

ON HER SHOULDERS



Lead Sponsor



Exclusive Education Partner



Supported by



Additional support is provided by The Andy and Beth Burgess Family Foundation, the Hal Jackman Foundation, J.P. Bickell Foundation and through contributions by individual donors.

ON HER SHOULDERS

Directed by Alexandria Bombach

2018 | USA | 94 min

In English, Kurmanji and Arabic, with English subtitles

TEACHER'S GUIDE

This guide has been designed to help teachers and students enrich their experience of *On Her Shoulders* 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

Having seen and experienced the atrocities committed against the Yazidi community in Iraq, Nadia Murad becomes the reluctant but powerful voice of her people in a crusade to get the world to finally pay attention to the genocide taking place. The 23-year-old survived repeated sexual assaults and bore witness to the ruthless murders of her loved ones. Now, her bravery to speak openly is put to the test daily as reporters, politicians and activists push for her to recount her past. As difficult as it is for her to continually revisit her trauma, she powers forward, fighting for justice and the greater good of all those who are suffering in her community. Nadia's testimonials and speeches command attention and action, showcasing the incredible courage it takes to come forward and speak up in the most difficult of circumstances.

Gabor Pertic

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

The Filmmaker

Alexandria Bombach is an award-winning cinematographer, editor and director from Santa Fe, New Mexico. Her feature-length documentary *On Her Shoulders* follows Nadia Murad, a 23-year-old Yazidi woman who survived genocide and sexual slavery committed by ISIS. In addition to her feature documentary work, Alexandria's production company Red Reel has been producing award-winning, character-driven stories since 2009. Her 2013 film *Common Ground* unearths the emotion behind a proposed wilderness-area addition for a community in Montana, as heritage and tradition are seemingly defended on both sides. Her Emmy Award-winning 2012 series *Moveshake* captured the internal conflicts of people dedicating their lives to a cause. Choosing to live nomadically since 2010, Alexandria is confused when people ask her when she thinks she'll "settle down." She is happiest when walking across the Outback of Australia with feral camels, swimming in a secret women's swimming pool in Kabul, or spending hours riding in the bed of a truck with her camera in her lap. As a friend once observed, "you're a filmmaker like Indiana Jones is a professor."

Source: <https://www.alexandriabombach.com>

Educational package written and compiled by
Noelle Morris
noellemorris00@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

Discuss and clarify some or all of the following words as a class: Iraq, Yazidi, persecution, Islam, extremists, Islamic State/ISIS/ISIL/Daesh, genocide, activist, refugee, diaspora, human trafficking, United Nations, International Criminal Court. You may also wish to have students create a KWL chart for these terms.

Show students the trailer (<http://www.imdb.com/title/tt7689484/>) for the film. Have students work in pairs or small groups to try to identify themes or ideas conveyed by the movie trailer. As a larger group, discuss with students how effective/affective the trailer is as a media piece, and what the title of the movie could represent. As a Post-Viewing Activity, revisit the trailer and the title.

In pairs or small groups, have students brainstorm past and ongoing crimes against humanity, war crimes and genocides around the world, and consider the response of the international community. Students may complete additional research as a Post-Viewing Activity.

Nadia is originally from Kocho in the Sinjar region of Iraq and belongs to the Yazidi faith. Before watching the film, have students read the August 2014 article "Who, What, Why: Who Are the Yazidis?" (<http://www.bbc.com/> Type the title of the article into the search function of the website). Students may also wish to develop a better understanding of ISIS (<http://www.bbc.com/> Search for "Islamic State Conflict").

Print several of the questions or quotations from the Extensions Activities section of this guide on individual sheets of paper. Have students share what they think or believe about it with the class.

Viewing Activities

Pause the film as the title comes on the screen at 3:28. Have students discuss the title in relation to the first three minutes of the film. What do they think the title means? Have students revisit/reinterpret the title as a Post-Viewing Activity.

As students watch the film, have them jot down questions, notes and key themes. Use these notes as a prompt for a Post-Viewing Activity.

Have students keep track of any words, terms or ideas they don't understand. After viewing the film, have students look up the definitions.

Have students make notes on the different types of footage and techniques that are used throughout the documentary, including the use of voiceovers, interviews, video clips, news reports and headlines from news sources. Students can consider the purpose and effectiveness of the footage and techniques in their notes.

Have students jot down two to three 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.

Post-Viewing Activities

Discuss with students their initial reactions to the film, its subjects and its themes. How did their feelings evolve over the course of the film?

After viewing the film, have students revisit the title of the movie. How does the title relate to Nadia's experiences?

Have students conduct research on what Nadia has done since completing the documentary. What progress has she made in her quest to return home, as well as to make ISIS accountable for their crimes against the Yazidis?

At the end of the film, it is mentioned that "In September of 2017, the United Nations Security Council approved a resolution to create an investigation into the war crimes committed by ISIS against the Yazidi people" (text at 1:31:20). Have students conduct research on the United Nations Security Council Resolution 2379 and the work that has been completed by the independent team investigating ISIS crimes in Iraq.

In the film, Nadia's lawyer Amal Clooney talks about ISIS and says, "You can't kill an idea [with bombing]," in response to military action carried out by the international community against ISIS. First, have students discuss what she means by her statement. Clooney has also continued to suggest that ISIS must be held accountable in the International Criminal Court. Have students read about how the ICC works (<https://www.icc-cpi.int/> Click on Menu, then About, then How the Court Works) and then explore how ISIS could possibly be held accountable for their crimes against humanity.

Have students explore the interactive Global Conflict Tracker map from the US site Council on Foreign Relations, focusing on regions that have been affected by ISIS:
<https://www.cfr.org/interactives/global-conflict-tracker#!>

As a class, brainstorm basic human needs. Are these needs being met in the refugee camps featured in the film? Have students conduct additional research into the living conditions of children and adolescents in the refugee camps, and compare/contrast the research with their initial brainstorming.

Have students conduct research to find information on how modern-day refugees (and, more specifically, Yazidi refugees) are received in different countries around the world. Where are the refugees coming from, and where are they going? Why have they been displaced?

Ask students for their takeaway: In one sentence, what is this film about? Have students share their takeaways in pairs or small groups, and then as a class. What are the similarities and differences between the students' takeaways? You may also wish to enter all of the takeaways into a word-cloud generator, such as Wordle (<http://www.wordle.net>), to see the frequency of certain words used by students in their takeaways.

As a response to one or more of the scenes or issues in the film, have students write a free-verse poem, a monologue, a newspaper article, a journal entry, a script, a personal letter and/or a short story.

Show the students their quotations from the Pre-Viewing Activity and see if their opinions were changed, altered or enhanced by 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>

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 Subject

Nadia's Twitter: [@nadiamuradbasee](https://twitter.com/nadiamuradbasee)

Nadia's Facebook: <https://www.facebook.com/NadiaMuradBasee>

Additional Resources

1843 Magazine: In "Two Women, One Cause" from March 2017, Robert Guest interviews Nadia Murad and Amal Clooney, who discuss their quest to find justice for the Yazidi people and bring ISIS leaders in front of the International Criminal Court.
<https://www.1843magazine.com/> Type the title of the article into the search function of the website.

CBC: In "Psychologist Helps Yazidi Women Recover from Trauma of ISIS Captivity," from January 2017, Nahlah Ayed explores the work of Dr. Jan Ilhan Kizilhan, a German psychotherapist who has worked to provide counselling and housing in Germany to Yazidi women who had been held captive by ISIS.
<http://www.cbc.ca/> Type the title of the article into the search function of the website.

Government of Canada: This resource provides detailed information on the refugee and asylum services that are available in Canada.
<https://www.canada.ca/en.html/> Click on Immigration, then Refugees and Asylum.

Henry Jackson Society: "Trafficking Terror: How Modern Slavery and Sexual Violence Fund Terrorism" is a 2017 report that examines how and why terrorist organizations have adopted human trafficking and slavery as forms of revenue. The full report and abbreviated infographics are included.
<http://henryjacksonsociety.org/2017/10/08/trafficking-terror-how-modern-slavery-and-sexual-violence-fund-terrorism/>

International Criminal Court: The official website of the ICC. From the homepage, students can explore situations under investigation, as well as preliminary examinations of situations and cases around the world.
<http://www.icc-cpi.int>

Nadia's Initiative: Nadia's Initiative was founded by Nadia Murad. The organization seeks to increase advocacy for women and minorities, in addition to stabilizing and redeveloping communities in crisis. The website includes information on the impacts of the organization, information on the Sinjar Action Fund, a report from 2018 on the status of Sinjar and media information.
<https://nadiasinitiative.org>

No Film School: In the article "'On Her Shoulders' Elevates Documentary into a Powerful Living Memory," Liz Nord interviews Alexandria Bombach on the process and challenges of filming and editing the documentary.
<https://nofilmschool.com/> Type the title of the article into the search function of the website.

TED Talks: In "Refugees Have the Right to Be Protected," António Guterres discusses why there has been such an increase in refugees around the world, as well as how the international community can work together to solve the global refugee crisis.
<http://www.ted.com/> Type the title of the TED Talk into the search function of the website.

The Atlantic: Samantha Power's 2001 article, entitled "Bystanders to Genocide," examines countless missed opportunities by world powers and policy-makers to prevent genocide.
<http://www.theatlantic.com/> Type the title of the article into the search function of the website.

The Globe and Mail: In "She Escaped Islamic State Captivity. Now, Nadia Murad Is Giving a Voice to Persecuted Yazidis," from November 8, 2017, Nadia Murad discusses her memoir, the difficulties of counselling as a Yazidi woman and as a survivor of human trafficking, as well as her plans for the future. The article also provides an overview of the Yazidi faith and the challenges its people face in the wake of the August 2014 genocide.
<https://www.theglobeandmail.com/> Type the title of the article into the search function of the website.

The New York Times: In "Canada Struggles as It Opens Its Arms to Victims of ISIS," Catherine Porter reports on the difficulties that Yazidi refugees and survivors of human trafficking have faced in Canada, which introduced a special refugee resettlement program specifically for the Yazidis.
<https://www.nytimes.com/> Type the title of the article into the search function of the website.

The New York Times: In "The ISIS Files," Rukmini Callimachi explores how ISIS was able to come to power in Iraq. The long-read article includes photographs, abandoned files from the militants, maps and interviews from five trips to Iraq. The Callimachi podcast, "Caliphate" launches in Spring 2018. <https://www.nytimes.com/> Type the title of the article into the search function of the website.

The New York Times: In the topics section, students will find up-to-date news, commentary and archival articles on war crimes, genocide and crimes against humanity. <https://www.nytimes.com/> Type "war crimes, genocide and crimes against humanity" into the search function of the website.

UNHCR: Each year, the UNHCR releases a mid-year report that examines displacement trends of people around the world. The mid-year reports include who is hosting the world's refugees, as well as information on refugees, asylum seekers, internally displaced persons, returned refugees and other groups of concern. <http://www.unhcr.org/> Type "mid-year trends" into the search function of the website.

United Nations: The resource "Convention on the Prevention and Punishment of the Crime of Genocide, 1948" provides a procedural history, documents, status and related multimedia on the Convention on the Prevention and Punishment of the Crime of Genocide. <http://www.un.org/law/avl/> Select language, click on the Historic Archives tab, then Criminal Law to access the document.

United States Holocaust Memorial Museum: Extensive resources on genocide throughout the 20th century, including photo galleries, videos and teaching resources, as well as links to external resources and organizations. <https://www.ushmm.org/> Click on Menu, then Genocide Prevention, then Confront Genocide.

Yazda: Yazda is a global Yazidi organization that was founded to prevent future genocides against the Yazidi community, as well as to assist those who are recovering from the August 2014 genocide by ISIS. The website includes detailed information on the organization's projects and initiatives. <https://www.yazda.org>

EXTENSION ACTIVITIES

Questions for Pre-Viewing or Post-Viewing Activities

What dangers are faced by the individuals in the film? What kind of challenges would the filmmaker have faced in making this particular film?

Consider what the filmmaker decided to capture on film. Are there any scenes that stand out? Why? What might have been left out of the film, and why?

What challenges does Nadia face throughout the film? How is she able to persevere as she revisits her trauma, day after day? Where does Nadia's resilience come from and how do students think they would react in her position?

Nadia is asked endless questions about her experiences. What would this be like? Why would she choose to relive her experiences over and over again?

In the film, Murad Ismael tells Luis Moreno Ocampo, "I don't want to translate that. That will make Nadia very upset. I don't want to translate that. It will make her cry." How does Murad support and protect Nadia throughout the film?

At one point in the film, Borys Wrzesnewskyj gives a preface to Nadia's testimony: "Please note the content of some witnesses' testimony may be upsetting to participants and the viewing public." Why is it so valuable to hear testimony from survivors such as Nadia, even if it is upsetting to others?

In the film, Luis Moreno Ocampo tells Murad Ismael that Nadia has to "find a long-term solution for Yazidis" and that she is the "only one who can do it." What kind of pressures are placed on Nadia by the Yazidi community and other individuals? Why do they have such faith in Nadia and how does she deal with these pressures?

When speaking at the United Nations with Nadia, Amal Clooney says, "I am ashamed as a supporter of the United Nations that states are failing to prevent or even punish genocide because they find that their own interests get in the way." When evidence of genocide is presented, does the outside world have a responsibility to intervene, and have there been any recent interventions? When the outside world intervenes, how do they intervene? Can students find examples of national interests competing with international responsibilities?

How has Canada responded to the Yazidi genocide?

Ask students for their opinions on the United Nations (UN) and the International Criminal Court (ICC). How effective are these organizations? What are their capabilities and limitations?

What are the challenges to creating a global community around the law? What is problematic about international law? What are the potential benefits to international law?

In the film, Simone Monasebian encourages Nadia to embrace the title of "activist": "You're a refugee and an activist. I know you want to be humble and we love you for that, but you're an activist, too." Why is Nadia so resistant to being recognized as an activist? What are the challenges that Nadia faces in her role as an activist and public figure? How does her current reality conflict with her personal dreams?

How are issues of globalism, fame and identity presented in the film? What are some of the other issues and themes that surface in this film?

How effectively did the documentary enhance the students' understanding of the themes and issues? What did students know about the issues in the film before watching the film?

What are some of the long-term effects and consequences of war and conflict? How are young people affected?

Based on the film and additional student research, what challenges do refugees face after being displaced from their homes?

How would students feel about leaving their home and family for a new place as refugees?

Even after a genocide has been stopped, what are the short- and long-term effects?

How have mass exterminations and genocide been justified by the perpetrators? What do these genocides have in common? Provide examples and compare/contrast these genocides.

What can be done at the local, national and international levels to stop/prevent genocide?

If students were citizens being affected by mass atrocities and genocide, how would they want the international community to respond?

What did students learn as a result of watching the film?
Were students surprised by anything that they learned about in the film?

Does the film have an overall message, and if yes, what is the message?

What are the overt and implied messages in the documentary?

What are some of the ways that an individual can cause change to happen?

Why is it important for an individual to stand up for what they believe in like Nadia does in the film?

What human rights and freedoms should people be expected to have? Should these rights and freedoms be guaranteed?
Have students explain their reasoning.

QUOTATIONS FROM THE FILM TO EXPLORE

1. *"She is the future. She is our only hope."* Voiceover at 3:00
2. *"I am one of the victims of war, terrorism and sexual slavery. I've lost 18 members of my family to murder or sexual slavery. I was in camps for more than a year before I came to Germany. Thousands of people are living in these camps existing in conditions that cannot be described as life."* Nadia Murad
3. *"As a girl, I wish I didn't have to tell the people this happened to me. I mean, I wish it hadn't happened to me so I wouldn't have to talk about it. I wish people knew me as... as an excellent seamstress, as an excellent athlete, as an excellent student, as an excellent makeup artist, as an excellent farmer. I didn't want people to know me as a victim of ISIS terrorism."* Nadia Murad
4. *"It isn't easy being Nadia Murad, living with those memories, the humiliation, the loss, the terror, yet she tells the story again and again about how she became an ISIS sex slave.... She wants parliament to declare that Yazidis are victims of a genocide, but mostly what she wants is for the whole world to know what she can never forget."* Joyce Napier
5. *"The things I want to be asked are, 'What is the fate of those girls?' 'How young are the girls who are going through this pain?' 'What is the situation of the refugees who I visit in the camps?' 'What is the situation of my people in camps in Kurdistan and Sinjar Mountain?' 'What must be done so Yazidis can have their rights?' 'What must be done so a woman will not be a victim of war?' These are the kind of things that I want to be asked more often."* Nadia Murad
6. *"I've visited more than 17 countries. Talking to the leaders, to members of parliament, to people. I tell them, 'Dear people, girls my age are being raped in Daesh's prisons. People are dying of starvation in camps. Thousands of children are deprived of an education.' But the world is silent, and mute about us."* Nadia Murad
7. *"The Yazidis, in the international equation, are small. The world is 7.5 billion and the Yazidis are half a million. If you say refugee, do you know how many million refugees there are in the world? 60 million refugees. Refugees and displaced people are 60 million in the world today. So Yazidis, Yazidis should know their weight. What our weight is in the world, and according to that weight and power, we should plan from there. When I say this, when all this is happening to you, you have to persevere. Be patient and persevere until this injustice relents."* Murad Ismael
8. *"We escaped from the Arab world because there was a genocide happening. We came here to Europe and it's like another genocide is happening. If five go there and two go there, we will lose each other. We'll be extinct."* Yazidi refugee
9. *"[Nadia] is the first ever ambassador on human trafficking who is herself a survivor."* Sarah Mendelson
10. *"Her work has put her in a spotlight where an entire community is looking for her to do something. It's a very difficult life.... Nadia doesn't want to be a politician. She doesn't want to be a public figure. In fact, she doesn't want to be anything but a girl from the village."* Murad Ismael
11. *"I wasn't raised to deliver speeches, or to meet with world leaders, nor to stand for a cause that is so complex and difficult."* Nadia Murad
12. *"Today, our moral and political responsibility is to transform this huge emotion into action. Not words, action."* UN member of UN
13. *"Whenever I speak, when I go places, they say I'm an activist. But inside, no matter what the world gives me, I still see myself as that worthless person, that person who was enslaved for no reason. I'll see myself as a person of worth on the day when terrorists are brought to justice."* Nadia Murad
14. *"[The United Nations and world leaders] are the ones who can bring hope or create suffering. You are the ones who decide if a girl like me from another part of the world can continue her simple life.... The world only has one border, the border of humanity.... If beheading, taking women as sex slaves, raping children, and the displacement of millions will not move you, when will you move?"* Nadia Murad

CULMINATING ACTIVITY: INVESTIGATING ACTS OF VIOLENCE AND GENOCIDE

In the film, Luis Moreno Ocampo says, "People tend to forget genocide. We forget Darfur. They are trying to forget Yazidis; that's something Nadia is avoiding."

Have students visit the past winners of the World Press Photo Contest (<https://www.worldpressphoto.org/> Click on Collections), which includes photos from 1955 to the present. As students explore the photos, have them keep track of the photos that have connections to genocides, genocidal threats, war crimes or crimes against humanity. After exploring the photos, have students select one photo that resonates with them.

Using this photo as a prompt, students will create a website, video or presentation that delivers updated information on the act of violence. (There are many free website creation tools, such as <http://www.weebly.com>. Use the resources that are available to you. This could also be adapted to a poster series.)

Final products should include the following:

- General facts and statistics outlining the preconditions and issues of the selected act of violence/genocide
- A timeline of the violence and casualties
- The individuals, groups and/or countries involved in the act of violence/genocide
- The impacts on individuals, local communities, the countries involved and the international community
- Photos and other multimedia, including a map of the affected region(s)
- Canada's role and response, as well as the international community's roles and responses
- Short- and long-term solutions and recommendations
- Links to additional information or relevant social media
- Hyperlinked sources should be on their own page in APA format

Students should be reminded to properly reference any piece of text or multimedia that does not belong to them.

ACTIVITY RUBRIC: INVESTIGATING ACTS OF VIOLENCE AND GENOCIDE

Knowledge and Understanding

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5	
Understanding of the selected act of violence and required information on the act of violence (including multimedia)	Student demonstrates a limited understanding of the selected act of violence; Much of the required information is missing	Student demonstrates a moderate understanding of the selected act of violence; Some of the required information is missing	Student demonstrates a considerable understanding of the selected act of violence and required information	Student demonstrates a high level of understanding of the selected act of violence and required information	/5

Thinking and Inquiry

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5	
Ability to research, synthesize and organize additional resources	Student demonstrates a limited ability to research, synthesize and organize additional resources	Student demonstrates a moderate ability to research, synthesize and organize additional resources	Student demonstrates a considerable ability to research, synthesize and organize additional resources	Student demonstrates an outstanding ability to research, synthesize and organize additional resources	/5

Application

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5	
Sources included in Bibliography	Student has an insufficient number of sources and is missing most APA formatting	Student provides resources but APA formatting needs work	Student uses more than two sources and uses APA formatting	Student uses more than three high-quality sources; a variety of sources are included in proper APA formatting	/5

Communication

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5	
Layout and organization of ideas/multimedia	The final product is not well organized and could be neater; the final product contains numerous grammatical, spelling or punctuation errors	The final product is somewhat professional but needs more details and creativity; the final product contains some grammatical, spelling or punctuation errors	The final product is somewhat professional; the final product is largely free of grammatical, spelling or punctuation errors	The final product is professional, very impressive and creative; the final product is free of grammatical, spelling and punctuation errors	/5

Comments:

Total ____ /20 = ____ /100

EXAMPLES OF CURRICULUM EXPECTATIONS

COURSE	OVERALL EXPECTATIONS
Grade 9–12 English	<ul style="list-style-type: none"> • generate, gather and organize ideas and information to write for an intended purpose and audience. • 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.
Grade 11 Media Studies	<ul style="list-style-type: none"> • demonstrate an understanding of a variety of media texts. • deconstruct a variety of types of media texts, identifying the codes, conventions and techniques used and explaining how they create meaning.
Grade 11 Media Arts	<ul style="list-style-type: none"> • analyze, through examination and reflection, their initial response to media art works, using various strategies and modes of communication. • identify and explain the messages in and meanings of media texts. • describe the characteristics of particular media genres and forms, and explain how they help to convey meaning and influence the audience.
Grade 9 & 10 Integrated Arts	<ul style="list-style-type: none"> • communicate an understanding of the ability of the arts to inform and instruct and to contribute to social change.
Grade 10 Civics	<ul style="list-style-type: none"> • analyze responses, at the local, national and international levels, to civic issues that involve multiple perspectives and differing civic purposes. • demonstrate an understanding of the beliefs and values underlying democratic citizenship and explain how they guide citizens' actions. • demonstrate an understanding of the various ways in which decisions are made and conflicts resolved in matters of civic importance, and the various ways in which individual citizens participate in these processes.
Grade 11 Politics in Action	<ul style="list-style-type: none"> • 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. • 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. • identify and analyze a political issue, with the goal of developing a personal plan of action to address this issue.
Grade 12 Politics	<ul style="list-style-type: none"> • analyze theories and research on the subject of individual development, and summarize their findings. • demonstrate an understanding of the critical role that a family plays in the socialization of its members. • analyze the many relationships that are a part of human development.
Grade 11 Gender Studies	<ul style="list-style-type: none"> • demonstrate an understanding of how attitudes, behaviours, roles and norms relating to gender are socially constructed, and of the complexity of gender as a concept and as a lived experience. • 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 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. • demonstrate an understanding of homophobic and gender-based violence in both Canadian and global contexts, and of violence-prevention strategies.

Grade 11 Equity, Diversity and Social Justice	<ul style="list-style-type: none"> • explore topics related to equity, diversity and/or social justice, and formulate questions to guide their research. • create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods. • assess, record, analyze and synthesize information gathered through research and inquiry. • communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry and communication skills. • 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.
Grade 12 Equity and Social Justice	<ul style="list-style-type: none"> • explore topics related to equity, diversity and/or social justice, and formulate questions to guide their research. • create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods. • assess, record, analyze and synthesize information gathered through research and inquiry. • communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry and communication skills. • 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. • 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.
Grade 12 World Cultures	<ul style="list-style-type: none"> • 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. • demonstrate an understanding of the dynamics of power relations within specific cultural groups and between minority and majority cultures.
Grade 12 Human Development Throughout the Lifespan	<ul style="list-style-type: none"> • 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. • demonstrate an understanding of social-emotional development throughout the lifespan and of ways of influencing such development. • demonstrate an understanding of various influences on personality development and identity formation throughout the lifespan. • demonstrate an understanding of how factors affect social-emotional development, with an emphasis on the process of socialization.
Grade 11 Introduction to Anthropology, Psychology and Sociology	<ul style="list-style-type: none"> • use a psychological perspective to explain how diverse factors influence and shape human mental processes and behaviour. • use a sociological perspective to explain how diverse factors influence and shape individual and group social behaviour.
Grade 11 Regional Geography	<ul style="list-style-type: none"> • analyze current as well as historical patterns of population movement and distribution in the selected region. • analyze the role and involvement of intergovernmental organizations in the selected region.
Grade 12 World Issues: A Geographic Analysis	<ul style="list-style-type: none"> • analyze relationships between demographic and political factors and quality of life in various countries and regions.

Grade 12 Canadian and World Issues	<ul style="list-style-type: none"> analyze the causes and effects of economic disparities around the world. compare the cultural, economic and political aspirations of selected groups and the effects of their actions on local, national and global geographic issues.
Grade 11 Origins and Citizenship	<ul style="list-style-type: none"> analyze ways in which various social, economic and political factors influenced people's decisions to emigrate, with particular emphasis on the selected ethnic group. analyze the roles played by conflict and denial of rights in people's decisions to emigrate, with particular reference, where applicable, to the selected ethnic group. analyze the roles played by family, community organizations, and governments in people's decisions to emigrate, and in attracting them to Canada.
Grade 11 World History Since 1900	<ul style="list-style-type: none"> analyze how various factors have affected the rights, identity and everyday lives of various groups in two of more regions of the world since 1991.
Grade 12 Challenge and Change in Society	<ul style="list-style-type: none"> demonstrate an understanding of the causes and effects of social change. demonstrate an understanding of how various social structures and conditions support or limit global inequalities.
Grade 12 World History since the 15th Century	<ul style="list-style-type: none"> analyze the significance of various social, economic and political policies, developments and ideas in various regions of the world since 1900. analyze interactions between various groups since 1900 and how key individuals and social, economic, and political forces have affected those interactions. analyze the development of the rights, identity and heritage of different groups around the world since 1900.
Grade 12 Canadian and International Law	<ul style="list-style-type: none"> analyze various concepts, legal systems and issues in criminal law, in Canada and internationally. explain the legal importance of various key principles and issues in international law. analyze how various factors have influenced the development of international law. analyze various key concepts, legal systems, and issues in criminal law, in Canada and internationally. explain the principles underpinning human rights law and the legal significance of those laws, in Canada and internationally. analyze issues associated with the development of human rights law, in Canada and internationally. compare the roles of the legislative and judicial branches of government in protecting human rights and freedoms, with a particular emphasis on Canada. analyze various contemporary issues in relation to their impact or potential impact on human rights law.
Grade 11 World Religions	<ul style="list-style-type: none"> explore topics related to world religions and belief traditions, and formulate questions to guide their research. demonstrate an understanding of terms and concepts related to the study of world religions and belief traditions. explain some of the ways people use religions and belief traditions to meet human needs. analyze ways in which various religions and belief traditions conceptualize the journey of life as a spiritual journey and quest for meaning. outline the central tenets, practices and teachings of various religions and belief traditions. demonstrate an understanding of the type of daily observances associated with various religions and belief traditions and of the role of these observances in the lives of adherents. analyze the interaction between society and various religions and belief traditions. demonstrate an understanding of the challenges that adherents of various religions and belief systems experience in society.

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>