

Crossroads



Teacher Resource Package Prepared By:

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Synopsis

Country of Origin: United States

Release Year: 2018

Director: Ron Yassen

Runtime: 77 minutes

Language: English

Themes: Identity, Overcoming Adversity, Inspirational Teachers

Critically underfunded with no gym or sports field, Charlotte Secondary, a predominantly African-American school in North Carolina struggled to offer their students a viable sports program. When the school receives a grant that provides for lacrosse equipment, students were at first dismissive of what they called “white person’s sport.” All that changed with the arrival of coach Bobby Selkin, a Jewish ophthalmologist who agreed to coach the team. Under his mentorship, what began as an after-school activity to keep at-risk students occupied soon evolves into a serious discipline and this improbable group of players become contenders for the state championship and candidates for lucrative college scholarships. An inspirational documentary about the transformative powers of team sports.

Curriculum Links

Crossroads can be used to meet the English and Media Studies component of the English curriculum from Grades 9-12. It can also be used for Healthy and Active Living Education Grades 10-12, Exploring Family Studies, Grades 9 or 10 (HIF10/20), Grade 11 Introduction to Anthropology, Psychology and Sociology, Grade 11 Dynamics of Human Relationships (HHD30), Grade 11 and 12 Equity, Diversity and Social Justice (HSE3E and HSE4M) and Challenge and Change in Society, Grade 12 (HSB4U). See appendix for detailed curriculum expectation links.

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Ways Into the Text: Analysing the Opening Scene

Crossroads opens with a shot of the Lacrosse players in training. The song accompanies this shot is *Be Good To Me*, by Jacob Banks and Seinabo Sey. Below are the lyrics to the song:

Oh, please be good to me
Oh save my soul and lead me home
I've been running for far too long
Oh, please be good to me
Be good to me, good to me
Be good to me, good to me
My hands are sore carrying promises
Another war that I've lost
My time is yours, waste it carefully
You hit and run, do it gracefully
Oh, please be good to me
Oh save my soul and lead me home
I've been running for far too long
Oh, please be good to me
My stupid heart is always a casualty
It wants to be loved, it hates the vacancy
My time is yours, waste it carefully
You hit and run, do it gracefully
Oh, please be good to me
Oh save my soul and lead me home
See, I've been running for far too long
Oh, please be good to me
It's all I'm asking from you
You know I'm counting on you
To lead me to nirvana
Be good to me
It's all I'm asking from you
You know I'm counting on you
Be good to me
Be good to me

Focus Questions:

1. Why do you think that the director opened with this particular image?
2. Why do you think this song was chosen? How do the lyrics relate to the themes in the film?
3. What emotional response do you think that the director is hoping to elicit from the viewer with this opening scene? Is it effective? Why/why not?

Theme: Inspirational Teacher/Coach

Central to the film are Teddy Walker, the Athletic Director of Charlotte Secondary School and Bobby Selkin, the head coach of the lacrosse team. Understanding that “kids need sport to feel good about themselves”, Walker applied for a grant from USA Lacrosse that provided him with free equipment even though no one in the school knew how to play lacrosse. He also recruited Bobby Selkin to coach the students in what started as an informal

after school-activity that later evolved into a competitive team. Selkin agreed to the position because, according to his wife, he was looking for “something that would fulfill him by giving back to other people.”

While Walker was always admired by students for his obvious commitment to their physical and emotional well-being, Selkin was greeted with scepticism. Apart from coming across as “bossy”, his motives for taking the coaching position were questioned. Some people thought he was just “a rich white guy who does his 15 minutes then says look at me, I’m helping these disadvantaged black kids. He could pat himself on the back and sit around with his other rich white friends.” Despite these initial suspicions, the boys and their parents start to trust Selkin after he proves himself by going above and beyond what most teachers do for students, including taking some into his own home.

Using some of the relevant quotes listed below, students should consider the following questions:

1. In what ways does a coach differ from a teacher in terms of how they relate to students? Why are coaches often able to influence students in ways that other teachers cannot?
2. Why do you think that Selkin was initially met with such suspicion? What does the term “white saviour” mean? Where did the term originate? Provide some examples of how and where the term has been applied. Do you think it is fair to portray Selkin in this way? Why/why not?
3. In addition to coaching students in sports and tutoring them for college entry exams, how else was Selkin able to influence the boys’ behaviour and expand their worldview?
4. Why do you think that Selkin shares the fact that his own father abandoned his family with his students? How relevant is the fact that most of the boys Selkin has taken under his wing have grown up without a father? Discuss how the students’ home environment is a contributing factor both at school and with their relationships with other people.
5. Selkin’s interaction with students extends beyond the school grounds; some of his students have even gone to live with his family. Do you think that this crosses the accepted boundaries of teacher-student relations? Why? Why not?
6. Isaiah admits to playing lacrosse only to please Selkin. Can a coach or teacher have too much influence on a student? How can that work against the student in the long run?

Selected Quotes

Teddy Walker

“A lot of kids really need help. You don’t realize that a couple of words you could say to a kid that could really change their life or few hours that you can spend with a kid and inspire.”

Bobby Selkin

“It’s so important to have these kids see other places. Our kids at Charlotte Secondary pretty much only apply to schools in Charlotte...they don’t look at the world out there. The

kids on the lacrosse team think differently. They've started to think which college is best for me and gets me to where I want to go."

"You [the team] don't realise how much influence you have on my life. This is going to make me go into next season with so much power and so much enthusiasm."

"The love someone has for their kids, the love that someone has for their family, those connections are very powerful. I have those connections with the kids I work with. I love them. I don't believe that just because I get my players to college that I'm done with commitment to them. I'll still stay in touch with my players for the rest of their lives."

Theme: Education

Through the relationship between Coach Selkin and his players, *Crossroads* examines the role that education plays in shaping the futures of young adults. While Selkin tries to empower his students, the educational system as a whole can sometimes work against his efforts. Moreover, the students themselves question the relevance of formal education to their daily lives, making his job that much harder. The concept of formal and informal education in the context of the film is one that lends itself to further classroom exploration.

Focus Questions:

1. What is the difference between formal and informal learning? Provide examples of both from the film.
2. Do you think that Selkin's influence will have a lasting impact on his students? Why/why not? Provide evidence from the film to support your answer.
3. How much of the students' futures do you think will be shaped by their school experience and how much will be shaped by other factors? What might some of those factors be?
4. Coach Selkin tells Brandon that "the only way out of [poverty] is college." Do you agree? Why/why not?
5. What obstacles might Selkin's students face once they start college? Explore how race and socio-economic factors that shaped their high school experience might be exacerbated at university.

Extension Question:

Does a person's ability to achieve success depend entirely on his/her own motivation and ability or do other factors influence a person's potential? If so, what are they? Discuss.

Case Studies: Isaiah, Xavier, Kevin, Mobley and Brandon

Crossroads focuses on five characters from the team and their relationship with Selkin. Students should write a brief character description of each one of these boys, using the following questions and direct quotes from (and about) them as their guide:

1. What drew him to joining the team?
2. What is his attitude about being part of a team?

3. How has he benefited from being part of the lacrosse team?
4. What is his attitude toward Coach Selkin? Why do you think he is willing to listen to an authority figure that insists that college is the only path to a successful future?
5. Do you think that his experience on the lacrosse team will influence his behaviour and decisions after high school? Why/why not? In what ways might it influence his life?

Isaiah

According to Selkin, Isaiah has “always been the kid who has been the most vulnerable.” Isaiah’s mother became pregnant with him after she was raped at thirteen. Unable to care for him herself, she made the decision to send him to live with his biological father who was now married with a family, including Xavier. Though Isaiah and his step-brother have a good relationship and play on the team together, Isaiah does not have a good relationship with his biological father. For this reason, he gravitates to Selkin as a father figure. In turn, Selkin treats him like a son, even when it means having to display some tough love to get him back on track after he begins failing at university.

Quotes:

“I have so much animosity towards my dad. He got a girl pregnant at thirteen and made her have a baby and ruin her life completely. That one incident has affected and changed like a whole generation to be honest.”

“Ninth or tenth grade I didn’t go to school at all...I just smoked, sold drugs, thinking about being the biggest drug dealer, being a rapper, a producer, something like that. I became a different person because of lacrosse. It was like a light turned on. There was no more darkness.”

“He [Bobby] saved me. He’s the reason why I am me today. He’s the reason why I want to be smart and I want to do a lot of things, so that’s why I love him so much. I love him because he helped me so much with my own life. He’s the first person to show me love.”

Bobby: “I didn’t just give [Isaiah] love just to be a nice guy. I love him. I also recognized I got a kid whose got tremendous inner demons and I don’t know if we’ll be able to conquer all those. Isaiah is definitely at a crossroads right now. I think that the only think that could change that is that if he goes to college, gets on a path towards a career and that becomes his passion.”

Bobby to Isaiah: “You can’t do this [go to college] for me because not only do you have to sit in class and study hard...I mean, I’m investing in money in this...when I’m not there, are you self-motivated enough to study?”

Bobby to Isaiah after he fails first semester: “You were just the example for everyone that no matter where you come from you can turn your life around. And for you to go off course shakes my confidence in everything I’m doing. By the same token, I realize that you have really deep scars from your childhood. Maybe I shouldn’t expect so much but I do because I know what you’re capable of. Not matter what happens, I will always love you. I’m trying to make sure that the path your on gives you the quality of life that I know you want and I see you headed down a path that is going to lead you to disaster. I’m not just going to sit here and not say anything. I want to treat you like a son but I need to let you know that

the time has come that you have to turn this around now and let this be the dream that you want it to be.”

Specific Questions:

1. Xavier warns Isaiah that he is basing his life around trying to please Coach Selkin. Provide examples of how he does this. How does it work against him in the long run?
2. Do you think that Selkin puts unfair pressure on Isaiah? Why/why not?
3. What does Isaiah mean when he says that his father has affected a whole generation by making his mother have a baby at thirteen? Discuss the ways that teenage pregnancy has multiple repercussions.

Xavier

Unlike his step-brother, Xavier grew up in a home with two parents. He joined the team because he saw other students playing and he thought it “looked cool”. Where Isaiah plays lacrosse to please the coach, Xavier is passionate about the game itself.

Quotes:

“Before lacrosse, it was kind of hard to identify myself...and then we found the game and developed a family and then I knew, I’m Xavier, I’m a lacrosse player.”

“I love the game so much I want to wake up every day playing this. I want to play as long as I can.”

Specific Questions:

1. Xavier joined the team because he thought it looked cool when other people were playing it. How can students influence other students? How do the lacrosse players lead by example?
2. Why is teamwork so important to Xavier? How is being part of a team an important aspect of socialization?

Kevin

Kevin was born to a crack-addicted mother who had AIDs. At risk of being put into foster care, he was taken in by his uncle and aunt who were warned that he would have learning difficulties his whole life. Obese, anxious and suffering from ADHD, Kevin was bullied and attempted suicide before being moved to Charlotte Secondary School. He joined the lacrosse team at Mr. Walker’s suggestion but was kicked out for talking back to Coach Selkin. It was only because Mr. Walker was so upset that Selkin agreed to take him back him on the team and, from that point, Kevin started to turn his life around. By 2017, he was made one of the team’s captains.

Quotes:

“I suck at reading comprehension but coach was like I might not be able to get into college. Lacrosse could be your ticket to college. I got an opportunity to show people what I could do.”

“I was very short, had braces, awkward kid. Everyone used to pick on me and I was skipping school... I was fighting. It got to the point where I was basically failing every class. And Lacrosse, it took me to a new place.”

Specific Questions:

1. What are some of the potential consequences of being born to a crack addicted mother? Research the hazards of drug and alcohol abuse on a pregnant woman.
2. Why was it so important to Mr. Walker that Coach Selkin readmitted Kevin to the team?

Mobley

Suffering from a severe speech impediment, Mobley was bullied in school. Before joining the team, he was reading at a third grade level and failing school. In order to motivate him to study, Coach offered him ten cents for every SAT question that he answered. Within a year, he was scoring 80th percentile in the country.

Quotes:

“Every day I’m on a multi-million dollar mission...it makes me want to be successful even more. I gotta do better for myself. Like, I can’t be poor.”

Specific Questions:

1. Why do you think Mobley finally decided to invite his father to a game after refusing to reach out for him for so long?
2. Discuss how a disability such as a severe speech impediment can contribute to a student’s poor school performance and overall self-perception.

Brandon

Brandon is one of the first students that Selkin takes under his wing and he made it is his mission to get Brandon into college even though he was way behind in academics. Brandon himself seems uncertain about the prospect of college even when his grades improve, but he accepts Selkin’s help and is the first player on the team to be offered a college scholarship.

Quotes:

“We got beat bad but we fought hard and we fought hard the whole year because we wanted it. We wanted people to know who we was [sic]. Just because we’re black doesn’t mean that we can’t do what you’re all doing.”

Stephanie (Brandon’s mother): “ When Coach told me that he wanted Brandon to get an education, that kind of just done it for me...it wasn’t even about the lacrosse anymore. It was about Brandon getting an education.”

Specific Questions:

1. In what ways does race factor into playing into lacrosse? Research how race and

socio-economic background are associated with particular sports. How can these differences be overcome?

2. Brandon's mother had tried to help him with reading comprehension in the past but was unsuccessful. In what ways might a teacher be better placed than a parent when it comes to academic coaching?

Theme: Identity

The players featured *Crossroads* undergo a transformational experience through their participation on the lacrosse team. All of them speak to how lacrosse helped to create a more positive self-perception and a healthier outlook towards the future. Though sports is the specific way these students chose to shape their identity, the film can be seen in a universal context with regard to adolescent identity formation. Teachers can explore the issue of identity with their students through a range of classroom activities such as the one outlined below.

Step One:

Introduce the theme of identity using one of the following prompts:

- Have students compile a list of between 5 and 10 phrases including both nouns and adjectives (e.g., Chinese, sister, Christian, hockey player, etc.). Highlight the two words or phrases that best describe how they feel about themselves.
- Have students bring an artefact (e.g., photo, baseball, crucifix, etc.) that they feel illustrates something about their identity.
- Have students write for five minutes about their names and what they signify to them. How do their names relate to how they feel about themselves? Are they named after anyone? If so, whom? How do they feel about being named after someone? What does their name say about their cultural, religious or racial identity?

Step Two:

Have students break into pairs and share their responses with one another. What (if any) thoughts or experiences did they have in common?

Step Three

Reconvene as a larger group and construct an identity chart that includes all of the categories that they had identified about themselves as individuals and answer the following questions:

1. How does how we define ourselves affect how others see us?
2. How do other peoples' perceptions of us influence the way we define ourselves?
3. How do these perceptions shape our relationships with others?
4. Is identity fixed or can it change over time?

Step Four:

Have students expand on their notions of personal identity by having them discuss the idea of national identity. What does it mean to be a Canadian? How do we define ourselves as a society? How do we differ from other countries in terms of how we see ourselves?

Other Identity-Related Lesson Plans

Identity Charts

Facing History and Ourselves

<https://www.facinghistory.org/resource-library/teaching-strategies/identity-charts>

Social Justice Standards: Unpacking Identity

<https://www.tolerance.org/professional-development/social-justice-standards-unpacking-identity>

Diversity Toolkit: A Guide to Discussing Identity, Power and Privilege

<https://msw.usc.edu/mswusc-blog/diversity-workshop-guide-to-discussing-identity-power-and-privilege/>

Identity: Defining Self, Choosing Friends

<http://archive.pov.org/onlytheyoung/lesson-plan/>

Social Identity Wheel

<https://sites.lsa.umich.edu/inclusive-teaching/2017/08/16/social-identity-wheel/>

Genre Studies

On the most obvious level, *Crossroads* is a film that follows the conventions of documentary filmmaking. However, the film can also be seen in the context of films about inspirational coaches and educators that have been popular in Hollywood since Glenn Ford played an inner city teacher in *The Blackboard Jungle* in 1955. Teachers using *Crossroads* in their classrooms could study the film exclusively as a documentary or they can extend their exploration of the film by comparing it to some of the feature films that focus on maverick coaches, many of which are based on real life characters.

Questions about Documentary Techniques

1. The film focuses on five of the team players, all of them black. Why do you think the director did not profile any of the white players on the team?
2. Does the film perpetuate certain stereotypes? If so, what ones and how might that have been overcome?
3. Most of the film takes place at Charlotte Secondary School or on the sports field, but there are several scenes that take place at Selkin's home, including shots of the outside of his house. Why does the director include these scenes and images? What effect does it have on the viewer?
4. Why does the director include the scene where Isaiah goes back to the house he lived in as a child? What effect is this designed to have on the viewer?
5. Why does the director include interviews with some of the boys' parents?
6. Discuss the scene where students go to visit Mr. Walker at home. What is the overall effect of including this scene?
7. Do you think that the portrait of Coach Selkin is balanced or does he come across as too good to be true? Provide specific examples to support your response.

8. Though you see brief glimpses of Coach Selkin's kids and his wife speaks to the way he came to be involved, they are not interviewed about the impact that having students live in the house had on the family. Why do you think the director made the decision not to include their voices?

Comparing Documentary to Fictional Films About Inspiring Coaches

There are numerous films that students can use to compare the true story of Bobby Selkin with a fictional version of a coach who made a difference in the lives of their players, many of them based on real characters. Below is a brief list, but there are many more that would be equally relevant.

Remember the Titans (2000)

Coach Carter (2005)

Glory Road (2006)

Pride (2007)

Gridiron Gang (2006)

Questions Comparing Documentary to Feature Films About Coaches

1. Research the life and career of a real coach that is depicted in fictionalised form in a film. How do they compare? What liberties does the director take in creating a fictional version of the real person?
2. How would you make a fictional film about Bobby Selkin and Coach Walker? Who would you cast? What changes would you make to their characters? Why?
3. Compare the students that appear in a fictional film about a high school sports team with the students in *Crossroads*. How realistic are the fictional students? Do they confirm or challenge stereotypes?
4. Would a feature film about Bobby Selkin have the same impact as a documentary? Why/why not?

References

(All websites cited are from March, 2019)

Facing History and Ourselves

<https://www.facinghistory.org/resource-library/teaching-strategies/identity-charts>

Social Justice Standards: Unpacking Identity

<https://www.tolerance.org/professional-development/social-justice-standards-unpacking-identity>

Diversity Toolkit: A Guide to Discussing Identity, Power and Privilege

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Identity: Defining Self, Choosing Friends

<http://archive.pov.org/onlytheyoung/lesson-plan/>

Social Identity Wheel

<https://sites.lsa.umich.edu/inclusive-teaching/2017/08/16/social-identity-wheel/>

Ontario Curriculum Guidelines

<http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

Appendix: Detailed Learning Outcomes According to Specific Courses

Healthy Active Living Education, Grade 10-12

SPECIFIC EXPECTATIONS

A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active and that can support their participation in physical activity throughout their lives and explain what actions they can take to overcome challenges and barriers to regular physical activity [PS, CT]

A1.3 demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities (e.g., encourage others; show respect for others' points of view; listen attentively; show appreciation; encourage fair play; be inclusive; provide leadership by leading an in-class activity such as a warm-up or cool-down or suggesting ways to adapt an activity so that individuals with different physical or intellectual abilities can successfully participate) [PS, IS]

A2.2 describe factors that affect personal physical fitness (e.g., eating habits; heredity; social, economic, and cultural influences; maturation; physical challenges; effectiveness of training routines and adherence to training principles, such as overload, individuality, and specificity), and explain the benefits of developing fitness as part of an overall healthy active way of life [PS, CT]

C1.1 demonstrate an understanding of factors that enhance mental health and emotional and spiritual well-being [PS, IS]

C1.2 demonstrate an understanding of the impact of substance use and addictive behaviours on all aspects (e.g., physical, emotional, cognitive, spiritual, social, economic) of a person's health and well-being [PS]

C2.3 demonstrate the ability to analyse situations involving conflict within oneself (e.g., moral and ethical struggles, decision-making problems) or conflict with others (e.g., arguments, fights) and apply appropriate conflict resolution strategies (e.g., for conflict within oneself: meditation, journal writing, seeking counselling, talking with a trusted adult or friend; for conflict with others: applying de-escalation techniques such as using calming words or taking a break to defuse a tense situation, getting support to respond to dating violence, seeking help from a person in authority)[PS, IS, CT]

C2.4 demonstrate the ability (e.g., through role play, discussions, debates, analysis of hypothetical situations, case studies, scenarios) to apply adaptive, coping, and management skills (e.g., refusal, assertiveness, and persuasion skills; problem-solving and stress-management skills; time-management and organizational skills) to respond to challenging situations involving substance use, addictions, and related behaviours [PS, IS, CT]

C3.3 identify public issues related to various addictions (e.g., alcohol, drugs, gambling, tobacco), and analyse their impacts and the connections between these impacts locally, nationally, and internationally [CT]

Source: <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

Equity, Diversity and Social Justice, Grade 11 (HSE3E)

Specific Expectations: The Construction of Identity

B1.1 explain how various aspects of identity (e.g., gender identity, sexual orientation, trans identities, race, culture, ethnicity, ability, language, class, faith, age, body image) may be socially constructed and internalized (e.g., through the media, parental expectations, religion, popular culture)

B1.2 demonstrate an understanding of how a variety of factors (e.g., race, socio-economic status, sexual orientation, ability) intersect in individuals to create diverse experiences of identity and social roles

B1.3 explain positive and negative ways in which social norms can affect individuals (e.g., positive effects: social acceptance and self-acceptance, popularity, positive self-esteem, sense of security for those who follow norms; negative effects: ostracism for those who challenge norms, internal conflicts between one's sense of self and societal expectations)

B2.2 explain how and why a person's power and privilege can vary in different contexts (e.g., at home, in a peer group, at school, in the community)

B2.3 demonstrate an understanding of the difference between individual and systemic forms of discrimination and oppression (e.g., anti-Semitic remarks, racial profiling, gay bashing, racist slurs, homophobic comments, lack of captioning of television programs or videos, employment barriers, restrictions on gay men being blood or organ donors, the reserve system for First Nations peoples in Canada, failure to make buildings accessible for elderly people and people with disabilities)

B2.4 describe the effects of discrimination and oppression on individuals and groups (e.g., feelings of marginalization, powerlessness, anger, hopelessness; motivation to seek societal change or engage in advocacy, action)

B3.1 describe ways in which one's personal choices or behaviour (e.g., socially conscious consumption, support for fair/ethical trade, involvement in co-construction of public policy, personal language use, expanding one's political awareness) can help empower individuals and reduce the impact of inequity or social injustice in local, national, and international contexts

Source: <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

Equity and Social Justice: From Theory to Practice, Grade 12 (HSE4M)

Specific Expectations: Understanding Social Construction

B1.2 demonstrate an understanding of basic concepts related to the social construction of identity (e.g., the construction of race, gender, ability, sexual orientation, class) that have been developed by a range of theorists (e.g., Judith Butler, George Dei, Jacques Derrida, Michel Foucault, bell hooks, Karl Marx), and of how to apply the concepts when analysing equity issues

B1.3 explain how individual and systemic factors (e.g., fear, greed, isolation, pressure to conform, poverty, individual and systemic discrimination) can cause or perpetuate inequity and social injustice

B2.2 analyse the effects of bias, stereotypes, prejudice, discrimination, and oppression on individuals and groups (e.g., feelings of marginalization, powerlessness, anger, hopelessness, apathy, lack of self-worth, defiance; ghettoization; formation of support groups; motivation to seek societal change or engage in advocacy, action)

Specific Expectations: Addressing Equity and Social Justice Issues

C2.2 explain how the combination of circumstances and personal qualities and skills resulted in specific individuals' becoming effective agents of change (e.g., Mary Harris "Mother" Jones, Mohandas Gandhi, Rosa Parks, Tommy Douglas, Jean Vanier, Jeannette Corbiere Lavell, Abbie Hoffman, Nelson Mandela, Stephen Lewis, Shirin Ebadi, Vandana Shiva)

Specific Expectations: Personal and Social Action

D1.2 describe how education can help promote equity and social justice (e.g., by fostering critical thinking, increasing awareness, exposing students to multiple perspectives)

Source: Source: <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

Exploring Family Studies, Grades 9 or 10 (HIF10/20)

Specific Expectations: Research and Inquiry Skills

A1.1 explore a variety of topics related to individual and family needs and resources (e.g., healthy relationships, adolescent development, communication skills, lifestyle differences between generations, peer pressure, financial literacy) to identify topics for research and inquiry A1.2 identify key concepts (e.g., through discussion, brainstorming, use of visual organizers) related to their selected topics.

Specific Expectations: Self and Others

B1.1 describe important aspects of adolescent development (e.g., with reference to physical, cognitive, social, emotional development)

B1.2 distinguish between needs and wants, and identify needs, wants, values, and goals that may develop during adolescence (e.g., needs/ wants with respect to food, exercise, friends, support from family, electronic goods, designer clothing; values as reflected in tangible goods such as clothing and cars or intangibles such as behaviour, opinions, traits; short- and long-term goals relating to relationships, education, work, money, family)

B1.3 explain the connection between adolescents' developmental needs and their individual behaviour (e.g., how identity development and the corresponding need to belong to a group can affect social behaviours; how rapid physical development affects behaviours related to sleep and diet)

B2.1 describe various types of relationships in which adolescents are involved (e.g., relationships with family, friends, and people in the local community; collegial, intimate, and sexual relationships)

B2.2 describe the characteristics of healthy and unhealthy relationships (e.g., healthy relationships: trust, mutual support, clear limits and boundaries, humour, honesty; unhealthy relationships: mistrust, jealousy, isolation, control, tension)

B2.3 identify resources and strategies that can be used to help develop healthy relationships and resolve conflict in a variety of human interactions (e.g., assertiveness training, anti-bullying programs, strategies for developing empathy) B2.4 describe and demonstrate socially appropriate verbal and non-verbal communication skills in a variety of situations (e.g., describe the importance of maintaining eye contact when talking with a friend; show respect for the opinions of others in classroom discussions]

B2.3 identify resources and strategies that can be used to help develop healthy relationships and resolve conflict in a variety of human interactions (e.g., assertiveness training, anti-bullying programs, strategies for developing empathy) B2.4 describe and demonstrate socially appropriate verbal and non-verbal communication skills in a variety of situations (e.g., describe the importance of maintaining eye contact when talking with a friend; show respect for the opinions of others in classroom discussions; perceptions about appropriate levels of involvement with and protection of children; the impact of resource depletion on families who live on the land; the rise of the skills-based economy)

B3.2 describe differences in lifestyle among families from diverse backgrounds (e.g., food choices; social life; gender roles; family celebrations and traditions; views on health and wellness; religious expression)

Specific Expectations: Exercising Responsibility

D1.1 identify strategies and resources that individuals can use to improve and/or maintain their personal health and well-being (e.g., resources such as Canada's Food Guide and other Health Canada publications; strategies such as practising good hygiene, exercising, spending time in nature, managing stress, choosing healthy foods, living within their means, fostering healthy relationships)

D1.2 explain the importance of taking personal responsibility for maintaining their health and well-being (e.g., how taking personal responsibility contributes to skills development, independence, self-confidence)

D2.1 describe a variety of family forms (e.g., nuclear, single-parent, blended, extended, same-sex, skipped-generation, foster, and adoptive families; families of affinity)

D2.3 describe ways in which diverse families (e.g., families from diverse backgrounds, nuclear versus extended families, upper-class versus working-class families) perform their fundamental functions

Source: <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

Dynamics of Human Relationships, Grade 11 (HHD30)

Specific Expectations: Personal Growth and Development

B1.1 identify and describe the various components of personal well-being (e.g., emotional well-being, satisfaction, vitality, resilience, self-esteem, autonomy, competence, engagement, a sense of meaning and purpose, feelings of trust and belonging)

B1.2 explain how various factors (e.g., good nutrition, physical activity, a strong support network, awareness of one's experiences and surroundings, lifelong learning, sharing and volunteering) contribute to the development of personal well-being

B1.3 explain what they can do to maintain their personal well-being throughout life, and why it is important to do so

B2.1 identify the main components of self-concept (e.g., physical self, academic/occupational self, social self, transpersonal self) and describe some of its characteristics (e.g., self-concept is learned, organized, and dynamic)

B2.2 explain the interrelationship between self-concept, self-esteem, and mental health

B2.3 describe ways to improve self-esteem (e.g., set reasonable goals and take steps to achieve them; participate in physical activities; practise to develop talents; join social groups; connect with a positive peer network)

B2.4 explain ways in which self-concept and self-esteem are interconnected with community and societal beliefs and values

B3.1 explain how a strong self-concept and healthy self-esteem contribute to healthy relationships

B3.2 explain how self-concept influences a person's relationships (e.g., with other people, with society in general, with the environment)

B3.4 explain the value of recognizing the unique strengths, abilities, and personal qualities of others

B3.5 analyse how being self-aware affects interpersonal relationships

B3.6 analyse how both social awareness and physical, psychological, and emotional health affect people's relationships

Specific Expectations: Healthy Relationships

C1.1 describe various types of relationships that people may experience during their lifetime (e.g., parent-child, sibling, peer, friend, student-teacher, spouse, co-worker, dating, intimate, inter-generational, employee-employer, doctor-patient) C1.2 identify characteristics of healthy relationships (e.g., equality, independence, trust, empathy, loyalty, respect, intimacy, honour, recognition of the other's value, open communication, stability, confidence, altruism) C1.3 describe behaviours that characterize unhealthy relationships (e.g., physical and verbal abuse, bullying, sexual harassment, stalking, obsession, possessiveness, intimidation, isolation, financial control, substance abuse, co-dependence) C1.4 explain the contributions healthy relationships make to individual, group, family, and community well-being

C3.1 identify the roles people have in various relationships (e.g., parent, child, teen, sibling, grandparent, elder, employee, employer, spouse, friend, student, co-worker, volunteer, significant other, acquaintance)

C3.4 describe values and attitudes that enhance the quality of human interactions (e.g., respect, caring, empathy, trust, honour, honesty) C3.5 describe some of the ways in which power dynamics can influence behaviour in human interactions

C4.1 describe strategies and skills for building healthy relationships (e.g., showing empathy, setting realistic expectations, showing respect for others, communicating with openness where possible and appropriate, working to solve problems, seeking counselling, seeking community support, volunteering, giving time and attention to others)

C4.4 describe strategies for sustaining various types of relationships as they evolve over time

Specific Expectations: Enhancing Relationships Through Community Involvement

E4.2 outline various ways in which individuals can enhance relationships through community involvement (e.g., through mentoring programs, consensus-building initiatives, volunteering, advocating for the rights of others)

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Introduction to Anthropology, Psychology and Sociology, Grade 11 (HSP3U)

Specific Expectations: Research and Inquiry Skills

A1.1 explore a variety of topics related to anthropology, psychology, and sociology (e.g., rites of passage, identity development, effects of social networking) to identify topics for research and inquiry

A2.2 locate and select information relevant to their investigations from a variety of primary sources (e.g., interviews, observations, surveys, questionnaires, original documents in print or other media – film, photographs) and/or secondary sources (e.g., textbooks, literature reviews, research reports, newspaper and magazine articles)

Specific Expectations: Sociology

D2.1 explain, from a sociological perspective, how diverse factors (e.g., social norms and expectations, social structures, social distinctions, socio-economic status, geographic location, physical environment, media coverage) influence and shape individual and group behaviour

D2.2 explain, from a sociological perspective, the relationship between prejudice and individual and systemic discrimination (e.g., on the basis of gender, race, socio-economic status, sexual orientation, ability, religion, age, appearance), and describe their impacts on individuals and society

D2.3 explain, from a sociological perspective, how diverse influences (e.g., culture, religion, economics, media, technology) shape social behaviour (e.g., dating and courtship, social networking, bullying, following trends and fads)

D3.2 explain the ways in which social structures (e.g., economy, family, class, race, gender) affect individual and group behaviour

D3.3 evaluate the relative influence of primary agents of socialization (e.g., family, peers) and secondary agents of socialization (e.g., media, religion) on the socialization of the individual

Source: <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

Challenge and Change in Society, Grade 12 (HSB4U)

Specific Expectations: Social Change

B2.5 explain the relationships between poverty, affluence, and social change (e.g., the effects of the digital divide and/or unequal access to higher education on the social and economic prospects of different groups)

Specific Expectations: Global Social Challenges

D1.4 explain how various socio-economic conditions (e.g., international competition, prejudice, unfavourable economic conditions, military occupation/rule) and structures (e.g., the welfare system, public health and education, non-profit social service organizations) operate to increase, entrench, or alleviate poverty.

Source: <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

