

WHAT TOMORROW BRINGS



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WHAT TOMORROW BRINGS

Directed by Beth Murphy

2015 | USA | 89 min

In Dari and English, with English subtitles

TEACHER'S GUIDE

This guide has been designed to help teachers and students enrich their experience of *What Tomorrow Brings* 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

In a remote village in Afghanistan is an all-female school, founded and led by spirited humanitarian Razia Jan. In a nation where education for young women is difficult to access and the dropout numbers are high, Jan puts literacy at the forefront, encouraging the girls in their pursuit of knowledge, independence and understanding. Her initiatives are progressive, and her young students embrace the opportunities to learn about their history in hopes of building a better future for themselves and their country. In the midst of many complications, from the influences of the Taliban to international government forces, Jan's school for young female students offers optimism for future generations. Filmmaker Beth Murphy takes her cameras inside the school walls and beyond, giving unfiltered insights to an evolving educational process that affects not only the girls, but the village as a whole. Gabor Pertic

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

The Filmmaker

Beth Murphy founded Principle Pictures in 1999 to do what she loves doing most: meeting inspiring people, telling great stories and using media as a catalyst for good. She enjoys connecting with audiences and connecting audiences in meaningful ways with our world. Beth has led production crews to all corners of the world, often in war-torn or developing countries in order to focus on human rights and international issues. She has directed, produced, written (and in some cases narrated) nearly 20 documentary films for national and international media outlets including The Sundance Channel, The History Channel, Discovery International, Lifetime Television, The Sundance Channel, Discovery Health, PBS, NHK and numerous international outlets. For her work on *Beyond Belief* (Tribeca Film Festival, Sundance Channel), Beth received the One Shared World International Outreach Award from American Women in Radio and Television. She's now running a nationwide impact campaign with the film designed to foster cross-cultural understanding in collaboration with the Fledgling Fund, Teachers College of Columbia University, PBS Learning Media and the Mass Humanities Council. Beth is the author of *Fighting for Our Future* (McGraw Hill, 2002), a companion book to her film with the same title. The book was heralded by the *Library Journal* as doing the cancer community "a vital service." She is a contributing author of *Open My Eyes, Open My Soul*.

Source: <http://principlepictures.com>

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VIEWING THE FILM WITH STUDENTS

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

Pre-Viewing Activities

Show students the trailer (<https://vimeo.com/62455117>) for *What Tomorrow Brings*. Have students work in pairs or small groups to try to identify themes or ideas conveyed by the trailer. As a larger group, discuss with students how effective/affective the trailer is as a media piece, and what the title of the movie could represent.

Have students research the evolution of women's rights in Afghanistan over the 20th century. Discuss students' findings as a class.

Before watching the film, have students read the BBC's country profiles on Afghanistan (<http://www.bbc.com/> Type "Afghanistan country profile" into the search function of the website). This will provide students with context for the country. They may wish to revisit the country profile tool after the film.

Have students create a KWL chart for the following terms: (a) Taliban, (b) dowry, (c) arranged marriage and (d) burqa. Students can add to this chart as they watch the film.

Print several of the questions or quotations from the Extensions Activities section of this guide onto individual sheets of paper. Have students work in small groups or with partners to discuss if they agree with the ideas.

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

In the introduction, teachers stop students on their way into the school to search their bags. Pause the film and discuss students' initial reactions as a class.

Post-Viewing Activities

Ask students for their takeaway—in one sentence, describe the film. 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.

Discuss with students their initial reactions to the film, its subjects, familial expectations and the traditions in Afghanistan. How did your students' feelings evolve over the course of the film?

As a class or in small groups, have students conduct additional research on the fight for equal education in Afghanistan and answer the five Ws. What role does the international community play, and how has Canada responded? This website (<http://www.international.gc.ca/afghanistan/index.aspx>) includes detailed information about Canada's engagement in Afghanistan. What challenges do girls continue to face in trying to obtain an education in Afghanistan? Students can be given two to three minutes to present their findings.

In the film, Razia reflects on the changes of the men in her community since the opening of the school: "The first year, when men spoke to you in these villages, when you had a meeting, they wouldn't look at you because you're talking and you are not covered. They couldn't take it. And their heads were down because my head was way up high because I wanted to look in their eyes and say, 'You need to make a change.' The difference I see is that these men are ready to talk to us." Razia insists that the safety and success of the school depends on everyone in the community, including the men. Have students reflect on Razia's thoughts in a discussion or a written response. Why are men so important in the fight for equality in Razia's community? As an extension to this, have students visit this website (<http://www.heforshe.org/en>) to learn more about the #heforshe campaign and why men are necessary in the fight for equality.

In the film, Pashtana and Rihala both deal with numerous challenges as they try to obtain an education. We learn that Pashtana's biggest hope is to finish school, and that Rihala wants to be a lawyer. In a written entry or class discussion, have your students reflect on their own dreams and consider what actions are needed to achieve their dreams. What obstacles might they face and how can they overcome these obstacles?

The film presents Afghanistan in its present day, after decades of war and conflict. Razia remembers Afghanistan at a different time: "Growing up in Afghanistan at the time that I grew up was beautiful. Things were very different. You didn't have to wear a burqa, you didn't have to cover your head, you could go freely anywhere. I used to ride a bike when I was young. Kabul was the Paris of the Middle East." Have students explore a photo essay by William Podlich that presents the country and its women in a different light (<http://www.rferl.org/media/photogallery/afghanistan-kabul-historical-photos/24892496.html>). After looking at the photographs, have students write a one-page response.

At 18, Rihala is the oldest student at the school and one of the few students who remembers life under the Taliban. She says, "We have bitter memories of the Taliban." Have students conduct research on the Taliban, considering why and how they came to power, as well as what life was like before and during the Taliban's reign in Afghanistan.

At one point in the film, a man says that, "According to Islamic law, women cannot take a leadership position in society. There has to be a man.... Here in our own girls' school, all the teachers are women, but the headmaster is a man." Have

students conduct additional research on the rights and freedoms of women in Afghanistan. How do women's rights and freedoms in Afghanistan compare with women's rights and freedoms in other countries? How are their rights and freedoms affected by Sharia (Islamic) law?

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 choose one of the events or stories from the film and write a diary entry from one of the subject's perspectives.

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 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

Principle Pictures: <http://principlepictures.com/what-tomorrow-brings/>

Facebook: <https://www.facebook.com/What-Tomorrow-Brings-189638947725655>

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

Razia's Ray of Hope: <https://raziasrayofhope.org>

Razia's Ray of Hope Twitter: <https://twitter.com/RaziasRayofHope>

Additional Resources

Amnesty International: Learn more about the rights of women in Afghanistan and the oppression that they continue to face.

<https://www.amnesty.org.uk/> Type "women's rights in Afghanistan" into the search function of the website.

BBC: This resource from the BBC can be used to learn about the beliefs, ethic, and practices of Islam.

<http://www.bbc.co.uk/religion/religions/> Click on "Islam."

Girls Not Brides: This global partnership consists of organizations from over 70 countries and is committed to ending child marriage around the world. The website includes information about child marriage, news on the topic and information about how you and your students can take action against child marriage.

<http://www.girlsnotbrides.org>

Kiana Hayeri: A documentary photographer and TED fellow, Kiana Hayeri's work focuses on youth born in and raised during conflict within their country. *Born in War* (Afghanistan) is a recent work that depicts a generation that has known only war, and a subculture that no one really knows about.

<http://kianahayeri.com/born-in-war>

Malala Fund: The goal of the Malala Fund is to ensure that girls around the world have access to a minimum of 12 years of safe and quality education. The Malala Fund works to share stories, invest in leaders and educational initiatives and advocate for educational resources and safe schools.

<https://www.malala.org>

Marie Claire: In 2015, students from the Zabuli Education Center (which was featured in the film) wrote letters explaining why they wanted to go to college. <http://www.marieclaire.co.uk/> Type "These Girls in Afghanistan Have Written Letters Begging to Go to College" into the search function of the website.

National Geographic: This site contains photographs and an interview with photographer Stephanie Sinclair, who has been documenting and photographing child brides around the world for more than a decade.

<http://proof.nationalgeographic.com/> Type "Documenting Child Marriage for Over a Decade" into the search function of the website.

No Ceilings: The No Ceilings initiative aims to realize the full participation of girls and women to achieve the global goals of reducing poverty, protecting the planet, improving health and increasing shared prosperity. The website includes data and stories that illustrate the gains that have been made for gender equality, as well as the gaps that still exist.

<http://noceilings.org>

NPR: In this special series, 15-year-old girls from around the world are looking to take control of their own lives in the face of parents, culture and traditional practices.

<http://www.npr.org/> Type "#15girls" into the search function of the website.

TED Talks: In 2012, a Pakistani schoolgirl named Malala was shot in the head by members of the Taliban for standing up for her right to education. In "My Daughter, Malala," Malala's father, Ziauddin Yousafzai discusses his belief that women and men should have equal opportunities in schooling and the development of their identities.

<http://www.ted.com/> Type "Ziauddin Yousafzai" into the search function of the website.

The GroundTruth Project: The GroundTruth Project's podcast series has included three episodes on Afghanistan (episodes one, two and four), including an episode focusing specifically on the fight for Afghanistan's girls (episode four). The fourth episode, called "Razia's Way," is reported by Beth Murphy. The podcasts can be streamed directly from the website or downloaded using iTunes.

<http://thegroundtruthproject.org/projects/podcast/>

Too Young to Wed: This is a non-profit organization that partners with the UN Population Fund, Equality Now, the Population Council, Timret LeHiwot Ethiopia and the Canadian and UK governments to advocate for the end of child marriage. The organization uses a travelling photo exhibit to increase the visibility of the issue, and is working on new initiatives to empower women who have been victims of child marriage and/or trafficking. Stephanie Sinclair is the founder and executive director of the organization.

<http://tooyoungtowed.org>

United Nations Girls Education Initiative: The aim of UNGEI is to narrow the gender gap and ensure equal access to primary and secondary education around the world. Information is available on individual countries, and all annual reports are housed in the Resources section of the website.

<http://www.ungei.org>

Yes! Magazine: In 2015, Razia Jan spoke with Kristin Moe about the origins of her school, the challenges the school has faced and the changes she has seen in her community since the school opened.

<http://www.yesmagazine.org/> Type "In a Place Where Teaching Girls Can Get You Poisoned, This Afghan Woman Got Men on Her Side" into the search function of the website.

Various Links for Lesson Plan Ideas, Media Awareness, Critical Literacy and Documentary Films

Centre for Media Literacy: A US website which provides resources for making, understanding and criticizing media.

<http://www.medialit.org>

Media Awareness: A Canadian non-profit media education and Internet literacy resource library.

<http://www.media-awareness.ca>

NFB: Valuable education resources for the classroom.

<http://www.nfb.ca>

POV: Media literacy questions for analyzing films.

http://pov-tc.pbs.org/pov/docs/POV_medialiteracy.pdf

EXTENSION ACTIVITIES

Questions for Pre-Viewing or Post-Viewing Activities

What are the different issues and themes that surface in this film?

What social and traditional obstacles and restrictions do the women in the film face, and why? How would you react to these obstacles and restrictions?

What are women's expected roles in Afghanistan? How do the women in the film react to these expectations?

Why are there increasing fears for girls' schools in Afghanistan, and what type of attacks have been made against these schools?

What is a burqa, and what is its purpose? Why would a woman choose to wear or not wear a burqa?

Why is it important to stand up for what you believe in, like the girls and women in the film?

In the film, Nazima mentions that she has a two-hour commute in the morning to get to school. What could her reasons be for wanting to teach at this school, despite the commute?

Discuss with students their reactions to Razia, Nazima, Pashtana and Rihala. Did their reactions evolve as they watched the film? Why?

Some of the girls at the school are engaged, and we learn that one girl is already married. How is marriage perceived by the women in the community? How did your students react to the way that marriage is portrayed in the film?

Razia Jan lived in the United States for many years before returning to Afghanistan to found her school. What are some small ways that an individual can cause change to happen?

At one point in the film, Pashtana tells her mother that she was stopped by her uncle on the way to school. He told her to wear a burqa and stop going to school. However, her mother insists that she stay in school: "I don't want you to end up blind like me, blind to everything happening in the world." How important is familial support during the teenage years? How does your family support your interests, and what other support do you have access to?

What influence do the teachers at the school have on the students, and how do they support their dreams? Are there people other than your parents who help you and encourage you?

What human rights and freedoms should people be expected to have? How do the rights and freedoms of the girls in Afghanistan differ from the rights and freedoms in your own country?

What can be done at the local, national and international levels to prevent child marriages and ensure equitable access to education?

QUOTATIONS FROM THE FILM TO EXPLORE

1. *"My biggest hope is to finish school. That's how my life will turn the corner, and I'll be on my way. The best way I can help my mother with her problems is to graduate as soon as possible. But I'm worried there are people around me who will try to stop me."* Pashtana
2. *"Some men came inside and said, 'Please make it into a boys' school because the boys are the backbone of Afghanistan,' and I said, 'Well, you know that the women are the eyesight of Afghanistan. Unfortunately, you all are blind.'" Razia*
3. *"Because of the security concerns, I test the water on myself. It frightens me because I've heard about the schools where the water was poisoned and students were harmed. I have to be careful because our school is well known in Deh'Subz and all over Afghanistan. If the water is poisoned, I am just one person. But if 400 students are poisoned, that's a big problem."* Hawa
4. *"I wish I could grow wings and fly far away from this place where no one could find me."* Pashtana
5. *"If the school falls apart, this whole village falls apart."* Man (24:48)
6. *"When Rihala enters tenth grade, her father marries a second wife who is 16 years old. To keep his dowry costs down, he tries to force Rihala to marry his young bride's father who is a 70-year-old man who lives 600 miles from Deh'Subz."* Text (31:29)
7. *"When we started, there was great hope that things would get better but within these eight years, things have gone worse. Every day is a challenge. Every day we test the water and every day, the rooms are checked for any kind of gas. Even though it hasn't happened, we can't put our guards down."* Razia
8. *"We have no weekends here."* Nazima
9. *"No one wants to be the second wife."* Nazima
10. *"Nobody has the right to prevent girls from getting an education. Studying is not a sin."* Razia
11. *"If you were home, you'd be washing clothes and sweeping. Your family would think of you like this flower. Theirs to protect or destroy. But this flower says, 'Here I stand. Strong. Even if you try to destroy me, I will bloom again and I will be beautiful.' Education is just like this. Nobody can take its beauty away from you. No matter how little you know, nobody can take that away from you."* Razia
12. *"I never looked at you as students, but rather as my sisters and daughters. You're like pieces of me."* Nazima
13. *"I think these girls are asking for time. They know how far I can go. The girls also know how far they can fight. Some of them fight very hard, and some of them can't, but every day that they postpone their wedding, that's a gain for them."* Razia
14. *"Every day counts and every day, I pray that nothing goes wrong and they go home. I can't be really sure what tomorrow brings. At least they are in school this year, which makes me very proud and happy."* Razia

CULMINATING ACTIVITY: EXAMINING THE ISSUES

In groups of four, you are going to identify one of the issues presented in the film. Some examples include:

- Inequitable access to safe education for girls
- Violence against women
- Child marriage

In a presentation, you will:

- Outline the problem
- Discuss the negative short-term and long-term consequences
- Address some possible solutions

You should use a variety of multimedia in your presentation, including images, videos and supporting links. Make sure you include a works-cited page for all multimedia and information that you use. You may also consider adding your voice to a social media conversation or movement on your issue.

You will present your selected issue as a group. The presentation tool is up to you. Here are some suggestions for digital presentation tools:

- Adobe Voice (<https://standout.adobe.com/voice/>)
- Adobe Slate (<https://slate.adobe.com/welcome/>)
- Prezi (<http://prezi.com>)

Do you want to take your idea to the next level? Consider using TakingITGlobal's Guide to Action (http://tig.phpwebhosting.com/guidetoaction/Guide_to_Action_en.pdf).

ACTIVITY RUBRIC: EXAMINING THE ISSUES

Knowledge and Understanding

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Clear understanding of the facts, ideas and concepts in the given task, and persuasively represents the position of the individual or group	Demonstrates limited knowledge of the given task and communicates with a limited degree of understanding and persuasiveness	Demonstrates moderate knowledge of the given task and communicates with a moderate degree of understanding and persuasiveness	Demonstrates considerable knowledge of the given task and communicates with a considerable degree of understanding and persuasiveness	Demonstrates thorough knowledge of the given task and communicates with a thorough degree of understanding and persuasiveness	/5

Thinking and Inquiry

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Uses critical and creative thinking processes to generate and develop ideas	Uses critical and creative thinking processes with limited effectiveness	Uses critical and creative thinking processes with some effectiveness	Uses critical and creative thinking processes with considerable effectiveness	Uses critical and creative thinking processes with a high degree of effectiveness	/5

Application

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Making connections within and between various contexts	Makes connections within and between various contexts with limited effectiveness	Makes connections within and between various contexts with some effectiveness	Makes connections within and between various contexts with considerable effectiveness	Makes connections within and between various contexts with a high degree of effectiveness	/5

Communication

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Organization of ideas and multimedia	The presentation contains numerous grammatical, spelling or punctuation errors; no multimedia included	The presentation contains some grammatical, spelling or punctuation errors; some multimedia may be included	The presentation is largely free of grammatical, spelling or punctuation errors; multimedia is included	The presentation is free of grammatical, spelling and punctuation errors; relevant and engaging multimedia is included	/5
Delivery (eye contact, audible, enthusiasm)	The student did not engage the audience	The student engaged the audience for some of the time	The audience was engaged for most of the time	The audience was engaged throughout the presentation	/5

Comments:

Total /25 = _____ /100

EXAMPLES OF CURRICULUM EXPECTATIONS

COURSE	OVERALL EXPECTATIONS
Grade 7 & 8 Languages	<ul style="list-style-type: none"> • generate, gather and organize ideas and information to write for an intended purpose and audience. • draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience. • use editing, proofreading and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression and present their work effectively. • identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.
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 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"> • 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 how social, economic and geographic factors influence contemporary politics in and relations between various countries around the world. • 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.
Grade 11 Family Studies	<ul style="list-style-type: none"> • demonstrate an understanding of the role parents play in affecting how children form relationships within and outside the family. • identify and describe environments provided by families, care-givers and others that offer positive conditions for child development.
Grade 12 Family Studies	<ul style="list-style-type: none"> • analyze theories and research on the subject of individual development, and summarize their findings. • analyze theories and research on the subject of parent-child relationships and their role in individual and family 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. • demonstrate an understanding of concerns and objectives of women’s rights movements and men’s movements, and explain issues related to the rights of sexual minorities. • 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 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. • outline the central tenets, practices and teachings of various religions and belief traditions. • identify and analyze ways in which various religions and belief traditions are embodied in cultural forms. • 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.
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.

<p>Grade 11 Introduction to Anthropology, Psychology and Sociology</p>	<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. • use an anthropological perspective to explain how diverse factors influence and shape individual and group social behaviour.
<p>Grade 12 World Issues: A Geographic Analysis</p>	<ul style="list-style-type: none"> • analyze relationships between demographic and political factors and quality of life in various countries and regions.
<p>Grade 12 World History since the 15th Century</p>	<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.
<p>Grade 12 Canadian and International Law</p>	<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Grade 12 Philosophy 	<ul style="list-style-type: none"> • demonstrate an understanding of the main questions in ethics, and of the positions of major philosophers and schools of philosophy with respect to some of these questions. • demonstrate an understanding of connections between ethics and other areas of philosophy, other subject areas and various aspects of society, including everyday 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>