heritage in different regions of the world since 1900.</li> </ul>
<p>Grade 12 Canadian and International Law</p>	<ul style="list-style-type: none"> <li>• explain the legal implications of a country's signing of various internationally recognized treaties and conventions related to the protection of human rights.</li> <li>• analyze the impact, both positive and negative, of landmark legislation on the development of human rights law in Canada.</li> <li>• evaluate progress in removing historical and contemporary barriers to the enjoyment of equal rights by various individuals and groups, in Canada and internationally.</li> <li>• analyze various issues associated with addressing human rights violations, with reference to specific past and/or present examples of violations in Canada and around the world.</li> <li>• analyze the contributions of various individuals and groups to strengthening protection for human rights in Canada and internationally.</li> <li>• analyze from a legal perspective contemporary circumstances in which individual or group rights and freedoms are threatened or limited.</li> <li>• analyze from a legal perspective the concept of morality, as well as differing definitions of certain criminal offences in the domestic law of various countries.</li> <li>• assess from a legal perspective the strengths and weaknesses of arguments for and against interventions by the international community in instances of crimes against people of a particular region, country or ethnicity.</li> </ul>

<p>Grade 12 Canadian and International Politics</p>	<ul style="list-style-type: none"> <li>• formulate different types of questions to guide investigations into issues, events, and/or developments of national and international political importance.</li> <li>• analyze ways in which conflict and violence have influenced politics in and relations between various countries around the world since World War I.</li> <li>• analyze various ways in which domestic political policies influence a country's relations with other countries.</li> <li>• analyze how religion influences politics in and relations between various countries, including Canada.</li> <li>• analyze the role of information technology and the media, including social media, in raising civic awareness of issues of national and global political importance.</li> <li>• explain key challenges relating to some specific issues of national and global political importance like the refugee crisis.</li> <li>• explain how various factors can either facilitate or limit the ability of the international community to intervene to prevent or mitigate violations of human rights.</li> </ul>
<p>Grade 12 Human Development Throughout the Lifespan</p>	<ul style="list-style-type: none"> <li>• explore topics related to human development, and formulate questions to guide their research.</li> <li>• demonstrate an understanding of threats to healthy development throughout the lifespan and of a variety of protective factors that can increase an individual's resilience and reduce the impact of these threats.</li> <li>• demonstrate an understanding of social-emotional development throughout the lifespan and of ways of influencing such development.</li> <li>• demonstrate an understanding of various influences on personality development and identity formation throughout the lifespan.</li> </ul>

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>