The Film
Rising political star Ilhan Omar, a charismatic Somali Muslim and young mother of three, seeks election to the Minnesota House of Representatives. Can she unseat the 43-year female incumbent, defeat the Somali male candidate she previously worked for, and beat back increasing Islamophobia under Trump Nation? Filmmaker Norah Shapiro chronicles the hard-fought three-way race for state representative in the United States' largest Somali community. With tension and urgency, she shows how gender bias, cultural tradition and fake news play a part in all levels of contemporary American politics. As much a campaign drama as a personal portrait, *Time for Ilhan* stresses the need for citizens to exercise their right to vote, the importance of passion and oratory skills for leadership, and how essential it is to a community and country of immigrants that government representation be diverse. Women, especially women of colour, can and should run—the world! Angie Driscoll

Source: [http://www.hotdocs.ca](http://www.hotdocs.ca)

The Filmmaker
Norah Shapiro is an award-winning filmmaker and founder of Minneapolis-based production company, Flying Pieces Productions. Shapiro has a background in poverty law (over a decade as a trial lawyer for the Hennepin County Public Defender’s office) and extensive non-profit board service. In addition to her extensive experience as a filmmaker, her full professional experience brings a unique perspective and sensitivity to the creation of emotionally resonant, compelling visual storytelling.

Source: [http://www.flyingpiecesproductions.com](http://www.flyingpiecesproductions.com)

Educational package written and compiled by Joshua Bertram

shuabert@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

As a class, have students brainstorm what they know about the 2016 United States election.

As a class, have students brainstorm what they already know about the policies of US President Donald Trump and any specific protest movements that have responded.

Analyze patterns of immigration to the United States (and Canada) over time, including the influx of refugees, and examine changes in country of origin and settlement destinations over time.

Introduce and explain the structure and function of the United States state and federal governments, including the two houses (Senate and House of Representatives) of Legislature and Congress, and the Republican and Democratic parties. A similar activity with a focus on Canadian governments could be done.

Ask students to think about particular issues or causes in society that are important to them. Have them reflect on whether they have ever thought about how politicians impact these issues in society. Can they think of any legislation that has affected people’s lives in relation to a particular issue? Have they been to a political demonstration or thought about attending one? Ask them to think about the kinds of political or social causes they have been or might be willing to get involved in.

Have students work in pairs to think of a position, activity or area of society that has traditionally excluded or discouraged women from participating. Analyze how women’s access to this domain has changed over time, with a specific focus on different kinds of women (e.g., racialized, disabled or LGBTQ women, etc.). Discuss as a class.

Show students the trailer for the film (https://vimeo.com/226819068). Ask them to write down a list of the themes or main ideas of the film that stand out to them. Ask them to keep these themes in mind as they watch the film.

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 three to five ideas for discussion, or questions that the film raises in their minds. As an Extension and/or Post-Viewing Activity, students can enter their questions into an online response or polling system and can vote on the questions or issues they would like to explore in further detail. Encourage students to use multiple levels of Bloom’s Taxonomy.

Have students make a timeline of key events that occur in the film. What is the process of an election campaign? Be sure students understand primaries. Assess campaign strategies in the film for their effectiveness.

Have students take notes about the storyline in the film. How were Ilhan’s life and experiences throughout the campaign affected by: her gender, her religion, her age and her background as a refugee?

Have students take notes about the political aspects and issues raised in the film that they feel are connected or relevant to their own lives.
Post-Viewing Activities

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

Have students think back on or look at their notes from the Pre-Viewing Activity and see if their opinions were changed, altered or enhanced by the film.

Discuss with students their initial reactions to the film, the featured individuals and the themes. How did their feelings evolve over the course of the film? Which characters or storylines did they have the strongest reaction to, and why?

Discuss as a class: What were students’ initial perceptions of Ilhan’s campaign to become a state legislator? How did their original perceptions compare and contrast with their perceptions after viewing the film? Were they surprised about how the film ended? Using these questions as a prompt, have students write a two-paragraph written response.

Have students brainstorm a list of barriers that prevent women from entering politics in the United States. For each barrier identified, what are the root causes of the barrier and what suggestions do students have for removing the barrier and making politics more accessible to women? How might barriers in Canada be different or similar to those faced by women in the United States?

Have students research a female politician in Canada. Find out if she has talked about the barriers that she has faced and her experiences as a woman in politics. How has she dealt with these barriers? Are there specific women’s rights issues she has fought for?

A comment is made in the film that there is a myth that low-income people, young people and people of colour don’t care about politics. What might be some reasons that these stigmas exist? What are some ways this has been challenged by these groups of people?

Ilhan’s campaign tries to drum up last-minute votes by approaching people on a street corner. Many of these people tell her they do not plan to vote. Ilhan is surprised by this response, considering that people fight and die for the right to vote in some countries. Have students write a personal reflection on voting as a "civic duty." How do they personally feel about voting and why is it important? Their reflection should also address the concerns of people who might abstain from voting as a political act (i.e., people who do not believe the system represents them fairly). Why might some people make this choice?

Have students do further research into the ratio of women to men in politics in various legislatures at the state/provincial and federal levels in the USA, Canada, and other places in the world. Are some places more equal than others? Students can explain why this might be, using evidence from their research.

Have students discuss the role of social media in politics and how it has changed the political landscape. They should cite examples from the film, and also from their own exploration into political hashtags and social media movements. Do they ultimately think social media is good or bad for politics, and why?

Trace the path of Canadian politician Ahmed Hussen from his childhood in Somalia to his eventual appointment as Minister of Immigration, Refugees and Citizenship in the Government of Canada.

How have the United States and Canada taken different approaches to accepting refugees in recent years (for example, the Syrian refugee crisis)?

Ilhan expressed the importance of identifying as both a feminist and a Muslim; why is it important to her?

Have students define “intersectional feminism” and how it relates to Ilhan’s story.

Students can follow Ilhan Omar (@IlhanMN) on Twitter. Discuss some of the work she is doing in office and how it relates to issues in their own community.

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

https://www.timeforilhanfilm.com

Twitter: @IlhanDoc

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

Additional Resources

CBC: This interactive feature, published in 2015, examines the parliamentary gender gap in Canada: "50% Population, 25% Representation. Why the Parliamentary Gender Gap?"
http://www.cbc.ca/news2/interactives/women-politics/

The Conversation: The January 18, 2017, article "Five Ways the Media Hurts Female Politicians—and How Journalists Everywhere Can Do Better" examines five examples of gender bias in journalism, with links to studies demonstrating their negative effects.
https://theconversation.com/ca/ Type the title of the article into the search function of the website.

EighteenX18: This organization was started by actress Yara Shahidi to empower and inspire youth to vote.
https://www.eighteenx18.com

The Guardian: This March 19, 2018, article, "Almost Half of Women in Politics Have Faced Abuse or Violence," looks at the state of women's experiences in politics.
https://www.theguardian.com/international/ Type the title of the article into the search function of the website.

IlhanOmar.com: Ilhan Omar's personal campaign website features information about Ilhan, her accomplishments, policies and endorsements.
https://www.ilhanomar.com

Organization for Security and Co-operation in Europe: The January 15, 2018, report "International Forum on Women's Political Empowerment," based on the discussions held during the 2017 International Forum on Women's Political Empowerment, is a short summary of views expressed by experts, guest speakers and participants, as highlighted in their remarks and group discussions that followed.
https://www.osce.org/ Type the title of the article into the search function of the website.

Politico: The 2017 interactive series on the state of women in US politics, "Women Rule Politics Investigation," contains investigative articles such as, "What Will It Take for Women to Win" and "Why Women Don't Run."
https://www.politico.com/women-rule-politics-investigation

TED: The October 2010 TEDx Talk "Dave Meslin—Antidote to Apathy" identifies seven barriers that discourage people from becoming involved in politics.
https://www.ted.com/ Type the title of the talk into the search function of the website.

http://time.com/collection/firsts/ Click View Full List, then Omar Ilhan to read her profile.

Twitter: This is the Twitter account of Toronto City Councillor Kristyn Wong-Tam, who advocates for youth, people of colour and LGBTQ communities.
https://twitter.com/kristynwongtam

UN Women: The April 27, 2017, infographic "Women in Politics 2017 Map" ranks countries of the world by women's participation in government and ministerial positions.
http://www.unwomen.org/en/ Type the title of the article into the search function of the website.

https://walkerart.org/ Type the title of the article into the search function of the website.
Questions for Pre-Viewing or Post-Viewing Activities

What are the themes and issues explored in this film?

Choose one of the themes that stands out to you and discuss what this film made you think/realize about that issue.

Why do you think the film ends by showing news stories about several different kinds of “firsts” for women in American politics?

Why do you think the filmmakers chose to include President Donald Trump in this film?

To what extent do you relate to the themes in the film? What aspects of politics, activism or community organizing do you experience in your own life?

How does politics affect the day-to-day lives of people, whether they vote or not?

What were your views about politics before viewing this film? How does this film reflect or influence your perspective about politics? Do you think there are ways to be “politically active” without running for office?

What are some of the sacrifices Ilhan had to make to pursue her dreams of running for office? How does the film show the short-term effects of these sacrifices and what kinds of effects might they have in the long term?

A woman in the film said that she doesn’t trust the political system and doesn’t want to be part of it, but she still helped campaign for Ilhan. What do you think she meant, and why do you think she still chose to participate?

What do you think motivates some people to be politically active and others to be more apathetic about politics? Do you think there is a way to motivate more people to participate in politics?

A concern levelled at Ilhan was the fear that as a Muslim woman, her focus would be on Muslims and women in her community, not her full constituency. Do you feel that this is fair? Why do you think people would have this fear? Do you feel that it is fair?

Do you personally think it is important for elected officials to represent the diversity of the people in the broader population? Do you feel your elected municipal, provincial and federal representatives effectively represent their constituency? How can we ensure governments are more representative of the whole population?

The film ends on a hopeful note even though Ilhan was hoping Hillary Clinton would be elected over Donald Trump. Discuss the optimism of the subjects. Why does the movement make them hopeful?
1. “It’s easy for men to just wake up one day and, you know, say, ‘I’m running for office.’ But for us it’s harder. You know, I have young kids. I could do work and be a candidate and raise a family. But I’m also, like, a Muslim woman, and I’m a new immigrant and I’m Somali, and there’s all of these noises in my head that are telling me I can’t.” Ilhan Omar

2. “So few women are taught to be powerful. What does it look like to have that gravitas at 34, 35 years old?” Erin Vilardi, founder of VoteRunLead

3. “When we have new voices in the room we’re able to dream and we’re able to make big changes.” Ilhan Omar

4. “Communities of colour in general are communities that the Democratic Party and individual Democratic politicians don’t really pay attention to. We’ve been voting for Democratic politicians for so long and nothing has changed. Arguably, sometimes our situations have gotten worse.” David Gilbert-Pederson, community organizer

5. “I arrived at the age of 12 in America. The first thing that I learned was that I was an extreme other. I was Black, which wasn’t a thing for me when I was little. I was Muslim, which also, growing up in a Muslim-majority, was not a thing that I needed to identify. I also learned that I was extremely poor, and that the classless America that my father taught me about wasn’t true, didn’t exist. I remember watching a video by Tupac… where he’s talking about the poor people revolting. And he talks about how… he wants to line people up at the White House and start knocking at that door and saying, ‘Let us in,’ quietly, but they don’t let us in and then we get louder… until we break down that door. You all need to understand that there’s an urgency. There’s an urgency to show up. I am optimistic but I need all of you.” Ilhan Omar

6. “I know what’s at stake in these elections and I know that it’s hard, and this is a system that I don’t trust and that I don’t want to be a part of. But I also know that there really is an urgency to have somebody at the State Capitol who’s talking louder and who’s not going to bow down.” Stacey Nyaboke Rosana, field team member

7. “I think of myself as a community educator. I think of myself as an organizer. I think of myself as a resident and a citizen who happens to be Somali and a woman.” Ilhan Omar

8. “The traditional campaign wisdom has been: you target this very narrow section of voters who have voted a lot of the time over the past few years. There’s this myth that low-income people, young people, people of colour don’t care about politics, but the truth is nobody’s asked them to get engaged.” David Gilbert-Pederson, campaign chair

9. “I cannot say anything negative about Phyllis. I think she deserves to be recognized for all the work that she’s done. But I think 43 years is a very long experience. This is an opportunity to bring different voices, young voices, that reflect the population that she represents now. Ilhan, for me, represents all of that. It’s hard for me to understand why Ilhan’s not able to get more support and more endorsements. We do say often that we want to encourage more people of colour, more people of different backgrounds, people with disabilities to run for office. Yet when we have those individuals we always question their ability. ‘Oh, well, you haven’t been here long enough, you really don’t understand how the system works.’ Now that they want to be in positions of leadership we’re telling them, ‘Well, you’re not good enough.’” Patricia Torres Ray, Minnesota state senator

10. “When 9/11 happened there was more soul searching about who I was and what my scarf meant, and how I wanted to present myself. And so for me, I made the decision to wear my headscarf because I found value in it. It’s like a badge of honour to show that I’m a person who belongs to the Muslim faith. There’s challenges of thinking about: How am I going to present myself today, and how is it going to impact or how are people going to react to me? Like, how do I own my feminist identity and still be Muslim and still be Somali?” Ilhan Omar

11. “Now the question that needs to be asked is: Why are these absurd and hateful rumours being circulated? It matters that I am a woman. It matters that I am a Somali-American woman. It matters that I am a Muslim immigrant woman.” Ilhan Omar

12. “Here in Minnesota you’ve seen firsthand the problems caused with faulty refugee vetting, with large numbers of Somali refugees coming into your state without your knowledge, without your support or approval, and with some of them then joining ISIS and spreading their extremist views all over our country and all over the world.” Donald Trump, presidential candidate
13. “When Donald Trump came in and was spewing all that hate, I had a tendency to not get angry because I knew that this message, this hateful message, was going to be the thing that motivated minority communities that don't often turn up to vote to come out for love.” Ilhan Omar

14. “That's scary that hateful rhetoric can find a partner in the hearts of many in our community. How different the world of tomorrow is going to be for many of us.” Ilhan Omar

15. “She's coming in as a much more public figure than anyone else is. And I think my advice would be to make use of that.” Phyllis Kahn

16. “So I want you to think about the kind of message that you are sending. The reality is you can't make us disappear. We are part of this state; we are part of this country.” Ilhan Omar

17. “I believe this is a great moment, perhaps one of the greatest moments of the history of women. It's hard to be optimistic about everything that's going on. Yes, our democracy is messy. But it is our duty to continually clean it up and make sure it shines.” Ilhan Omar
All political campaigns involve the creation of a narrative intended to sway the electorate to vote for a certain candidate or party. For example, Ilhan Omar created a narrative that she was a young, fresh voice who better reflected the changing face of the district. The right-wing media created a narrative that Ilhan had lied about being married to two men at the same time, and therefore could not be trusted.

Locate and investigate a political narrative in the media. It can be from any level of government but should have sufficient media response to be able to analyze it from various perspectives. Briefly explain the narrative (i.e., what story is being told) and provide at least five sources relating to it. These sources may be from mainstream, alternative or social media. Evaluate the credibility of each source and assess whether there is truth to the overall narrative or whether it is false. You may use a scale such as those used by fact-checking websites and assign a rating on a five-point scale of: False, Mostly False, Some Truths and Some Falsehoods, Mostly True and True. Explain how you came to this judgement using verified supporting evidence.

Make a final judgment on the effectiveness of the narrative by explaining the outcome, such as whether the narrative caused polls to shift for a candidate, whether the candidate won or lost, etc.

Students may work individually, in pairs or in small groups for this activity.
## ACTIVITY RUBRIC: EVALUATING A POLITICAL NARRATIVE

### Knowledge and Understanding

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<td>Clear understanding of issues</td>
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<td>Limited success in use of terms and concepts</td>
<td>Some success in use of terms and concepts</td>
<td>Moderate success in use of terms and concepts</td>
<td>High degree of success in use of terms and concepts</td>
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### Thinking and Inquiry

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<td>Ability to research, synthesize and organize resources</td>
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<td>Demonstrates a limited ability to research, synthesize and organize resources; evaluates credibility of sources with limited effectiveness</td>
<td>Demonstrates a moderate ability to research, synthesize and organize resources; evaluates credibility of sources with some effectiveness</td>
<td>Demonstrates a considerable ability to research, synthesize and organize resources; evaluates credibility of sources with considerable effectiveness</td>
<td>Demonstrates an outstanding ability to research synthesize, and organize resources; evaluates credibility of sources with a great deal of effectiveness</td>
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### Application

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<td>Applies ideas and facts to construct arguments</td>
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<td>Applies ideas and facts with limited effectiveness to form ineffective arguments</td>
<td>Applies ideas and facts with some effectiveness to form somewhat persuasive arguments</td>
<td>Applies ideas and facts with considerable effectiveness to form persuasive arguments</td>
<td>Applies ideas and facts with a high degree of effectiveness to form very persuasive arguments</td>
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### Communication

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<td>Communication of ideas</td>
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<td>Ideas lack clarity; Speaks with limited emphasis and confidence</td>
<td>Ideas are sometimes clear; Speaks with some emphasis and confidence</td>
<td>Ideas are usually clear; Speaks with considerable emphasis and confidence</td>
<td>Ideas are always clear; Speaks with a high degree of emphasis and confidence</td>
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**EXAMPLES OF CURRICULUM EXPECTATIONS**

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<thead>
<tr>
<th>COURSE</th>
<th>OVERALL EXPECTATIONS</th>
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<tbody>
<tr>
<td><strong>Grade 9–12 English</strong></td>
<td>• generate, gather and organize ideas and information to speak for an intended purpose and audience.</td>
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<td></td>
<td>• demonstrate an understanding of a variety of media texts.</td>
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<td>• identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.</td>
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<td>• reflect on and identify their strengths as media interpreters and creators, areas for improvement and the strategies they found most helpful in understanding and creating media texts.</td>
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<tr>
<td><strong>Grade 11 Media Studies</strong></td>
<td>• demonstrate understanding of a variety of media texts.</td>
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<td>• deconstruct a variety of types of media texts, identifying the codes, conventions and techniques used and explaining how they create meaning.</td>
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<td>• analyze and critique media representations of people, issues, values and behaviours.</td>
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<td>• analyze and evaluate the impact of media on society.</td>
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<td>• demonstrate an understanding of their growth as media consumers, media analysts and media producers.</td>
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<td><strong>Grade 11 Media Arts</strong></td>
<td>• 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.</td>
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<td>• 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.</td>
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<td>• demonstrate an understanding of the types of knowledge and skills that are transferable beyond the media arts classroom.</td>
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<td>• demonstrate an understanding of the sociocultural and historical contexts of media arts.</td>
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<td><strong>Grade 11 Law</strong></td>
<td>• analyze the role and function of individuals, groups and governments in Canadian law.</td>
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<td>• analyze and describe how various social, scientific and technological factors have influenced and continue to influence the development of Canadian law.</td>
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<td>• analyze how various factors have influenced and continue to influence the development of human rights law in Ontario and Canada.</td>
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<td><strong>Grade 12 Law</strong></td>
<td>• explain various influences, including those of individuals and groups, on the development of Canadian and international law.</td>
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<td>• compare the roles of the legislative and judicial branches of government in protecting human rights and freedoms, with a particular emphasis on Canada.</td>
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<td>• analyze various contemporary issues in relation to their impact or potential impact on human rights law.</td>
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<td>• analyze how various factors have influenced the development of international law.</td>
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<td></td>
<td>• analyze how various agreements, treaties and conventions in international law influence international conflict and cooperation.</td>
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<td></td>
<td>• analyze emerging global issues and their implications for international law.</td>
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<td><strong>Grade 10 Civics</strong></td>
<td>• use the political inquiry process and the concepts of political thinking when investigating issues, events and developments of civic importance.</td>
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<td>• 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.</td>
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<td>• analyze a variety of civic contributions, and ways in which people can contribute to the common good.</td>
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<td>• 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.</td>
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| Grade 11 Introduction to Anthropology, Psychology and Sociology | • explore topics related to anthropology, psychology and sociology, and formulate questions appropriate to each discipline to guide their research.  
• assess, record, analyze and synthesize information gathered through research and inquiry.  
• use a sociological perspective to explain how diverse factors influence and shape social behaviour.  
• use a sociological perspective to explain patterns of socialization. |
| --- | --- |
| Grade 11 Gender Studies | • assess, record, analyze and synthesize information gathered through research and inquiry.  
• analyze sexism and the dynamics of power relations with respect to sex and gender in a variety of contexts.  
• analyze representations of women and men in the media, popular culture and the arts, and assess the effects of these representations.  
• analyze a range of social, political, economic and environmental issues relating to gender in Canadian and global contexts.  
• describe strategies, initiatives and accomplishments of individuals and organizations, including both Canadian and international organizations, with respect to gender equity. |
| Grade 11 Equity & Social Justice Studies | • explore topics related to equity, diversity and/or social justice, and formulate questions to guide their research.  
• assess, record, analyze and synthesize information gathered through research and inquiry.  
• demonstrate an understanding of how identity is socially constructed and internalized, and the impact of social norms and stereotypes.  
• demonstrate an understanding of the dynamics of power relations in various social contexts.  
• demonstrate an understanding of the impact individual action can have on equity, social justice and environmental issues, and of how the media can create awareness of these issues.  
• describe challenges faced by various racial, cultural and national communities in Canada and the contributions these communities have made to this country.  
• demonstrate an understanding of a range of historical and contemporary Canadian equity and social justice issues.  
• demonstrate an understanding of how social activism can be used to support equity and social justice objectives.  
• demonstrate an understanding of how to interact successfully in settings characterized by diversity, including school, workplace and community settings, and ways to promote respect for diversity in these settings. |
| Grade 12 Equity & Social Justice Studies | • explore topics related to equity, diversity and/or social justice, and formulate questions to guide their research.  
• assess, record, analyze and synthesize information gathered through research and inquiry.  
• 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.  
• analyze, in historical and contemporary contexts, the dynamics of power relations and privilege as well as various factors that contribute to power or marginalization.  
• assess the impact of media and popular culture on equity and social justice issues.  
• analyze a range of historical and contemporary equity and social justice issues and the impact of economic and environmental factors on these issues.  
• evaluate the contributions of individuals and groups and/or movements identified with specific aspects of the struggle for equity and social justice.  
• compare policies, strategies and initiatives used by various groups, including Indigenous peoples and women, to address equity and social justice issues in a variety of jurisdictions.  
• demonstrate an understanding of how personal values, knowledge and actions can contribute to equity and social justice and assess strategies that people use to address equity and social justice concerns. |
| Grade 12 World Cultures | • assess, record, analyze and synthesize information gathered through research and inquiry.  
• demonstrate an understanding of the elements and functions of culture and of the nature of cultural influence.  
• analyze how cultural identities are socially constructed, preserved, transmitted and transformed.  
• assess the contributions to and influence on various cultures/societies, including Canada, of a diverse range of ethnocultural groups and individuals from those groups.  
• demonstrate an understanding of the dynamics of power relations within specific cultural groups and between minority and majority cultures.  
• demonstrate an understanding of past and present policies and issues affecting cultural diversity in Canada, and compare approaches to such policy in Canada with those in other countries. |
| Grade 12 Challenge and Change in Society | • assess, record, analyze and synthesize information gathered through research and inquiry.  
• demonstrate an understanding of the causes and effects of social change.  
• demonstrate an understanding of the importance of demographics as a tool for studying social patterns and trends, both nationally and globally.  
• demonstrate an understanding of how forces influence and shape social patterns and trends.  
• demonstrate an understanding of social science theories about social deviance, and of how various responses to deviance affect individuals and society.  
• demonstrate an understanding of how various social structures and conditions support or limit global inequalities.  
• assess the impact of globalization on individuals and groups. |
| Grade 11 American History | • describe various social, economic and political events, trends and developments in the United States since 1945, and analyze their key causes and consequences.  
• analyze how various events and developments have affected specific groups in the United States, and relations between the United States and other countries, since 1945.  
• analyze how various groups, trends and cultural developments have affected identity, citizenship and heritage in the United States since 1945. |
| Grade 11 Politics in Action | • use the political inquiry process and the concepts of political thinking when investigating issues of political importance in various communities and ways to address them.  
• analyze how various factors can contribute to, and present a barrier to, their own and others' political engagement.  
• explain the political importance of some current issues and analyze various perspectives associated with these issues.  
• analyze some issues of political importance in terms of their causes, their impact and ways in which they have been addressed.  
• analyze the objectives and strategies, and assess the influence, of individuals and groups in addressing issues of political importance.  
• analyze the impact of some key changes in Canadian law and policy as well as the process for changing laws in Canada.  
• demonstrate an understanding of factors that facilitate and present challenges to democratic political change. |
| Grade 12 Politics | • use the political inquiry process and the concepts of political thinking when investigating issues, events and developments of national and international political importance.  
• demonstrate an understanding of various political ideologies, theories and concepts, and analyze their relevance to Canadian and international politics.  
• analyze the role of ideology, diplomacy and conflict, including conflict related to decolonization, in the evolution of politics in and relations between various countries around the world in the past century.  
• analyze how social, economic and geographic factors influence contemporary politics in and relations between various countries around the world.  
• analyze how strategies/practices used by a state or states can affect the policies and status of other states.  
• 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.  
• explain violations of human rights in Canada and abroad as well as the role of Canadian and international laws, institutions and processes in the protection of human rights. |
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| Grade 12 World Geography: Urban Patterns and Population Issues | • use the geographic inquiry process and the concepts of geographic thinking when investigating issues affecting ecumenes.  
• describe interrelationships between the environmental, social, economic and political processes that shape ecumenes.  
• analyze impacts of public opinion and policy on interactions within and between ecumenes.  
• analyze impacts of population change and migration on the social characteristics and built environment of cities. |
| Grade 12 World Issues: A Geographic Analysis | • analyze relationships between demographic and political factors and quality of life in various countries and regions.  
• analyze the influence of trade agreements and immigration policies on global interdependence and the well-being of countries.  
• analyze the influence of governments, groups and individuals on the promotion and management of social change.  
• analyze impacts of selected agents of change on society and quality of life. |

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](http://www.edu.gov.on.ca/eng/teachers/curriculum.html)