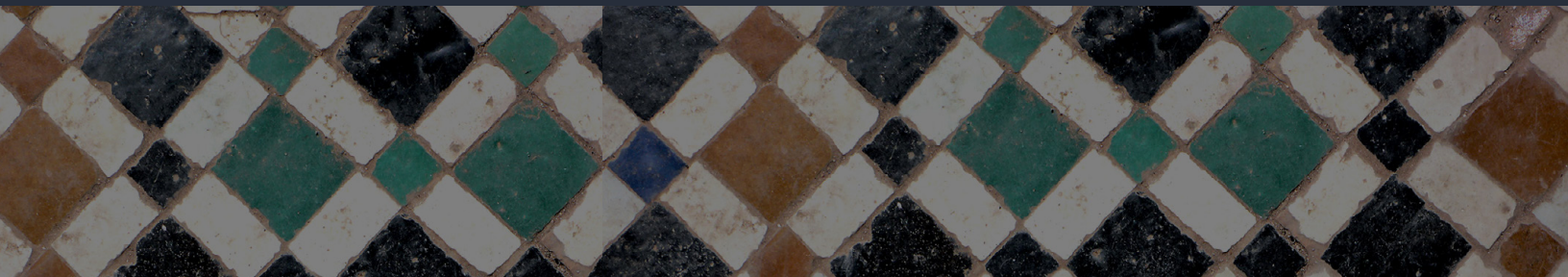
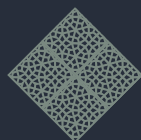


# Neglected Voices



Stories of Canadian Muslim Youth and Identity  
A Video-based Curriculum Pack for Grades 7 to 12



TESSELLATE  
INSTITUTE

## Table of Contents

<b>About The Tessellate Institute</b>	<b>4</b>
<b>Acknowledgements</b>	<b>4</b>
<b>Letter to Educators</b>	<b>5</b>
<b>Activity 1: Boonaa's Story</b>	<b>6</b>
Description	
Big Ideas	
Instructions	
Endnotes	
Appendix 1: Student Worksheet	
Appendix 2: Summative/Culminating Activity	
<b>Activity 2: Ahmed's Story</b>	<b>15</b>
Description	
Big Ideas	
Instructions	
Endnotes	
Appendix 1: Student Worksheet	
Appendix 2: Summative/Culminating Activity	
Appendix 3: Self-Fulfilling Prophecy T-Chart	
<b>Activity 3: Fatima's Story</b>	<b>25</b>
Description	
Big Ideas	
Instructions	
Endnotes	
Appendix 1: Student Worksheet	
Appendix 2: Summative/Culminating Activity	
<b>Activity 4: Kate's Story</b>	<b>33</b>
Description	
Big Ideas	
Instructions	
Endnotes	
Appendix 1: Student Worksheet	
Appendix 2: Summative/Culminating Activity	

- 40 Rubrics**
- 42 Grade 7/8 Language Arts/Oral-Visual-Writing-Media**
- 49 Grade 9 The Arts: Drama (Open)**
- 54 Grade 9 Language Arts: English (Academic)**
- 61 Grade 9 Language Arts: English (Applied)**
- 68 Grade 10 The Arts: Drama (Open)**
- 74 Grade 11 Social Sciences: Equity, Diversity, and Social Justice (Workplace Preparation)**
- 80 Grade 11 Social Sciences: Gender Studies**
- 82 Grade 12 Social Sciences: Equity, Diversity, and Social Justice (University/College)**
- 84 Grade 12 Social Sciences: World Cultures (University/College Preparation)**

## About The Tessellate Institute

The Tessellate Institute is a charitable organization that explores the lived experiences of Muslims in Canada through academic research and the arts. Our goal is to provide educational projects and programs that highlight Canada's Muslim heritage. We also publish independent reports and policy papers that advance the public discourse on issues related to Muslims in the wider Canadian society. The word tessellate means to form small blocks into a larger pattern. It was an important feature of Islamic art and architecture, and also signifies the Canadian mosaic. In that spirit, we hope our work will contribute to enriching the great diversity of this country.

## Acknowledgements

The Neglected Voices Curriculum Pack was made possible with the generous support of The Olive Tree Foundation and in partnership with ISNA Schools.

We would like to thank all those involved in creating the content for the curriculum pack. The pack is based on the Neglected Voices video project which includes stories and reflections shared by Boonaa Mohammed, Kate Kassem, Ahmed Saleh, and Fatima Ahmed and was directed by Jawad Jafry. Sultan Rana, the educational consultant who developed the curriculum, worked tirelessly to ensure this was a thorough and easy to implement resource for teachers across a range of grade levels.

In its initial stages, the project relied on the invaluable guidance of an advisory board of teachers Ibrahim Abd Rahman, Jenna Sweiss, and Rizwan Wadhera. We would also like to acknowledge the editing services provided by Aalia Sheriff and Nishant Upadhyay and the design and layout services provided by Preethy Sivakumar.

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At the Tessellate Institute, the project was coordinated by Mohamed Huque, Nadia Zafar Hasan, Nabeel Ahmed, and Katherine Bullock.

Dear Educators,

Like all faith groups in the rich tapestry that makes up Canada, Muslims are diverse in language, culture, ideologies, and socio-economic status. However, when preyed upon through the eyes of bigotry, xenophobia, racism, Islamophobia, and fear-driven politics, often all who identify with the faith are homogenously pegged, mistreated, and maliciously marginalized. In the National Council of Canadian Muslims 2014 Hate Crime Report, hate crimes against Muslims in Canada resulting in attacks on individuals, threats, and property damage rose 50% over five years. Most recently, having seen the way divisive and contentious issues related to Muslims seemed to have been in the centre of the 2015 Canadian National election, that trend does not seem to be receding in the very near future.

Educators serve on the front-line for social and behavioural change for the future generations in our nation, educating our students to think critically, see bias, and advocate for peace, civility, and justice. Moreover, those deeply affected by these ills in our society are our students and their communities. It is when we allow a subset of our student population to feel disenfranchised that we sentence them to the outskirts and edges of our society, stifling their potential and cutting-them off from a chance to become a fulfilled, contributing member of society. By disrupting the normalization of a culture of fear, educators can play a critical role in the lives of not just Muslims, but all Canadian students.

Allow Neglected Voices to be a soft introduction that brings students to see an experience they may have never had the chance to empathize with before. Yet, please see this as more than a “Muslim” or anti-Islamophobia resource. If one were to peruse the resource, it would be seen first-hand that the skills to be attained from it are: building character and resilience in the face of adversity, empathy, ending racism and misogyny, establishing self-realization and a positive identity. The vessels to bring students to these foundational skills may be the neglected voices of Muslim youth. However, you will realize more apparent in their stories than their faith is their relatability, and their unwavering need to just be accepted for who they are – which is something we want all our students to have, isn’t it?

We hope you find this resource to be as important to your students as we felt it was to never give-up on creating it over the past four years. Peace be unto you.

Sultan A. Rana, M. Ed.  
Educational Consultant for Neglected Voices

# Activity 1

## Boonaa's Story

### **Video**

Boonaa's Story

### **Grade**

7 - 11

### **Subjects**

Language Arts, Drama,  
Social Sciences (Equity,  
Diversity, & Social Justice,  
and World Cultures)

### **Approximate In-Class Duration**

100-130 minutes/3 class  
periods

## Description

Boonaa Mohammed’s story is about his struggles of always being an outsider to all landscapes pertinent to him. The closer he draws towards an identifiable group, the further the group pulls away from him.

## Big Ideas

- » Racial Profiling, Racial/Cultural Identity
- » Strength through avocation and expression through the arts
- » The presence of religion in the mainstream

### Character Traits

Empathy  
Determination  
Perseverance  
Resiliency

### Outcomes of Activity

Open discussions  
Written reflection  
Summative activity

### Materials Needed

Community Circles/  
Open Discussion Forum  
Video Projection Items  
Video: *Boonaa’s Story*

## Instructions

### **Before Viewing the Video**

1. Using mobile devices or in-class projector, have students search *spoken word* poetry. (Some great artists to search; please preview for vulgar language – Suheir Hammad, Jeff Bethke, or just typing in the search panel: *spoken word, slam poetry, Def Poetry Jam*).<sup>?1</sup> *Be aware of vulgar and inappropriate content.*
2. Have students brainstorm the emotions and feelings they get or sense when they hear these poems. What do they understand from these poems? (*These are lived experiences of these people, these are not fake, these are on a beat, etc.*)<sup>?2</sup> <sup>1</sup>
3. Take a class survey (attempt to use anonymous survey websites/software such as polleverywhere.com), and ask how many students have ever kept, or currently keep a diary.<sup>input type="checkbox"/>2</sup>
4. Ask the students to take a piece of paper and take a chance at writing a journal entry, at that very moment. Have students, in complete privacy, and without pressure write a diary piece about a moment in time when they were wronged; treated unfairly; a moment that angers them about their past when they feel that they were unjustly treated, or wronged. Don’t allow students to look at one another’s paper, or share their ideas.

5. Once the students have completed writing their piece, they have the permission to do what they would like to do with it. However, if the item is to go in recycling, please encourage students to rip it up before disposing of it. This is personal student writing. You will not collect and read it.<sup>23</sup>
6. This exercise allows students to engage with emotions they may have been holding on to about their pasts when they were wronged or treated unfairly.
7. Activity for that day, or another: Have students reflect on the understanding of their cultural background and ancestry. Discuss what their ancestral background is. If students do not know, encourage them to find out as a homework task. When they know, ask them, what do they identify as and why. Have the students create a chart on each culture they belong to, and ask them to write down the reasons, actions, and identifiable traits that makes them a part of those particular groups. This should include Canadian culture. The following example would be for a Pakistani-Chinese student (mother Chinese, father Pakistani) who was born in Canada<sup>24</sup> <sup>23</sup>:

<b>Pakistani</b>	<b>Chinese</b>	<b>Canadian</b>
<ul style="list-style-type: none"> <li>• Eat mostly spicy foods</li> <li>• Watch Pakistani/ Indian movies</li> <li>• Islamic classes with mostly Pakistani Muslims</li> </ul>	<ul style="list-style-type: none"> <li>• Speak Cantonese with family members</li> <li>• Watch Asian movies</li> <li>• Enjoy Martial Arts and other Asian fighting arts</li> <li>• Have visited China and Chinese grandparents (while I have not been to Pakistan at all)</li> </ul>	<ul style="list-style-type: none"> <li>• Love hip-hop and R&amp;B</li> <li>• Watch mostly American/ Canadian television and movies</li> <li>• Plan to spend the rest of my life in Canada</li> <li>• Think in English</li> <li>• Have National Pride for this country in all sporting events, and landscapes</li> <li>• Interested in Canadian politics only</li> </ul>

8. Ask the students, if they had to move to any country of their background, where would they be most comfortable? Why? (Look for feelings or comments such as: Accepted, Comfortable, Welcomed, Loved). These feelings are often the opposite of what Boonaa felt in all landscapes he found himself in, so it's good for students to have these thoughts at the forefront of their mind. <sup>23</sup>

### **Watch the Video with Student Handout**

9. Play Boonaa's Story for the students. After the video, have the students work on answering the questions on the worksheet during and after the video. When



students have written down their ideas and contributions on Appendix 1, ask students the following discussion questions:

- Boonaa comments that he “...wants Canada to do much much better”. What do you think Canada has to be “much much better” at?
  - When have you ever done something that you feel is right, and then started to have people distance themselves from you (telling on someone, standing up against a popular group, speaking your mind). Why did you do it? If you don’t have your own example, then describe one you may have seen in the media or in a movie/text.
  - What is good citizenship? If you could do something right now in society that would be in-line with good citizenship, what would it be (an actual task you can personally do)?
  - In what ways do you feel you can empathize with Boonaa’s story? In what ways do you feel like you just can’t (i.e. You are accepted by your group of friends, teachers like you, you don’t know what racial profiling feels like)? Have you watched other videos where you were asked to empathize with people who may not be very much like you?
  - Have you ever abandoned something that you cherished, but had to let it go because letting it go allowed you to fit into the society, school, and/or friends more easily?
10. Appreciate the students who participated in the discussion, and inform them that there could be some very personal components of how they may have felt hearing Boonaa’s story. Inform them that they are going to work on their self-expression in a choice activity of writing, acting, or creating.<sup>?5</sup>

### ***Taking on the Summative/Culminating Tasks***

11. Have the students choose which learning task they would like to take on. Based on any diagnostic data you may have of them, you may want to help some learners choose based on their strengths and interests.<sup>?6</sup>
12. Create groups of students who are working on the same task. Assist them in creating and accepting and supportive community where each can bounce ideas off one another, help to edit/ proofread, practise, or perform in one another’s project.<sup>?7</sup> 4

# Endnotes

## Differentiation for Diverse Learners and Learning Abilities

- ?<sup>1</sup> Have websites or search words ready for students who you feel will need the guidance or structure. This could be for individual students or the entire class.
- ?<sup>2</sup> Create a list of adjectives/words phrases that could be drawn from for students who are timid to speak, have difficulty with gathering ideas, or are ELL. For ELL students, be prepared to create illustrations or graphic depictions of the emotions as well.
- ?<sup>3</sup> Create a safe environment for the students. Ensure that each student has a place to write where they are given enough space/distance from another, and have a conversation with them as to where they plan to put this writing piece when it is completed to ensure confidentiality.
- ?<sup>4</sup> Be prepared to create one as your own, or assist in creating one with small groups of high-needs students.
- ?<sup>5 and 6</sup> It is a very differentiated task, and students can either make the decision as to what they choose, or you could support them if you have an idea of what their interests are.
- ?<sup>7</sup> Hopefully the groups are heterogeneous in ability, so you can have mixed-skilled grouping (this is especially important at the integrated grade seven and eight classroom situations).

## Evaluation

- ☑<sup>1</sup> Use this list to inform your instruction and understand how much the student knows or is getting from the examples of slam poetry/spoken word.
- ☑<sup>2</sup> Let the survey inform your instruction. Do you have to do a lesson on diary writing? Do you have to create an exemplar? It all depends on the development and maturity of your students.
- ☑<sup>3</sup> Use this chart to understand if students understand their role, or if they see themselves in any cultural group. If there are students who have no ideas to apply, perhaps this could also become a conversation. Maybe the mainstream culture is their culture, and an analysis of that would be beneficial for some students.

**Please see attached sample rubric and curriculum expectations list that pertains to the course you are teaching for assessment purposes.**

# Appendix 1: Student Worksheet

Name:

Class:

Date:

## 1. Perspective Survey

While watching or after watching the video, *Neglected Voices- Boonaa's Story*, check all that applies to you below:

### Empathy

- At any point in the story, did you feel like you could *relate* to Boonaa, and some of the things he has gone through in his life?
- Was there any point in the story where you thought the way Boonaa was treated either in the school or out in the society was unfair?
- Did Boonaa's talent of *spoken word poetry* inspire you at all?
- Have you ever made a decision that you felt was better/positive for you, but it incurred you to lose friends?

### Determination/Perseverance/Resiliency

- Do you feel that Boonaa was determined to be a great artist? Did it happen *serendipitously*?
- Do you feel like Boonaa has given up on trying to find out who *he* is? This can apply to race, identity, religion, art – whatever perspective you wish to see him in.
- Do you think Boonaa chose an artistic outlet because it allowed him to (check the following that apply):
  - a) Let out his emotions effectively, or
  - b) Entertain others

## 2. Racial Profiling

What is racial profiling? Give examples from both the video and a real-life example.

### 3. Forms of expression

What do you find *powerful* about spoken word poetry? Feel free to use examples from what you may have seen from spoken word either online, or live in person.

Describe the *pros and cons* of having the ability to **write** as an outlet to expel hidden/deep emotions and feelings. Think about the benefits of someone who keeps a diary, or posts on an online blog (private or public).

<b>Pros</b> for writing as an emotional outlet	<b>Cons</b> for writing as an emotional outlet

## Appendix 2: Summative/Culminating Activity

Based on your interests, choose one of the following items as a final learning piece.

### Visual/Artistic

**Create a mixed media piece that uses words, images, and colours that share and depict your views on an idea related to social injustice, discrimination, bias, or institutional disenfranchisement.**

Include items such as:

- Adjectives and exclamations that depict/describe your feeling/emotions.
- Phrases or full sentences created out of cut-out letters.
- Use pictures (created, mixed-media, fabricated, remixed) that support your feelings/emotions
- *Don't just assume that it's going to be a negative piece. Think of positivity and promise as well.*
- *Focus on the character traits this lesson focuses on as well!*

When you are finished, write a statement of all your ideas expressed in the mixed media piece. Be prepared to leave this on display in class or possibly present it to class.

### Kinesthetic/Hands-On

**Create a Racial Profiling Mock Doll/Caricature (either a real doll or a visual depiction) of how a person with certain characteristics get racially profiled in any chosen situation.**

Think about:

- What the perpetrator of racial profiling might look at and immediately what would they think when they look at a person of particular culture/race/faith?
- Use materials and props to create the visual component of what gets racially profiled (i.e. coloured cotton, or fake doll hair to create a beard).
- Use labels, toothpicks, or other signage that will allow a person to look at this doll/caricature, and know what you have highlighted as components about a person that get racially stereotyped (even if it's not a physical feature – it can be radiating from the head or heart).

When you are finished, write a statement of all your ideas on the doll. Be prepared to leave this on display in class or possibly present it to class.

*Note: Try your best to not overdo and overemphasize outdated stereotypes. Think about real racial profiling that actually gets in the way of a person's ability to be successful or productive (i.e. travel, get a job, meet important people for the first time).*

## Musical Learners

**Just like Boonaa did at the beginning, create a spoken word piece that shares the experiences of someone in the society who is unjustly ostracized or feels that they are “not welcomed”. This doesn't just need to speak to Islamophobia, but could also include (but not limited to): sexism and misogyny, racism, homophobia, ableism, and many more.**

Items you could include:

- Loud and passionate statements that depict various emotions.
- Very vivid imagery in your statements and lines.
- Attempt to end off on a positive note.
- Other contributors and items that will play into your piece (assistance from others and/or technology).

When you are finished, be prepared to share in front of the class either in a pre-recorded audio/video or a live performance.

Work with your teacher to ensure this is in-line with the classroom expectations, rubric, and/or success criteria reasonable for your grade-level.

Feel free to watch YouTube for other examples of spoken word to get some ideas.

# Activity 2

## Ahmed's Story

### **Video**

Ahmed's Story

### **Grade**

7 - 11

### **Subjects**

Language, Social Sciences  
(Equity, Diversity, & Social  
Justice, and World Cultures)

### **Approximate In-Class**

#### **Duration**

100-130 minutes/3 class  
periods

## Description

Ahmed Saleh’s story brings to light the detrimental effects prejudice and stereotyping can have on the life of a teenager. His story goes into greater depth as he explains how trying to find an identity in an unwelcoming society can leave one feeling unidentifiable.

## Big Ideas

- » Prejudgment, labeling and stereotyping can lead to a Self-Fulfilling Prophecy (Labeling Theory)
- » Coping mechanisms when dealing with neglect, ostracization, or isolation
- » The presence of religion in school

### Character Traits

Empathy  
Determination  
Perseverance  
Hope  
Resiliency

### Outcomes of Activity

Written Reflections  
Open Discussion/  
Conversation  
Summative activity

### Materials Needed

Community Circles/Open  
Discussion Forum  
Video Projection Items  
Video: *Ahmed’s Story*  
Handouts (Appendix 1 and 2)

## Instructions

### Before Viewing the Video

1. Have students do a search for the term *Self Fulfilling Prophecy* (SFP) (a prediction, usually asserted on to another, that directly or in-directly comes true. For example: someone tells you repeatedly that you are a failure, therefore you start seeing yourself as a failure in your efforts prior to even making an attempt at an action).<sup>21</sup>
2. Encourage students to give an example from either their own lives, or in the media of a SFP. Ask them to share it with a partner, and analyze what was the direct or in-direct *stimulus* that led to the SFP.
3. Use a T-Chart of how a SFP could be of benefit or gross detriment to anyone in his/her life. Students can work independently, or in groups (Appendix 3).<sup>22</sup>
4. Ask a question to students: “Does anything that falls in-line with a SFP ever occur in school?” Students should give answers such as: *teachers to students,*



peers to peers, in the context of sports (“You’re not athletic”) and school subjects (“You’re not good at math!”), bully to victim, parents to teachers, just to name a few.

5. This should lead into a conversation about *pressures, prejudgment, negative-speak, bullying, and peer pressure* at school. Ask students to brainstorm ideas that would help reduce these pressures/threats/incidences at school.<sup>?3</sup>
6. (New turn in the conversation, or save for another day) Though you may see it mentioned by other students, insert the possibility (argument) of RELIGION and religious expression being permitted at school. Imply the following: “What would the issues be if students and teachers were allowed to congregate as a religion-based social club, have their own social space, and be able to run events at school. Would that have a reductive affect on these pressures/ threats/ incidences, or not?”<sup>?4</sup>
7. Have students investigate recent incidences online (i.e. 2011 controversy of prayer at school in Toronto District School Board) that revolve around religion, religious expression and activities in public schools.<sup>?4</sup>

### **Watch the Video with Student Handout**

8. After the students have become versed on the issues surrounding negative incidences in school (fueled by the concept of SFP), and religious activities and expression in the public school system, have them watch *Neglected Voices: Ahmed’s Story*. Hand out Appendix 1 (Ahmed’s Story Worksheet) prior to the video so the students can get into the proper mindset, and know the expectations you may have of them for this part of the activity.

### **Watch the Video with Student Handout**

9. Following the viewing of the video, ask students:
  - What examples of a Self Fulfilling Prophecy did you see in the story of Ahmed’s teen years?
  - What were some of the problems that school council and administration (principal) created for Ahmed when he attempted to start up his own Muslim Student Association? Why?
  - Do you feel that you have to be a Black, Arab, Muslim, male to empathize with Ahmed’s story? What do you feel like you can relate to with Ahmed’s story?

You may have to watch the video again for deeper reflection and thought.<sup>☑1</sup>

10. Appreciate the students who participated in the discussion, and inform them that there could be some very personal components of how they may have felt hearing Ahmed's story. Inform them that they are going to work on their self-expression in a choice activity, in writing, acting, or creating. Provide them time to reflect on the video by answering the questions on the handout (Appendix 1).<sup>?5</sup>
11. \*\*\*Bonus- Use survey technology (Google Forms, Survey Monkey, SMART clickers) to ask students to submit the statements they checked off in the Perspective Survey. It would be interesting to see what the overall class thought of Ahmed's Story before seeing the final pieces.<sup>3</sup>

### ***Taking on the Summative/Culminating Tasks***

12. Following the completion of the worksheets, discuss the summative assignments (Appendix 2) with the students. Have the students choose which learning task they would like to take on. Based on any diagnostic data you may have of them, you may want to help some learners choose based on their strengths as a multiple intelligence learner.<sup>?5</sup>
13. Create groups of students who are working on the same task. Assist them in creating and accepting in a supportive community where everyone can bounce ideas off one another, help to edit/proofread, practice, or (in the case of kinesthetic) perform in one another's project.<sup>?6</sup>
14. Provide the option to students to either prerecord or muster up the courage to perform/share their piece of the class. Be sure you instill the morals of mutual respect, empathy, the right to pass, and no put-downs to the class, as some of these pieces might be very personal.<sup>5</sup>

# Endnotes

## Differentiation for Diverse Learners and Learning Abilities

- ?<sup>1</sup> Have a prewritten document or video that explains Self-Fulfilling Prophecy at the level your students would understand it.
- ?<sup>2</sup> For at-risk learners, or ELL learners, have pre-made statements, and ask them to cut them out and organize them in the various sections on the T-chart.
- ?<sup>3</sup> You could create a checklist of strategies (with pictorial symbols) and the students could check off the best, or most effective.
- ?<sup>4</sup> This portion of the activity could be omitted for learners that have difficulty with the ideas, thoughts, and perspectives of political climates, social issues, etc.
- ?<sup>5</sup> Added support in visuals, examples, or assistance by peers may be needed at this time.
- ?<sup>6</sup> Have the intention that the groups are heterogeneously organized, so students of various strengths and abilities are in each group, so they can assist one another.

## Evaluation

- ☑<sup>1</sup> Create a checklist of “Think About” self-speak statements, showing what the students should be thinking while watching the video, either in the first run, or repeated showings of the video.
- ☑<sup>2</sup> Attempt to integrate your focus in writing if you select this option. There is potential to assess for voice, gathering ideas, etc.
- ☑<sup>3</sup> It would be very interesting to juxtapose these results to the feeling and overall ideas students may have at the end when they are finished their summative pieces.
- ☑<sup>4</sup> Create success criteria for this process to support the style of group work and expectations that match your classroom to guide all learners.
- ☑<sup>5</sup> Assessment for Oral/Verbal communication could occur at this point as well

**Please see attached sample rubric and curriculum expectations list that pertains to the course you are teaching for assessment purposes.**

# Appendix 1: Student Worksheet

Name:

Class:

Date:

## 1. Perspective Survey

While watching or after watching the video, *Neglected Voices- Ahmed's Story*, check all that applies to you below:

### Empathy

- At any point in the story, did you feel like you could *relate* to Ahmed, and some of the things he has gone through in his life?
- Was there any point in the story where you felt sympathy, or felt like you were able to put yourself in Ahmed's "shoes"?
- Was there a moment in Ahmed's life where you agreed with, or supported his actions and decisions?
- Was there a moment in Ahmed's life story where you found yourself disagreeing with Ahmed's decisions?
- Do you have a driving force (faith or spiritual belief) that helps you make decisions in your life?

### Determination/Perseverance/Hope

- Do you feel that Ahmed was a determined teenager?
- Has there been anything in your life that you have been determined to do?
- Do you have ambitions to change something at your school?
- Have you ever stood up to your friends for something you believe in?

## 2. Self-Fulfilling Prophecies

What is a *self-fulfilling prophecy*? Have you ever endured the effects of a self-fulfilling prophecy, or witnessed someone become something that was "put" on them. You can use examples from your life, the media, or in stories you may have read.

### 3. Religion in school

In Ahmed's story you heard that he worked tirelessly to establish a Muslim Student's Association (MSA) at his school. Why do you think he endured so many difficulties trying to establish a MSA?

Having religious organizations of any kind in a school is always a very difficult topic to discuss. What do you think are the pros and cons of having a religious club/organization in schools (i.e. MSA, Christian Youth Group, Young Hindus or Buddhists club, etc.)? Fill out the graphic organizer below. From your points, chose a perspective and write a paragraph summarizing your opinion.

Pros	Cons

Your opinionated statement:

## Appendix 2: Summative/Culminating Activity

Based on your interests, choose one of the following items as a final learning piece.

### Visual/Artistic

**Create a mind map that travels through the mind of a student (could be you) who is falling victim to the phenomenon of a self-fulfilling prophecy.**

Include items such as:

- The behaviour or expectation that might be afflicted on someone (i.e. “You’re a failure”)
- Statements one may hear afflicted on to them, or may say to themselves in self-talk (i.e. “Well, if they think I am a failure, I guess I am”)
- Create channels or avenues of how one can OFFSET a SFP (i.e., “No, who are they to tell me I’m a failure?!? I’m going to prove them wrong”)

### Kinesthetic/Hands-On

**Create and perform in front of the classroom a dramatic skit of what it looks like to be pushed around, or degraded by someone who is afflicting a SFP onto you. Create a defensive skit to show how one can offset the effects of a SFP situation.**

Include items such as:

- The statements one could hear continually from a perpetrator of a SFP (could be a teacher, a parent, a peer)
- Verbally demonstrate a list of the inner thoughts a person going through an SFP would be thinking
- Create some self-talk statements to help one cope or help out someone who feels like they are what other people expect them to be.

Feel free to present either live or have it pre-recorded.

### Musical/Poetic

**Just like Ahmed did at the beginning, create a spoken word piece that shares the *anger, frustration, hurt, and disappointment* one can feel when they are put down so much that they internalize and embody the low expectations some may have of them.**

Items you could include:

- Loud and passionate statements that depict various emotions.
- Very vivid imagery in your statements and lines.

- Attempt to end off on a positive note.
- Other contributors and items that will play into your piece (assistance from others and/or technology).

**Work with your teacher to ensure this is in-line with the classroom expectations, rubric, and/or success criteria reasonable for your grade-level.**

Feel free to watch YouTube for other examples of spoken word to get some ideas. If this is a culminating task, you are encouraged to share in front of the class, either in an audio pre-recording, or live.

# Appendix 3: Self-Fulfilling Prophecy T-Chart

Name:

Class:

Date:

## Self-fulfilling Prophecy

Benefits	Detriments



# Activity 3

## Fatima's Story

### **Video**

Fatima's Story

### **Grade**

7 - 11

### **Subjects**

Language Arts, Social Sciences (Equity, Diversity, & Social Justice, World Cultures, and Gender Studies)

### **Approximate In-Class**

#### **Duration**

100-130 minutes/3 class periods

## Description

Fatima's story is about resilience in the face of obstacles. The more obstacles Fatima faces the stronger and more resilient she becomes.

## Big Ideas

- » Racism and Racial Profiling
- » Sexism and Classism
- » Downward Appraisals and Coping Mechanisms

### Character Traits

Empathy  
Optimism  
Self-Determination & Confidence  
Perseverance  
Coping & Resiliency

### Outcomes of Activity

Written Reflections  
Life Planning  
Open Discussion/  
Conversation

### Materials Needed

Community Circles/Open  
Discussion Forum  
Video Projection Items  
Video for Fatima's Story

## Instructions

### **Before Viewing the Video**

1. Have students search national and international news articles using mobile devices or desk/laptops, or in the subscribed local newspapers in the classroom. Each student should collect 3-5 headlines, and prepare a short summary to share with the class. Encourage students to select headlines from different countries?<sup>1</sup>
2. Facilitate a full-class conversation on who are the subjects of these headlines. Who is directly affected by the events of the headlines they have read? Think about modeling or scaffolding this process yourself. A quick example can be seen as follows:

*On July 23, 2012, the world news headlines on Al-Jazeera's website were as follows:*

- *Sparte of deadly attacks across Iraq*
- *Syrian forces regain Damascus District*
- *China fury after Beijing Deluge ← massive flood*
- *Obama grieves with victims of Colorado Massacre*

- *Japan nuclear plants 'still not safe'*

*Who are the affected peoples in these news headlines? Iraqis and Syrians are in the middle of a heavy armed conflict/war. Chinese and Japanese are affected by natural disasters. And in the U.S., people watching a movie are affected by a mass shooting. Iraqis and Syrians are victims of violent wars, Chinese/ Japanese are victims of natural disasters, and North Americans are victims in uncommon contexts like a movie theatre.<sup>?2</sup>*

3. Facilitate a conversation with the class about how headlines can often misinform people about other communities, countries and places. In line with the previous example on victims in Iraq, Syria, Japan, China, and the U.S., here are some points that can could assist you in facilitating these conversations with the students:

*Iraq and Syria = Always in violence, always at war, and possibly terrorists.*

*China and Japan = Foreign countries and inefficient infrastructure. May need money and charity.*

*U.S. = It is unsafe to go see a movie or enjoy social outings in the U.S. because of gun violence and unpredictable behaviours.<sup>?2</sup><sup>1</sup>*

4. Students should grasp how stories about people we do not know directly, or we do not have contact with, can sometimes lead us to think biased and negative things about them.
5. Ask the students to write about a group of people or a place they may have misconceptions about. These misconceptions could be produced through news, media, family, friends and cultural values. Students, in complete privacy, and without pressure to share, should write about their point of view that may be biased or misinformed. Do not allow students to share their ideas. Once the students have completed their pieces, they should hold on to their writing to reflect on it later. However, if the item is to go in recycling, please encourage students to rip up the pages before disposing. **This is personal student writing. You will not collect it or read it.**<sup>?3</sup>
6. This exercise allows the students to write their opinions about a group of people or place in the world (be it false, misunderstood, or stereotypical). This would allow students to understand the boundaries and obstacles that Fatima had gone through because of misinformed or negative opinions about her background and gender.

### **Watch the Video with Student Handout**

7. At this point, show the students *Neglected Voices: Fatima's Story*.

## **Post Video Viewing**

- How did world events hinder Fatima's family towards a fulfilling and successful life in Canada as newly landed immigrants?
  - What did Fatima realize about some of the issues she and her family were facing? What helped her realize this? (By comparing her problems to those of others, she either felt comfort in knowing that others face similar problems as her, or that she was able to make a downward appraisal and not feel so isolated or effected by her problems, as she was aware of the problems many others were facing as well).
  - In which contexts do you think Fatima feels that she is not equal to other Canadians when she talks about her rights as a Canadian?<sup>74</sup>
  - What seems to have a stronger effect on Fatima – gender or religious stereotyping?
  - Often stereotypes of Muslim women, especially those who wear hijab, niqab, or burka, seem to imply that they are sheltered and lack independence. What about Fatima surprised you and questioned your previous understanding of Muslim girls?<sup>76</sup>
8. Fatima covers many areas of difficulty that she faces, like her family trials, her personal awakening (post Kids Help Phone operator job), to her termination from the development agency she worked for. Allow the students an opportunity to grasp all components.<sup>75</sup>

## **Taking on the Summative/Culminating Tasks**

9. Hand out the student summative/culminating task activity sheets.
10. Create groups of students who are working on the same task. Assist them in creating an accepting, and supportive community where each can bounce ideas off one another, help to edit/proofread, practise, or perform (in the case of musical) in one another's project.<sup>77</sup>

# Endnotes

## Differentiation for Diverse Learners and Learning Abilities

?<sup>1</sup> Have pre-written websites or headlines for students that you feel will need the guidance or structure. This could be for individual students, or the entire class. Furthermore, you could have the article(s) already picked for the student(s), and have them read and briefly summarize the event.

?<sup>2</sup> As mentioned in the list, be prepared to create an exemplar, model the lesson, scaffold the process part-way for certain students. The use of mind-maps and visual thinking charts/graphics would be very useful in this step.

?<sup>3</sup> Create a safe environment for the students. Ensure that each student has a place to write where they are given enough space/distance from another, and have a conversation with them as to where they plan to put this writing piece when it is completed, to ensure confidentiality.

?<sup>4</sup> Be prepared to create a list of look-for ideas, as indicated in the lesson.

?<sup>5</sup> Provide probing questions to the students to assess whether they need to view the video again, or not.

?<sup>6</sup> This would be a good segue into the activities. It is not recommended to just hand out the activity sheet right after the video. The students need to see a reason as to why they should be reflective.

?<sup>7</sup> Hopefully the groups are heterogeneous in ability, so you can have mixed-skilled grouping (this is especially important at the integrated grade seven and eight classroom situations).

## Evaluation

☑<sup>1</sup> Use this conversation to inform your instruction and understand how much the students know about the world, stereotypes, and the connection between the two. Also, this is an opportunity for you to see in what ways the media skews or influences student opinions.

☑<sup>2</sup> Perhaps do this activity as a “graffiti activity” so students can put a slew of ideas on the wall, without having to identify themselves beside their written statement.

**Please see attached sample rubric and curriculum expectations list that pertains to the course you are teaching for assessment purposes.**

# Appendix 1: Student Worksheet

Name:

Class:

Date:

## 1. Perspective Survey

While watching or after watching the video, *Neglected Voices- Fatima's Story*, check all that applies to you below:

### Coping and Resiliency

- Do you feel that at any point in the story Fatima gave up on life or what she wanted to achieve?
- Does Fatima have strategies to cope with hardship and tough times?
- Does Fatima demonstrate a quality that you admire? What is it?
- Have you ever made yourself feel better or coped better with a situation because you heard/read/ spoke to someone who has a more difficult situation than you?
- Have you ever been rejected from something for reasons you know are unfair, but you have to accept them anyways?
- If so, what did you do after – fight back or move on?

### Sexism and Racism

- Do you feel that women have a tougher time being successful than men?
- Which of these are prevalent in our society, in your opinion:
  - Racism
  - Sexism
  - Homophobia
  - Islamophobia
  - Ableism (discrimination against people with disabilities)
- Would Fatima have better opportunities in life if she stopped wearing hijab?
  - Yes  No

2. What is a downward appraisal? How do they work, and why are they sometimes effective? Give examples from both the video and a real-life application.

3. What do you think are the benefits of travelling and working around the world, and working with a wide variety of people? If you could travel and work abroad, what work would it be and where would you go?

4. Look at yourself. Look at some of the features you bestow. Are you a person who wears a turban, a hijab, a yamaka? Do you see yourself as prep, goth, or jock? Are you Hispanic, African, Aboriginal, Chinese, Caucasian, Filipino, or any other cultural group? There are stereotypes and preconceived positions all groups of the society have, which are often seen in popular culture. For examples, often women from the Philippines are seen to be nannies, South Asian and Arab men are often known to be cab drivers, and young Caucasian women are often in the retail industry. Look at yourself – do you feel like you may have some advantages or disadvantages held against you when you go out in the real world, to find a fulfilling career? Think about it, and list off all the items that you think might be held against you, or may be in your favour?

<b>Held against</b>	<b>Held in favour</b>

## Appendix 2: Summative/Culminating Activity

Based on your interests, choose one of the following items as a final learning piece.

### Visual/Artistic

**Create a visual *life map*, a visual timeline that shows all you want to achieve in your life. However, for each item that you put on the life map, you must state the possibility that you might not be successful at achieving it, and write what you will do to persevere and keep going.**

Be creative with this design. Some suggestions:

- Create pockets so you can insert a card that will describe the possibility of failing, and on the other side of it, have your alternate plan, just in case.
- Create computer-generated pictures to make the piece more visually appealing.
- Use pictures (created, mixed-media, fabricated, remixed) that support your plans for the future, and even some of the “Plan B’s” you have created.
- Try to have all options, even the ones that fail, be reasonable, and realistic.
- *Focus on the character traits this lesson focuses on as well! Stay positive, resilient, and when you need to, have some downward appraisals in there so you don’t allow yourself to wallow in any misery.*

### Kinesthetic Learners

**Create a fabric, pincushion, pillow, t-shirt, piece of jewelry, bracelet, framed fabric – ANYTHING, with a motivational statement on it (e.g. “Time Heals All”)**

Think about:

- A one line statement that will give some relief during tough times.
- Use materials and props that will make this item visually appealing so you are motivated to use it or put it up somewhere in your home that you will see it.
- Take your time on this assignment, and ask for extensions for your due dates so you can do the best job you can.
- Use places like craft and dollar stores to get inexpensive materials.

When you are finished, create a written statement of all your ideas on the piece. Be prepared to leave this on display in class, or possibly present it to class.

If you are presenting, feel free to present either live or have it prerecorded. You have the right to pass if you would prefer to not present.



# Activity 4

## Kate's Story

### **Video**

Fatima's Story

### **Grade**

7 - 11

### **Subjects**

Language Arts, Drama,  
Social Sciences (Equity,  
Diversity, & Social Justice,  
World Cultures, and Gender  
Studies)

### **Approximate In-Class**

#### **Duration**

100-130 minutes/3 class  
periods

## Description

In *Neglected Voices: Kate's Story*, Kate speaks of how her identity is often defined for her by the society. Kate's story illustrates the experience of wearing a *hijab*, and dealing with other people's perceptions of the *hijab* as contrary to a "Canadian" identity.

## Big Ideas

- » Preconceived notions and assumptions
- » The notion of the "glass ceiling"
- » The "Canadian" Identity

### Character Traits

Individualism  
Potential  
Independence

### Outcomes of Activity

Written Reflections  
Open Discussion/  
Conversation

### Materials Needed

Community Circles/Open  
Discussion Forum  
Digital Camera and (Colour)  
Printer  
Video Projection Items  
Video for *Kate's Story*

## Instructions

### ***Before Viewing the Video***

1. Using mobile devices and/or desk/laptops, go to YouTube and listen to some of the songs of Yuna (<https://www.youtube.com/user/YunaMusicOfficial>). This young musician hails from Malaysia, sings Indie and R&B inspired music, and wears a hijab. Have students share their opinions about her appearance and her line of career. You can also do the same for X-Factor winner, Susan Boyle. You could perhaps show students a picture of Yuna first, and see what they think she does, or who she is.<sup>?1</sup>
2. Facilitate a full-class conversation on how appearances and clothing are deceiving. Ask the students why do we judge people based on their appearance before we even see what they are capable of doing.<sup>?2</sup>

3. Take a picture of each student, print his/her picture, and allow the student to truly analyze his or her picture. Encourage them to look at themselves and see what they think the world thinks of them, and what people think they may be incapable of doing, yet they are confident they can. Allow students to write directly on the picture in any way they would like. When they are finished, they can pass or share with a small group of peers, or perhaps, depending on the comfort level of the class, they can share with the class.<sup>3</sup>
4. Facilitate a classroom conversation where you have them share with each other how preconceived notions about people based on appearance are not only unjust, but also minimize the possibility of getting to know someone who is far beyond their expectations.<sup>1 2</sup>

### **Watch the Video with Student Handout**

5. At this point, show the students *Neglected Voices: Kate's Story*.

### **Post Video Viewing**

- Why is Kate's identity as a Canadian, and just being a Canadian, so difficult for others to understand?
  - How does Kate's appearance get in the way of her potential to do a lot, both in life and in her career(s)?
  - What does Kate want?
6. Hand out the student activity sheets for students to take on the activity's guiding questions and creative expression project.
  7. Create groups of students who are working on the same task. Assist them in creating an accepting and supportive community where they can bounce ideas off one another, help to research, analyze, edit/proofread, and review one another's chosen task.

# Endnotes

## Differentiation for Diverse Learners and Learning Abilities

?<sup>1</sup> Depending on availability of resources, perhaps you can pre-download Yuna’s music to your computer through iTunes or YouTube.

?<sup>2</sup> Depending on the comfort-level in the classroom, this may be best done on an anonymous chat board or protected discussion board online.

?<sup>3</sup> Create a safe environment for the students. Ensure that each student has a place to write where they are given enough space/distance from another, and have a conversation with them as to where they plan to put this writing piece when it is completed, to ensure confidentiality.

## Evaluation

☑<sup>1</sup> Use this conversation to inform your instruction and understand how much the students know about the world, stereotypes, and the connection between the two. Also, this is an opportunity for you to see in what ways the media skews or influences student opinions.

☑<sup>2</sup> Perhaps do this activity as a “graffiti activity” so students can put a slew of ideas on the wall, without having to identify themselves beside their written statement.

**Please see attached sample rubric and curriculum expectations list that pertains to the course you are teaching for assessment purposes.**

# Appendix 1: Student Worksheet

Name:

Class:

Date:

## 1. Perspective Survey

While watching or after watching the video, *Neglected Voices- Kate's Story*, check all that applies to you below:

### Independence

- At any point in the video, did you see Kate assert herself?
- Does Kate show confidence in the decisions she made in her life (i.e. wearing hijab)?

### Racism and Stereotyping

- Do you ever feel that people prejudge your abilities or interests just by the way you look?
- Have you ever had people come to you and tell you that they were "surprised" or "didn't know" you were capable of doing something that you did very well?
- Do you have a solid idea of what being "Canadian" really is? What would you define it as?
- Which of these are prevalent in our society, in your opinion:
  - Racism
  - Sexism
  - Homophobia
  - Islamophobia
  - Ableism (discrimination against people with disabilities)
- Can racism and stereotyping occur within your own culture, against others of the same culture?
  - Yes    No

2. Think back to your classroom conversation about being prejudged on your appearance, or having your abilities defined to you before you even get to test them out. When has this happened to you? If you don't have an example, write about an incident you either witnessed, read or know about where this situation seems true. How is this unjust or wrong?

## Appendix 2: Summative/Culminating Activity

Based on your interests, choose one of the following items as a final learning piece.

### Research & Document

Go to your favourite search engine and research documented and alleged difficulties facing women in North American and European society. Look through news articles, documentaries, videos, scholarly journals, and social media posts. Find **one** news article of choice, and conduct a thorough **5 W (Who, What, When, Where, Why)** on the article.

*Ensure another person in the class is not doing the same article as you (your teacher may have to make a list of who is doing which article).*

Create a classroom board (real or virtual) to show incidences of bias, mistreatment, and violent attacks carried out on women who wear the hijab (and others, male or female, who are mistaken for being Muslim).

### Analyze & Reflect

On January 7th, 2016, Dalia Mogahed, the Director of Research at the Institute for Social Policy and Understanding (ISPU) in Washington, D.C., and President Barack Obama's former advisor on Faith- Based and Neighbourhood Partnerships, spoke on Comedy Central's The Daily Show. Below is a partial transcript of what was discussed on the show pertaining to her hijab and how people often see girls who wear the hijab as "oppressed".

*"When we talk about oppression, I think that concept is really important and interesting, because oppression means the taking away of someone's power, and what hijab does is that it basically privatizes women's sexuality; that's essentially what it does. So what are we saying when we say that by taking away or privatizing a woman's sexuality we are oppressing her. What does that mean and what is that saying about the source of a woman's power?"<sup>1</sup>*

How do you feel about her discussion on oppression, and the source of women's power? Furthermore, do you feel that women generally claim, seize, or gain power (in media, or otherwise) through overt sexuality, or simply by sex in general? Find examples in popular culture, and through diligent research support your thoughts and findings.

<sup>1</sup>Parang, Z. (Head Writer), & O'Neil, C. (Director), (January 7, 2016), Dalia Mogahed [Episode 2 720]. In T. Noah (Producer), The Daily Show. New York City, New York: Comedy Central.

# Rubrics

Curricular Connections with Activity  
and Summative Task Ideas



	English	Family Studies	Drama
Grade 7 & 8	Oral/Visual Writing Media Assessment OF Learning		
Grade 9	Oral/Visual Writing Media (Applied & Advanced) Assessment OF Learning		Drama (Open) Assessment OF Learning
Grade 10			Drama (Open) Assessment OF Learning
Grade 11		Gender Studies (U/C Prep) Assessment FOR/AS Learning  Equity, Diversity, and Social Justice (Workplace) Assessment OF Learning	
Grade 12		Gender Studies (U/C Prep) Assessment FOR/AS Learning  Equity, Diversity, and Social Justice (Workplace) Assessment OF Learning	

# Grade 7/8

## Language Arts/Oral-Visual-Writing-Media

Applies to the stories of:	
Boonaa	✓
Ahmed	✓
Fatima	✓
Kate	✓

Curriculum expectations are taken from the *Ontario Curriculum Expectations for Language Arts* (2006).

Oral communication	Writing	Media Studies
<p><b>Listen to understand</b></p> <p>1.1 Identify a range of purposes for listening to a variety of situations, formal and informal, and set goals appropriate for specific listening tasks.</p> <p>1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups.</p> <p>1.3 Identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts.</p> <p>1.4 Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways.</p> <p>1.5 Develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation.</p> <p>1.6 Extend understanding of oral texts, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them.</p> <p>1.7 Gr.7- analyse oral texts in order to evaluate how effectively they communicate ideas, opinions, themes, or experiences, and suggest possible improvements.</p> <p>Gr. 8 - analyse a variety of complex or challenging oral texts in order to identify the strategies that have been used to inform, persuade, or entertain, and evaluate the effectiveness of those strategies.</p>	<p><b>Developing and Organizing Content</b></p> <p>1.1 Identify the topic, purpose, and audience for more complex writing forms.</p> <p>1.3 Gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources.</p> <p>1.5 Identify and order main ideas and supporting details and group them into units that could be used to develop...</p> <p>Gr. 7 -... a multi-paragraph piece of writing, using a variety of strategies.</p> <p>Gr. 8 - ... summary, a debate, or a report of several paragraphs, using a variety of strategies.</p>	<p><b>D1. Understanding Media Texts</b></p> <p>1.2 Interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations.</p> <p>1.4 Gr. 7- identify how different audiences might respond to selected media texts.</p> <p>Gr. 8 - explain why different audiences (e.g., with respect to gender, age, culture, race, income level) might have different responses to a variety of media texts.</p>

Oral communication	Writing	Media Studies
<p><b>Speaking to Communicate</b></p> <p>2.1 Identify a range of purposes for speaking and explain how the purpose and intended audience might influence the choice of speaking strategies.</p> <p>2.2 Demonstrate an understanding of appropriate speaking behaviour in most situations....</p> <p>Gr. 7 - ...adapting contributions and responses to suit the purpose and audience.</p> <p>Gr. 8 - ...using a variety of speaking strategies and adapting them to suit the purpose and audience.</p> <p>2.7 Use audio-visual aids to support and enhance oral presentations.</p>	<p><b>Using Knowledge of Form and Style</b></p> <p>2.1 Write complex texts of different lengths using a wide range of forms.</p> <p>2.2 Establish a distinctive voice in writing appropriate to the subject and audience.</p> <p>2.3 Regularly use vivid and/or figurative language and innovative expressions in the writing.</p> <p>2.5 Identify the point of view and other possible points of view, evaluate other points of view, and find ways to acknowledge other points of view, if appropriate.</p> <p><b>Using Knowledge of Form and Style</b></p> <p>3.1 Spelling - spell familiar words correctly.</p> <p>3.2 Spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling.</p> <p>3.3 Vocabulary - confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose.</p> <p>3.4 Grammar - use parts of speech correctly to communicate their meaning clearly, with a focus on the use of...</p> <p>Gr. 7 - ...relative pronouns prepositions, including prepositional phrases; adjectives; conjunctions; adverbs; present, past, and future verb tenses; present and past participles.</p> <p>Gr. 8 - ...subject/verb agreement and the use of nouns, pronouns, adjectives, adverbs, and prepositions</p>	<p><b>C2. Understanding Media Forms and Techniques</b></p> <p>2.2 Identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience.</p> <p><b>C3. Reflecting on Skills and Strategies</b></p> <p>4.1 Identify what strategies were found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/ listeners/ producers.</p>

Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Knowledge</b></p> <p>While listening/ viewing the Neglected Voices stories, the student uses listening strategies to attain the important information and ideas shared by (1, 2, 3, or 4 of) the individuals in the series.</p> <p>When viewing these videos as a media form, the student is able to identify, interpret, and explain the messages being conveyed.</p> <p>Furthermore, s/he can identify the audience experience/ responses to the video(s) viewed.</p> <p>In their writing for the various activities, the student is able to identify a topic, purpose, and targeted audience for his/her piece.</p>	<p>The student selects and uses a limited set of listening strategies, and in doing so gains a limited understanding of the important ideas shared in the video(s).</p> <p>The student interprets and identifies the messages being conveyed with limited effectiveness.</p> <p>In writing, the student identifies a topic, purpose, and target audience with limited effectiveness.</p>	<p>The student selects and uses some listening strategies, and in doing so gains some understanding of the important ideas shared in the video(s).</p> <p>The student interprets and identifies the messages being conveyed with some effectiveness.</p> <p>In writing, the student identifies a topic, purpose, and target audience with some effectiveness.</p>	<p>The student selects and uses an adequate set of listening strategies, and in doing so gains a considerable understanding of the important ideas shared in the video(s).</p> <p>The student interprets and identifies the messages being conveyed with considerable effectiveness.</p> <p>In writing, the student identifies a topic, purpose, and target audience with considerable effectiveness.</p>	<p>The student selects and uses quite a few listening strategies, and in doing so gains a thorough, abstract, or impactful understanding of the important ideas shared in the video(s).</p> <p>The student interprets and identifies, the messages being conveyed with great detail and effectiveness.</p> <p>In writing, the student identifies a topic, purpose, and target audience with a high degree of effectiveness.</p>

Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Thinking</b></p> <p>In listening, writing and viewing the videos through a specific point of view, the student meets the requirements of all tasks and writes about his/her feelings and ideas that are sufficient to the purpose of the piece.</p>	<p>The student does not meet expectations in viewing these videos and writing about them through a particular point of view. In doing so, she/he is unable to comment, question, or critique their own beliefs, values, and/or perception on the matters being spoken of in the video.</p> <p>In writing, the student is unable to plan efficiently, and explain their own beliefs and perceptions to matters related to the activity with limited effectiveness.</p>	<p>The student is starting to meet expectations in viewing these videos through a particular point of view. In doing so, she/he is somewhat able to comment, question, or critique their own beliefs, values, and/or perception on the matters being spoken of in the video.</p> <p>In writing, the student is starting to plan efficiently, and explain their own beliefs and perceptions to matters related to the activity with some effectiveness.</p>	<p>The student meets expectations in viewing these videos through a particular point of view. In doing so, she/he is able to comment, question, or critique their own beliefs, values, and/or perception on the matters being spoken of in the video.</p> <p>In writing, the student plans efficiently, and explains their own beliefs and perceptions to matters related to the activity with considerable effectiveness.</p>	<p>The student exceeds expectations in viewing these videos through a point of view. She/he is able to comment, question, or critique their own beliefs, values, and/or perception on the matters being spoken of in the video with thorough insight, and a mature perspective.</p> <p>In writing, the student plans thoroughly, and explains their own beliefs and perceptions to matters related to the activity with a high degree of effectiveness.</p>

Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Communication</b></p> <p>The student communicates (be it written and/or orally) using language that is suitable for the intended audience, and is in-line with a distinctive voice that can be read/ heard in the piece.</p> <p>If the student performs or presents in her/his chosen activity, they utilizes tools (i..e audio-visual aids).</p> <p>In her/his chosen method to communicate their understanding, she/he does so using language, uninterrupted by the misuse of grade appropriate conventions (spelling, grammar, and/or improper word use).</p>	<p>The language selected and style of writing/ demonstration shared is not meeting expectations when it comes to creating a piece that has voice, and intended audience.</p> <p>The student is not effectively using audio-visual aids.</p> <p>Her/his abilities in the use of English conventions are below expectations.</p>	<p>The language selected and style of writing/ demonstration shared is starting to meet expectations when it comes to creating a piece that has voice, and an intended audience.</p> <p>The student is starting to use audio-visual aids.</p> <p>Her/his abilities in the use of English conventions are slightly below expectations.</p>	<p>The language selected and style of writing/ demonstration shared meets expectations when it comes to creating a piece that has voice, and an intended audience.</p> <p>The student effectively uses audio-visual aids.</p> <p>Her/his abilities in the use of English conventions meet expectations.</p>	<p>The language selected and style of writing/ demonstration shared exceeds expectations when it comes to creating a piece that has voice, and establishing a targeted audience.</p> <p>The student effectively uses audio-visual aids beyond expectations.</p> <p>Her/his abilities in the use of English conventions exceeds expectations.</p>

Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Application</b></p> <p>When listening and speaking, the student uses comprehension strategies to understand/interpret messages.</p> <p>She/he makes connections between ideas in the videos to those from their own schema, insights, or knowledge learned through experience, other texts, the world around them, and/or the media.</p> <p>The student engages in gathering information to select information that supports his/her writing.</p>	<p>The student uses hardly any comprehension strategies to understand/interpret the messages he/she attained from the videos.</p> <p>The student makes limited connections between ideas in the videos, and those from her/his own schema, insight, and knowledge.</p> <p>The student engaged in collecting sufficient information to support her/his writing with limited effectiveness.</p>	<p>The student uses a couple of comprehension strategies to understand/interpret the messages he/she attained from the videos.</p> <p>The student makes some connections between ideas in the videos, and those from her/his own schema, insight, and knowledge.</p> <p>The student is starting to gather information to support her/his writing with some effectiveness.</p>	<p>The student uses a few comprehension strategies to understand/interpret the messages he/she attained from the videos, with considerable effectiveness.</p> <p>The student makes good connections between ideas in the videos, and those from her/his own schema, insight, and knowledge learned through experience, other texts, the world around them, and/or the media.</p> <p>The student gathers information to support her/his writing with considerable effectiveness.</p>	<p>The student uses many comprehension strategies to understand interpret the messages he/she attained from the videos, with a high degree of effectiveness.</p> <p>The student makes thorough and well-supported connections between ideas in the videos, and those from her/his own schema, insight, and knowledge learned through experience, other texts, the world around them, and/or the media.</p> <p>The student gathers information to support her/his writing with a high degree of effectiveness.</p>



# Grade 9

## The Arts: Drama (Open)

Best applied to the musical and kinesthetic tasks of Ahmed and Boonaa's Stories.

Applies to the stories of:	
Boonaa	✓
Ahmed	✓
Fatima	✓
Kate	✓

Curriculum expectations are taken from the *Ontario Curriculum Expectations for The Arts* (2010).

Creating and Presenting	Reflecting, Responding and Analysing	Foundations
<p><b>A1. The Creative Process</b></p> <p>1.1 Use a variety of print and non-print sources.</p> <p>1.2 Select and use appropriate forms to suit specific purposes in drama</p> <p>1.3 Use role play to explore, develop, and represent themes, ideas, characters, feelings, and beliefs in producing drama works.</p> <p><b>A2. Elements and Conventions</b></p> <p>2.1 Use the elements of drama to suit an identified purpose and form in drama presentations.</p> <p><b>A3. Presentation Techniques and Technologies</b></p> <p>3.1 Identify and use a variety of techniques or methods for establishing a rapport between the performer and the audience.</p> <p>3.2 Use a variety of expressive voice and movement techniques to support the depiction of character.</p>	<p><b>B1. The Critical Analysis Process</b></p> <p>1.3 Identify aesthetic and technical aspects of drama works and explain how they help achieve specific dramatic purposes.</p> <p><b>B2. Drama and Society</b></p> <p>2.2 Explain how dramatic exploration can contribute to personal growth and self understanding.</p> <p>2.4 Identify ways in which dramatic exploration promotes an appreciation of diverse cultures and traditions.</p> <p><b>B3. Connections Beyond the Classroom</b></p>	<p><b>C1. Concepts and Terminology</b></p> <p>1.1 Identify the drama forms, elements, conventions, and techniques used in their own and others' drama works, and explain how the various components are used or can be used to achieve specific purposes or effects.</p> <p>1.2 Use correct terminology to refer to the forms, elements, conventions, and techniques of drama.</p> <p>1.3 Demonstrate an understanding of production roles, practices, and terminology when planning and presenting drama works.</p> <p><b>C2. Contexts and Influences</b></p> <p><b>C3. Responsible Practices</b></p> <p>3.1 Identify and follow safe and ethical practices in drama activities.</p> <p>3.2 Identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama works.</p>

Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Knowledge</b></p> <p>Student can list, identify, and explain how s/he used various forms, elements, and/or technologies to achieve or suit his/her purpose for their dramatic act or spoken word performance.</p> <p><b>Thinking</b></p> <p>Student has taken the time to get a deep understanding of the deeper issues Neglected Voices is tapping into. The student then uses enticing aspects of spoken word/drama to create a piece that shows (in the end) deep personal growth and self-understanding.</p> <p>A1.1, B1.3, B2.2, &amp; B2.4, C1.3.</p>	<p>The student lists a limited number of forms, elements, or technologies that s/he used in order to create his/her dramatic act or spoken word performance</p> <p>The student has a limited amount of understanding as to what Neglected Voices is attempting to bring to people's attention.</p> <p>The student used hardly any aspects of spoken word/drama to create a performable piece.</p> <p>Probably an outcome of limited or (virtually) no planning.</p>	<p>The student can identify and explain with some effectiveness the forms, elements, or technologies that s/he used in order to create his/her dramatic act or spoken word performance.</p> <p>The student has a some understanding of what Neglected Voices is attempting to bring to people's attention.</p> <p>The student used few aspects of spoken word/drama to create a performable piece. An outcome of some level of planning.</p>	<p>The student can list, identify, and explain how s/he used various forms, elements, and/or technologies to achieve or suit his/her purpose for their dramatic act or spoken word performance.</p> <p>The student has an understanding of what Neglected Voices is attempting to bring to people's attention, and demonstrated that understanding in her/his performance.</p> <p>The student used aspects of spoken word/drama to create a performable piece.</p> <p>An outcome of an expected level of planning.</p>	<p>The student has an exceptionally detailed list of various forms, elements, and/or technologies to achieve or suit his/her purpose for their dramatic act or spoken word performance. Her/his explanation of why s/he used those items was very meaningful.</p> <p>The student has a deep understanding of what Neglected Voices is attempting to bring to people's attention, and demonstrated that understanding in her/his performance.</p> <p>The student used a most powerful selection of qualities from spoken word/drama to create a performable piece.</p> <p>An outcome of very thorough planning.</p>

Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Communication</b></p> <p>The student has utilized methods and techniques to establish a rapport with the audience. S/he uses expressive voice and movement to support the depiction of the “character” and its experience.</p> <p>A3.1 and A3.2</p>	<p>Student has utilized limited/hardly any methods and techniques to establish a rapport with the audience.</p> <p>The use of expressive voice and movement is limited to support the depiction of the “character” and its experience.</p>	<p>Student has utilized the most expected, or miniscule set of methods and techniques to establish a rapport with the audience.</p> <p>The use of expressive voice and movement is below an expected level in order to support the depiction of the “character” and its experience.</p>	<p>Student has utilized an adequate set of methods and techniques to establish a rapport with the audience.</p> <p>The use of expressive voice was reasonable in order to support the depiction of the “character” and its experience.</p>	<p>Student has utilized a well-selected set of methods and techniques to establish a rapport with the audience.</p> <p>The use of expressive voice was very engaging, and successfully supported the depiction of the “character” and its experience.</p>

Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Application</b></p> <p>Student engages in a “role play” (be it in spoken word or dramatic act) and has explored deeper themes, ideas, feelings, and beliefs.</p> <p>In dealing with contentious topics (i.e. Islamophobia and other ostracizing societal ills), the student has engaged in safe and ethical practices, and thoughtfully navigated the appropriate skills and attitudes necessary (i.e. understands dramatic/ artistic license) in order to perform this dramatic production.</p>	<p>Student is beginning to depict a “role play” (be it in spoken word or dramatic act) and has yet to explore any deeper ideas/issues.</p> <p>In dealing with a contentious topic(s), the student is starting to, or has a great deal of work to put in to engage in safe and ethical practices in drama.</p>	<p>Student depicts a “role play” (be it in spoken word or dramatic act) and is beginning to explore deeper ideas/issues.</p> <p>In dealing with a contentious topic, the student is starting to engage in safe and ethical practices in drama, and demonstrated some understanding that certain skills and attitudes had to be established when creating this skit/ spoken word piece.</p>	<p>Student depicts a “role play” (be it in spoken word or dramatic act) and explores deeper ideas/ issues.</p> <p>In dealing with contentious topic(s), the student engages in safe and ethical practices in drama. S/he demonstrated a considerable understanding of skills and attitudes that needed to be established when creating this skit/ spoken word piece.</p>	<p>Student depicts a “role play” (be it in spoken word or dramatic act) and explores deeper ideas/issues, and left the audience with a powerful message.</p> <p>In dealing with a few contentious topics, the student engages in safe and ethical practices in drama.</p> <p>S/he demonstrated a deep-level of understanding of the skills and attitudes necessary to establish when doing a spoken word/dramatics skit.</p> <p>The student’s piece has left an effect on the audience.</p>

# Grade 9

## Language Arts: English (Academic)

Applies to the stories of:	
Boonaa	✓
Ahmed	✓
Fatima	✓
Kate	✓

Curriculum expectations are taken from the *Ontario Curriculum Expectations for Language Arts (2010)*.

Oral communication	Writing	Media Studies
<p><b>Listen to understand</b></p> <p>1.1 Identify the purpose of different listening tasks and set goals for specific tasks.</p> <p>1.2 Identify and use different active listening strategies when participating in a variety of classroom interactions.</p> <p>1.3 Identify and use different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts.</p> <p>1.4 Identify the important information and ideas in both simple and complex oral texts.</p> <p>1.5 Develop and explain interpretations of both simple and complex oral texts, using evidence from the text, and the oral and visual cues used in the texts.</p> <p>1.6 Extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them.</p> <p>1.7 Identify the perspectives and/or biases evident in both simple and complex oral texts and comment on any questions they may raise about beliefs, values, and identity.</p>	<p><b>Developing and Organizing Content</b></p> <p>1.1 Identify the topic, purpose, and audience for several different types of writing tasks.</p> <p>1.3 Research - locate and select information to support ideas for writing, using different strategies and print, electronic, and other resources, as appropriate.</p> <p>1.5 Reviewing - determine whether the ideas and information gathered are relevant to the topic, sufficient for the purpose, and meet the requirements of the writing task.</p>	<p><b>D1. Understanding Media Texts</b></p> <p>1.2 Interpret simple and complex media texts, identifying and explaining the overt and implied messages they convey.</p> <p>1.4 Identify and explain different audience responses to selected media texts.</p> <p>1.5 Critical Lit - identify the perspectives and/or biases evident in both simple and complex media texts and comment on any questions that may raise about beliefs, values, and identity.</p>

Oral communication	Writing	Media Studies
<p><b>Speaking to Communicate</b></p> <p>2.1 Communicate orally for different purposes, using language suitable for the intended audience.</p> <p>2.2 Demonstrate an understanding of different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences.</p> <p>2.7 Use different audio-visual aids to support and enhance oral presentations.</p>	<p><b>Using Knowledge of Form and Style</b></p> <p>2.1 Write for different purposes and audiences using several different literary, informational, and graphic forms.</p> <p>2.2 Establish an identifiable voice in the writing, modifying language and tone to suit the form, audience, and purpose for writing.</p> <p>2.3 Use appropriate descriptive and evocative words, phrases, and expressions to make the writing clear and vivid for the intended audience.</p> <p>2.5 Explain how own beliefs, values, and experiences are revealed in the writing</p> <p><b>Applying Knowledge of Conventions</b></p> <p>3.1 Spelling - spell familiar words correctly.</p> <p>3.2 Spell unfamiliar words using a variety of strategies that involve.</p>	<p><b>C2. Understanding Media Forms and Techniques</b></p> <p>2.2 Identify different conventions and/or techniques used in familiar media forms and explain how they convey meaning and influence their audience.</p> <p><b>C3. Reflecting on Skills and Strategies</b></p> <p>4.1 Describe different strategies used in interpreting and creating media texts, explain which ones are most helpful, and identify several specific steps taken to improve as media interpreters and producers.</p>



Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Knowledge</b></p> <p>While listening/viewing the Neglected Voices stories, the student uses active listening strategies to attain the important information and ideas shared by (1, 2, 3, or 4 of) the individuals in the series.</p> <p>When viewing these videos as a media form, the student is able to identify, interpret, and explain the messages being conveyed.</p> <p>Furthermore, s/he can identify, with an explanation, the audience experience/ responses to the video(s) viewed. In their writing for the various activities, the student is able to identify a topic, purpose, and target audience for his/her piece.</p>	<p>The student selects and uses a limited set of listening strategies, and in doing so gains a limited understanding of the important ideas shared in the video(s).</p> <p>The student interprets and identifies the messages being conveyed, and explains the audience experience (her/ his own) with limited effectiveness.</p> <p>In writing, the student identifies a topic, purpose, and target audience with limited effectiveness.</p>	<p>The student selects and uses some listening strategies, and in doing so gains some understanding of the important ideas shared in the video(s).</p> <p>The student interprets and identifies the messages being conveyed, and explains the audience experience (her/ his own) with some effectiveness.</p> <p>In writing, the student identifies a topic, purpose, and target audience with some effectiveness.</p>	<p>The student selects and uses an adequate set of listening strategies, and in doing so gains a considerable understanding of the important ideas shared in the video(s).</p> <p>The student interprets and identifies the messages being conveyed, and explains the audience experience (her/ his own) with considerable effectiveness.</p> <p>In writing, the student identifies a topic, purpose, and target audience with considerable effectiveness.</p>	<p>The student selects and uses a complex set of listening strategies, and in doing so gains a thorough, abstract, or impactful understanding of the important ideas shared in the video(s).</p> <p>The student interprets and identifies, the messages being conveyed, and explains the audience experience (her/ his own) with great detail, evidence, and effectiveness.</p> <p>In writing, the student identifies a topic, purpose, and target audience with a high degree of effectiveness.</p>

Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Thinking</b></p> <p>In listening, writing and viewing the videos through a critical lens, the student identifies the perspectives and/or biases shared in the stories, and comments on the questions about their views of own beliefs, identify, values, and/or perception of the surrounding society.</p>	<p>The student does not meet expectations in viewing these videos through a critical lens. In doing so, she/he is unable to comment, question, or critique their own beliefs, values, and/or perception on the matters being spoken of in the video.</p> <p>In writing, the student is unable to plan efficiently, and effectively explain their own beliefs and perceptions to matters related to the activity.</p>	<p>The student is starting to meet expectations in viewing these videos through a critical lens. In doing so, she/he is somewhat able to comment, question, or critique their own beliefs, values, and/or perception on the matters being spoken of in the video.</p> <p>In writing, the student is starting to plan efficiently, and explain his own beliefs and perceptions to matters related to the activity with some effectiveness.</p>	<p>The student meets expectations in viewing these videos through a critical lens. In doing so, she/he is able to comment, question, or critique their own beliefs, values, and/or perception on the matters being spoken of in the video.</p> <p>In writing, the student plans efficiently, and explains his own beliefs and perceptions to matters related to the activity with considerable effectiveness.</p>	<p>The student exceeds expectations in viewing these videos through a critical lens. She/he is able to comment, question, or critique their own beliefs, values, and/or perception on the matters being spoken of in the video with thorough insight, and a mature perspective.</p> <p>In writing, the student plans thoroughly, and explains his own beliefs and perceptions to matters related to the activity with a high degree of effectiveness.</p>

Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Communication</b></p> <p>The student communicates (be it written and/or orally) using language that is suitable for the intended audience, and is in-line with an identifiable voice read/heard in the piece.</p> <p>If the student performs or presents in her/his chosen activity, she/he utilizes tools (i.e audio-visual aids) to support and bring deeper meaning to their piece.</p> <p>In their chosen method to communicate her/his deeper understanding, she/he does so using descriptive, evocative, and vivid language, uninterrupted by the misuse of conventions (spelling, grammar, and/or improper word use).</p>	<p>The student uses very few comprehension strategies to understand/interpret the messages he/she attained from the videos.</p> <p>The student makes limited connections between ideas in the videos, and those from her/his own schema, insight, and knowledge.</p> <p>The student engaged in collecting sufficient research to support her/his writing with limited effectiveness.</p>	<p>The student uses some comprehension strategies to understand/interpret the messages he/she attained from the videos.</p> <p>The student makes some connections between ideas in the videos, and those from her/his own schema, insight, and knowledge.</p> <p>The student is starting to conduct research to support her/his writing with some effectiveness.</p>	<p>The student uses comprehension strategies to understand/interpret the messages he/she attained from the videos, with considerable effectiveness.</p> <p>The student makes good connections between ideas in the videos, and those from her/his own schema, insight, and knowledge learned through experience, other texts, the world around them, and/or the media.</p> <p>The student conducts research to support her/his writing with considerable effectiveness.</p>	<p>The student uses comprehension strategies to understand/interpret the messages he/she attained from the videos, with a high degree of effectiveness.</p> <p>The student makes thorough and well-supported connections between ideas in the videos, and those from her/his own schema, insight, and knowledge learned through experience, other texts, the world around them, and/or the media.</p> <p>The student is conducts research to support her/his writing with a high degree of effectiveness.</p>

Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Application</b></p> <p>When listening and speaking, the student uses different comprehension strategies to understand/interpret complex messages, and supports her/his ideas with evidence.</p> <p>She/he makes connections between ideas in the videos to those from their own schema, insights, or knowledge learned through experience, other texts, the world around them, and/or the media.</p> <p>In order to gain deeper insight, the student engages in research to select information that supports his/her writing.</p>	<p>The student uses hardly any comprehension strategies to understand/interpret the messages he/she attained from the videos.</p> <p>The student makes limited connections between ideas in the videos, and those from her/his own schema, insight, and knowledge.</p> <p>The student engaged in collecting sufficient information to support her/his writing with limited effectiveness.</p>	<p>The student uses a couple of comprehension strategies to understand/interpret the messages he/she attained from the videos.</p> <p>The student makes some connections between ideas in the videos, and those from her/his own schema, insight, and knowledge.</p> <p>The student is starting to gather information to support her/his writing with some effectiveness.</p>	<p>The student uses a few comprehension strategies to understand/interpret the messages he/she attained from the videos, with considerable effectiveness.</p> <p>The student makes good connections between ideas in the videos, and those from her/his own schema, insight, and knowledge learned through experience, other texts, the world around them, and/or the media.</p> <p>The student gathers information to support her/his writing with considerable effectiveness.</p>	<p>The student uses many comprehension strategies to understand interpret the messages he/she attained from the videos, with a high degree of effectiveness.</p> <p>The student makes thorough and well-supported connections between ideas in the videos, and those from her/his own schema, insight, and knowledge learned through experience, other texts, the world around them, and/or the media.</p> <p>The student gathers information to support her/his writing with a high degree of effectiveness.</p>

# Grade 9

## Language Arts: English (Applied)

Applies to the stories of:	
Boonaa	✓
Ahmed	✓
Fatima	✓
Kate	✓

Curriculum expectations are taken from the *Ontario Curriculum Expectations for Language Arts* (2010).

Oral communication	Writing	Media Studies
<p><b>Listen to understand</b></p> <p>1.1 Identify the purpose of different listening tasks and set goals for specific tasks.</p> <p>1.2 Identify and use different active listening strategies when participating in a variety of classroom interactions.</p> <p>1.3 Identify and use different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts.</p> <p>1.4 Identify the important information and ideas in simple oral texts.</p> <p>1.5 Develop and explain interpretations of simple oral texts, using evidence from the text, and the oral and visual cues used in the texts.</p> <p>1.6 Extend understanding of simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them.</p> <p>1.7 Analyse oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response.</p>	<p><b>Developing and Organizing Content</b></p> <p>1.1 Identify the topic, purpose, and audience for several different types of writing tasks.</p> <p>1.3 Research - locate and select information to support ideas for writing, using different strategies and print, electronic, and other resources, as appropriate.</p> <p>1.5 Reviewing - determine whether the ideas and information gathered are relevant to the topic, sufficient for the purpose, and meet the requirements of the writing task.</p>	<p><b>D1. Understanding Media Texts</b></p> <p>1.2 Interpret simple and complex media texts, identifying and explaining the overt and implied messages they convey.</p> <p>1.4 Identify how different audiences might respond to selected media texts.</p> <p>1.5 Critical Lit - identify the perspectives and/or biases evident in both simple and complex media texts and comment on any questions that may raise about beliefs, values, and identity.</p>

Oral communication	Writing	Media Studies
<p><b>Speaking to Communicate</b></p> <p>2.1 Communicate orally for different purposes and audiences.</p> <p>2.2 Demonstrate an understanding of different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences.</p> <p>2.7 Use different audio-visual aids to support and enhance oral presentations.</p>	<p><b>Using Knowledge of Form and Style</b></p> <p>2.1 Write for different purposes and audiences using a few different literary, informational, and graphic forms.</p> <p>2.2 Establish an identifiable voice in their writing, modifying language and tone to suit the form, audience, and purpose for writing.</p> <p>2.3 Use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear for their intended audience.</p> <p>2.5 Explain how own beliefs, values, and experiences are revealed in the writing</p> <p><b>Applying Knowledge of Conventions</b></p> <p>3.1 Spelling - use knowledge of basic spelling rules and patterns, a few different resources, and appropriate strategies to spell familiar and new words correctly.</p> <p>3.2 Vocab - build vocabulary for writing by confirming word meaning(s) and reviewing word choice, using several different types of resources and strategies, as appropriate for the purpose.</p> <p>3.3-3.4 - Punctuation and Grammar - use grammar and punctuation correctly to communicate their intended meaning.</p>	<p><b>C2. Understanding Media Forms and Techniques</b></p> <p>2.2 Identify different conventions and/or techniques used in familiar media forms and explain how they convey meaning.</p> <p><b>C3. Reflecting on Skills and Strategies</b></p> <p>4.1 Describe different strategies used in interpreting and creating media texts and explain how these and other strategies can improve their role as media interpreters and producers.</p>

Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Knowledge</b></p> <p>While listening/ viewing the Neglected Voices stories, the student uses a few listening strategies to attain the important information and ideas shared by (1, 2, 3, or 4 of) the individuals in the series.</p> <p>When viewing these videos as a media form, the student is able to identify, interpret, and explain the messages being conveyed.</p> <p>Furthermore, s/he can identify the audience experience/ responses to the video(s) viewed. In their writing for the various activities, the student is able to identify a topic, purpose, and targeted audience for his/her piece.</p>	<p>The student selects and uses a limited set of listening strategies, and in doing so gains a limited understanding of the important ideas shared in the video(s).</p> <p>The student interprets and identifies the messages being conveyed with limited effectiveness.</p> <p>In writing, the student identifies a topic, purpose, and target audience with limited effectiveness.</p>	<p>The student selects and uses some listening strategies, and in doing so gains some understanding of the important ideas shared in the video(s).</p> <p>The student interprets and identifies the messages being conveyed with some effectiveness.</p> <p>In writing, the student identifies a topic, purpose, and target audience with some effectiveness.</p>	<p>The student selects and uses an adequate set of listening strategies, and in doing so gains a considerable understanding of the important ideas shared in the video(s).</p> <p>The student interprets and identifies the messages being conveyed with considerable effectiveness.</p> <p>In writing, the student identifies a topic, purpose, and target audience with considerable effectiveness.</p>	<p>The student selects and uses quite a few listening strategies, and in doing so gains a thorough, abstract, or impactful understanding of the important ideas shared in the video(s).</p> <p>The student interprets and identifies, the messages being conveyed with great detail and effectiveness.</p> <p>In writing, the student identifies a topic, purpose, and target audience with a high degree of effectiveness.</p>



Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Thinking</b></p> <p>In listening, writing and viewing the videos through a critical lens, the student meets the requirements of all tasks and writes about his/her feelings and ideas that are sufficient to the purpose of the piece.</p>	<p>The student does not meet expectations in viewing these videos and writing about them through a critical lens. In doing so, she/he is unable to comment, question, or critique their own beliefs, values, and/or perception on the matters being spoken of in the video.</p> <p>In writing, the student is unable to plan efficiently, and explain their own beliefs and perceptions to matters related to the activity with limited effectiveness.</p>	<p>The student is starting to meet expectations in viewing these videos through a critical lens. In doing so, she/he is somewhat able to comment, question, or critique their own beliefs, values, and/or perception on the matters being spoken of in the video.</p> <p>In writing, the student is starting to plan efficiently, and explain their own beliefs and perceptions to matters related to the activity with some effectiveness.</p>	<p>The student meets expectations in viewing these videos through a critical lens. In doing so, she/he is able to comment, question, or critique their own beliefs, values, and/or perception on the matters being spoken of in the video.</p> <p>In writing, the student plans efficiently, and explains their own beliefs and perceptions to matters related to the activity with considerable effectiveness.</p>	<p>The student exceeds expectations in viewing these videos through a critical lens. She/he is able to comment, question, or critique their own beliefs, values, and/or perception on the matters being spoken of in the video with thorough insight, and a mature perspective.</p> <p>In writing, the student plans thoroughly, and explains their own beliefs and perceptions to matters related to the activity with a high degree of effectiveness.</p>

Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Communication</b></p> <p>The student communicates (be it written and/or orally) using language that is suitable for the intended audience, and is in-line with an identifiable voice read/heard in the piece.</p> <p>If the student performs or presents in her/his chosen activity, she/he utilizes tools (i.e audio-visual aids).</p> <p>In her/his chosen method to communicate their understanding, she/he does so using language, uninterrupted by the misuse of basic-level conventions (spelling, grammar, and/or improper word use).</p>	<p>The language selected and style of writing/ demonstration shared is not meeting expectations when it comes to creating a piece that has voice, and a targeted audience.</p> <p>The student is not effectively using audio-visual aids.</p> <p>Her/his abilities in the use of English conventions are below expectations.</p>	<p>The language selected and style of writing/ demonstration shared is starting to meet expectations when it comes to creating a piece that has voice, and a targeted audience.</p> <p>The student is starting to use audio-visual aids.</p> <p>Her/his abilities in the use of English conventions are slightly below expectations.</p>	<p>The language selected and style of writing/ demonstration shared meets expectations when it comes to creating a piece that has voice, and a definitive or targeted audience.</p> <p>The student effectively uses audio-visual aids.</p> <p>Her/his abilities in the use of English conventions meet expectations.</p>	<p>The language selected and style of writing/ demonstration shared exceeds expectations when it comes to creating a piece that has voice, and establishing a targeted audience.</p> <p>The student effectively uses audio-visual aids beyond expectations.</p> <p>Her/his abilities in the use of English conventions exceeds expectations.</p>

Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Application</b></p> <p>When listening and speaking, the student uses different comprehension strategies to understand/interpret messages.</p> <p>She/he makes connections between ideas in the videos to those from their own schema, insights, or knowledge learned through experience, other texts, the world around them, and/or the media.</p> <p>The student engages in research to select information that supports his/her writing.</p>	<p>The student uses hardly any comprehension strategies to understand/interpret the messages he/she attained from the videos.</p> <p>The student makes limited connections between ideas in the videos, and those from her/his own schema, insight, and knowledge.</p> <p>The student engaged in collecting sufficient research to support her/his writing with limited effectiveness.</p>	<p>The student uses a couple of comprehension strategies to understand/interpret the messages he/she attained from the videos.</p> <p>The student makes some connections between ideas in the videos, and those from her/his own schema, insight, and knowledge.</p> <p>The student is starting to conduct research to support her/his writing with some effectiveness.</p>	<p>The student uses a few comprehension strategies to understand/interpret the messages he/she attained from the videos, with considerable effectiveness.</p> <p>The student makes good connections between ideas in the videos, and those from her/his own schema, insight, and knowledge learned through experience, other texts, the world around them, and/or the media.</p> <p>The student conducts research to support her/his writing with considerable effectiveness.</p>	<p>The student uses many comprehension strategies to understand/interpret the messages he/she attained from the videos, with a high degree of effectiveness.</p> <p>The student makes thorough and well-supported connections between ideas in the videos, and those from her/his own schema, insight, and knowledge learned through experience, other texts, the world around them, and/or the media.</p> <p>The student conducts research to support her/his writing with a high degree of effectiveness.</p>

# Grade 10

## The Arts: Drama (Open)

Best applied to the musical and kinesthetic tasks of Ahmed and Boonaa's Stories.

Applies to the stories of:	
Boonaa	✓
Ahmed	✓
Fatima	✓
Kate	✓

Curriculum expectations are taken from the *Ontario Curriculum Expectations for The Arts* (2010).

Creating and Presenting	Reflecting, Responding and Analysing	Foundations
<p><b>A1. The Creative Process</b></p> <p>1.1 Develop interpretations of issues from contemporary or historical sources.</p> <p>1.2 Select and use appropriate forms to present identified issues from a variety of perspectives.</p> <p>1.3 Use role play and characterization to explore personal and social issues.</p> <p><b>A2. Elements and Conventions</b></p> <p>2.1 Use the elements of drama to suit an identified purpose and form in drama presentations.</p> <p>2.2 Use a variety of conventions to create a distinct voice that reflects a particular global, social, or personal perspective.</p> <p><b>A3. Presentation Techniques and Technologies</b></p> <p>3.1 Identify and use a variety of techniques to influence the audience in specific ways.</p> <p>3.3 Use a variety of technological tools.</p>	<p><b>B1. The Critical Analysis Process</b></p> <p>1.2 Analyse a variety of drama works to compare and assess how they explore universal themes and issues.</p> <p><b>B2. Drama and Society</b></p> <p>2.4 Identify ways in which dramatic exploration contributes to the understanding of diverse cultures and traditions.</p> <p><b>B3. Connections Beyond the Classroom</b></p> <p>3.2 Identify skills they have developed through drama activities and explain how they can be useful in work and other social contexts.</p>	<p><b>C1. Concepts and Terminology</b></p> <p>1.1 Identify the drama forms, elements, conventions, and techniques used in their own and others' drama works, and explain how the various components are used or can be used.</p> <p>1.3 Demonstrate an understanding of production roles, practices, and terminology when planning and presenting drama works.</p> <p><b>C2. Contexts and Influences</b></p> <p>2.1 Identify ways in which dramatic expression and performance reflect communities and cultures, past and present.</p> <p>2.2 Describe how drama is used for various purposes in a range of social contexts.</p> <p><b>C3. Responsible Practices</b></p> <p>3.1 Identify and follow safe and ethical practices in drama activities.</p> <p>3.2 Identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama works.</p> <p>3.3 Demonstrate an understanding of theatre and audience etiquette, in both classroom and formal performance contexts.</p>

Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Knowledge</b></p> <p>Student selects and uses a variety of forms, elements, and/or technologies to present an identified issue(s), and did so from a variety of perspectives.</p> <p>In the process of this performance, the student planned the roles, practices, and used terminology appropriately.</p> <p>In a post-performance reflection, student has explained how the drama forms, elements, conventions, and techniques were used.</p>	<p>The student selects and uses a limited set of forms, elements, or technologies to present an identified issue(s), and seemingly not from any varying perspectives.</p> <p>In the preparation of this performance, the student seems to not have much understanding around the roles and intended outcome of the performance.</p> <p>In a post-performance reflection, the student has limited ideas on the forms, elements, conventions, and techniques that were used in the performance.</p>	<p>The student selects and uses some forms, elements, or technologies to present identified issues, from some perspectives.</p> <p>In the preparation of this performance, the student has understanding around the roles and intended outcome for the performance.</p> <p>In a post-performance reflection, the student has some ideas on the forms, elements, conventions, and techniques that were used in the performance.</p>	<p>The student selects and uses forms, elements, or technologies to present identified issues, from a set of relevant perspectives.</p> <p>In the preparation of this performance, the student understands the necessary roles and intended outcome for the performance, and did reasonably well in achieving that.</p> <p>In a post-performance reflection, the student clearly understands the forms, elements, conventions, and techniques that were used in the performance.</p>	<p>The student selects and uses well-planned forms, elements, or technologies to present identified issues, from a set of varying, but related, perspectives.</p> <p>In the preparation of this performance, the student thoroughly understands the necessary roles and intended outcome for the performance, and did reasonably well in achieving that.</p> <p>In a post-performance reflection, the student has a deep understanding of the forms, elements, conventions, and techniques that were used in the performance.</p>

Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Thinking</b></p> <p>In the planning for this performance, the student formulated an understanding of her/his chosen contemporary issue, assessed what forms s/he will be using to create this piece, and what her/his selected purpose was for this performance. It is evident the student has a deep understanding of the contemporary issue that s/he is taking on.</p>	<p>While planning, the student had a limited understanding of the contemporary issue s/he studied, and had difficulty with how s/he could create this piece.</p> <p>It is evident the student has a limited understanding of the contemporary issue that s/he is taking on.</p>	<p>While planning, the student had some understanding of the contemporary issue s/he studied, and was moderately creative in creating this piece.</p> <p>It is evident the student has some understanding of the contemporary issue that s/he is taking on.</p>	<p>While planning, the student had a good understanding of the contemporary issue s/he studied, and had ample creativity and motivation to create this piece.</p> <p>It is evident the student has a reasonable understanding of the contemporary issue that s/he is taking on.</p>	<p>While planning, the student had an exceptional understanding of the contemporary issue s/he studied, and created a piece that truly embodies the issue.</p> <p>It is evident the student has a deep and thorough understanding of the contemporary issue that s/he is taking on.</p>

Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Communication</b></p> <p>In the performance, the student used techniques to influence the audience in specific ways. The writing/ script and ideas shared created a distinct voice that brought forth the issue s/he was attempting to bring attention to. In the performance, the student demonstrates understanding of appropriate theatre/ performance etiquette.</p>	<p>In the performance, the student used a limited number of techniques to influence the audience. The writing/ script and ideas shared were just beginning to bring attention to the issue of focus.</p> <p>In the performance, the student demonstrates a limited understanding of appropriate theatre/ performance etiquette.</p>	<p>In the performance, the student used some techniques to influence the audience. The writing/ script and ideas shared attempted to bring attention to the issue of focus.</p> <p>In the performance, the student demonstrates some understanding of appropriate theatre/ performance etiquette.</p>	<p>In the performance, the student used techniques to influence the audience, effectively. The writing/script and ideas shared bring attention to the issue of focus.</p> <p>In the performance, the student demonstrates a good understanding of appropriate theatre/ performance etiquette.</p>	<p>In the performance, the student very effectively used techniques to influence the audience, and did so in an engaging way. The writing/script and ideas shared were deep, thought-provoking, and intense, while still being related to the issue of focus.</p> <p>In the performance, the student demonstrates an excellent understanding of appropriate theatre/ performance etiquette.</p>



Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Application</b></p> <p>Student engages in a “role play” (be it in spoken word or dramatic act) and has explored deeper themes, ideas, feelings, and beliefs.</p> <p>In dealing with contentious topics (i.e. Islamophobia and other ostracizing societal ills), the student has engaged in safe and ethical practices, and thoughtfully navigated the appropriate skills and attitudes necessary (i.e. understands dramatic/ artistic license) in order to perform this dramatic production.</p>	<p>Student is beginning to depict a “role play” (be it in spoken word or dramatic act) and has yet to explore any deeper ideas/issues.</p> <p>In dealing with a contentious topic(s), the student is starting to, or has a great deal of work to put in to engage in safe and ethical practices in drama.</p>	<p>Student depicts a “role play” (be it in spoken word or dramatic act) and is beginning to explore deeper ideas/ issues.</p> <p>In dealing with a contentious topic, the student is starting to engage in safe and ethical practices in drama, and demonstrated some understanding that certain skills and attitudes had to be established when creating this skit/ spoken word piece.</p>	<p>Student depicts a “role play” (be it in spoken word or dramatic act) and explores deeper ideas/ issues.</p> <p>In dealing with contentious topic(s), the student engages in safe and ethical practices in drama. S/he demonstrated a considerable understanding of skills and attitudes that needed to be established when creating this skit/ spoken word piece.</p>	<p>Student depicts a “role play” (be it in spoken word or dramatic act) and explores deeper ideas/issues, and left the audience with a powerful message.</p> <p>In dealing with a few contentious topics, the student engages in safe and ethical practices in drama.</p> <p>S/he demonstrated a deep-level of understanding of the skills and attitudes necessary to establish when doing a spoken words/ skit.</p>

# Grade 11

## Social Sciences: Equity, Diversity, and Social Justice (Workplace Preparation)

Applies to the stories of:	
Boonaa	✓
Ahmed	✓
Fatima	✓
Kate	✓

Curriculum expectations are taken from the *Ontario Curriculum Expectations for Social Sciences* (2013).

Research and Inquiry Skills	Foundations	Equity, Social Justice, and Change	Promoting Equity and Social Justice
<p><b>A1. Exploring</b></p> <p>1.1 Explore a variety of topics related to E, D, and SJ.</p> <p>1.2 Identify key concepts.</p> <p><b>A2. Processing Information</b></p> <p>3.1 - 3.3, &amp; 3.5 Assess primary and secondary info gathered after recording and analysing it in an array of formats, and synthesize and formulate conclusions after thorough analysis.</p> <p><b>A3. Communication and Reflecting</b></p> <p>4.1 Use an appropriate format (the doll + presentation) to communicate the results of your research.</p> <p>4.2 Use correct terminology.</p>	<p><b>B1. The Social Construction of Identity</b></p> <p>1.2 Demonstrate an understanding of how a variety of factors intersect in individuals to create diverse experiences of identity and social roles.</p> <p>1.3 Explain the negative ways in which social norms can affect individuals.</p> <p>1.4 Explain how biases and stereotypes (related to race) are transmitted through media and pop culture, and describe impact of biases and stereotypes on individual.</p> <p><b>B2. Power Relations</b></p> <p>2.1 Explain how power and privilege operate in various Canadian contexts.</p> <p>2.3 Demonstrate an understanding of the differences between individual and systemic forms of discrimination and oppression.</p> <p>2.4 Describe effects of discrimination and oppressions on individuals and groups.</p> <p><b>B3. Social Awareness and Individual Action</b></p> <p>3.1 Describe ways in which one’s personal choices or behaviour can help empower individuals and reduce the impact of inequity or social injustice locally, nationally, or internationally.</p>	<p><b>C1. Ethnocultural Diversity in Canada</b></p> <p>1.1 Describe the ongoing challenges and struggles facing various racial, cultural, or national minority groups in Canada.</p> <p><b>C2. Equity and Social Justice in Canada</b></p> <p>2.4 Describe a range of perspectives on specific contemporary equity or social justice issues in Canada.</p>	<p><b>D2. Human Rights, Equity, and anti-discrimination</b></p> <p>2.1 Describe the protections outlined in the Ontario Human Rights Code and other human rights legislation and policies.</p> <p>2.2 Demonstrate an understanding of how to apply strategies to effectively and safely address personal experiences of bias, stereotypes, prejudice, discrimination, and/or oppression.</p> <p>2.3 Demonstrate an understanding of how to respond safely and effectively when witnessing a situation or behaviour that reflects prejudice, discrimination, oppression, harassment or bullying.</p>

Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Knowledge</b></p> <p>Student is able to list, describe, and explain the biases, mistreatments, and stereotypes using correct terminology and terms that are related to his/her selected FOCUS that is represented by selected activity.</p>	<p>Student demonstrates limited knowledge when it comes to listing, describing and explaining most terms and concepts he/she attempts to demonstrate in their chosen task.</p>	<p>Student demonstrates some knowledge within his/her chosen task based on the terms, concepts, and descriptions he/she uses in the creation and follow-up presentation/ reflection of the project.</p>	<p>Student demonstrates a veritable amount of knowledge within his/her chosen task based on the terms, concepts, and descriptions he/she uses. There is evidence also in the follow-up presentation/ reflection of the project.</p>	<p>Student demonstrates a well-researched, factual, and beyond obvious amount of knowledge within his/her chosen task based on the terms, concepts, and descriptions he/she uses. There is evidence also in the follow-up presentation/ reflection of the project.</p>

Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Thinking</b></p> <p>Student effectively analyses and shares the experience of profiling/bias/discrimination and explains insightfully how this mistreatment has both negative (short or long-term) effects on an individual and systemic level. The student also gathered this info by reviewing pertinent primary and secondary resources.</p>	<p>Student has demonstrated a limited amount of thought and insight in his/her thinking regarding profiling/bias/discrimination and it's far-reaching impact on the individual and society.</p> <p>He/she has not reviewed very pertinent and effective primary and secondary resources.</p>	<p>Student has demonstrated some thought and insight in his/her thinking regarding profiling/bias/discrimination and it's far-reaching impact on the individual and society.</p> <p>He/she has reviewed some pertinent and effective primary and secondary resources.</p>	<p>Student has demonstrated considerable thought and insight in his/her thinking regarding profiling/bias/discrimination and it's far-reaching impact on the individual and society.</p> <p>He/she has reviewed pertinent and effective primary and secondary resources.</p>	<p>Student has demonstrated a high degree of thought and insight in his/her thinking regarding profiling/bias/discrimination and it's far-reaching impact on the individual and society. He/she has contemplated and worked out non-obvious and complicated understandings from the work done on this task.</p> <p>He/she has reviewed effective and insightful primary and secondary resources.</p>

Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Communication</b></p> <p>The effort and process placed in constructing the concepts of racial profiling, stereotyping, and mistreatment were done with consideration and sensitivity. This was demonstrated both in their selected assessment piece and the presentation/ reflection.</p>	<p>Student has created an artifact that has one or more of the following: Overgeneralizations, misunderstandings and stereotypes, information that lacks research and sensitivity, simplistic thoughts, just to name a few. The care, consideration and effort put into the task could also deter from the communication of the student's intended message.</p> <p>Student shared a limited amount of knowledge and information in his/her post-assignment task.</p>	<p>Student has made the attempt to share something meaningful, and has done so by:</p> <ul style="list-style-type: none"> <li>- Stating obvious stereotypes and issues related to the group of focus.</li> <li>- Beginning to introduce deeper concepts that lack proper research or insight.</li> </ul> <p>The care, consideration and effort put into the task could also deter from the communication of the student's intended message.</p> <p>Student was beginning to share some deep thoughts and insight in his/her post-assignment task.</p>	<p>Student shares a list of well thought-out, interesting, and relevant pieces of information, and has done so in a way that is clear, clean, and easy to comprehend.</p> <p>The care, consideration and effort put into the task was considerably well done granted it was to the student's full potential.</p> <p>Student shared a clear and comprehensible post-assignment task.</p>	<p>Student shares a list of well thought-out, introspective, reflective, and insightful pieces of information, and has done so in a way that is clear, and easy to comprehend.</p> <p>The care, consideration and effort put into the task was beyond average, and demonstrates student's full abilities.</p>

Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Application</b></p> <p>It is evident in the student's learning task and presentation that she/he understands the detrimental effects of racism/profiling/bias/discrimination has on an individual's daily experience. In addition, using the Ontario Human Rights Code (OHRC) document, s/he was able to demonstrate a person's rights contrary to their mistreatment, and has a plan to empower both themselves and others in the Canadian context.</p>	<p>Student has made limited connections between the Ontario Human Rights Code (OHRC) document.</p> <p>Student has made limited connections between racial profiling and the effects it has on an individual.</p>	<p>Student has made some connection between the Ontario Human Rights Code (OHRC) document.</p> <p>Student has made some link and put forth some repercussions that racial profiling has on an individual.</p> <p>Student has put forth some plans to empower themselves or other Canadians using the OHRC document.</p>	<p>Student has made connections between the Ontario Human Rights Code (OHRC) document.</p> <p>Student has listed a few repercussions that racial profiling has on an individual.</p> <p>Student has listed ideas that will empower themselves and other Canadians using the OHRC document.</p>	<p>Student has a deep understanding of the Ontario Human Rights Code (OHRC) document, and has proven to do so by integrating it in his/her learning task, or speaking about it in depth in his/her presentation.</p> <p>Student has made arguments about the repercussions of racial profiling that relate to the social, emotional, and/or economic well-being of a person.</p> <p>By engaging in these high-level connections, the student has clearly empowered themselves and other Canadians.</p>

# Grade 11

## Social Sciences: Gender Studies (University/College Preparation)

Applies to the stories of:	
Boonaa	
Ahmed	
Fatima	✓
Kate	✓

Curriculum expectations are taken from the *Ontario Curriculum Expectations for Social Sciences (2013)*.

As this activity is recommended for Assessment FOR and AS learning, the facilitator and educator should creatively draw connections in order for the following expectations to be satisfied. Viewing of Fatima and Kate's stories could result in stories and (potential) activities that may spark student's interest or inquiry into the subject of Islamophobia, specific to the hardships of Muslim women in North American and European contexts.



Research and Inquiry Skills	Foundations	Gender Issues and Gender-Related Policy in Context	Implementing Change
<p><b>A1. Exploring</b></p> <p>1.1 Explore a variety of topics related to gender studies.</p> <p>1.2 Identify key concepts related to their selected topics.</p> <p>1.3 Formulate effective questions to guide their research and inquiry.</p> <p><b>A2. Investigating</b></p> <p><b>A3. Processing Information</b></p> <p><b>A4. Communicating and Reflecting</b></p> <p>4.1 Use an appropriate format to communicate the results of the research and inquiry effectively for a specific purpose and audience.</p> <p>4.2 Correctly use terms relating to sex and gender equity.</p>	<p><b>B1. The Social Construction of Gender</b></p> <p>1.1 Explain key terms and concepts relating to gender studies.</p> <p>1.2 Explain how gender norms are socially constructed and may be culturally specific.</p> <p>1.3 Analyse ways in which gender intersects with other aspects of identity.</p> <p>1.5 Assess ways in which socially constructed gender roles and norms reflect the realities of women’s and men’s lived experiences locally and globally.</p> <p><b>B2. Power Relations, Sex and Gender</b></p> <p>2.1 Analyse the ways in which power and privilege are unequally distributed between and among males and females in homes, schools, workplaces, and community settings.</p> <p>2.3 Analyse ways in which sexism can manifest itself in contemporary Canadian society.</p> <p><b>B3. Representations of Gender</b></p> <p>3.1 Analyse representations of gender in media and popular culture.</p> <p>3.2 Analyse the impact on individuals of stereotypical representations of gender in media and popular culture.</p>	<p><b>C1. Securing Rights and Social Supports</b></p> <p><b>C2. Local and Global Challenges</b></p> <p><b>C3. Gender- Based Violence and Its Prevention</b></p> <p>3.1 Analyse the impact of gender-based violence.</p> <p>3.2 Analyse how the media and popular culture portray gender-based violence and aggression.</p> <p>3.3 Explain how social institutions or systems (e.g., Harper Canadian Government vs. Veil Issue) can perpetuate or decrease homophobic and gender-based violence and harassment in both Canadian and global contexts.</p> <p>3.4 Demonstrate an understanding of a range of awareness and prevention strategies relating to forms of gender-based violence, including sexual assault and gender-based bullying and harassment.</p>	<p><b>D1. Changes in the Workplace</b></p> <p>1.1 Describe, with reference to both Canadian and global contexts, accomplishments of and barriers faced by women and men in areas in which females or males have been traditionally underrepresented.</p> <p><b>D2. Agents of Change</b></p> <p>2.1 Describe the accomplishments of Canadian individuals and organizations in promoting gender equity and changing gender expectations.</p> <p>2.2 Describe a range of organizations outside Canada, including international organizations and initiatives.</p> <p><b>D3. Social Action and Personal Engagement</b></p>

# Grade 12

## Social Sciences: Equity, Diversity, and Social Justice (University/College Preparation)

Applies to the stories of:	
Boonaa	
Ahmed	
Fatima	✓
Kate	✓

Curriculum expectations are taken from the *Ontario Curriculum Expectations for Social Sciences (2013)*.

As this activity is recommended for Assessment FOR and AS learning, a structured classroom conversation or a debate would be best for this age level. This activity could be a starting/ launch-off point for further study into topics around: *stereotyping, Islamophobia, bias, and marginalization*.

Research and Inquiry Skills	Understanding Social Construction	Addressing Equity and Social Justice Issues	Personal and Social Action
<p><b>A1. Exploring</b></p> <p>1.1 Explore a variety of topics related to equity and social justice to identify topics for research and inquiry.</p> <p>1.2 Identify key concepts related to their selected topics.</p> <p>1.3 Formulate effective questions to guide their research and inquiry.</p> <p>This portion of Neglected Voices would be optimal for researching (but not limited to) the following topics:</p> <ol style="list-style-type: none"> <li>1. Racial profiling</li> <li>2. Islamophobia</li> <li>3. The immigrant experience</li> <li>4. Second generation Canadian experience</li> <li>5. Cultural stereotyping and bias</li> <li>6. What may traditionally be known as the “ghetto effect”, in-group bias/ racism</li> </ol> <p><b>A3. Processing Information</b></p> <p>3.1 - 3.3, &amp; 3.5 Assess primary and secondary info gathered after recording and analysing it in an array of formats, and synthesize and formulate conclusions after thorough analysis.</p> <p><b>A4. Communicating &amp; Reflecting</b></p> <p>4.1 Use an appropriate format (discussion/ debate) to communicate the results of your research and inquiry.</p> <p>4.2 Use correct terminology relating to equity and social justice correctly.</p> <p>This activity, at this level, would be best used as a start-off point for many students. A good beginning point for inquiry and research.</p>	<p><b>B1. Approaches and Perspectives</b></p> <p>1.3 Explain how individual and systemic factors (e.g., fear, greed, isolation, pressure to conform, poverty, individual and systemic discrimination) can cause or perpetuate inequity and social injustice.</p> <p>1.4 Analyse ways in which social and cultural belief systems can affect perspectives on and decisions relating to equity and social justice issues.</p> <p>1.5 Analyse how legislation, law, and public policy approach equity and social justice issues, and how they can affect people’s perceptions of these issues</p> <p><b>B2. Power Relations</b></p> <p>2.2 Analyse the effects of bias, stereotypes, prejudice, discrimination, and oppression on individuals and groups.</p> <p>2.4 Demonstrate an understanding of how the use of language can empower or marginalize individuals and groups.</p> <p><b>B3. Media and Popular Culture</b></p> <p>3.1 Analyse stereotypes found in the media and popular culture, and assess their impact.</p> <p>3.2 Analyse the viewpoints in news reports on equity and social justice issues.</p>	<p><b>C1. Historical and Contemporary Issues</b></p> <p>1.1 Analyse the rationale for specific instances of social injustices in Canadian history, and demonstrate an understanding of how perspectives on the issues related to these historical injustices have changed.</p> <p>1.2 Analyse a broad range of current equity and social justice issues in Canada with reference to the underlying social circumstances and potential strategies for addressing the issues.</p> <p><b>C3. Policies, Strategies, and Initiatives</b></p> <p>3.1 Compare challenges facing various equity-seeking groups and describe some of the policies, strategies, and initiatives used by these groups to address their concerns.</p>	<p><b>D1. Promoting Equity and Social Justice</b></p> <p>1.1 Describe how fundamental values, attitudes, and day-to-day behaviour can contribute to equity and social justice.</p>

# Grade 12

## Social Sciences: World Cultures (University/College Preparation)

Curriculum expectations are taken from the *Ontario Curriculum Expectations for Social Sciences* (2013).

As this activity is recommended for Assessment FOR and AS learning, a structured classroom conversation or a debate would be best for this age level. This activity could be a starting/launch-off point for further study into topics around: *the effects of labelling, stereotyping, and misrepresentations of Muslim youth in Canada.*

Research and Inquiry Skills	The Concept of Culture	Cultural Expression	Critical Cultural Issues
			<p><b>D2. Power Relations</b></p> <p>1.2 Analyse the potential impact on cultural identity and the relations between cultural groups of stereotypes, labelling, and misrepresentations found in mainstream media and popular culture.</p> <p>D1.4 Describe various ways in which cultural minority groups address challenges to their identity from more powerful groups.</p>

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