

Exploring Resilience: A Study in Three Parts on the Spirit of Africa

Summary of Learning Objectives Addressed

From the Ontario Ministry of Education (9-12)

ENGLISH	Part One: Defining Resilience	Understanding Resilience and Coherence	Reading and analyzing an African autobiography	Portraying Resilience: Creative Outcomes	The common perspective / impediments to resilience	Research Challenge #1: Political Resilience	Research Challenge #2: The Resilience of Children in Africa	Research Challenge #3: The Resilience of Women	Research Challenge #4: Environmental Resilience	Research Challenge #5: Economic Resilience	From Knowledge to Action
<p>Reading (9-12)</p> <ul style="list-style-type: none"> * read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods * demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays 	•	•	•		•	•	•	•	•	•	•
<p>Writing (9-12)</p> <ul style="list-style-type: none"> * use a variety of print and electronic sources to gather information and explore ideas for their written work * identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information * use variety of organizational techniques to present ideas and supporting details logically and coherently 	•	•	•	•	•	•	•	•	•	•	•
<p>Language 9-12</p> <ul style="list-style-type: none"> * use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience * use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences 	•	•	•	•	•	•	•	•	•	•	•

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English: Media Studies (9-12) * use knowledge of the elements, intended audiences, and production practices of a variety of media forms to analyze specific media works * use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect				•	•	•	•	•	•	•	•
Geography: Inquiry and Research (9-12) * communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques. * report on global issues that affect Canadians.	•	•	•	•	•	•	•	•	•	•	•
Grade 9 *evaluate the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national and global level * explain how natural and human systems change over time and from place to place *explain how global economic and environmental factors affect individual choices	•	•	•	•	•	•	•	•	•	•	•
Grade 11 *apply the concepts of stewardship and sustainability to analyze a current national or international issue. * analyze local, regional, and global issues related to physical geography. * analyze the causes and consequences of climate change	•	•	•	•	•	•	•	•	•	•	•

Geographic Foundations: Space and Systems (cont'd)	Part One: Defining Resilience	Understanding Resilience and Coherence	Reading and analyzing an African autobiography	Portraying Resilience: Creative Outcomes	The common perspective / impediments to resilience	Research Challenge #1: Political Resilience	Research Challenge #2: The Resilience of Children in Africa	Research Challenge #3: The Resilience of Women	Research Challenge #4: Environmental Resilience	Research Challenge #5: Economic Resilience	From Knowledge to Action
Geographic Foundations: Space and Systems Canadian and World Issues: A Geographic Analysis (12) * analyse the causes and effects of economic disparities around the world; * assess the effectiveness of measures to alleviate regional economic disparities and resolve related conflicts. * compare the cultural, economic, and political aspirations of selected groups and the effects of their actions on local, national, and global geographic issues. World Geography: Human Patterns and Interactions (12) * explain the influence of social, political, cultural, economic, and environmental factors on human environments and activities.	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •
World Geography: Urban patterns and Interactions (12) * explain how social, political, cultural, environmental, and economic processes shape urban places; * analyse and compare the characteristics of major urban systems in different parts of the world.	• •	• •	• •	• •	• •	• •	• •	• •	• •	• •	• •

Geography (cont'd)	Part One: Defining Resilience	Understanding Resilience and Coherence	Reading and analyzing an African autobiography	Portraying Resilience: Creative Outcomes	The common perspective / impediments to resilience	Research Challenge #1: Political Resilience	Research Challenge #2: The Resilience of Children in Africa	Research Challenge #3: The Resilience of Women	Research Challenge #4: Environmental Resilience	Research Challenge #5: Economic Resilience	From Knowledge to Action
<p>Human Environment Interactions</p> <p>Canadian and World Issues: A Geographic Analysis (12)</p> <p>* analyse the impact of selected global trends on people and environments at the local, national, and global level;</p> <p>* analyse geographic issues that arise from the impact of human activities on the environment in different regions of the world;</p> <p>* evaluate the social, economic, and environmental impact of the strategies for sustainable development implemented by a variety of individuals, organizations, and institutions.</p> <p>World Geography: Human Patterns and Interactions (12)</p> <p>* evaluate ways in which humans adapt or have adapted to the natural environment and natural phenomena</p>	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • •
<p>Understanding and Managing Change</p> <p>Geography (9-12)</p> <p>* explain how natural and human systems change over time and from place to place (9)</p> <p>* analyse the causes and consequences of climate change (11)</p> <p>* analyse various types of regional economies to determine the causes of regional economic disparities (12: various courses)</p>	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

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<p>Understanding and Managing Change (cont'd) Geography (9-12) (cont'd) * assess the effectiveness of measures to alleviate regional economic disparities and resolve conflicts related to them. (12: various courses)</p> <p>Travel and Tourism: A Regional Geographic Perspective (11) * analyse the social, environmental, cultural, economic, and political effects of tourism-related development on a community or region;</p> <p>World Geography: Human patterns and Interactions (12) * explain the causes and effects of human migrations;</p> <p>Canadian and World Issues: A Geographic Perspective (12) * evaluate the cultural, economic, and environmental impact of changing technology; * evaluate the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level.</p> <p>World Geography: Urban Patterns and Interactions (12) * assess the impact of human migrations on urban systems and patterns;</p>	•	•	•	•	•	•	•	•	•	•	•

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<p>Global Connections</p> <p>Geography (9) * analyse connections between Canada and other countries ; * report on global issues that affect Canadians ;</p> <p>Physical Geography (11): * explain the importance of water to global systems;</p> <p>Travel and tourism: A Regional Geographic Perspective (11) * explain the social, environmental, cultural, economic, and political effects of travel and tourism on various destination regions; * compare the characteristics of selected tourist regions of the world.</p> <p>Canadian and World Issues: A Geographic Perspective (12) * analyse the influences that increase the interdependence of countries around the world; * analyse instances of international cooperation and conflict and explain the factors that contributed to each; * evaluate the social, economic, and environmental impact of the strategies for sustainable development implemented by a variety of individuals, organizations, and institutions.</p> <p>World Geography: Human Patterns and Interactions (12) * evaluate the effectiveness of international organizations in strengthening the links among world peoples;</p>	• •	• •	• •	• •	• •	• •	• •	• •	• •	• •	

Global Connections (cont'd)	Part One: Defining Resilience	Understanding Resilience and Coherence	Reading and analyzing an African autobiography	Portraying Resilience: Creative Outcomes	The common perspective / impediments to resilience	Research Challenge #1: Political Resilience	Research Challenge #2: The Resilience of Children in Africa	Research Challenge #3: The Resilience of Women	Research Challenge #4: Environmental Resilience	Research Challenge #5: Economic Resilience	From Knowledge to Action
World Geography: Urban Patterns and Interactions (12) * analyse examples of cultural/economic/ecological convergence and divergence to identify their causes; * evaluate the effects of the information revolution, technological progress, and global trade on selected world regions * describe the influence of social, cultural, political, environmental, and economic factors on the development of urban settlements in different parts of the world; * analyse the relationships between cities and their surrounding regions.	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •
HISTORY Methods of Historical Inquiry and communication All History Courses (10-12) * interpret and analyze 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.	• •	• •	• •	• •	• •	• •	• •	• •	• •	• •	• •
Communities: Local, National, Global Canadian History Since World War I (10) * explain how local, national, and global influences have helped shape Canadian identity;	•	•	•	•	•	•	•	•	•	•	•

Communities: Local, National, Global (cont'd)	Part One: Defining Resilience	Understanding Resilience and Coherence	Reading and analyzing an African autobiography	Portraying Resilience: Creative Outcomes	The common perspective / impediments to resilience	Research Challenge #1: Political Resilience	Research Challenge #2: The Resilience of Children in Africa	Research Challenge #3: The Resilience of Women	Research Challenge #4: Environmental Resilience	Research Challenge #5: Economic Resilience	From Knowledge to Action
<p>World History Since 1900 (11) * demonstrate an understanding of the nature of empires and the emergence of nationalist aspirations throughout the world since 1900; * describe major global and regional conflicts and their consequences, as well as instances of international cooperation, since 1900; * evaluate significant changes in the international community from 1900 to the present.</p> <p>World History and the West (12) * evaluate factors that have led to conflict and war or to cooperation and peace between various communities since the sixteenth century;</p>	• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •
<p>Change and Continuity World History Since 1900 (11) * describe the nature and impact of significant change since 1900; * explain the importance of chronology and cause-and-effect relationships within the context of history since 1900.</p> <p>Adventures in World History (12) * analyze how people throughout history have dealt with conflict and maintained peace. * explain how and why societies have changed from rural to urban;</p>	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •

Change and Continuity (cont'd)	Part One: Defining Resilience	Understanding Resilience and Coherence	Reading and analyzing an African autobiography	Portraying Resilience: Creative Outcomes	The common perspective / impediments to resilience	Research Challenge #1: Political Resilience	Research Challenge #2: The Resilience of Children in Africa	Research Challenge #3: The Resilience of Women	Research Challenge #4: Environmental Resilience	Research Challenge #5: Economic Resilience	From Knowledge to Action
<p>World History: The West And The World * demonstrate an understanding of the importance and use of chronology and cause and effect in historical analyses of developments in the West and throughout the world since the sixteenth century; * identify forces that have facilitated the process of change (e.g., increase in literacy; humanism and liberalism; scientific innovation) and those that have tended to impede it (e.g., rigid class or caste systems, reactionary or conservative philosophies, traditional customs);</p>	• •	• •	• •	• •	• •	• •	• •	• •	• •	• •	• •
<p>Citizenship and Heritage World History Since 1900 (11) * assess importance of nationalism and internationalism in world since 1900; * analyse the relationship between the individual and those in authority in various societies since 1900; * demonstrate an understanding of the variety of cultural expressions throughout the world since the beginning of the twentieth century.</p> <p>World History: The West and the World (12) * analyse different forms of artistic expression and how they have reflected or challenged the societies in which they have appeared; * assess the range and diversity of concepts of citizenship and human rights that have developed since the sixteenth century. * analyze how non-Western ideas and culture have influenced the course of world history since the sixteenth century;</p>	• • • • •	• • • • •	• • • • •	• • • • •	• • • • •	• • • • •	• • • • •	• • • • •	• • • • •	• • • • •	• • • • •

Citizenship & Heritage (cont'd)	Part One: Defining Resilience	Understanding Resilience and Coherence	Reading and analyzing an African autobiography	Portraying Resilience: Creative Outcomes	The common perspective / impediments to resilience	Research Challenge #1: Political Resilience	Research Challenge #2: The Resilience of Children in Africa	Research Challenge #3: The Resilience of Women	Research Challenge #4: Environmental Resilience	Research Challenge #5: Economic Resilience	From Knowledge to Action
<p>Adventures in World History (12) * describe types of group membership and their influence on individuals and society; * describe various forms of artistic and cultural expression.</p> <p>Social, Economic and Political Structures</p> <p>World History Since 1900 (11) * describe the factors that have facilitated change and maintained continuity throughout history; * describe key changes in the structures and activities of everyday life since 1900; * describe major features of economic life since 1900;</p> <p>Adventures in World History (12) * compare the roles and functions of individuals and groups in different societies and at different times;</p> <p>World History: The West and the world * analyze how non-Western ideas and culture have influenced the course of world history since the sixteenth century; * analyze how non-Western ideas and culture have influenced the course of world history since the sixteenth century; * describe the changing roles that women have played in various communities throughout the world since the sixteenth century.</p>	<ul style="list-style-type: none"> • • • • • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • • • • •

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<p>Communications and Technology</p> <p>Skills and processes * effectively plan, organize, direct, and control a variety of communications activities; (11) * use current technology and production skills to develop a process or a product in response to a communications challenge or problem; (11) * use effective techniques to carry out and document the steps in pre-production, production, and post-production.</p> <p>Impact and Consequences * describe the social, environmental, and economic impacts of communications technology;</p>	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • • 			<ul style="list-style-type: none"> • • • • 		<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • •
<p>Introduction to Anthropology, Psychology and Sociology (11)</p> <p>Social Structures and Institutions * identify social institutions common to many different cultures; * compare how selected social institutions function in a variety of cultures;</p>	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •

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<p>Media Arts</p> <p>Theory</p> <ul style="list-style-type: none"> * use appropriate vocabulary to discuss media art in a variety of contexts; (11, 12) * describe how various concepts (e.g., elements, principles) and techniques and procedures are used in their media art works and the works of others; (11) * demonstrate an understanding of the basic concepts (e.g., elements, principles) and procedures used in media arts, as well as selected emerging technologies;(12) * demonstrate an understanding of conventions used in the practice of media arts.(12) <p>Analysis</p> <ul style="list-style-type: none"> * evaluate the aesthetic components of their own and others' works of media art or productions, demonstrating an understanding of the process of critical analysis;(11) * analyse the impact of media art works and productions on themselves and their communities; (11, 12) 	•	•		•				•			•
<p>Media Texts (11)</p> <ul style="list-style-type: none"> * analyse, interpret, and assess the techniques, forms, style, and language of media works to describe and explain how different media communicate meaning; * analyse media representations to describe their content, identify bias, and explain their impact on audiences. 	•	•		•				•			•

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<p>Media Audiences (11) * analyse and draw conclusions about the influences of media and communication technology on society, culture, and the economy.</p> <p>Media Production (11) * demonstrate an understanding of the interrelationship of form, content, and audience by creating media works for different audiences and purposes;</p>	•	•		•				•		•	•
<p>Economics</p> <p>The Individual and The Economy (11)</p> <p>Economic Decision making * explain how the scarcity of economic resources requires individuals and societies to make economic choices; * analyse trends in labour markets.</p> <p>Analysing Current Economic Issues (12)</p> <p>Self Interest and Interdependence * assess the ways in which, and the degree to which, people in Canada and other countries have become interdependent in the global economy;</p>	• •	• •	• •	• •	• •	• •	• •	• •	• •	• •	• •

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<p>Canadian and World Politics (12) Participation in the International Community * 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; * analyze the factors that determine the power and influence of a country;</p> <p>Values, Beliefs and Ideologies * compare the aspirations, expectations, and life conditions of people in developed and developing nations * analyze how social and cultural beliefs and political ideologies influence national and international politics.</p>	<ul style="list-style-type: none"> • • • • • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • • • • • 				

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<p>Individual and Family Living * summarize 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>Health Care * demonstrate an understanding of concepts and approaches related to health promotion and disease prevention. (11)</p>	•	•	•	•	•	•	•	•	•	•	•
<p>World Religions: Beliefs, Issues and Religious Traditions Grade 11 * analyze and describe the connection between human experience and sacred writings and oral teachings; * summarize the ways in which religions and the development of civilizations are interconnected; * identify the function of religion in human experience; * analyze the significance of religion or other belief systems in the lives of various historical figures; * assess the influence of individual and collective action on the evolution of law. * analyze the conflicts between minority and majority rights and responsibilities in a democratic society, and examine the methods available to resolve these conflicts.</p>	•	•	•	•	•	•	•	•	•	•	•

Science (cont'd)	Part One: Defining Resilience	Understanding Resilience and Coherence	Reading and analyzing an African autobiography	Portraying Resilience: Creative Outcomes	The common perspective / impediments to resilience	Research Challenge #1: Political Resilience	Research Challenge #2: The Resilience of Children in Africa	Research Challenge #3: The Resilience of Women	Research Challenge #4: Environmental Resilience	Research Challenge #5: Economic Resilience	From Knowledge to Action
Gardening, Horticulture, Landscaping and Forestry (12) * demonstrate an understanding of the importance of cultivated and wild plants to society, the economy, and the environment	•	•	•	•	•	•	•	•	•	•	•
Introduction to Business (9),(10) The Role and Impact of Business * demonstrate an understanding of how businesses respond to needs, wants, and demand Entrepreneurship: * identify characteristics and skills associated with successful entrepreneurs; International Business * describe how nations become interdependent through international business	•	•	•	•	•	•	•	•	•	•	•
Entrepreneurial Studies (11) * evaluate the role of and contributions made by entrepreneurs; * describe the impact that local entrepreneurs have had on their community.	•	•	•	•	•	•	•	•	•	•	•
Introduction to Marketing (11) The Global Marketplace: * compare the application and implementation of marketing in different types of economic systems;	•	•	•	•	•	•	•	•	•	•	•

Business (cont'd)	Part One: Defining Resilience	Understanding Resilience and Coherence	Reading and analyzing an African autobiography	Portraying Resilience: Creative Outcomes	The common perspective / impediments to resilience	Research Challenge #1: Political Resilience	Research Challenge #2: The Resilience of Children in Africa	Research Challenge #3: The Resilience of Women	Research Challenge #4: Environmental Resilience	Research Challenge #5: Economic Resilience	From Knowledge to Action
The Entrepreneurial Experience (11) The Enterprising Person: * compare the application and implementation of marketing in different types of economic systems; * analyze the creative-thinking, problem-solving, and decision-making processes that help entrepreneurs find opportunities to create new ventures;	<ul style="list-style-type: none"> • • 										
Introduction to International Business (12) * determine how international business and economic activities increase the interdependence of nations; * analyze ways in which people and domestic businesses have been and are affected by international business; * evaluate the factors that influence a country's ability to participate in international business;	<ul style="list-style-type: none"> • • • 										
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)											

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Visual Arts Analysis * 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)	• • • •	• • • •	• • • •	• • • •				• • • •			• • • •
MUSIC Analysis * demonstrate the ability to listen attentively and with discernment to live and recorded music, using the stages of critical analysis (initial reaction, description, analysis, interpretation, and judgement) (9)	•	•	•	•				•			•
* apply critical analysis processes to their artwork and works studied (10) * identify, analyse, and evaluate musical works through listening; (11), (12) * analyse the relationship between music and its cultural context; (11)	• • •	• • •	• • •	• • •				• • •			• • •

	Part One: Defining Resilience	Understanding Resilience and Coherence	Reading and analyzing an African autobiography	Portraying Resilience: Creative Outcomes	The common perspective / impediments to resilience	Research Challenge #1: Political Resilience	Research Challenge #2: The Resilience of Children in Africa	Research Challenge #3: The Resilience of Women	Research Challenge #4: Environmental Resilience	Research Challenge #5: Economic Resilience	From Knowledge to Action
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)	• • • •	• • • •	• • • •	• • • •				• • • •			• • • •
Interdisciplinary Studies (11, 12) * Preparing for research * Accessing resources * Processing information * Assessing and extending research	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •