

HIV/AIDS

And Children In Lesotho

A Orientation: Personal Lifestyle Assessment

Before reading the article HIV/AIDS And Children In Lesotho, respond to and reflect upon the following questionnaire. For multiple choice questions you may circle as many choices as you wish.

1. I am attending school in grade _____, and I anticipate I will continue to have free access to education until _____.
2. The average Canadian family can afford to eat _____ nutritious meals a day.
4. Canadian youth can safely earn some extra pocket money by _____.
5. At present, I live in a family with a) one b) two c) no adult parents or guardians of approximately the same age as the parents of my peers or d) on the streets.
6. Should my family experience extreme financial difficulties, we might obtain some help by _____.
7. If I am sick, I can expect to gain care by _____.
8. I expect to reach the age of _____ before I die.
9. In Canada, I think that HIV/AIDS mainly affects people between the ages of:
 - a) 0 to 15
 - b) 15 to 25
 - c) 25 to 50
 - d) over 50
 - e) all of the above
10. Explain your selection for question #9

B 2. Terms and Terminology

Find a word or an expression in the reading that corresponds to each of the following definitions:

1. A person who works as a housekeeper in the home
2. The average age that a person in a particular country can hope to live to
3. A cause of pain, punishment or disaster
4. The use of another person for selfish purposes
5. The name of the people of Lesotho

B 1. Focus Article

HIV/AIDS and Children in Lesotho [DRAFT]

Lesotho, a tiny mountain kingdom in Southern Africa, is a study in contrasts. It is known as the “rooftop of Africa,” and to the visitor from outside, the country looks post-card-perfect. Rugged mountains cover much of the land and sweep downward into lush green valleys flowing with crystal clear streams. But appearances can deceive. In Lesotho, a terrible scourge is devastating the population and affecting children and youth especially.

The scourge is HIV/AIDS. Some 30 percent, or 700,000, of Lesotho’s population of 2.2 million people is infected with the AIDS virus, making Lesotho one of the worst HIV/AIDS-affected countries in the world. In 2004 more than 29,000 Basuto died of the disease. The average life expectancy is only 37 years, primarily because of the impact of the AIDS virus. The situation is made even worse because of widespread poverty. Many AIDS sufferers die much sooner than necessary because they can’t afford life-saving medicines or to buy nutritious food which would help them maintain good health and prevent AIDS-related illnesses. King Letseii III has declared HIV/AIDS a national disaster and government ministers speak out on the issue and advocate for prevention.

Children, however, are the real face of AIDS in Lesotho. Some 92,000, 10 percent of the child population, have been orphaned by AIDS. Elderly relatives, often grandparents, care for most. But many children have no alternative but to provide for themselves and their siblings. Imagine, becoming head of your household at age 10 or 11! Some children find work as domestic workers, car washers, taxi fare collectors and street vendors to make money. Many turn to begging in the streets where they are vulnerable to exploitation. Unicef fears that a generation of children in Lesotho is being lost to AIDS.

Mary, age 16, lost her father to HIV/AIDS when she was much younger, and her mother died of AIDS four years ago. She attends Katlehong primary school in the town of Thaba Tseka. Julia Likhama, Mary’s schoolteacher, tells Mary’s story: “Ever since her mother passed away, [Mary] has been sad,” said Julia. “She was a bright, clever girl, one of the top students but now she has changed. Her grades are not good. She’s just sad. This has disturbed her mentally.” Mary now lives with an older brother but she must work cleaning other people’s homes in order to support herself.

Each of Lesotho’s AIDS orphans has their own striking stories to tell. One lives with his four siblings during the school year and with his grandmother during the holidays. Another is living with an aunt. Yet another lives alone with her brother and sister. They all have their own dreams and say they don’t like being singled out and don’t want to be pitied.

A massive effort has been undertaken in Lesotho by United Nations agencies such as Unicef to lessen the AIDS crisis. Many programs working with street children in Lesotho focus on preventing and/or medical care. There are also programs that promote the rights of street children.

Education is key to helping AIDS orphans secure a brighter future. In 2000, the Government of Lesotho began offering free education to all Basuto children. At school, children are taught about AIDS prevention and life skills and are given two meals a day through the UN's World Food Programme's school-feeding programme. At Katilehong primary school, for example, the schoolyard is jam-packed each day with over 150 chattering children. All of them have lost one or both parents to HIV/AIDS. However, it remains a challenge for them to remain in school. Children in families affected by AIDS often drop out of school to become caregivers of sick parents or care for younger siblings.

All figures from a January 2004 study by UNICEF, Save the Children, and the Lesotho Ministry of Health and Social Welfare.

"Basuto" is the name of the people of Lesotho.

The name has been changed for identity protection purposes.

Story abridged from Unicef article: http://www.unicef.org/infobycountry/lesotho_23865.html.

C 1. Guided Reading Organizer: Facts and Figures on Lesotho

By reading the Focus Article, I have discovered that HIV/AIDS affects the lives of children in Lesotho in the following ways:

1. Family Life

2. Emotional Well Being

3. Physical Well Being

4. Economic Situation

5. Personal Security

6. Expectations for the Future

C 2. Guided Reading: Inferring Meaning (AIDS in Lesotho)

Often writers imply much more than they actually say. Some of the phrases in the article are laden with much more meaning in the context of the battle against the AIDS pandemic. Consider what the highlighted words mean in the context of the following key sentences. What do these sentences reveal about the author's "point of view"?

1. The situation [problems due to AIDS] is made even worse **because of widespread poverty**. (par.2)

2. King Letseii III has declared HIV/AIDS a national disaster and government ministers speak out on the issue **and advocate for prevention**. (par. 2)

3. Many turn to begging in the streets **where they are vulnerable to exploitation**. (par. 3)

4. At school, children are taught about AIDS prevention **and life skills** and are given two meals a day ... (par. 7)

C 3. Searching For Solutions

Steps are being taken to identify and implement solutions to fight the AIDS pandemic and bring assistance to its victims. Reread the article to find evidence of what is being done. How could you categorize these steps? Consider which actions stem from local leadership, express individual responsibility or come about from international involvement. What more needs to be done?

1. Local Leadership _____

2. Individual Responsibility _____

3. International Involvement _____

4. What else needs to be done? _____

D 1a Lifestyle Comparison T-chart (Canada and Lesotho)

Refer to the responses for your own *Personal Lifestyle Assessment* and your answers for the *Lifestyle Assessment: Possible Responses for a Child Living in Lesotho* to complete in point form the following Comparison T-chart. Reflect on your findings and then write a brief paragraph to show how lifestyle is a factor in the struggle against HIV/AIDS for children in Lesotho.

Lifestyle realities of Canadian children

Lifestyle realities of Basuto children

D 2. My conclusions:

D 1b Lifestyle Assessment: Preparation for Comparison T-Chart Possible Responses for a Child Living in Lesotho

Refer to the Focus Article HIV/AIDS and Children in Lesotho or any other research that you may have done to complete the questionnaire that follows. For multiple choice questions you may circle as many choices as you wish.

1. Percent of children who are eligible to attend school in Lesotho _____.
2. I am certain / I am not sure if I will continue to attend school until I graduate.
3. Daily responsibilities for a Basuto child in a family may include:
_____.
4. The average Basuto family can / cannot afford to eat nutritious meals each day.
5. Basuto youth may have to earn money to support themselves or their families by
_____.
6. Many Basuto children live in families with
a) one (b) two c) no adult parents or guardians of approximately the same age as the parents of their peers or d) on the streets.
7. Should their family experience be unable to support them they might have to
_____.
8. If they are sick, they might be helped by _____.
9. The average Basuto can expect to reach the age of _____ before they die.
10. In Lesotho, I think that HIV/AIDS mainly affects people between the ages of:
a) 0 to 15
b) 15 to 25
c) 25 to 50
d) over 50
e) all of the above
11. Explain your selection for question #10.

D 3 Headline News - Synthesizing your understanding

Return to the focus article, **Children and HIV/AIDS in Lesotho**. For each of the 7 paragraphs create a headline that synthesizes what you have understood. Then visit the website of photographer **Steve Simon** and follow the links to view his photo essay about Lesotho entitled "**A Hopeful Vision**" at <http://www.stevesimonphoto.com/>. Select seven images which will positively portray the key information in each paragraph.

Check with your teacher about

i) The format for your product (check one of the options below)

Word Document

PowerPoint presentation

Installation

Other

ii) How you will submit your final product (check one of the options below)

printed as hard copy.

saved on your school computer workspace.

submitted digitally (diskette / CD / other: _____)

Reading and Responding to the Focus Article
HIV/AIDS and Children in Lesotho
Junior-Intermediate Rubric

Student's name _____

Criteria for Evaluaton	Level 1	Level 2	Level 3	Level 4
<p>Reading Read and demonstrate an understanding of informational texts, using a range of strategies to construct meaning.</p>	Reads and demonstrates an understanding of the article HIV/AIDS and Children in Lesotho, using a range of strategies with limited effectiveness.	Reads and demonstrates an understanding of the article HIV/AIDS and Children in Lesotho, using a range of strategies with some effectiveness.	Reads and demonstrates an understanding of the article HIV/AIDS and Children in Lesotho, using a range of strategies with considerable effectiveness.	Reads and demonstrates an understanding of the article HIV/AIDS and Children in Lesotho, using a range of strategies with thorough effectiveness.
<p>Writing Generate, gather, and organize ideas and information to write for an intended purpose and audience.</p>	Generates, gathers and organizes ideas and information to write to discuss the article, HIV/AIDS and Children in Lesotho with limited effectiveness.	Generates, gathers and organizes ideas and information to write to discuss the article, HIV/AIDS and Children in Lesotho with some effectiveness.	Generates, gathers and organizes ideas and information to write to discuss the article, HIV/AIDS and Children in Lesotho with considerable effectiveness.	Generates, gathers and organizes ideas and information to write to discuss the article, HIV/AIDS and Children in Lesotho with thorough effectiveness.
<p>Geography (1) Locate relevant information from a variety of primary and secondary sources.</p>	Locates relevant information from a variety of primary and secondary sources with limited effectiveness.	Locates relevant information from a variety of primary and secondary sources with some effectiveness.	Locates relevant information from a variety of primary and secondary sources with considerable effectiveness.	Locates relevant information from a variety of primary and secondary sources with thorough effectiveness.
<p>Geography (2) Use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about patterns in human geography.</p>	Uses the focus article to gather, process and communicate geographic information about patterns in human geography connected to the AIDS pandemic with limited effectiveness.	Uses the focus article to gather, process and communicate geographic information about patterns in human geography connected to the AIDS pandemic with some effectiveness.	Uses the focus article to gather, process and communicate geographic information about patterns in human geography connected to the AIDS pandemic with considerable effectiveness.	Uses the focus article to gather, process and communicate geographic information about patterns in human geography connected to the AIDS pandemic with thorough effectiveness.

Reading and Responding to the Focus Article HIV/AIDS and Children in Lesotho

Secondary School Rubric

Student's name _____

Criteria for Evaluaton	Level 1	Level 2	Level 3	Level 4
Reading (1) Read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods.	Reads and demonstrates an understanding of the focus article on AIDS in Lesotho with limited excellence.	Reads and demonstrates an understanding of the focus article on AIDS in Lesotho with some effectiveness.	Reads and demonstrates an understanding of the focus article on AIDS in Lesotho with considerable effectiveness.	Reads and demonstrates an understanding of the focus article on AIDS in Lesotho with thorough effectiveness.
Reading (2) Use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience.	Uses knowledge of vocabulary and language conventions to speak, write and read competently using a level of language appropriate to discuss the focus article on AIDS in Lesotho with limited effectiveness.	Uses knowledge of vocabulary and language conventions to speak, write and read competently using a level of language appropriate to the purpose and audience with some effectiveness.	Uses knowledge of vocabulary and language conventions to speak, write and read competently using a level of language appropriate to the purpose and audience with considerable effectiveness.	Uses knowledge of vocabulary and language conventions to speak, write and read competently using a level of language appropriate to the purpose and audience with thorough effectiveness.
Writing Use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work.	Uses a variety of organizational techniques to present ideas and supporting details logically and coherently in written work to discuss the focus article with limited effectiveness.	Uses a variety of organizational techniques to present ideas and supporting details logically and coherently in written work to discuss the focus article with some effectiveness.	Uses a variety of organizational techniques to present ideas and supporting details logically and coherently in written work to discuss the focus article with considerable effectiveness.	Uses a variety of organizational techniques to present ideas and supporting details logically and coherently in written work to discuss the focus article with thorough effectiveness.
Geography Evaluate the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level.	Evaluates the effectiveness of short-term and long-term solutions to geographic problems and issues surrounding the AIDS pandemic at the local, national, and global level with limited effectiveness.	Evaluates the effectiveness of short-term and long-term solutions to geographic problems and issues surrounding the AIDS pandemic at the local, national, and global level with some effectiveness.	Evaluates the effectiveness of short-term and long-term solutions to geographic problems and issues surrounding the AIDS pandemic at the local, national, and global level with considerable effectiveness.	Evaluates the effectiveness of short-term and long-term solutions to geographic problems and issues surrounding the AIDS pandemic at the local, national, and global level with thorough effectiveness.
Canadian and World Politics 12) Participation in International Community * explain the rights and responsibilities of individual citizens, groups, and states in the international community; * evaluate the role of Canada and Canadians in the international community; * describe the structure and function of international intergovernmental and non-governmental organizations;	<i>With reference to the struggle against the AIDS pandemic in Lesotho,</i> check as appropriate: ___ explains the rights and responsibilities of individual citizens, groups, and states in the international community; ___ evaluates the role of Canada and Canadians in the international community; ___ describes the structure and function of international intergovernmental and non-governmental organizations	<i>With reference to the struggle against the AIDS pandemic in Lesotho,</i> check as appropriate: ___ explains the rights and responsibilities of individual citizens, groups, and states in the international community; ___ evaluates the role of Canada and Canadians in the international community; ___ describes the structure and function of international intergovernmental and non-governmental organizations	<i>With reference to the struggle against the AIDS pandemic in Lesotho,</i> check as appropriate: ___ explains the rights and responsibilities of individual citizens, groups, and states in the international community; ___ evaluates the role of Canada and Canadians in the international community; ___ describes the structure and function of international intergovernmental and non-governmental organizations	<i>With reference to the struggle against the AIDS pandemic in Lesotho,</i> check as appropriate: ___ explains the rights and responsibilities of individual citizens, groups, and states in the international community; ___ evaluates the role of Canada and Canadians in the international community; ___ describes the structure and function of international intergovernmental and non-governmental organizations

E Tsepong—A Clinic Called Hope

1. Preparation to View the Film:

Attributes which define excellent character:

Definition of an “Everyday Hero”

2. How to complete the “Four Corner Chat”

Reflect back on the film you have seen. Who were the “everyday heroes” in the film? Be prepared to contribute suggestions to complete at least one corner of the organizer in your group of four. With your group members, enter a character’s name, together with the character traits you believe they possess and examples of words and deeds that you observed to support your analysis to complete the four corners. Be prepared to present to the class.

3. Hall of Hope: Art Outcome

Select one character from the film to honour as an *Everyday Hero*.

You may choose to work from the “Four Corner Chat” organizer, or focus on a different character than the ones you discussed in your group.

Create a poster which highlights the character traits, words and deeds of the person you select to honour. Be sure to plan your work. How will gestures, expression, and details in your piece come together to communicate meaningfully the concept of heroism in the context of the life of the person you will depict. How will words and text be incorporated? Submit your plans and sketches with your final product!

Posters may be created digitally or by using various art materials (watercolour, acrylic, tempera, coloured pencils, ink, pastels).

Examine the rubric to ensure you will meet the objectives for evaluation before you start this task.

Be prepared to explain why you have chosen to honour the person and why you made your artistic decisions.

Create a “**Hall of Hope Display**” which highlights the posters done by your class.

Tsepong—A Clinic Called Hope
Four Corners Graphic Organizer

Student's Name _____

Proof of Character by Word and Deed
(enter on the vertical lines)

Name of Character

Character Traits
(enter on the horizontal lines)

Everyday Heroes

Character Traits
(enter on the horizontal lines)

Proof of Character by Word and Deed
(enter on the vertical lines)

Name of Character

Everyday Heroes
Responding to the Film Tsepong - A Clinic Called Hope
Junior-Intermediate Rubric

Student's name _____

Criteria	Level 1	Level 2	Level 3	Level 4
Oral communication Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.	Listens in order to understand and responds appropriately to address the issues presented by the film, Tsepong—A Clinic Called Hope with limited effectiveness.	Listens in order to understand and responds appropriately to address the issues presented by the film, Tsepong—A Clinic Called Hope with some effectiveness.	Listens to understand and responds appropriately to address issues presented by the film, Tsepong—A Clinic Called Hope with considerable effectiveness.	Listens to understand and responds appropriately to address issues presented by the film, Tsepong—A Clinic Called Hope with thorough effectiveness.
Language: Media Literacy (1) Demonstrate an understanding of a variety of media texts.	Demonstrates an understanding of the film, Tsepong—A Clinic Called Hope as a media text with limited effectiveness.	Demonstrates an understanding of the film, Tsepong—A Clinic Called Hope as a media text with some effectiveness.	Demonstrates an understanding of the film, Tsepong—A Clinic Called Hope as a media text with considerable effectiveness.	Demonstrates an understanding of the film, Tsepong—A Clinic Called Hope as a media text with thorough effectiveness.
Language: Media Literacy (2) Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.	Identifies some media forms and explains how the conventions and techniques associated with them are used to create meaning in the film Tsepong—A Clinic Called Hope with limited effectiveness.	Identifies some media forms and explains how the conventions and techniques associated with them are used to create meaning in the film Tsepong—A Clinic Called Hope with some effectiveness.	Identifies some media forms and explains how the conventions and techniques associated with them are used to create meaning in the film Tsepong—A Clinic Called Hope with considerable effectiveness.	Identifies some media forms and explains how the conventions and techniques associated with them are used to create meaning in the film Tsepong—A Clinic Called Hope with thorough effectiveness.
Writing Generate, gather, and organize ideas and information to write for an intended purpose and audience.	Generates, gathers and organizes ideas and information to identify heroes in the film Tsepong—A Clinic Called Hope with limited effectiveness.	Generates, gathers and organizes ideas and information to identify heroes in the film Tsepong—A Clinic Called Hope with some effectiveness.	Generates, gathers and organizes ideas and information to identify heroes in the film Tsepong—A Clinic Called Hope with considerable effectiveness.	Generates, gathers and organizes ideas and information to identify heroes in the film Tsepong—A Clinic Called Hope with thorough effectiveness.
Geography (1) Locate relevant information from a variety of primary and secondary sources.	Locates relevant information for his/her Geography course from the film Tsepong—A Clinic Called Hope with limited effectiveness.	Locates relevant information for his/her Geography course from the film Tsepong—A Clinic Called Hope with some effectiveness.	Locates relevant information for his/her Geography course from the film Tsepong—A Clinic Called Hope with considerable effectiveness.	Locates relevant information for his/her Geography course from the film Tsepong—A Clinic Called Hope with thorough effectiveness.
Geography (2) Use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about patterns in human geography.	Uses the film, Tsepong—A Clinic Called Hope to gather, process and communicate geographic information about patterns in human geography with limited effectiveness.	Uses the film, Tsepong—A Clinic Called Hope to gather, process and communicate geographic information about patterns in human geography with some effectiveness.	Uses the film, Tsepong—A Clinic Called Hope to gather, process and communicate geographic information about patterns in human geography with considerable effectiveness.	Uses the film, Tsepong—A Clinic Called Hope to gather, process and communicate geographic information about patterns in human geography with thorough effectiveness.
Health and Physical Education Identify the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality (e.g., respect for life, ethical questions in relationships, contraception) (8)	Identifies the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality to address the challenges of preventing or living with AIDS presented through viewing the film Tsepong—A Clinic Called Hope with limited effectiveness.	Identifies the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality to address the challenges of preventing or living with AIDS presented through viewing the film Tsepong—A Clinic Called Hope with some effectiveness.	Identifies the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality to address the challenges of preventing or living with AIDS presented through viewing the film Tsepong—A Clinic Called Hope with considerable effectiveness.	Identifies the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality to address the challenges of preventing or living with AIDS presented through viewing the film Tsepong—A Clinic Called Hope with thorough effectiveness.

Everyday Heroes
Responding to the Film Tsepong - A Clinic Called Hope
Secondary Rubric

Student's name _____

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Language (9-12) Use listening techniques and oral communication skills to participate in classroom discussions and reporting/presenting, for specific purposes and audiences.</p>	Uses listening techniques and oral communication skills to participate in discussions about the themes and messages in the film Tsepong—A Clinic Called Hope with limited effectiveness.	Uses listening techniques and oral communication skills to participate in discussions about the themes and messages in the film Tsepong—A Clinic Called Hope with some effectiveness.	Uses listening techniques and oral communication skills to participate in discussions about the themes and messages in the film Tsepong—A Clinic Called Hope with considerable effectiveness.	Uses listening techniques and oral communication skills to participate in discussions about the themes and messages in the film Tsepong—A Clinic Called Hope with thorough effectiveness.
<p>Media Studies (1) Analyze, interpret, and assess the techniques, forms, style, and language of media works to describe and explain how different media communicate meaning;</p>	Analyses, interprets, and assesses the techniques, forms, style, and language of the film Tsepong—A Clinic Called Hope as a media work to describe and explain how it communicates meaning with limited effectiveness.	Analyses, interprets, and assesses the techniques, forms, style, and language of the film Tsepong—A Clinic Called Hope as a media work to describe and explain how it communicates meaning with some effectiveness.	Analyses, interprets, and assesses the techniques, forms, style, and language of the film Tsepong—A Clinic Called Hope as a media work to describe and explain how it communicates meaning with considerable effectiveness.	Analyses, interprets, and assesses the techniques, forms, style, and language of the film Tsepong as a media work to describe and explain how it communicates meaning with considerable effectiveness.
<p>Media Studies (2) Analyze media representations to describe their content, identify bias, and explain their impact on audiences.</p>	Analyses media representations in the film Tsepong—A Clinic Called Hope to describe content, identify bias, and explain the film's impact on audiences with limited effectiveness.	Analyses media representations in the film Tsepong—A Clinic Called Hope to describe content, identify bias, and explain the film's impact on audiences with some effectiveness.	Analyses media representations in the film Tsepong—A Clinic Called Hope to describe content, identify bias, and explain the film's impact on audiences with considerable effectiveness.	Analyses media representations in the film Tsepong—A Clinic Called Hope to describe content, identify bias, and explain the film's impact on audiences with considerable effectiveness.
<p>Writing Use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work.</p>	Uses the graphic organizer to present ideas and supporting details logically and coherently based on the Everyday Heroes graphic organizer for the film Tsepong—A Clinic Called Hope with limited effectiveness.	Uses the graphic organizer to present ideas and supporting details logically and coherently based on the Everyday Heroes graphic organizer for the film Tsepong—A Clinic Called Hope with some effectiveness.	Uses the graphic organizer to present ideas and supporting details logically and coherently based on the Everyday Heroes graphic organizer for the film Tsepong—A Clinic Called Hope with considerable effectiveness.	Uses the graphic organizer to present ideas and supporting details logically and coherently based on the Everyday Heroes graphic organizer for the film Tsepong—A Clinic Called Hope with thorough effectiveness.
<p>Geography (1) Communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques.</p>	Communicates the results of geographic inquiry based on the film Tsepong—A Clinic Called Hope , using appropriate terms and concepts in the graphic organizer with limited effectiveness.	Communicates the results of geographic inquiry based on the film Tsepong—A Clinic Called Hope , using appropriate terms and concepts in the graphic organizer with some effectiveness.	Communicates the results of geographic inquiry based on the film Tsepong—A Clinic Called Hope , using appropriate terms and concepts in the graphic organizer with considerable effectiveness.	Communicates the results of geographic inquiry based on the film Tsepong—A Clinic Called Hope , using appropriate terms and concepts in the graphic organizer with considerable effectiveness.
<p>Geography (2) Evaluate the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level.</p>	Evaluates the effectiveness of short-term and long-term solutions to geographic problems and issues presented by the film Tsepong A Clinic Called Hope with limited effectiveness.	Evaluates the effectiveness of short-term and long-term solutions to geographic problems and issues presented by the film Tsepong A Clinic Called Hope with some effectiveness.	Evaluates the effectiveness of short and long-term solutions to geographic problems and issues presented by the film Tsepong A Clinic Called Hope with considerable effectiveness.	Evaluates the effectiveness of short and long-term solutions to geographic problems and issues presented by the film Tsepong A Clinic Called Hope with considerable effectiveness.

Everyday Heroes - Poster Evaluation Junior-Intermediate Rubric

Student's name _____

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Writing Generate, gather, and organize ideas and information to write for an intended purpose and audience.</p>	Generates, gathers, and organizes ideas and information to plan a poster and include appropriate text in the final product with limited effectiveness.	Generates, gathers, and organizes ideas and information to plan a poster and include appropriate text in the final product with some effectiveness.	Generates, gathers, and organizes ideas and information to plan a poster and include appropriate text in the final product with considerable effectiveness.	Generates, gathers, and organizes ideas and information to plan a poster and include appropriate text in the final product with
<p>Visual Arts Produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate art forms. (4-8)</p>	Produces a poster that communicates a variety of ideas (thoughts, feelings, experiences) to honour an "everyday hero" from the film, Tsepong - A Clinic Called Hope using appropriate art forms with limited effectiveness.	Produces a poster that communicates a variety of ideas (thoughts, feelings, experiences) to honour an "everyday hero" from the film, Tsepong - A Clinic Called Hope using appropriate art forms with some effectiveness.	Produces a poster that communicates a variety of ideas (thoughts, feelings, experiences) to honour an "everyday hero" from the film, Tsepong - A Clinic Called Hope using appropriate art forms with considerable effectiveness.	Produces a poster that communicates a variety of ideas (thoughts, feelings, experiences) to honour an "everyday hero" from the film, Tsepong - A Clinic Called Hope using appropriate art forms with thorough effectiveness.
<p>Oral communication Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p>	Listens in order to understand and responds appropriately to present his/her poster to the class and take part in discussion of the informational and artistic merits of the posters produced by the class with limited effectiveness.	Listens in order to understand and responds appropriately to present his/her poster to the class and take part in discussion of the informational and artistic merits of the posters produced by the class with some effectiveness.	Listens in order to understand and responds appropriately to present his/her poster to the class and take part in discussion of the informational and artistic merits of the posters produced by the class with considerable effectiveness.	Listens in order to understand and responds appropriately to present his/her poster to the class and take part in discussion of the informational and artistic merits of the posters produced by the class with thorough effectiveness.
<p>Language: Media Literacy (1) Demonstrate an understanding of a variety of media texts.</p>	Demonstrates an understanding of the film, Tsepong—A Clinic Called Hope as a media text by including relevant information and themes from the film in his/her poster with limited effectiveness.	Demonstrates an understanding of the film, Tsepong—A Clinic Called Hope as a media text by including relevant information and themes from the film in his/her poster with some effectiveness.	Demonstrates an understanding of the film, Tsepong—A Clinic Called Hope as a media text by including relevant information and themes from the film in his/her poster with considerable effectiveness.	Demonstrates an understanding of the film, Tsepong—A Clinic Called Hope as a media text by including relevant information and themes from the film in his/her poster with thorough effectiveness.
<p>Geography Use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about patterns in human geography.</p>	Uses the film, Tsepong—A Clinic Called Hope to gather, process and communicate geographic information about patterns in human geography through his/her poster with limited effectiveness.	Uses the film, Tsepong—A Clinic Called Hope to gather, process and communicate geographic information about patterns in human geography through his/her poster with some effectiveness.	Uses the film, Tsepong—A Clinic Called Hope to gather, process and communicate geographic information about patterns in human geography through his/her poster with considerable effectiveness.	Uses the film, Tsepong—A Clinic Called Hope to gather, process and communicate geographic information about patterns in human geography through his/her poster with thorough effectiveness.
<p>Health and Physical Education Identify the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality (e.g., respect for life, ethical questions in relationships, contraception). (8)</p>	Reflects in his/her poster some of the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality to address the challenges of preventing or living with AIDS with limited effectiveness.	Reflects in his/her poster some of the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality to address the challenges of preventing or living with AIDS with some effectiveness.	Reflects in his/her poster some of the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality to address the challenges of preventing or living with AIDS with considerable effectiveness.	Reflects in his/her poster some of the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality to address the challenges of preventing or living with AIDS with thorough effectiveness.

Everyday Heroes - Poster Evaluation Secondary Rubric

Student's name _____

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Writing Use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work.</p>	<p>Uses organizational techniques to write a plan for a poster to celebrate an everyday hero in the context of the battle against AIDS in Lesotho and afterwards analyzes its success logically and coherently with limited effectiveness.</p>	<p>Uses organizational techniques to write a plan for a poster to celebrate an everyday hero in the context of the battle against AIDS in Lesotho and afterwards analyzes its success logically and coherently with some effectiveness.</p>	<p>Uses organizational techniques to write a plan for a poster to celebrate an everyday hero in the context of the battle against AIDS in Lesotho and afterwards analyzes its success logically and coherently with considerable effectiveness.</p>	<p>Uses organizational techniques to write a plan for a poster to celebrate an everyday hero in the context of the battle against AIDS in Lesotho and afterwards analyzes its success logically and coherently with thorough effectiveness.</p>
<p>Visual Arts: Creation * Use materials and processes to create art objects that express their intent (9) * Produce a work designed around specific objectives and challenges (e.g., composition issues, subject matter, use of visual language) (10) * Demonstrate through their studio assignments the ability to solve visual and conceptual problems;(11) * Identify and develop ideas and concepts to shape and unify their own art works. (12)</p>	<p>To portray an everyday hero from the film <i>Tse-pong</i>, check one: ___ uses materials and processes to create art objects that express their intent (9) ___ produces a work designed around specific objectives and challenges (10) ___ demonstrates through their studio assignments the ability to solve visual and conceptual problems (11) ___ identifies and develops ideas and concepts to shape and unify their own art works (12) with limited effectiveness.</p>	<p>To portray an everyday hero from the film <i>Tse-pong</i>, check one: ___ uses materials and processes to create art objects that express their intent (9) ___ produces a work designed around specific objectives and challenges (10) ___ demonstrates through their studio assignments the ability to solve visual and conceptual problems (11) ___ identifies and develops ideas and concepts to shape and unify their own art works (12) with some effectiveness.</p>	<p>To portray an everyday hero from the film <i>Tse-pong</i>, check one: ___ uses materials and processes to create art objects that express their intent (9) ___ produces a work designed around specific objectives and challenges (10) ___ demonstrates through their studio assignments the ability to solve visual and conceptual problems (11) ___ identifies and develops ideas and concepts to shape and unify their own art works (12) with considerable effectiveness.</p>	<p>To portray an everyday hero from the film <i>Tse-pong</i>, check one: ___ uses materials and processes to create art objects that express their intent (9) ___ produces a work designed around specific objectives and challenges (10) ___ demonstrates through their studio assignments the ability to solve visual and conceptual problems (11) ___ identifies and develops ideas and concepts to shape and unify their own art works (12) with thorough effectiveness.</p>
<p>Visual Arts: Analysis and Oral Communication * Use critical analysis to examine expression in student and professional artworks (9) * Apply critical analysis processes to their artwork and works studied (10) * Evaluate their own art works and those of others, demonstrating an understanding of the process of critical analysis and providing grounds for their aesthetic judgements; (11) * Evaluate, individually and in groups, the effectiveness of their personal research, creative process, and art products. (12)</p>	<p>Uses oral communication skills to Check one: ___ use critical analysis to examine expression in student and professional artworks (9) ___ apply critical analysis processes to their artwork and works studied (10) ___ evaluate their own art works and those of others, demonstrating an understanding of the process of critical analysis and providing grounds for their aesthetic judgements (11) ___ evaluate, individually and in groups, the effectiveness of their personal research, creative process, and art products with limited effectiveness.</p>	<p>Uses oral communication skills to Check one: ___ use critical analysis to examine expression in student and professional artworks (9) ___ apply critical analysis processes to their artwork and works studied (10) ___ evaluate their own art works and those of others, demonstrating an understanding of the process of critical analysis and providing grounds for their aesthetic judgements (11) ___ evaluate, individually and in groups, the effectiveness of their personal research, creative process, and art products with some effectiveness.</p>	<p>Uses oral communication skills to Check one: ___ use critical analysis to examine expression in student and professional artworks (9) ___ apply critical analysis processes to their artwork and works studied (10) ___ evaluate their own art works and those of others, demonstrating an understanding of the process of critical analysis and providing grounds for their aesthetic judgements (11) ___ evaluate, individually and in groups, the effectiveness of their personal research, creative process, and art products with considerable effectiveness.</p>	<p>Uses oral communication skills to Check one: ___ use critical analysis to examine expression in student and professional artworks (9) ___ apply critical analysis processes to their artwork and works studied (10) ___ evaluate their own art works and those of others, demonstrating an understanding of the process of critical analysis and providing grounds for their aesthetic judgements (11) ___ evaluate, individually and in groups, the effectiveness of their personal research, creative process, and art products with thorough effectiveness.</p>

F Extensions: Children and HIV/AIDS in Lesotho (Junior / Intermediate Objectives)

For each of the following challenges, you will be able to demonstrate your acquisition of knowledge about the situation of people in Africa who are battling the AIDS pandemic and also show your skills in a variety of other areas of curriculum. For each challenge, submit a copy of the “Reporting Back” Rubric with your assignment. Be sure to address the objectives for the key curriculum areas that the assignment includes. (n.b. There is a separate rubric for the Heaven Shop).

Key Curriculum Areas: Media, Writing, Oral communication, Geography, Health

1. The Politics of AIDS: Trace the personal quest of Canadian diplomat Stephen Lewis and his role as UN Special Envoy for HIV/AIDS as he challenged drug companies and governments around the world to reduce the price of antiretroviral drugs to make them accessible to impoverished countries around the world, and particularly in Africa. Listen to the **Stephen Lewis Massey Lectures** which can be heard online at <http://www.cbc.ca/ideas/massey.html>. Prepare a report to discuss your findings.
2. View the trilogy of films by Canadian filmmaker, Judy Jackson on the work of Stephen Lewis which have been broadcast on **CBC The Nature of Things: *The Man Who Couldn't Sleep, The Value of Life: AIDS in Africa Revisited***, and ***Race Against Time***. Write a review to discuss your findings. Be prepared to share your discoveries with the class.

Key Curriculum Areas: Reading for research, Writing, Oral communication, Geography, Health

3. Check out the **OHAfrica** website of the **Ontario Hospital Association** at <http://www.ohafrica.ca/> and learn about local initiatives in Ontario. Take notes, write a brief report and be prepared to present it to the class.
4. Read about and submit a report on the **International AIDS Conferences** which have taken place most recently in South Africa and Toronto. Be prepared to make an oral presentation to the class.

Key Curriculum Areas: Mathematics (Data Management), Reading, Writing

5. Read the latest **World Health Organization** Fact Sheet on Lesotho at http://www.afro.who.int/home/countries/fact_sheets/lesotho.pdf . Create double bar graphs to compare access to health care between Canada and Lesotho by examining criteria such as the number of physicians, nurses, midwives, dentists, pharmacists and other health care professionals. Compare as well at the causes for infant mortality. Include a paragraph to summarize your observations and conclusions.

Key Curriculum Areas: Reading, Writing, Health

6. Read **Asmina's Story** at the UNICEF website at <http://www.unicef.ca/portal/SmartDefault.aspx?at=1881> (see details below in the Teacher Resources section). Also view the **Photo Essay** at the same website address. Then complete the worksheet which your teacher will download from the same website.

Key Curriculum Areas: Reading, Writing, Drama, Health

7. Read the novel, **The Heaven Shop** by Deborah Ellis. With a partner, bring to life a conversation between two of the characters as they attempt to face one of the crises in the novel. In essay form, identify a minimum of three **Everyday Heroes** in the story, and explain why, in your opinion, they are heroic.

F Extensions: Children and HIV/AIDS in Lesotho (Secondary School Objectives)

For each of the following challenges, you will be able to demonstrate your acquisition of knowledge about the situation of people in Africa who are battling the AIDS pandemic and also show your skills in a variety of other areas of curriculum. For each challenge, submit a copy of the “Reporting Back” Rubric with your assignment. Be sure to address the objectives for the key curriculum areas that the assignment includes. (n.b. There is a separate rubric for the Heaven Shop).

Key Curriculum Areas: Media; Writing; Language; Geography; History; Anthropology, Psychology and Sociology; Economics; Politics; Science; Health

1. The Politics of AIDS: Trace the personal quest of Canadian diplomat Stephen Lewis and his role as UN Special Envoy for HIV/AIDS as he challenged drug companies and governments around the world to reduce the price of antiretroviral drugs to make them accessible to impoverished countries around the world, and particularly in Africa. Listen to the **Stephen Lewis Massey Lectures** which can be heard online at <http://www.cbc.ca/ideas/massey.html>. Prepare a report to discuss your findings.
2. View the trilogy of films by Canadian filmmaker, Judy Jackson on the work of Stephen Lewis which have been broadcast on **CBC The Nature of Things: *The Man Who Couldn't Sleep, The Value of Life: AIDS in Africa Revisited***, and ***Race Against Time***. Write a review to discuss your findings. Be prepared to share your discoveries with the class.

Key Curriculum Areas: Reading, Writing, Language, Geography, History, Anthropology, Psychology and Sociology; Economics; Politics; Science; Health

3. Check out the **OHAfrica** website of the **Ontario Hospital Association** at <http://www.ohafrica.ca/> and learn about local initiatives in Ontario. Take notes, write a brief report and be prepared to present it to the class.
4. Read about and submit a report on the **International AIDS Conferences** which have taken place most recently in South Africa and Toronto. Be prepared to make an oral presentation to the class.
5. Read the latest **World Health Organization** Fact Sheet on Lesotho at http://www.afro.who.int/home/countries/fact_sheets/lesotho.pdf . Create double bar graphs to compare access to health care between Canada and Lesotho by examining criteria such as the number of physicians, nurses, midwives, dentists, pharmacists and other health care professionals. Compare as well at the causes for infant mortality. Include a paragraph to summarize your observations and conclusions.

Key Curriculum Areas: Reading; Language; Media; Geography; History; Anthropology, Psychology and Sociology; Economics; Politics; Science; Health

6. Read **Asmina's Story** at the UNICEF website at <http://www.unicef.ca/portal/SmartDefault.aspx?at=1881> (see details below in the Teacher Resources section). Also view the **Photo Essay** at the same website address. Then complete the worksheet which your teacher will download from the same website.

Key Curriculum Areas: Reading; Writing; Language; Drama; Geography; History; Anthropology, Psychology and Sociology; Economics; Politics; Science; Health

7. Read the novel, **The Heaven Shop** by Deborah Ellis. With a partner, bring to life a conversation between two of the characters as they attempt to face one of the crises in the novel. In essay form, identify a minimum of three **Everyday Heroes** in the story, and explain why, in your opinion, they are heroic.

Reporting Back on AIDS in Lesotho Junior-Intermediate Rubric

Challenge: _____

Student's name _____

Criteria	Level 1	Level 2	Level 3	Level 4
Reading Read and demonstrate an understanding of informational texts, using a range of strategies to construct meaning.	Reads and demonstrates an understanding of informational texts, using a range of strategies with limited effectiveness.	Reads and demonstrates an understanding of informational texts, using a range of strategies with some effectiveness.	Reads and demonstrates an understanding of informational texts, using a range of strategies with considerable effectiveness.	Reads and demonstrates an understanding of informational texts, using a range of strategies with thorough effectiveness.
Writing Generate, gather, and organize ideas and information to write for an intended purpose and audience.	Generates, gathers and organizes ideas and information to write for an intended purpose and audience with limited effectiveness.	Generates, gathers and organizes ideas and information to write for an intended purpose and audience with some effectiveness.	Generates, gathers and organizes ideas and information to write for an intended purpose and audience with considerable effectiveness.	Generates, gathers and organizes ideas and information to write for an intended purpose and audience with thorough effectiveness.
Oral communication Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.	Listens in order to understand and responds appropriately during class discussions based on the Extension Research Challenges and orally presents his/her research for discussion with limited effectiveness.	Listens in order to understand and responds appropriately during class discussions based on the Extension Research Challenges and orally presents his/her research for discussion with some effectiveness.	Listens to understand and responds appropriately during class discussions based on the Extension Research Challenges and orally presents his/her research for discussion with considerable effectiveness.	Listens in order to understand and responds appropriately during class discussions based on the Extension Research Challenges and orally presents his/her research for discussion with thorough effectiveness.
Geography (1) Locate relevant information from a variety of primary and secondary sources.	Locates relevant information from a variety of primary and secondary sources with limited effectiveness.	Locates relevant information from a variety of primary and secondary sources with some effectiveness.	Locates relevant information from a variety of primary and secondary sources with considerable effectiveness.	Locates relevant information from a variety of primary and secondary sources with thorough effectiveness.
Geography (2) Use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about patterns in human geography.	Uses a variety of geographic resources, tools and technologies to gather, process and communicate geographic information about patterns in human geography with limited effectiveness.	Uses a variety of geographic resources, tools and technologies to gather, process and communicate geographic information about patterns in human geography with some effectiveness.	Uses a variety of geographic resources, tools and technologies to gather, process and communicate geographic information about patterns in human geography with considerable effectiveness.	Uses a variety of geographic resources, tools and technologies to gather, process and communicate geographic information about patterns in human geography with thorough effectiveness.
Language: Media Literacy (4-8) Demonstrate an understanding of a variety of media texts; Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.	Demonstrates an understanding of media texts, identifies some media forms and explains how the conventions and techniques associated with them are used to create meaning with limited effectiveness.	Demonstrates an understanding of media texts, identifies some media forms and explains how the conventions and techniques associated with them are used to create meaning with some effectiveness.	Demonstrates an understanding of media texts, identifies some media forms and explains how the conventions and techniques associated with them are used to create meaning with considerable effectiveness.	Demonstrates an understanding of media texts, identifies some media forms and explains how the conventions and techniques associated with them are used to create meaning with thorough effectiveness.
Health (8) Identify physical, emotional, interpersonal, and spiritual aspects of healthy sexuality (e.g., respect for life, ethical questions in relationships, contraception).	Identifies the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality with reference to understanding AIDS with limited effectiveness.	Identifies the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality with reference to understanding AIDS with some effectiveness.	Identifies the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality with reference to understanding AIDS with considerable effectiveness.	Identifies the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality with reference to understanding AIDS with thorough effectiveness.

Reporting Back on AIDS in Lesotho Secondary Rubric #1

Challenge: _____

Student's name _____

Criteria	Level 1	Level 2	Level 3	Level 4
Reading (1) Read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods.	Reads and demonstrates an understanding of informational texts from contemporary periods with limited excellence.	Reads and demonstrates an understanding of informational texts from contemporary periods with some effectiveness.	Reads and demonstrates an understanding of informational texts from contemporary periods with considerable effectiveness.	Reads and demonstrates an understanding of informational texts from contemporary periods with thorough effectiveness.
Reading (2) Use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience	Uses knowledge of vocabulary and language conventions to speak, write and read competently using a level of language appropriate to the purpose and audience with limited effectiveness.	Uses knowledge of vocabulary and language conventions to speak, write and read competently using a level of language appropriate to the purpose and audience with some effectiveness.	Uses knowledge of vocabulary and language conventions to speak, write and read competently using a level of language appropriate to the purpose and audience with considerable effectiveness.	Uses knowledge of vocabulary and language conventions to speak, write and read competently using a level of language appropriate to the purpose and audience with thorough effectiveness.
Writing Use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work	Uses a variety of organizational techniques to present ideas and supporting details logically and coherently in written work with limited effectiveness.	Uses a variety of organizational techniques to present ideas and supporting details logically and coherently in written work with some effectiveness.	Uses a variety of organizational techniques to present ideas and supporting details logically and coherently in written work with considerable effectiveness.	Uses a variety of organizational techniques to present ideas and supporting details logically and coherently in written work with thorough effectiveness.
Language Use listening techniques and oral communication skills to participate in classroom discussions and reporting/presenting, for specific purposes and audiences.	Uses listening techniques and oral communication skills to participate in classroom discussions and reporting/presenting, for groups and full class discussions based on the Extension Research Challenges with limited effectiveness.	Uses listening techniques and oral communication skills to participate in classroom discussions and reporting/presenting, for groups and full class discussions based on the Extension Research Challenges with some effectiveness.	Uses listening techniques and oral communication skills to participate in classroom discussions and reporting/presenting, for groups and full class discussions based on the Extension Research Challenges with considerable effectiveness.	Uses listening techniques and oral communication skills to participate in classroom discussions and reporting/presenting, for groups and full class discussions based on the Extension Research Challenges with thorough effectiveness.
Geography (1) Communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques.	Communicates the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques with limited effectiveness.	Communicates the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques with some effectiveness.	Communicates results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques with considerable effectiveness.	Communicates the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques with thorough effectiveness.
Geography (2) Evaluate the effectiveness of short-term and long-term solutions to geographic problems and issues at local, national, and global level.	Evaluates effectiveness of short-term and long-term solutions to geographic problems and issues at local, national, and global level with limited effectiveness.	Evaluates effectiveness of short-term and long-term solutions to geographic problems and issues at local, national, and global level with some effectiveness.	Evaluates effectiveness of short and long-term solutions to geographic problems and issues at local, national, and global level with considerable effectiveness.	Evaluates effectiveness of short-term and long-term solutions to geographic problems and issues at local, national, and global level with thorough effectiveness.
Media Studies Analyse media representations to describe their content, identify bias, and explain their impact on audiences.	Analyses media representations to describe their content, identify bias, and explain their impact on audiences with limited effectiveness.	Analyses media representations to describe their content, identify bias, and explain their impact on audiences with some effectiveness.	Analyses media representations to describe their content, identify bias, and explain their impact on audiences with considerable effectiveness.	Analyses media representations to describe their content, identify bias, and explain their impact on audiences with thorough effectiveness.

Reporting Back on AIDS in Lesotho Secondary Rubric #2

Challenge: _____

Student's name _____

Criteria	Level 1	Level 2	Level 3	Level 4
<p>History * interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry; * communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.</p>	<p>Check as appropriate: ___ interprets and analyses information gathered through research, employing concepts and approaches appropriate to historical inquiry; ___ communicates the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication - with limited effectiveness.</p>	<p>Check as appropriate: ___ interprets and analyses information gathered through research, employing concepts and approaches appropriate to historical inquiry; ___ communicates the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication - with some effectiveness.</p>	<p>Check as appropriate: ___ interprets and analyses information gathered through research, employing concepts and approaches appropriate to historical inquiry; ___ communicates the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication - with considerable effectiveness.</p>	<p>Check as appropriate: ___ interprets and analyses information gathered through research, employing concepts and approaches appropriate to historical inquiry; ___ communicates the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication - with thorough effectiveness.</p>
<p>Anthropology, Psychology and Sociology * identify social institutions common to many different cultures; * compare how selected social institutions function in a variety of cultures;</p>	<p>Check as appropriate: ___ identifies social institutions common to many different cultures; ___ compares how selected social institutions function in a variety of cultures - with limited effectiveness</p>	<p>Check as appropriate: ___ identifies social institutions common to many different cultures; ___ compares how selected social institutions function in a variety of cultures - with some effectiveness.</p>	<p>Check as appropriate: ___ identifies social institutions common to many different cultures; ___ compares how selected social institutions function in a variety of cultures - with considerable effectiveness.</p>	<p>Check as appropriate: ___ identifies social institutions common to many different cultures; ___ compares how selected social institutions function in a variety of cultures - with thorough effectiveness.</p>
<p>Economics * explain how the scarcity of economic resources requires individuals and societies to make economic choices; (11) analyse trends in labour markets. (11) * assess the ways in which, and the degree to which, people in Canada and other countries have become interdependent in the global economy; (12) * analyse the nature and functions of international economic institutions and their impact on the Canadian economy. (12)</p>	<p>Check as appropriate: ___ * explains how the scarcity of economic resources requires individuals and societies to make economic choices; (11) ___ * analyses trends in labour markets. (11) ___ * assesses the ways in which, and the degree to which, people in Canada and other countries have become interdependent in the global economy; (12) ___ * analyses the nature and functions of international economic institutions and their impact on the Canadian economy (12) - with limited effectiveness.</p>	<p>Check as appropriate: ___ * explains how the scarcity of economic resources requires individuals and societies to make economic choices; (11) ___ * analyses trends in labour markets. (11) ___ * assesses the ways in which, and the degree to which, people in Canada and other countries have become interdependent in the global economy; (12) ___ * analyses the nature and functions of international economic institutions and their impact on the Canadian economy (12) - with some effectiveness.</p>	<p>Check as appropriate: ___ * explains how the scarcity of economic resources requires individuals and societies to make economic choices; (11) ___ * analyses trends in labour markets. (11) ___ * assesses the ways in which, and the degree to which, people in Canada and other countries have become interdependent in the global economy; (12) ___ * analyses the nature and functions of international economic institutions and their impact on the Canadian economy (12) - with considerable effectiveness.</p>	<p>Check as appropriate: ___ * explains how the scarcity of economic resources requires individuals and societies to make economic choices; (11) ___ * analyses trends in labour markets. (11) ___ * assesses the ways in which, and the degree to which, people in Canada and other countries have become interdependent in the global economy; (12) ___ * analyses the nature and functions of international economic institutions and their impact on the Canadian economy (12) - with thorough effectiveness.</p>

Reporting Back on AIDS in Lesotho Secondary Rubric #3

Challenge: _____

Student's name _____

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Politics (12) * explain the rights and responsibilities of individual citizens, groups, and states in the international community; * evaluate the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level. * evaluate the role of Canada and Canadians in the international community; * describe the structure and function of international intergovernmental and non-governmental organizations;</p> <p>Power, Influence and the Resolution of Differences * analyse how international organizations, the media, and technology are able to influence the actions of sovereign states;</p> <p>Values, Beliefs and Ideologies compare the aspirations, expectations, and life conditions of people in developed and developing nations</p> <p>Power, Influence and the Resolution of Differences * analyse how international organizations, the media, and technology are able to influence the actions of sovereign states;</p> <p>Values, Beliefs and Ideologies * compare the aspirations, expectations, and life conditions of people in developed and developing nations</p>	<p>Check as appropriate:</p> <p>___ explains the rights and responsibilities of individual citizens, groups, and states in the international community; ___ evaluates the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level. ___ evaluates the role of Canada and Canadians in the international community; ___ describes the structure and function of international intergovernmental and non-governmental organizations;</p> <p>___ analyses how international organizations, the media, and technology are able to influence the actions of sovereign states;</p> <p>___ compares the aspirations, expectations, and life conditions of people in developed and developing nations</p> <p>___ analyses how international organizations, the media, and technology are able to influence the actions of sovereign states;</p> <p>___ compares the aspirations, expectations, and life conditions of people in developed and developing nations</p> <p>- with limited effectiveness.</p>	<p>Check as appropriate:</p> <p>___ explains the rights and responsibilities of individual citizens, groups, and states in the international community; ___ evaluates the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level. ___ evaluates the role of Canada and Canadians in the international community; ___ describes the structure and function of international intergovernmental and non-governmental organizations;</p> <p>___ analyses how international organizations, the media, and technology are able to influence the actions of sovereign states;</p> <p>___ compares the aspirations, expectations, and life conditions of people in developed and developing nations</p> <p>___ analyses how international organizations, the media, and technology are able to influence the actions of sovereign states;</p> <p>___ compares the aspirations, expectations, and life conditions of people in developed and developing nations</p> <p>- with some effectiveness.</p>	<p>Check as appropriate:</p> <p>___ explains the rights and responsibilities of individual citizens, groups, and states in the international community; ___ evaluates the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level. ___ evaluates the role of Canada and Canadians in the international community; ___ describes the structure and function of international intergovernmental and non-governmental organizations;</p> <p>___ analyses how international organizations, the media, and technology are able to influence the actions of sovereign states;</p> <p>___ compares the aspirations, expectations, and life conditions of people in developed and developing nations</p> <p>___ analyses how international organizations, the media, and technology are able to influence the actions of sovereign states;</p> <p>___ compares the aspirations, expectations, and life conditions of people in developed and developing nations</p> <p>- with considerable effectiveness.</p>	<p>Check as appropriate:</p> <p>___ explains the rights and responsibilities of individual citizens, groups, and states in the international community; ___ evaluates the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level. ___ evaluates the role of Canada and Canadians in the international community; ___ describes the structure and function of international intergovernmental and non-governmental organizations;</p> <p>___ analyses how international organizations, the media, and technology are able to influence the actions of sovereign states;</p> <p>___ compares the aspirations, expectations, and life conditions of people in developed and developing nations</p> <p>___ analyses how international organizations, the media, and technology are able to influence the actions of sovereign states;</p> <p>___ compares the aspirations, expectations, and life conditions of people in developed and developing nations</p> <p>- with thorough effectiveness.</p>

Reporting Back on AIDS in Lesotho Secondary Rubric #4

Challenge: _____

Student's name _____

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Biology * evaluate the impact of personal lifestyle decisions on the health of humans, and analyse how societal concern for maintaining human health has advanced the development of technologies related to the regulation of internal systems.(11)</p> <p>Science: The Immune System (11) * demonstrate an understanding of the human immune system and its capacity to combat disease;</p> <p>Pathogens and Disease (12) * evaluate the measures available for the control of disease, including the role of public policy and the use of health-related technologies and scientific knowledge.</p>	<p>Check as appropriate: __ evaluates the impact of personal lifestyle decisions on the health of humans, and analyses how societal concern for maintaining human health has advanced the development of technologies related to the regulation of internal systems.(11)</p> <p>The Immune System (11) __ demonstrates an understanding of the human immune system and its capacity to combat disease;</p> <p>Pathogens and Disease (12) __ evaluates the measures available for the control of disease, including the role of public policy and the use of health-related technologies and scientific knowledge</p>	<p>Check as appropriate: __ evaluates the impact of personal lifestyle decisions on the health of humans, and analyses how societal concern for maintaining human health has advanced the development of technologies related to the regulation of internal systems.(11)</p> <p>The Immune System (11) __ demonstrates an understanding of the human immune system and its capacity to combat disease;</p> <p>Pathogens and Disease (12) __ evaluates the measures available for the control of disease, including the role of public policy and the use of health-related technologies and scientific knowledge</p>	<p>Check as appropriate: __ evaluates the impact of personal lifestyle decisions on the health of humans, and analyses how societal concern for maintaining human health has advanced the development of technologies related to the regulation of internal systems.(11)</p> <p>The Immune System (11) __ demonstrates an understanding of the human immune system and its capacity to combat disease;</p> <p>Pathogens and Disease (12) __ evaluates the measures available for the control of disease, including the role of public policy and the use of health-related technologies and scientific knowledge</p>	<p>Check as appropriate: __ evaluates the impact of personal lifestyle decisions on the health of humans, and analyses how societal concern for maintaining human health has advanced the development of technologies related to the regulation of internal systems.(11)</p> <p>The Immune System (11) __ demonstrates an understanding of the human immune system and its capacity to combat disease;</p> <p>Pathogens and Disease (12) __ evaluates the measures available for the control of disease, including the role of public policy and the use of health-related technologies and scientific knowledge</p>
<p>Healthy Active Living Education * demonstrate understanding of how to use decision-making and assertiveness skills effectively to promote healthy sexuality (e.g., healthy human relationships, avoiding unwanted pregnancies and STDs such as HIV/AIDS) (9) * demonstrate understanding of how to use decision-making skills effectively to support choices related to responsible sexuality (10) * assess reproductive and sexual health care information and services. (11) * describe how society and culture affect individual perceptions and expressions of sexuality; (12)</p>	<p>Check as appropriate: __ demonstrates understanding of how to use decision-making and assertiveness skills effectively to promote healthy sexuality (e.g., healthy human relationships, avoiding unwanted pregnancies and STDs such as HIV/AIDS) (9) __ demonstrates understanding of how to use decision-making skills effectively to support choices related to responsible sexuality (10) __ assesses reproductive and sexual health care information and services. (11) __ describes how society and culture affect individual perceptions and expressions of sexuality (12)</p>	<p>Check as appropriate: __ demonstrates understanding of how to use decision-making and assertiveness skills effectively to promote healthy sexuality (e.g., healthy human relationships, avoiding unwanted pregnancies and STDs such as HIV/AIDS) (9) __ demonstrates understanding of how to use decision-making skills effectively to support choices related to responsible sexuality (10) __ assesses reproductive and sexual health care information and services. (11) __ describes how society and culture affect individual perceptions and expressions of sexuality (12)</p>	<p>Check as appropriate: __ demonstrates understanding of how to use decision-making and assertiveness skills effectively to promote healthy sexuality (e.g., healthy human relationships, avoiding unwanted pregnancies and STDs such as HIV/AIDS) (9) __ demonstrates understanding of how to use decision-making skills effectively to support choices related to responsible sexuality (10) __ assesses reproductive and sexual health care information and services. (11) __ describes how society and culture affect individual perceptions and expressions of sexuality (12)</p>	<p>Check as appropriate: __ demonstrates understanding of how to use decision-making and assertiveness skills effectively to promote healthy sexuality (e.g., healthy human relationships, avoiding unwanted pregnancies and STDs such as HIV/AIDS) (9) __ demonstrates understanding of how to use decision-making skills effectively to support choices related to responsible sexuality (10) __ assesses reproductive and sexual health care information and services. (11) __ describes how society and culture affect individual perceptions and expressions of sexuality (12)</p>

Reporting Back on AIDS in Lesotho Secondary Rubric #5

Challenge: _____

Student's name _____

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Individual and Family Living * summarize the functions of families in society (9, 10)</p>	<p>Check as appropriate Individual and Family Living __ summarizes the functions of families in society (9, 10)</p>	<p>Check as appropriate Individual and Family Living __ summarizes the functions of families in society (9, 10)</p>	<p>Check as appropriate Individual and Family Living __ summarizes the functions of families in society (9, 10)</p>	<p>Check as appropriate Individual and Family Living __ summarizes the functions of families in society (9, 10)</p>
<p>Individuals and Families in a Diverse Society * analyse socialization patterns and the roles of children and parents in various historical periods and ethnocultural contexts. (12)</p>	<p>Individuals and Families in a Diverse Society __ analyses socialization patterns and the roles of children and parents in various historical periods and ethnocultural contexts (12)</p>	<p>Individuals and Families in a Diverse Society __ analyses socialization patterns and the roles of children and parents in various historical periods and ethnocultural contexts (12)</p>	<p>Individuals and Families in a Diverse Society __ analyses socialization patterns and the roles of children and parents in various historical periods and ethnocultural contexts.(12)</p>	<p>Individuals and Families in a Diverse Society __ analyses socialization patterns and the roles of children and parents in various historical periods and ethnocultural contexts (12)</p>
<p>Health and Personal Services Technology * describe the scope of the health care industry (10)</p>	<p>Health and Personal Services Technology __ describes the scope of the health care industry (10)</p>	<p>Health and Personal Services Technology __ describes the scope of the health care industry (10)</p>	<p>Health and Personal Services Technology __ describes the scope of the health care industry (10)</p>	<p>Health and Personal Services Technology __ describes the scope of the health care industry (10)</p>
<p>Health Care * demonstrate an understanding of concepts and approaches related to health promotion and disease prevention. (11)</p>	<p>Health Care __ demonstrates an understanding of concepts and approaches related to health promotion and disease prevention.(11) - with limited effectiveness.</p>	<p>Health Care __ demonstrates an understanding of concepts and approaches related to health promotion and disease prevention (11) - with some effectiveness.</p>	<p>Health Care __ demonstrates an understanding of concepts and approaches related to health promotion and disease prevention (11) - with considerable effectiveness.</p>	<p>Health Care __ demonstrates an understanding of concepts and approaches related to health promotion and disease prevention (11) - with thorough effectiveness.</p>

Novel Study: The Heaven Shop

Junior-Intermediate Rubric

Student's name _____

Criteria for Evaluaton	Level 1	Level 2	Level 3	Level 4
<p>Reading Read and demonstrate an understanding of literary texts, using a range of strategies to construct meaning.</p>	Reads and demonstrates an understanding of The Heaven Shop , using a range of strategies with limited effectiveness.	Reads and demonstrates an understanding of The Heaven Shop , using a range of strategies with some effectiveness.	Reads and demonstrates an understanding of The Heaven Shop , using a range of strategies with considerable effectiveness.	Reads and demonstrates an understanding of The Heaven Shop , using a range of strategies with thorough effectiveness.
<p>Writing (4-8) Generate, gather, and organize ideas and information to write for an intended purpose and audience.</p>	Generates, gathers, and organizes ideas and information to discuss characterization with regard to heroism in The Heaven Shop with limited effectiveness.	Generates, gathers, and organizes ideas and information to discuss characterization with regard to heroism in The Heaven Shop with some effectiveness.	Generates, gathers, and organizes ideas and information to discuss characterization with regard to heroism in The Heaven Shop with considerable effectiveness.	Generates, gathers, and organizes ideas and information to discuss characterization with regard to heroism in The Heaven Shop with thorough effectiveness.
<p>Oral communication Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p>	Listens in order to understand and responds appropriately during class discussions based on The Heaven Shop with limited effectiveness.	Listens in order to understand and responds appropriately during class discussions based on The Heaven Shop with some effectiveness.	Listens in order to understand and responds appropriately during class discussions based on The Heaven Shop with considerable effectiveness.	Listens in order to understand and responds appropriately during class discussions based on The Heaven Shop with thorough effectiveness.
<p>Drama Interpret and communicate the meaning of stories, poems, plays, and other material drawn from a variety of sources and cultures, using a variety of drama and dance techniques.</p>	Interprets and communicates the meaning of the characters from The Heaven Shop , using a variety of drama and dance techniques with limited effectiveness.	Interprets and communicates the meaning of the characters from The Heaven Shop , using a variety of drama and dance techniques with some effectiveness.	Interprets and communicates the meaning of the characters from The Heaven Shop , using a variety of drama and dance techniques with considerable effectiveness.	Interprets and communicates the meaning of the characters from The Heaven Shop , using a variety of drama and dance techniques with thorough effectiveness.
<p>Geography (1) Locate relevant information from a variety of primary and secondary sources.</p>	Locates relevant information about the AIDS pandemic from The Heaven Shop with limited effectiveness.	Locates relevant information about the AIDS pandemic from The Heaven Shop with some effectiveness.	Locates relevant information about the AIDS pandemic from The Heaven Shop with considerable effectiveness.	Locates relevant information about the AIDS pandemic from The Heaven Shop with thorough effectiveness.
<p>Geography (2) Use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about patterns in human geography.</p>	Uses the novel The Heaven Shop as a resource to gather, process and communicate geographic information about patterns in human geography with limited effectiveness.	Uses the novel The Heaven Shop as a resource to gather, process and communicate geographic information about patterns in human geography with some effectiveness.	Uses the novel The Heaven Shop as a resource to gather, process and communicate geographic information about patterns in human geography with considerable effectiveness.	Uses the novel The Heaven Shop as a resource to gather, process and communicate geographic information about patterns in human geography with thorough effectiveness.

Novel Study: The Heaven Shop Secondary Rubric

Student's name _____

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Reading (1) Read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods.</p>	Reads and demonstrates an understanding of the novel, The Heaven Shop with limited effectiveness.	Reads and demonstrates an understanding of the novel, The Heaven Shop with some effectiveness.	Reads and demonstrates an understanding of the novel, The Heaven Shop with considerable effectiveness.	Reads and demonstrates an understanding of the novel, The Heaven Shop with thorough effectiveness.
<p>Reading (2) Use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to purpose and audience</p>	Uses knowledge of vocabulary and language conventions to speak, write and read competently using a level of language to read and discuss The Heaven Shop with limited effectiveness.	Uses knowledge of vocabulary and language conventions to speak, write and read competently using a level of language to read and discuss The Heaven Shop with some effectiveness.	Uses knowledge of vocabulary and language conventions to speak, write and read competently using a level of language to read and discuss The Heaven Shop with considerable effectiveness.	Uses knowledge of vocabulary and language conventions to speak, write and read competently using a level of language to read and discuss The Heaven Shop with thorough effectiveness.
<p>Writing Use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work</p>	Uses a variety of organizational techniques to present ideas and supporting details logically and coherently in written work to discuss characterization with reference to heroism in The Heaven Shop with limited effectiveness.	Uses a variety of organizational techniques to present ideas and supporting details logically and coherently in written work to discuss characterization with reference to heroism in The Heaven Shop with some effectiveness.	Uses a variety of organizational techniques to present ideas and supporting details logically and coherently in written work to discuss characterization with reference to heroism in The Heaven Shop with considerable effectiveness.	Uses a variety of organizational techniques to present ideas and supporting details logically and coherently in written work to discuss characterization with reference to heroism in The Heaven Shop with thorough effectiveness.
<p>Drama * interpret a variety of global sources (e.g., stories, photographs, music), using a wide range of dramatic forms (e.g., improvisation, storytelling) (9) * create drama through research or the interpretation of a source(10) * create and present an original or adapted dramatic work; (11) * design, create, and present drama, using an ensemble approach; (12)</p>	<p>Check one of the following: <input type="checkbox"/> Interprets characters from The Heaven Shop through improvised dialogue (Grade 9) <input type="checkbox"/> Creates drama through the interpretation of The Heaven Shop (Grade 10) <input type="checkbox"/> Creates and presents an adapted dramatization of The Heaven Shop (Grade 11) <input type="checkbox"/> Designs, creates, and presents drama, using an ensemble approach for The Heaven Shop (Grade 12) with limited effectiveness.</p>	<p>Check one of the following: <input type="checkbox"/> Interprets characters from The Heaven Shop through improvised dialogue (Grade 9) <input type="checkbox"/> Creates drama through the interpretation of The Heaven Shop (Grade 10) <input type="checkbox"/> Creates and presents an adapted dramatization of The Heaven Shop (Grade 11) <input type="checkbox"/> Designs, creates, and presents drama, using an ensemble approach for The Heaven Shop (Grade 12) with some effectiveness.</p>	<p>Check one of the following: <input type="checkbox"/> Interprets characters from The Heaven Shop through improvised dialogue (Grade 9) <input type="checkbox"/> Creates drama through the interpretation of The Heaven Shop (Grade 10) <input type="checkbox"/> Creates and presents an adapted dramatization of The Heaven Shop (Grade 11) <input type="checkbox"/> Designs, creates, presents drama, using an ensemble approach for The Heaven Shop (Grade 12) with considerable effectiveness.</p>	<p>Check one of the following: <input type="checkbox"/> Interprets characters from The Heaven Shop through improvised dialogue (Grade 9) <input type="checkbox"/> Creates drama through the interpretation of The Heaven Shop (Grade 10) <input type="checkbox"/> Creates and presents an adapted dramatization of The Heaven Shop (Grade 11) <input type="checkbox"/> Designs, creates, and presents drama, using an ensemble approach for The Heaven Shop (Grade 12) with thorough effectiveness.</p>
<p>Geography Evaluate the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level.</p>	Evaluates the effectiveness of short and long-term solutions to geographic problems and issues presented in the novel with limited effectiveness.	Evaluates the effectiveness of short and long-term solutions to geographic problems and issues presented in the novel with some effectiveness.	Evaluates the effectiveness of short and long-term solutions to geographic problems and issues presented in the novel with considerable effectiveness.	Evaluates the effectiveness of short-term and long-term solutions to geographic problems and issues presented in the novel with thorough effectiveness.

G Making A Difference For Others Children and HIV/AIDS in Lesotho

Discuss in a group of 3 to 5 students how you can help make a difference for others in the developing world. Brainstorm possible options with fellow students by doing an internet search of non governmental organizations that are active in the fight against HIV/AIDS in Canada and in the developing world. Track your findings in the Options and Merits chart. Present your findings to the class with your recommendation for a charity to support.

From the various group presentations, select a charity you would like to support. With your group, discuss possible fundraising activities your could launch at your school in support of the charity that you select. Make a flowchart of the actions that would be needed to realize the project. Present your ideas to the class.

<u>Options</u>	<u>Merits</u>

Fundraising Activity Proposal: _____

Flowchart: