

## THE JOURNEY FROM SYRIA



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*This project was supported through Toronto Arts Council Strategic Funding.*

*Additional support is provided by The Toronto Arts Council, The Andy and Beth Burgess Family Foundation, the Hal Jackman Foundation and through contributions by individual donors.*

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# THE JOURNEY FROM SYRIA

Directed by Matthew Cassel

2016 | USA | 73 min

## TEACHER'S GUIDE

This guide has been designed to help teachers and students enrich their experience of *The Journey from Syria* 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 multi-part documentary follows the treacherous, 1,700-mile migration of a Syrian refugee who fled the perils of wartime Damascus to build a better life for his family. The web series was published by *The New Yorker* on their website as part of a collaboration with Field of Vision, the visual journalism unit of First Look Media. More than a million people whose lives have been upended by desperation and violence in Syria have made similar journeys, but most of these treks take place in obscurity. Aboud Shalhoub was joined by the filmmaker Matthew Cassel, who documented—and participated in—the perilous migration in 2015. Cassel's colleague Simon Safieh stayed in Damascus with Aboud's wife, Christine, and his two children. The series captures Aboud's long trip to the Netherlands, the family's attempts to reunite, and the tide of nationalist sentiment sweeping across northern Europe.

Source: <https://firstlook.media>

### The Filmmaker

Matthew Cassel is an independent multimedia journalist and filmmaker based in Istanbul, Turkey. As a writer, photographer and videographer he has reported from the Middle East, North Africa, Europe and beyond. In recent years he has focused mainly on the plight of refugees seeking asylum in Europe. His 2013 film for Al Jazeera English, *Identity and Exile: An American's Struggle with Zionism*, focuses on his personal journey from his hometown Chicago to the Middle East, where he has lived for the past decade. The film was awarded news documentary of the year at the 2014 Monte Carlo TV Festival. From 2011 to 2014, Cassel was a journalist at Al Jazeera English in Doha, Qatar. In 2014 he moved to Istanbul where he helped launch AJ+, a new digital project within the Al Jazeera network. Cassel is co-editor of *Diaries of an Unfinished Revolution: Voices from Tunis to Damascus* (Penguin, 2013), a collection of essays on the 2011 uprisings by writers from across the Arab world. From 2007 to 2011, Cassel lived in Beirut, Lebanon, where he was a freelance journalist and assistant editor of the online publication The Electronic Intifada. In 2006 he co-founded Picture Balata, a media school for youth from Balata refugee camp in the West Bank. He interned with VII photo agency in Paris in 2005 and was one of 100 emerging photographers selected to attend the Eddie Adams Workshop in 2006. Cassel speaks fluent Arabic.

Source: <http://matthewcassel.com>

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## VIEWING THE FILM WITH STUDENTS

The following three sub-sections are intended to provide you with a range of Pre-Viewing, Viewing and Post-Viewing activities. They are followed by a set of questions based upon the film's larger thematic domains, some follow-up questions and quotations, sample curricular outcomes and a page of weblinks for further investigation.

### Pre-Viewing Activities

Do an Internet search for "Syrian refugee crisis in photos." As a class, explore some of the images and allow students to respond to what they see. Based on the images, what are some of the issues students expect to arise in the documentary *The Journey from Syria*?

Have students create a list of some of their preconceived ideas about refugees. Why do people become refugees? What kinds of conditions or events contribute to the creation of refugees? How do refugees impact their host countries? Are refugees generally welcomed into the new countries where they end up? Are some countries more open to accepting refugees than others?

As a class, have students familiarize themselves with and discuss terminology relating to the refugee experience. Use the International Organization for Migration's list of key terms to understand definitions for terms like "assimilation," "asylum seeker," "emigration," "immigration," "migration," "refugee," "resettlement" and "xenophobia" (<http://www.iom.int/>). Type "key migration terms" into the search function of the website).

As a class, explore any prior knowledge about contemporary refugee crises. Ask students to name countries they believe produce large numbers of refugees. What countries do many refugees try to flee to? What methods of transport do they use to get to these countries?

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 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 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, children or the elderly and non-able bodied? What are the concerns shared by all?

Have students make a list of the different countries that the refugees enter. As they watch, have them assess which countries are portrayed as the most welcoming or the most hostile towards refugees. What makes some countries more welcoming or safe than others?

### Post-Viewing Activities

Discuss with students their initial reactions to the film, the featured individuals, their opinions expressed in the film, their living situation, their decisions to leave Syria and the reception they encounter in the European Union. Did the students' feelings about the protagonists or the refugee experience evolve over the course of the film?

Return to the list of preconceived notions about refugees that the class compiled before viewing the film (see Pre-Viewing Activities). 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?

Near the end of the documentary, Aboud says, "I get five Dutch news channels. All they talk about are refugees. We shouldn't keep talking about the refugee crisis, but rather the reason they became refugees. The reasons and not the outcomes." In small groups, have students conduct research about the reasons for the Syrian refugee crisis or any refugee situation of your choosing. As a class, share your findings and have a group discussion about possible and realistic solutions to minimize or eliminate the need for people to flee their homelands.

Have students think more globally about migration by exploring the interactive World Migration map created by the International Organization for Migration ([www.iom.int/](http://www.iom.int/) Click on Migration, then World Migration). Assign or allow students to choose a country in the world. Students can use the map to learn the percentage of immigrants that made up that country's population in 2015 and which countries these immigrants came from. They can also see how many of this country's residents have immigrated elsewhere and to which countries. Students can report back to the class about their findings.

Watch a short Amnesty International video based on a global poll to gauge personal feelings about refugees in 27 countries. 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 the video (<http://www.youtube.com/> Type "Amnesty International #WithRefugees" into the search function of the website).

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 Aboud Shalhoub (from *The Journey from Syria*) 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.

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>

Ask students to imagine what it might be like to experience a similar refugee journey. Have students write a journal entry expressing their biggest fears and hopes before, during and after this journey.

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.

As a class, research information on the Canadian program to accept Syrian refugees. Was this plan supported or criticized? What can they find out about the lives of Syrian refugees currently living in 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? Brainstorm ideas about what could be done to help Syrian refugees feel welcome and successfully adapt to life in Canada. Based on their research and viewing of the documentary, does Canada seem to be more, less or equally accepting to Syrian refugees?

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?



## WEBSITES AND ONLINE RESOURCES

### About the Filmmaker

<http://matthewcassel.com>

Twitter: <https://mobile.twitter.com/matthewcassel>

### Additional Resources

**BBC:** The short video "Your Phone Is Now a Refugee's Phone," produced by BBC Media Action, offers a creative introduction to how technology plays a role in the modern refugee experience.

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

**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 Arsenault's "Struggling to Adapt: One Syrian Refugee Family's Story" (18 minutes, 29 seconds).

<http://www.cbc.ca/> Type the article's title into the search function of the website.

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

<https://www.hrw.org>

**Facebook:** Students may also want to follow Human Rights Watch's emergency director Peter N. Bouckaert's Facebook page.

<https://www.facebook.com/peter.bouckaert>

**I Am a Migrant:** Created by the International Organization for Migration, this website features migrant stories, revealing the personal and individual experiences of migrants from across the globe. The website offers the ability to search stories by country.

<http://iamamigrant.org>

**IndieWire:** Read about how the filmmaker-driven visual journalism film unit Field of Vision, the group behind the production of the documentary *The Journey from Syria*, hopes to change documentary filmmaking in "Oscar Winner Laura Poitras on How Field of Vision Will Change Documentary Filmmaking."

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

**International Business Times:** Jess McHugh's article, "Refugee Crisis Europe 2015: How Syrians Are Using Smartphones to Travel Through Western Europe," offers insight into how technology is playing a role in the refugee journey and experience.

<http://www.ibtimes.com/> Type the title of the article into Google.com to find the page.

**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, offers insight into 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.

*TED:* In "My Life in Syria," students can read Mahmoud Al Moufti account of what life is like inside Syria, written by a Syrian who was still living there in December 2015 as the war persisted and the refugee crisis continued.

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

*TED:* In "These Families Are Just Like Yours—With One Important Difference," Kate Torgovnick May introduces and interviews photographer and filmmaker Giles Duley about his documentary *The Invisible People*, which focuses on Syrian refugees with disabilities. Himself a triple amputee, Duley became interested in focusing on refugees living with disabilities when he went to Lebanon to photograph the Syrian refugee crisis. Duley's documentary is embedded at the bottom of the TED interview.

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

*Giles Duley:* Students can explore the work of photographer and filmmaker Giles Duley.

<http://gilesduley.com>

*Open Society Foundations:* Explore Liam Maloney's photographs from "Texting Syria," read the artist statement and watch a video of Maloney describing his photography project sponsored by Open Society Foundations.

<https://www.opensocietyfoundations.org/> Type "moving walls 23" 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.

*The Intercept:* Read Eric Hynes's interview "Inside the Perilous Journey Out of Syria" with the director of *The Journey from Syria* for an inside look at what it takes to make this kind of documentary series.

<https://theintercept.com/> Type the title of the article into Google.com to find the page.

*The UN Refugee Agency:* The UN Refugee Agency website offers a sampling of Magnus Wennman's photography series "Where the Children Sleep," which is based on the experience of children in the Syrian refugee crisis. You can also explore the motivations for and making of the photographs in the article "Behind the Scenes of 'Where the Children Sleep.'"

<http://www.unhcr.org/> Type "Magnus Wennman where the children sleep" into Google to find the page.

*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 & 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.

## EXTENSION ACTIVITIES

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

Episode One of the documentary series is titled "No Choice." Based on your viewing of *The Journey from Syria*, what are some of the ways that choice is taken away from Aboud's family in their decision to emigrate? Throughout their journey, what choices are they lacking that we may take for granted in our everyday lives?

When most individuals are introduced in the documentary, the filmmaker provides their name and occupation. Why might the inclusion of the person's occupation, as opposed to any other personal information, be of importance?

Throughout the documentary series, various individuals claim that, despite the dangers and difficulty of their treks to the European Union, they had no choice but to leave Syria and take this journey. Do you agree with this claim? What other possible choices could have been considered? Thinking from the perspective of the speakers, why do they feel there was no choice in their decision?

What are some of the dangers and hardships faced on Aboud's journey from Turkey to the Netherlands?

At one point on their journey, the group of refugees decides to leave some of the families with women, children and older people at a train station so that they can try to make their way to the E.U. on their own with this easier form of transport. What motivated this decision, and was this the right choice for the group to make? Why did other families decide to remain with the original group and continue by foot and bicycle? Was there a different decision that could have been made to help all of the families remain with the group?

There were a number of people who helped the refugees along their journey and in their new homelands. Who were some of the people who helped along the way? What kind of help did they provide? What were their various motivations for helping?

The nature of the refugees' journey means that they cannot bring many personal belongings with them. What are some of the belongings that the refugees in the film carry with them? Why do you think these particular belongings are selected? What are some of the essentials that you would bring if you found yourself in the same situation?

At various points on his journey, Aboud must make decisions about how to best reach the E.U. and eventually the Netherlands. What are some of the choices he had to make? Why did he make some choices instead of others?

As Christine and the children prepare to join Aboud in the Netherlands, Aboud suggests that the cold weather will be quite a shock for his family. In the documentary, the viewer gains insight into the family's life in Syria and the Netherlands. What are some of the differences and similarities between their lives in these two countries?

Often people believe that refugees are extremely thankful to arrive at a safe host country, and clearly this is the case in the documentary. However, Aboud, Christine and Fadwa all express sadness about what they have left behind in their home country and suggest that, if it were possible to live safely, they would return home. What do they miss most about Syria?

In the final segment of the documentary, "Backlash," the viewer learns that in 2015 there were more than a thousand attacks on refugees, asylum centres and Islamic institutions across the E.U. In the film, we see anti-immigration protesters in the Netherlands chanting, "Hey, hey, hey, immigration must stop!" and holding signs with slogans like, "Standing up for your values doesn't make you a racist." Based on what you have seen in the documentary, what are the proclaimed values the protesters want to uphold? What are their fears with regards to the influx of refugees? Are these fears reasonable and justified?

You may have seen a lot of media coverage of the Syrian refugee crisis. If so, how did the documentary expand your understanding of this crisis? Have your feelings about the plight of refugees changed in any way based on your viewing?

## QUOTATIONS FROM THE FILM TO EXPLORE

1. *"My family is everything to me. We've been apart for two and a half years. I'm doing everything to be with them again and continue our lives together."* Aboud (Part 1 "No Choice")
2. *"It's hard raising two kids without their father. They always ask 'Where's dad? Why isn't he with us? Why aren't we like other families?'"* Christine (Part 1 "No Choice")
3. *"Of course I love Syria, but I can't risk the kids' lives by staying here."* Christine (Part 2 "By Air or by Land")
4. *"The main reason I left was because of the girls. If I didn't have them, I would've stayed. Sure, it's dangerous, and life is hard, but they're the only thing that matters.... I left Syria for them, but I am worried that I am putting them in more danger on this trip."* Fadwa (Part 2 "By Air or by Land")
5. *"We're being followed by 12 people. They could be thieves, but they didn't approach us yet. Maybe they're scared of us because our group is big. The families are in the middle where it's safer. If they approach us, the guys in the back will stop them. We're safe for now, but they're still behind us. Thieves or not, we have to keep moving."* Aboud (Part 3 "The Balkans Trek")
6. *"People on TV pity the Syrians for what we're going through. We don't want your pity. We just want you to let us travel."* Aboud (Part 4 "Welcome to the E.U.")
7. *"When we entered the E.U., we had to take a taxi to continue our trip. The driver we found was a thief demanding 500 euros for a one-hour ride."* Aboud (Part 4 "Welcome to the E.U.")
8. *"I'm really happy we'll see Aboud soon. The kids will have more stability and a better future. On the other hand, here we have memories, history, family. Everything is here."* Christine (Part 4 "Welcome to the E.U.")
9. *"Joseph and Natalia are the most important people in the world to me. They were missing a father in their lives for too long. Now I have to make up for that. And I was also missing these two kids in my life. Their smile every day is all I need."* Aboud (Part 5 "Reunion")
10. *"I wish we could have this life in our country. I'm a refugee. But maybe just for a while."* Christine (Part 5 "Reunion")
11. *"People always ask me why I made the dangerous trip here with two small girls. The situation in Syria hasn't changed. I've been here for almost a year, and the war is still going. So I don't regret what I did.... Some mornings I wake up thinking I am in my house [in Syria]. If not for the war, I wouldn't have left. My family is still there. Those who are against refugees, or have the wrong idea about us, should calm down. You didn't give us the chance to get to know us."* Fadwa (Part 6 "The Backlash")
12. *"Some think the Arabs and Muslims coming here will change the society. Of the 100 houses on my street, ours is the only one with Arabs. Will I make everyone on the street be like me? Of course not. They're going to change me."* Aboud (Part 6 "The Backlash")



## CULMINATING ACTIVITY: TECHNOLOGY AND THE REFUGEE EXPERIENCE

Watch the BBC Media Action video "Your Phone Is Now a Refugee's Phone" twice (<http://www.youtube.com/> Type the video title into the search function of the website). It is best to watch the video on a cellphone.

After viewing, take jot notes on the feelings and thoughts experienced while viewing the video, trying to think about the experience from the perspective of a refugee family.

The video begins by posing the question, "If you had to flee your country, what's the one piece of technology you'd take with you?" For their project, answer this question, justifying your choice by responding to the following guiding questions.

Before beginning the project, reflect more deeply on the use of technology by refugees. You can read the *International Business Times* article "Refugee Crisis Europe 2015: How Syrians Are Using Smartphones to Travel Through Western Europe" by Jess McHugh (Type the title of the article into Google.com to find the page) and/or explore Liam Maloney's photographs from "Texting Syria" (<https://www.opensocietyfoundations.org/> Type "Moving Walls 23" into the search function of the website).

Note: If you choose a smartphone as your technology, think of the benefits and drawbacks in addition to those presented in the video, the article and the photographs.

Convey your choice of technology by creating a visual display (a poster or video) using a combination of text and image to express your responses to the guiding questions.

The visual displays will be exhibited in classes where students can do a gallery walk to explore the choices made by everyone.

## ACTIVITY RUBRIC: TECHNOLOGY AND THE REFUGEE EXPERIENCE

### Knowledge/Understanding

Concepts	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Response to the guiding questions	Student's responses are limited in scope, conveyed through a basic selection of text and images	Student provides adequate responses to the guiding questions, conveyed through text and a selection of images	Student provides detailed responses to the guiding questions, conveyed through text and a thoughtful selection of images	Student provides sophisticated responses to the guiding questions, conveyed through text and a sophisticated selection of images	/5

### Thinking/Inquiry

Research	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Justification for the choices made in the project	Student demonstrates a limited ability to justify choice of technology	Student demonstrates some ability to justify choice of technology	Student demonstrates a considerable ability to justify choice of technology	Student demonstrates an outstanding ability to justify choice of technology	/5

### Application

Report	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Application of knowledge learned about the refugee experience and the use of technology	Student demonstrates limited knowledge of the refugee experience and the importance of technology when developing project	Student applies some knowledge of the refugee experience and the importance of technology when developing project	Student applies satisfactory knowledge of the refugee experience and the importance of technology when developing project	Student thoroughly applies detailed knowledge of the refugee experience and the importance of technology when developing project	/5

### Communication

Debate	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Creation of an effective and creative visual display	The student's visual display is limited in effectiveness and/or creativity, making a basic use of text and/or images	The student's visual display is somewhat effective and creative, making adequate use of both text and images	The student's visual display is very effective and creative, making sound use of both text and images	The student's visual display is exceptionally effective and creative, making wonderful use of both text and images	/5

Comments:

Total: \_\_\_\_\_/20

## EXAMPLES OF CURRICULUM EXPECTATIONS

COURSE	OVERALL EXPECTATIONS
Grade 7 & 8 Language	<ul style="list-style-type: none"> <li>listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</li> <li>generate, gather and organize ideas and information to write for an intended purpose and audience.</li> <li>draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience.</li> <li>use editing, proofreading and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression and present their work effectively.</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 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> <li>create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.</li> </ul>
Grade 10-12 Media Arts	<ul style="list-style-type: none"> <li>demonstrate an understanding of the critical analysis process 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> </ul>
Grade 9 Issues in Canadian Geography	<ul style="list-style-type: none"> <li>assess the impact on Canadian communities of changes in the characteristics of Canada's population, and describe ways of responding to these changes.</li> <li>analyze recent immigration trends in Canada.</li> </ul>
Grade 10 Canadian History since World War I	<ul style="list-style-type: none"> <li>describe some key social, economic and political events, trends and developments in Canada from 1982 to the present, and assess their significance for different groups in Canada.</li> <li>analyze some significant interactions within and between various communities in Canada, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions.</li> <li>analyze how various significant individuals, groups, organizations and events, both national and international, have contributed to the development of identity, citizenship and heritage in Canada from 1982 to the present.</li> </ul>
Grade 10 Civics and Citizenship	<ul style="list-style-type: none"> <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>analyze a variety of civic contributions, and ways in which people can contribute to the common good.</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> </ul>
Grade 11 Canadian History and Politics Since 1945	<ul style="list-style-type: none"> <li>analyze the influence that recently arrived and more established peoples and cultures have had on Canadian society since 1945.</li> <li>assess the role of social justice in Canada's diverse society since 1945.</li> <li>assess Canada's continuing role in the world community since 1945.</li> <li>analyze continuing issues, concerns and strengths in Canadian society since 1945.</li> <li>explain how different individuals and communities in Canada seek to fulfil their ambitions and express their identities.</li> <li>evaluate how well post-World War II Canada fits the description of an open, equitable, democratic society.</li> </ul>

Grade 11 Equity, Diversity and Social Justice	<ul style="list-style-type: none"> <li>• explore topics related to equity, diversity and/or social justice, and formulate questions to guide their research.</li> <li>• demonstrate an understanding of the dynamics of power relations in various social contexts.</li> <li>• 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.</li> <li>• demonstrate an understanding of a range of historical and contemporary Canadian equity and social justice issues.</li> <li>• demonstrate an understanding of how social activism can be used to support equity and social justice objectives.</li> </ul>
Grade 12 Canadian and World Issues	<ul style="list-style-type: none"> <li>• analyze the causes and effects of economic disparities around the world.</li> <li>• compare the cultural, economic and political aspirations of selected groups and the effects of their actions on local, national and global geographic issues.</li> <li>• analyze the impact of selected global trends on people and environments at the local, national and global level.</li> <li>• analyze instances of international cooperation and conflict and explain the factors that contributed to each.</li> </ul>
Grade 12 World Geography: Human Patterns and Interactions	<ul style="list-style-type: none"> <li>• explain the influence of social, political, cultural, economic and environmental factors on human environments and activities.</li> <li>• explain the causes and effects of human migrations.</li> </ul>
Grade 12 Canadian and International Law	<ul style="list-style-type: none"> <li>• explain the major concepts, principles and purposes of international law.</li> <li>• evaluate the effectiveness of international laws, treaties and agreements in resolving conflicts of a global nature.</li> <li>• explain the factors that make framing, interpreting and enforcing law on a global scale a complex and difficult process.</li> </ul>
Grade 12 Canadian and World Politics	<ul style="list-style-type: none"> <li>• explain the rights and responsibilities of individual citizens, groups and states in the international community.</li> <li>• describe the main ways in which sovereign states and non-state participants cooperate and deal with international conflicts.</li> <li>• describe the structure and function of international intergovernmental and non-governmental organizations.</li> <li>• evaluate the role and operation of the international human rights protection system.</li> <li>• analyze how social and cultural beliefs and political ideologies influence national and international politics.</li> </ul>
Grade 12 Equity and Social Justice: From Theory to Practice	<ul style="list-style-type: none"> <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> </ul>
Grade 12 World Cultures	<ul style="list-style-type: none"> <li>• analyze how cultural identities are socially constructed, preserved, transmitted and transformed.</li> <li>• analyze specific cultural expressions and a range of factors that can affect them.</li> <li>• demonstrate an understanding of the dynamics of power relations within specific cultural groups and between minority and majority cultures.</li> <li>• 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.</li> </ul>
Grade 12 Human Development Throughout the Lifespan	<ul style="list-style-type: none"> <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> <li>• demonstrate an understanding of how factors affect social-emotional development, with an emphasis on the process of socialization.</li> </ul>

Grade 12 Challenge  
and Change in Society

- explore topics related to the analysis of social change, and formulate questions to guide their research.
- demonstrate an understanding of the causes and effects of social change.
- demonstrate an understanding of how forces influence and shape social patterns and trends.
- demonstrate an understanding of how various social structures and conditions support or limit global inequalities.

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>