

BEE NATION



Lead Sponsor



Exclusive Education Partner



Supported by



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

BEE NATION

Directed by Lana Šlezić
2017 | Canada | 78 min

TEACHER'S GUIDE

This guide has been designed to help teachers and students enrich their experience of *Bee Nation* by providing support in the form of questions and activities. There are a range of questions that will help teachers frame discussion 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

Ahtahkakoop First Nation is a world away from Toronto in so many ways, but for grade five student Thomas Ibister, it's a journey he's keen to make to represent his school and community. Through Saskatchewan's first province-wide First Nations Spelling Bee, Thomas and many others have an opportunity to compete against the nation's best. The tensions of the competitions are highly compelling cinema, but the heart of the film lies with the families and teachers. They've built an empowering support system, challenging policies of inequity and refusing to limit their children's options. As Chief Kahkewistahaw Community School principal Evan Taypotat says, "Never judge a person 'til you've walked a mile in their moccasins." There's one way to spell success, but many ways to define it. *Bee Nation* highlights kids who have dedicated themselves to their education in an inspiring story that encourages us all to be our best selves.

Alexander Rogalski

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

The Filmmaker

Lana Šlezić is an award-winning Canadian photographer and filmmaker who has lived and worked all over the world. From 2004 to 2006, she spent two years documenting the lives of women across Afghanistan. She is the author of the internationally acclaimed book *Forsaken*, which was selected in 2008 by *American Photo* magazine as one of the top-10 photo books of that year. Among other awards, she also won a World Press Photo award for her portrait series on Afghan women entitled "A Window Inside." Lana's work has been published worldwide in publications including *National Geographic*, *Time*, *Newsweek*, *Der Spiegel*, *Maclean's*, *The Walrus* and many more. Lana has also produced, directed and shot several short documentaries. Her short film *Andy Barrie: The Voice* is a candid portrait of former CBC Radio host Andy Barrie's struggle with Parkinson's Disease and was featured at the 2016 Hot Docs Film Festival. *Bee Nation* is Lana's first feature-length documentary film and was selected as the opening night film for the 2017 Hot Docs Film Festival.

Source: Lana Šlezić

Educational package written and compiled by Suzanne Methot
suzanne@dragonflycanada.ca

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

Watch the trailer for Bee Nation (<https://www.youtube.com/> Type "Hot Docs Trailers: Bee Nation" into the search engine of the website). As they watch the trailer, have students make a list of all the themes or issues they predict may emerge in the film. Use the following prompts to get students started: What is the subject of this film? Whose stories are told in this film? What emotions does the trailer elicit in viewers? Ask students to keep their list so they can use it in a Post-Viewing Activity.

Have students read the filmmaker's bio (above) and view her website (<http://www.lanaslezc.com>). As a large group, have a discussion that centres around the following questions: What do you think is the filmmaker's perspective on this subject? How would the film differ if told from another person's perspective?

Have students create a KWL chart for the following terms/topics: (a) First Nations peoples, (b) treaty, (c) reserve and (d) First Nations children and youth. Students can add to this chart as they watch the film.

Have students form small groups and together consider the following questions: What challenges and pressures do young people today face when they try to succeed in school? Do you think young people living in First Nations communities face the same or different challenges and pressures? Have students report back to the large group with their thoughts.

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.

As they watch, have students jot down any differences they see between their own families/communities and the families/communities depicted in this film. After the film, students can use these jot notes to inform the Post-Viewing discussions and the Culminating Activity.

As they watch, have students paraphrase one quotation from the film that they feel is especially interesting, inspiring or troubling. After the film, students can share the quotation they documented and why this quotation stood out for them.

Post-Viewing Activities

Discuss with students their initial reactions to the film, the featured individuals and the issues the film raises. Did their feelings about the people or the issues evolve over the course of the film?

Have students form small groups to consider the following questions: Are the parents in the film caring parents? How are the parents in the film like or unlike their own parents? What are the parents trying to do to help and support their children? What additional supports would make success in education (and in life) easier for these students and their families?

Have a large-group discussion that centres on living in a remote community. Start the discussion by asking students: How does living in a remote community affect everyday life for the young people in the film? How might it affect their choices as they get older? How might these choices affect the future course of their lives?

Revisit the KWL chart students created during the Pre-Viewing Activity or the results of the small-group discussion they had during the Pre-Viewing Activity. What were students' initial perceptions of First Nations peoples and First Nations education, and how does this compare and contrast with their perceptions of First Nations peoples and First Nations education after viewing the film? Using this as a prompt, have students write a two-paragraph written response.

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 consider the message contained in the film. What lifestyles, values and points of view are represented in this message? What lifestyles, values and points of view are omitted from this message? Using these questions as prompts, have students conduct research on life on First Nations reserves and in remote communities. Does the film provide a complete understanding of the issues faced by First Nations youth living on-reserve? How does the filmmaker's message affect students' understanding of First Nations peoples and life in reserve communities?

Have students explore the First Nations Child & Family Caring Society website (<https://fncaringsociety.com/shannens-dream> and <https://fncaringsociety.com/shannens-dream-school-resources>) to research some of the issues in First Nations education. After conducting their research, have students create posters to summarize the issues. Have students present the posters at an assembly, a lunchtime group or other school event. As an Extension Activity, have students make a list of suggestions that detail how they would take action to address the issues the First Nations Child & Family Caring Society raises about First Nations education.

Ask students if the predictions they made about the trailer in the Pre-Viewing Activity were correct. Have them give specific evidence from the film—facts revealed in images or dialogue—that supports or disproves their prediction.

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

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

Have a large-group discussion guided by student questions written during the Viewing Activity.

Have students read the Adolescent-Friendly Version of the United Nations Declaration on the Rights of Indigenous Peoples (<http://www.un.org/en/index.html>/ Type the article title into the search function of the website). Ask students to form small groups to discuss how the issues raised in the film connect to Article 14 and Article 21 of the UN Declaration. Have students create a list of questions that show these connections. Have students use the questions to interview someone in their community (e.g., a local politician, a leader in education or the executive director of the local Indigenous Friendship Centre or Tribal Council). The interview can be recorded on camera or presented in writing. After they complete the interview, ask students to create a media document—a news program, newsletter, newspaper or magazine—to showcase the interview. To complete the media document, ask students to create other content by using the list of suggested websites and online resources listed below to research issues in First Nations education.

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

WEBSITES AND ONLINE RESOURCES

About the Film

<http://lanaslezic.com>

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

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

Additional Resources

The Canadian Encyclopedia: The encyclopedia's entry on reserves offers a clear explanation of why reserves were created, as well as information on reserve demographics, locations and how reserves relate to Canadian law including the Indian Act. The entry also contains numerous cross-references to other helpful entries, such as social and economic conditions in First Nations communities, land claims and treaties.

<http://www.thecanadianencyclopedia.ca/en/> Type "Aboriginal Reserves" into the search function of the website.

The Canadian Encyclopedia: The encyclopedia's entry on education for Aboriginal peoples covers pre-contact education practices, the adoption of European-style education practices in Aboriginal communities, the history and impact of residential schools on Indigenous communities, the push toward Indigenous-led education and challenges for Aboriginal students in both the on-reserve and public school systems. In addition, this entry contains two excellent video clips: a Heritage Minute on Chanie Wenjack, who died trying to walk home from a residential school in Northern Ontario, and a YouTube clip of First Nations youth Shannen Koostachin, an education activist in Attawapiskat, a First Nations community on the shores of James Bay.

<http://www.thecanadianencyclopedia.ca/en/> Type "Aboriginal People Education" into the search function of the website.

The Canadian Encyclopedia: The encyclopedia's entry on Aboriginal peoples of the Plains gives a thorough background on pre-contact cultures, language groups, spirituality and social organization, as well as the impacts of colonization.

<http://www.thecanadianencyclopedia.ca/en/> Type "Indigenous People: Plains" into the search function of the website.

CBC News: This story on Alex Williams's documentary film, *The Pass System*, contains information on the pass and permit system that confined First Nations people to their reserves, denying them freedom of movement for decades

during the 20th century. The piece makes it clear that there was no basis in Canadian law for the pass system—which started in Saskatchewan—and that even the Northwest Mounted Police contested the actions of Indian agents, who were federal bureaucrats, enforcing the system.

<http://www.cbc.ca/news/indigenous/dark-history-canada-pass-system-1.3454022>

CBC News: This CBC in-depth investigation into education funding gaps between Aboriginal young people attending on-reserve schools and students attending publicly funded schools contains a wide range of viewpoints on the subject—including Assembly of First Nations chief Perry Bellegarde and Cindy Blackstock of the non-profit advocacy group First Nations Child and Family Caring Society—and also compares how various federal governments have approached the Aboriginal education file.

<http://www.cbc.ca/news/politics/first-nations-education-non-system-1.3759818>

CBC News: This CBC News Interactive feature discusses First Nations education through the eyes of students, parents, teachers and school administrators in different parts of the country. The students featured attend both on-reserve and public school systems, giving a full picture of the issues for both on-reserve and urban Aboriginal students.

<http://www.cbc.ca/news2/interactives/gradingthegap/>

#EndTheGap: The website of the End the Gap organization features videos and extended interviews with Indigenous researchers, politicians and experts on the education funding gap.

<http://www.endthegap.org>

First Nations Child and Family Caring Society: This non-profit organization advocates for Indigenous children and youth across Canada, paying particular attention to education and child welfare issues. The Caring Society website contains information on the work of First Nations education activist Shannen Koostachin, as well as numerous other resources pertaining to Aboriginal education in Canada.

<https://fncaringsociety.com/shannens-dream-school-resources>

<https://fncaringsociety.com/shannens-dream>

Maclean's: The article "On First Nations Issues, 'Sunny Ways' Was Just a Phase" relates the education funding issue to the 2017 federal budget, questioning whether the Liberal government of Justin Trudeau will follow through on its promises to improve Aboriginal education.

<http://www.macleans.ca/> Type the article name into the search function of the website.

Maclean's: The article "Why Fixing First Nations Education Remains So Far Out of Reach" compares educational outcomes for Indigenous people living off-reserve to the outcomes for Indigenous students attending school on-reserve. It also examines the despair felt by many Aboriginal youth, and clearly explains how poverty, violence and the cycle of intergenerational trauma fuel that despair.

<http://www.macleans.ca/> Type the article name into the search function of the website.

Maclean's: The article "Aboriginal Students: An Education Underclass" documents what happened when the reserve-run school on Saskatchewan's Waywayseecappo First Nation joined the provincial school board—and how student outcomes are improving in the wake of the elimination of the education funding gap experienced by Aboriginal students attending on-reserve schools in Canada.

<http://www.macleans.ca/> Type the article name into the search function of the website.

Saskatoon StarPhoenix: The article "First Nations Kids Are Just as Capable" contains information on the First Nations Spelling Bee and quotations from some of the students featured in Bee Nation.

<http://thestarphoenix.com/> Type the article name into the search function of the website.

Spelling Bee of Canada: National organization that runs the spelling bee.

<https://spellingbeeofcanada.ca>

YouTube: In the short video "Pamela Palmater on First Nations Education," shot by the Toronto Star newspaper, Indigenous legal scholar Pam Palmater discusses the legal shifts and attitude changes that must occur if Canada is to address the education gap for Aboriginal students in Canada.

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

YouTube: The "Fair Funding for First Nations Schools" video provides an excellent overview of the issue of education funding, featuring crucial information from Cindy Blackstock of the First Nations Child and Family Caring Society, as well as Indigenous politicians, teachers and students. It also

defines the concept of institutionalized discrimination, and asks viewers to think about why Canadians continue to accept that one segment of Canadian society (Indigenous students attending school on-reserve) is treated differently from another segment of society (students attending publicly funded schools).

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

YouTube: "Failing Canada's First Nations Children" is an informative 30-minute documentary that first aired on Global Television's 16x9 program. It examines the reality of many First Nations families: either keep children at home on the reserve and deny them an education, or send them away to cities—where they live with non-Indigenous families in boarding homes—so they can access the education they will never receive on-reserve.

<https://www.youtube.com/> Type the name of the episode into the search function of the website.

EXTENSION ACTIVITIES

Questions for Pre-Viewing or Post-Viewing Activities

What are the different issues and themes that emerge from this film?

According to the Office of the Treaty Commission in the province of Saskatchewan, treaties are about equality, partnership, good faith and mutual respect. Does the education funding model for Indigenous students on-reserve live up to the values that underpin the treaty relationship?

In the film, Makayla Cannepotato says, "I've never done anything like this before, but I think I can win. 'Cause I'm really smart." What role does confidence play in making good life choices? Are there times when you need more than confidence?

Makayla's father, Valance Woodstone, says that First Nations people consider themselves to be "equal as the dirt we walk on or the grass that grows." How does worldview affect your way of being in the world? How might it affect the decisions the young people in this film will have to make as they continue their education off-reserve?

Is racism and discrimination a factor for Indigenous peoples living in Canada today? How are racism and discrimination shown in this film?

William's mother, Cecelia Kaysaywaysemat, says in the film that "Nobody is hard on him. He's hard on himself." Young people today face numerous mental health challenges, including anxiety. How might a young person maintain balance when they are striving for success in education?

William's father, William Kaysaywaysemat II, says in the film that "It's cool when you learn. But the key is to enjoy yourself." How does your family support your interests? Are there people other than your parents who support and encourage you?

What are your hopes and dreams for the future? What are you passionate about?

Thomas's mother, Daniella Henique, says that in most reserve communities, people who aren't directly related to each other still consider themselves to be like cousins or siblings. How does this help young people living in on-reserve communities? How might it hinder them?

Josie talks about what it's like to live with 15 people in one small house. How have socio-economic conditions in your family or community affected your life and choices? How do you think they affect the life and choices of First Nations youth?

Several of the young people in this film are being raised by their grandparents or by single parents. What are the issues faced by Indigenous families today? Are these issues the same or different from the issues faced by your own family?

The young people in this film face many issues, including bullying and cramped living conditions. But the tone of the film is hopeful. What features of the film help create this tone?

Before viewing this film, did Indigenous issues play a large part in your life and/or thinking? If yes, why? If no, why not? Whatever your answer, will this change now that you have seen this film? In what way?

The images of the land that the filmmaker has chosen to include in the film are beautiful. How might the land relate to a sense of Indigenous identity? Why did the filmmaker choose to show the traditional territory of First Nations people in Saskatchewan in this way?

Do you think competition is a good way for people to discover their talents and gifts?

How might the education of First Nations youth relate to their ability to take part in the economy of Canada?

What did the film reveal to you that you did not know before? What did it show you that you had not seen or heard before?

Do you think this film will inspire action on the issue of the education funding gap for Indigenous students attending school on-reserve? Why or why not?

QUOTATIONS FROM THE FILM TO EXPLORE

1. *"One day, I wanna go off the reserve and see what's out there."* Makayla Cannepotato
2. *"A lot of people are talented on this reserve, and smart, but they never furthered their education after Grade 12. They stick around and get mediocre jobs. I know firsthand, because I got caught up in all that stuff, and I know the abilities my daughter has, and I don't want her to shortchange herself."* Valance Woodstone (Makayla's father)
3. *"I'm, like, really strict with my kids. They say I'm mean, but I don't think I am."* Chantelle Cannepotato (Makayla's mother)
4. *"When I'm dancing at powwows, I'm happy."* William Kaysaywaysemat III
5. *"His friends follow him, emulate him, just want to be around him. He's a leader."* William Kaysaywaysemat II (William III's father)
6. *"My dad was a residential school survivor. He loved us dearly, but did not know how to parent in a nurturing way. He couldn't do that. He didn't receive that, so he couldn't do it. I want that cycle to stop."* Cecelia Kaysaywaysemat (William's mother)
7. *"First Nations kids are federally funded. We get about \$6,800 per kid, whereas the kids who don't go to school on First Nations are provincially funded, and they are worth \$11,000 per kid. The funding gap is \$4,200 per kid, and if you times that by 190 kids, it's about \$795,000 that we're underfunded at this school."* Evan Taypotat
8. *"I wish it was mandatory for all non-Aboriginals to come and see reserves and then paint their picture. There's an old saying: never judge a person until you've walked a mile in their moccasins."* Evan Taypotat
9. *"There's a lot of strong women in his family. He's gonna really respect women when he grows up."* Daniella Henique (Thomas's mother)
10. *"Living on the reserve, we're kinda cut off from a lot of places, especially when the weather is bad."* Daniella Henique (Thomas's mother)
11. *"I thought Savannah would be a good student to focus on a little more, because she has a lot of things in life that she's going through—and yet she seems like she's almost a little tougher than the rest because of it. It's not something that's broken her. It's almost become something that makes her want to prove something even more."* Katherine Masuskapoe
12. *"It can be challenging to grow up on the reserve. You're constantly hearing it in articles, things that talk about First Nations students and how they're not likely to succeed."* Katherine Masuskapoe
13. *"I want her to be something. I don't want her staying around the reserve. It's a dead end for everybody. Jobs are scarce."* Randy Joseph (Savannah's father)
14. *"In our culture, women are the backbone of the family. They're the matriarchs. They really know how to hold the family down."* Valance Woodstone (Makayla's father)
15. *"The First Nations Spelling Bee demonstrates that First Nations people, given the proper opportunities, the proper resources, can be equal to anyone else. What we need to do is make sure that education continues to be a priority, because we know that's our future. We have to take it back and become self-sufficient to be able to give our children that opportunity."* Evan Taypotat

CULMINATING ACTIVITY: WE ARE ALL TREATY PEOPLE

The young people featured in this film all live in the province of Saskatchewan, in on-reserve communities including the Ahtahkakoop First Nation, Big River First Nation, Saulteaux First Nation, Onion Lake First Nation and the Kakewistahaw First Nation. These communities are signatories to either Treaty 6 or Treaty 4.

Use the Office of the Treaty Commissioner website (<http://www.otc.ca>) to research treaties in the province of Saskatchewan. Click on "The Treaties" tab to start. There are four drop-down menus that provide crucial information.

Once you have gathered information on the treaties, research education issues for First Nations students attending schools on-reserve. A good place to start is the First Nations Child and Family Caring Society website (<https://fncaringsociety.com/main>), which has a First Nations Education Information Sheet (<https://fncaringsociety.com/sites/default/files/Information%20Sheet%20-%20-%20First%20Nations%20Education%20final.pdf>) and an excellent resources section relating to the Shannen's Dream campaign (<https://fncaringsociety.com/shannens-dream-learn-more>).

Your task is as follows:

1. Create a Venn diagram, chart or other visual representation that compares and contrasts the promises made in Treaty 4 and Treaty 6 about education with the reality for First Nations students attending school on-reserve today.
2. You now have two choices:
 - (a) Choose a point of view—e.g., First Nations chief (historical or contemporary), non-Indigenous person living anywhere in Canada, Aboriginal student attending school on-reserve, non-Aboriginal student attending your school, parent with a child attending school on-reserve—and write a persuasive essay about the funding formula for students attending school on-reserve. Your persuasive essay must contain at least three main points from the research you did on treaties and on First Nations education, along with a clear argument as to why the formula should, or should not, be changed. Make sure to include a page to list the sources you used (for ideas that are not your own). You can also include the diagram you created in Step 1, as well as any other visual resources you choose.
 - (b) Choose a point of view—e.g., First Nations chief (historical or contemporary), non-Indigenous person living anywhere in Canada, Aboriginal student attending school on-reserve, non-Aboriginal student attending your school, parent with a child attending school on-reserve—and do an oral presentation about issues in First Nations education. Your presentation must include at least three main points from the research you did on treaties and on issues in First Nations education. Make sure to show or cite the sources you used (for ideas that are not your own). Your presentation can include visuals (such as the diagram you created in Step 1), images or artwork that relates to your research.
3. After you complete the essay or presentation, form small groups of three or four students. Working together as a group, discuss the idea that "We are all treaty people." What do you think this means? Where can you get more information on this idea? Once you have agreed on the meaning of this statement, create a short film, poster or piece of visual art that sums up the idea. Use the following questions to guide your film/poster/artwork: Why should non-Indigenous people see themselves as "treaty people"? How does seeing yourself as part of an Indigenous treaty relate to taking action on Indigenous issues such as the education funding gap?

ACTIVITY RUBRIC: WE ARE ALL TREATY PEOPLE

Knowledge/Understanding

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Understanding of the research and issues, and how to conduct a critical analysis (compare/contrast)	Student demonstrates a limited understanding of the research and how to conduct a critical analysis; much of the required information is missing	Student demonstrates a moderate understanding of the research and how to conduct a critical analysis; some of the required information is missing	Student demonstrates a considerable understanding of the research and how to conduct a critical analysis, and includes most of the required information	Student demonstrates a high level of understanding of the research and how to conduct a critical analysis, and includes all required information	/5

Thinking and Inquiry

Ability to research, synthesize and organize additional resources (charts, diagrams)	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

Making connections between various contexts (treaties and contemporary issues; issues in FN education and taking action in local community)	Student makes connections within and between various contexts with limited effectiveness	Student makes connections within and between various contexts with some effectiveness	Student makes connections within and between various contexts with considerable effectiveness	Student makes connections within and between various contexts with a high degree of effectiveness	/5

Communication

Organization of ideas and visual resources	The presentation contains numerous grammatical, spelling or punctuation errors; no visual resources are included	The presentation contains some grammatical, spelling or punctuation errors; some visual resources may be included	The presentation is largely free of grammatical, spelling or punctuation errors; visual resources are included	The presentation is free of grammatical, spelling and punctuation errors; relevant and thorough visual resources are 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 Language	<ul style="list-style-type: none"> gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources. make revisions to improve the content, clarity and interest of their written work, using a variety of strategies. establish a distinctive voice in their writing appropriate to the subject and audience. communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience. identify a variety of non-verbal cues, including facial expression, gestures and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.
Grade 7 & 8 Arts	<ul style="list-style-type: none"> create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas and issues, including opposing points of view. use elements of design in art works to communicate ideas, messages and understandings for a specific audience and purpose.
Grade 9 & 10 English	<ul style="list-style-type: none"> communicate in a clear, coherent manner appropriate to the purpose, subject matter and intended audience. use several different audio-visual aids to support and enhance oral presentations. locate and select information to support ideas for writing, using several different strategies and print, electronic, and other resources, as appropriate. establish an identifiable voice in their writing, modifying language and tone to suit the form, audience, and purpose for writing. revise drafts to improve the content, organization, clarity and style of their written work, using a variety of teacher-modelled strategies.
Grade 9 & 10 Integrated Arts	<ul style="list-style-type: none"> use a variety of strategies, individually and/or collaboratively, to generate ideas and to develop plans for the creation of art works. apply current technologies to present integrated art works/productions. use appropriate practices to prepare their art works for presentation. demonstrate an understanding of some of the ways in which art works can be presented to reach a variety of audiences.
Grade 11 & 12 English	<ul style="list-style-type: none"> communicate in a clear, coherent manner, using a structure and style effective for the purpose, subject matter and intended audience. identify a variety of non-verbal cues, including facial expressions, gestures and eye contact, and use them effectively to help convey their meaning and with sensitivity to audience needs and cultural differences. locate and select information to effectively support ideas for writing, using a variety of strategies and print, electronic and other resources, as appropriate. determine whether the ideas and information gathered are accurate and complete, interesting and effectively meet the requirements of the writing task. establish a distinctive voice in their writing, modifying language and tone skilfully and effectively to suit the form, audience and purpose for writing.
Grade 11 & 12 Arts	<ul style="list-style-type: none"> use a variety of strategies (e.g., graphic organizers) to generate innovative ideas and to develop and refine detailed plans to address an integrated art challenge, individually and/or collaboratively. apply a variety of current technologies to present integrated art works/productions. explore a wide range of traditional and emerging technologies, tools and techniques, and use them to produce effective media art works.

Grade 9 & 10 Canadian and World Studies	<ul style="list-style-type: none"> • identify global demographic disparities that are of concern to people living in Canada, and assess the roles of individuals, organizations and governments in Canada in addressing them. • identify factors (e.g., job opportunities, accessibility of transportation and communication networks, availability of social services, availability of natural resources, cultural attitudes) that influence the demographic characteristics of settlements across Canada. • analyze trends in the migration of people within Canada (e.g., increase in First Nations, Métis and Inuit peoples moving into urban centres). • explain some significant events, developments and/or issues that affected First Nations, Inuit and/or Métis people in Canada during this period (1945–1982), e.g., the pass system. • describe some significant issues and/or developments that have affected relations between governments and First Nations, Inuit and Métis peoples in Canada since 1982 (e.g., Ottawa’s apology for the residential school system) and explain some changes that have resulted from them. • describe some civic issues of local, national and/or global significance (e.g., Aboriginal treaty rights) and compare the perspectives of different groups on selected issues. • explain, with reference to issues of civic importance, the roles and responsibilities of different levels of government in Canada. • demonstrate an understanding that Canada’s constitution includes different elements, and analyze key rights of citizenship in the constitution, with particular reference to the Canadian Charter of Rights and Freedoms (e.g., rights of Aboriginal people). • identify examples of human rights violations around the world.
Grade 11 & 12 Canadian and World Studies	<ul style="list-style-type: none"> • analyze various criteria that are used to measure quality of life, and assess quality of life in the region with reference to several of these criteria (e.g., literacy rates, access to education). • analyze how various factors affect quality of life indicators in the region (e.g., public expenditures on education, discrimination against women or minorities, inequitable access to resources). • assess the effectiveness of programs, policies and strategies of various groups and organizations, including governments, aimed at improving the quality of life for people in the region (e.g., policies related to education). • analyze how various factors affect economic development in the region (e.g., availability of an educated, skilled workforce, legacy of colonialism, political policies).
Grade 9 & 10 Native Studies	<ul style="list-style-type: none"> • identify social, economic and political issues within Aboriginal communities in relation to Canadian government policies. • identify issues currently affecting Aboriginal peoples and the responses of local and national leadership to these issues. • identify different points of view concerning a Canadian treaty negotiated between Indigenous peoples and the government. • describe various ways of exercising autonomy used by Aboriginal peoples (e.g., control over education).

Grade 11 & 12 Native Studies	<ul style="list-style-type: none"> • demonstrate an understanding of contemporary Aboriginal perspectives on Aboriginal-Canadian relations. • assess the degree to which the needs of Aboriginal peoples are being addressed by various levels of government. • investigate potential topics by formulating questions, identifying information needs and purposes for writing, and developing research plans to gather information and ideas from primary and secondary sources. • explain how Aboriginal people find their identity in the larger community (e.g., in the extended family) as well as in themselves. • demonstrate an understanding of the historical experience of Aboriginal peoples in asserting their sovereignty through treaties, negotiated agreements and other formalized processes. • demonstrate an understanding of the role of the principle of respect in Aboriginal government (e.g., decision by consensus, the role of the extended family) and determine whether this same principle is utilized by Canadian governments. • demonstrate an understanding that in making treaties, both Aboriginal peoples and the Canadian government recognized and affirmed each other's authority to enter into and make binding commitments in treaties (e.g., "numbered treaties" 1 to 11). • identify areas of conflict between Aboriginal peoples and the government of Canada with respect to treaty interpretation (e.g., funding for education).
------------------------------	---

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>