

## EDUCATION PRIORITIES - NORTHWEST TERRITORIES

The Rick Hansen Foundation School Program (RHFSP) offers educators free resources to help youth (grades K-12) learn more about improving accessibility and inclusion in their schools and communities. These comprehensive materials correspond to curriculum and education priorities in Northwest Territories:





## EDUCATION POLICIES: NORTHWEST TERRITORIES

The Rick Hansen Foundation School Program supports key Northwest Territories education priorities.

**Career Development Across the Lifespan (2001).** This framework aims to provide students with tools to help them contribute meaningfully to themselves, their families, and their communities. The Rick Hansen Foundation School Program (RHFSP) supports a career development culture in the classroom by encouraging students to explore abilities and interests while acquiring effective communication, teamwork, and problem-solving skills. RHFSP secondary lessons encourage students to seek out post-secondary paths that align with their personal strengths and values. Students explore goal setting as a source of inspiration and motivation in life and work, and examine how individuals can serve as mentors. Students also undertake social action projects, gaining valuable practical experiences that contribute to career development.

**Ministerial Directive on Inclusive Schooling (2016).** The principles outlined by this policy support individualized education, and the use of evidence-based instructional support strategies to remove barriers to learning. RHFSP resources incorporate Universal Design for Learning principles to remove barriers to student achievement, and offer ideas and opportunities for differentiating instruction. The materials highlight the importance of including everyone, as well as understanding and respecting differences.

RHFSP supports the **student wellness** priorities outlined in the **Education Renewal and Innovation Action Plan 2015**, including:

- **Safe and caring schools:** Addressing bullying is a key priority of NWT's Education Renewal policy. RHFSP users report a decrease in bullying and improved attitudes toward differences in their schools. RHFSP materials are designed to encourage students to work together, support one another, and resolve conflicts effectively and compassionately.
- **Resiliency and leadership programming:** RHFSP lessons encourage resiliency by building students' confidence in their own abilities. They encourage students to develop leadership skills and offer concrete opportunities to make a difference in their own communities.

The **School Improvement and Reporting Directive** requires schools to maintain regular reporting and for each school to develop a school plan addressing issues affecting the school. RHFSP can be used as a key component in school plans to encourage a safe, caring learning environment, with resources that encourage empathy and teamwork. Its cross-curricular nature allows it to be implemented across subject areas and grade levels to involve the entire school in building an equitable culture. It offers students the opportunity to build positive links with the community by taking leadership roles in community-based projects.

## Table of Contents

To view how RHFSP supports the learning standards of the subjects and grade levels you teach, click on the hyperlinks below.

- Northwest Territories Elementary & Intermediate Curriculum (K-9)
  - English Language Arts, K-9
  - Social Studies K-9
  - Mathematics 4-7
  - Science K-9
  - Health K-9
- Northwest Territories Secondary Curriculum (10-12)
  - English Language Arts, grades 10-12
    - Literacy
  - Science 10-12
    - Biology 20
    - Biology 30
    - Physics 20, 30
  - Social Studies 10-12
  - Physical Education 10-12
  - Career and Technology Studies courses
    - Business/Admin/Finance/IT (BIT) cluster
    - Health, Recreation & Human Services cluster

# CURRICULUM CONNECTIONS: NORTHWEST TERRITORIES

Northwest Territories Elementary & Intermediate Curriculum, K-9	<b>Connection to Rick Hansen Foundation School Program (RHFSP) resources</b> (Please note, resources from the secondary toolkit may be included for older grades.)
<b>English Language Arts (Grades K-9)</b>	
<ul style="list-style-type: none"> <li>Express ideas and consider others' ideas.</li> <li>Combine ideas and develop understanding.</li> <li>Explain opinions.</li> <li>Prior Knowledge &amp; Connections.</li> </ul>	<b>Abilities in Motion (Elementary):</b> <ul style="list-style-type: none"> <li>Lesson: We Are Like Snowflakes (Kindergarten)</li> <li>Lesson: Accessible Classroom (Kindergarten)</li> <li>Lesson: Everyone has Abilities (Grade 1)</li> <li>Lesson: School Inspectors (Grade 2)</li> <li>Lesson: A Day in Your Shoes (Grade 2)</li> <li>Lesson: Assumptions (Grade 3)</li> <li>Lesson: Accessible or Not? (Grade 6)</li> </ul>
<ul style="list-style-type: none"> <li>Connect self, texts &amp; culture.</li> <li>Comprehension strategies.</li> <li>Prior Knowledge &amp; Connections.</li> </ul>	<b>Rick Hansen Story:</b> <ul style="list-style-type: none"> <li>Lesson 1: Making Connections (Grades 1-3)</li> <li>Lesson 2: Setting Goals (Grades 2-4)</li> <li>Lesson 3: Overcoming Challenges (Grade 3)</li> </ul>
<ul style="list-style-type: none"> <li>Experience various texts.</li> <li>Respond to various texts.</li> </ul>	<b>Elementary books:</b> <ul style="list-style-type: none"> <li>Roll On</li> <li>Boy in Motion</li> <li>Rick Hansen: Canadian Hero</li> </ul> <b>Secondary book:</b> <ul style="list-style-type: none"> <li>Rick Hansen: Man in Motion</li> </ul>
<b>Social Studies (Grades K-9)</b>	
<b>Grade 1:</b> <ul style="list-style-type: none"> <li>Respect the needs and rights of others.</li> <li>Be willing to consider the needs of people elsewhere in the world.</li> </ul>	<b>Abilities in Motion (Elementary):</b> <ul style="list-style-type: none"> <li>Lesson: Everyone has Abilities (Grade 1)</li> </ul>
<b>Grade 2:</b> <ul style="list-style-type: none"> <li>Recognize that all members of communities have responsibilities and rights.</li> </ul>	<b>Abilities in Motion (Elementary):</b> <ul style="list-style-type: none"> <li>Lesson: School Inspectors (Grade 2)</li> <li>Lesson: A Day in Your Shoes (Grade 2)</li> </ul>

<ul style="list-style-type: none"> <li>Recognize that all members of communities have a contribution to make.</li> <li>Be willing to contribute to their groups and communities.</li> </ul>	<p>Difference Maker (Elementary):</p> <ul style="list-style-type: none"> <li>All lessons</li> </ul>
<p><b>Grade 3</b></p> <ul style="list-style-type: none"> <li>Be willing to contribute to their groups and communities.</li> <li>Respect the equality of all human beings.</li> <li>Be willing to accept differences among people, communities, and ways of life.</li> </ul>	<p>Difference Maker (Elementary):</p> <ul style="list-style-type: none"> <li>All lessons</li> </ul> <p>Abilities in Motion (Elementary):</p> <ul style="list-style-type: none"> <li>Assumptions (Grade 3)</li> </ul>
<p><b>Grade 6:</b></p> <ul style="list-style-type: none"> <li>Should the special needs of individuals and groups be met by community efforts?</li> <li>What are similarities and differences in peoples' needs?</li> <li>Do some people have special needs? What services are available to meet these needs?</li> <li>What attitude should we hold for people with special needs?</li> </ul>	<p>Abilities in Motion (Elementary):</p> <ul style="list-style-type: none"> <li>Lesson: Accessible or Not? (Grade 6)</li> </ul> <p>Elementary books:</p> <ul style="list-style-type: none"> <li>Roll On</li> <li>Boy in Motion</li> <li>Rick Hansen: Canadian Hero</li> </ul>
<p><b>Grade 8:</b></p> <ul style="list-style-type: none"> <li>Examine and analyze how a social change has affected a group of people.</li> <li>The main social and ethical issues of the modern age.</li> <li>Identify values underlying various positions taken on an issue.</li> </ul>	<p>Abilities in Motion (Elementary):</p> <ul style="list-style-type: none"> <li>Lesson: Assumptions (Grade 8)</li> <li>Lesson: A Day in the Life (Grade 8)</li> </ul> <p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>Social Studies: Lesson: Disability Rights Movement</li> </ul>
<b>Mathematics (Grades 4-7)</b>	
<ul style="list-style-type: none"> <li>Demonstrate an understanding of multiplication and division to solve problems.</li> </ul>	<p>Rick Hansen Story:</p> <ul style="list-style-type: none"> <li>Lesson 6: Calculating the Distance (Grades 4-7)</li> </ul>
<b>Science (Grades K-9)</b>	
<p><b>Kindergarten:</b></p> <ul style="list-style-type: none"> <li>Identify and explain methods of keeping warm and ways we keep warm throughout the seasons.</li> </ul>	<p>Rick Hansen Story:</p> <ul style="list-style-type: none"> <li>Lesson 5: Wheeling Against the World's Weather (Grades 4-5)</li> </ul>
<p><b>Grade 1:</b></p> <ul style="list-style-type: none"> <li>Compare the different characteristics of the four seasons; Describe how humans adapt to and prepare for seasonal changes.</li> </ul>	
<p><b>Grade 5:</b></p>	

<ul style="list-style-type: none"> <li>Demonstrate an understanding of the major climatic factors and patterns associated with weather.</li> </ul>	
<b>Grade 3:</b> <ul style="list-style-type: none"> <li>Design and make structures that include mechanisms that can support and move a load.</li> </ul>	Abilities in Motion (Elementary): <ul style="list-style-type: none"> <li>Lesson: Let's Play: Accessible Playgrounds (Grade 3)</li> </ul>
<b>Grade 4:</b> <ul style="list-style-type: none"> <li>Sound.</li> </ul>	Abilities in Motion (Elementary): <ul style="list-style-type: none"> <li>Activities</li> </ul>
<b>Grade 5:</b> <ul style="list-style-type: none"> <li>Demonstrate an understanding of the effect of forces acting on different structures and mechanisms.</li> <li>Evaluate the design of systems that include structures and mechanisms, and identify modifications to improve their effectiveness.</li> </ul>	Abilities in Motion (Elementary): <ul style="list-style-type: none"> <li>Lesson: On the Move (Grade 5)</li> </ul>
<b>Grade 5:</b> <ul style="list-style-type: none"> <li>Demonstrate an understanding of the structure, form and function of the nervous system.</li> </ul>	Abilities in Motion (Elementary): <ul style="list-style-type: none"> <li>Lesson: What's your T10, 11, and 12? (Grade 4)</li> </ul>
<b>Grade 7:</b> <ul style="list-style-type: none"> <li>Structures and Forces.</li> </ul> <b>Grade 8:</b> <ul style="list-style-type: none"> <li>Mechanical Systems.</li> </ul>	Abilities in Motion (Secondary; content may need to be modified for younger students): <ul style="list-style-type: none"> <li>Science: Challenge: Science Solutions</li> <li>Science: Project: Wheelchairs</li> </ul>
<b>Grade 8:</b> <ul style="list-style-type: none"> <li>Interpret the healthy function of human body systems.</li> <li>Describe areas of scientific investigation leading to new knowledge about body systems and to new medical applications.</li> </ul>	Abilities in Motion (Secondary; content may need to be modified for younger students): <ul style="list-style-type: none"> <li>Science: Lesson: What is Spinal Cord Injury?</li> <li>Science: Lesson: Bionic Man</li> </ul>
<b>Health (Grades K-9)</b>	
<b>Grades K-1:</b> <ul style="list-style-type: none"> <li>Everyone has physical characteristics.</li> <li>Everyone has different abilities.</li> </ul>	Abilities in Motion (Elementary): <ul style="list-style-type: none"> <li>Lesson: Accessible Classroom (Kindergarten)</li> <li>Lesson: We Are Like Snowflakes (Kindergarten)</li> <li>Lesson: Everyone Has Abilities (Grade 1)</li> </ul>
<b>Grade 1:</b>	Difference Maker (Elementary): <ul style="list-style-type: none"> <li>All lessons</li> </ul>

<ul style="list-style-type: none"> <li>Identify ways people help each other.</li> <li>Describe the importance of helping.</li> </ul>	Rick Hansen Story: <ul style="list-style-type: none"> <li>Lesson 2: Setting Goals (Grades 2-4)</li> </ul> Abilities in Motion (Elementary): <ul style="list-style-type: none"> <li>Lesson: A Day in Your Shoes (Grade 2)</li> </ul>
<b>Grade 2:</b> <ul style="list-style-type: none"> <li>Describe the importance of friends.</li> <li>Identify stressful situations.</li> <li>Identify ways of dealing with stressful situations.</li> </ul> <b>Grade 3:</b> <ul style="list-style-type: none"> <li>Everyone has responsibilities.</li> <li>Many responsibilities can be shared.</li> </ul>	Rick Hansen Story: <ul style="list-style-type: none"> <li>Lesson 3: Overcoming Challenges (Grade 3)</li> </ul>
<b>Grade 4:</b> <ul style="list-style-type: none"> <li>Demonstrate caring behaviours.</li> <li>Describe the importance of caring.</li> <li>Identify the importance of families.</li> </ul>	Difference Maker (Elementary): <ul style="list-style-type: none"> <li>Lesson 2: Inspiring Friends and Family</li> </ul>
<b>Grade 6:</b> <ul style="list-style-type: none"> <li>Discrimination.</li> </ul>	Abilities in Motion (Elementary): <ul style="list-style-type: none"> <li>Lesson: Accessible or Not? (Grade 6)</li> <li>Lesson: First Impressions and Stereotypes (Grade 7)</li> </ul>
<b>Grade 6:</b> <ul style="list-style-type: none"> <li>Investigate ways they can become involved as volunteers.</li> <li>Demonstrate making a group decision.</li> </ul>	Difference Maker (Elementary): <ul style="list-style-type: none"> <li>Lesson 4: Making a Difference for Our Community</li> </ul>
<b>Grade 6:</b> <ul style="list-style-type: none"> <li>Describe the functions of the nervous system.</li> <li>State the importance of the nervous system.</li> </ul>	Abilities in Motion (Elementary): <ul style="list-style-type: none"> <li>Lesson: What's Your T10, 11 and 12? (Grade 4)</li> </ul>

Northwest Territories Secondary Curriculum, 10-12	Connection to Rick Hansen Foundation School Program (RHFSP) Materials
English Language Arts (Grades 10-12)	
English Language Arts 10, 20, 30	

<p>Students will listen, speak, read, write, view and represent to:</p> <ul style="list-style-type: none"> <li>• explore thoughts, ideas, feelings and experiences.</li> <li>• comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.</li> <li>• manage ideas and information.</li> <li>• create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.</li> <li>• respect, support and collaborate with others.</li> </ul>	<p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>• Case studies</li> <li>• English/Media: Project: Social Media Connects</li> <li>• English/Media: Challenge: Picture This</li> </ul> <p>Personal Leadership</p> <ul style="list-style-type: none"> <li>• All lessons</li> </ul> <p>Secondary-level book:</p> <ul style="list-style-type: none"> <li>• Rick Hansen: Man in Motion</li> </ul>
<p><b>Literacy</b></p>	
<p><b>Literacy 10:</b></p> <ul style="list-style-type: none"> <li>• Explores a variety of text genres.</li> </ul> <p><b>Literacy 11:</b></p> <ul style="list-style-type: none"> <li>• Read, listen and view increasingly sophisticated texts for a variety of purposes.</li> </ul> <p><b>Literacy 12:</b></p> <ul style="list-style-type: none"> <li>• Selects texts from outside of personal preferences and learning styles.</li> </ul>	<p>Secondary book:</p> <ul style="list-style-type: none"> <li>• Rick Hansen: Man in Motion</li> </ul>
<p><b>Literacy 10:</b></p> <ul style="list-style-type: none"> <li>• Represents new understanding in a meaningful and relevant way.</li> </ul> <p><b>Literacy 10, 11, 12:</b></p> <ul style="list-style-type: none"> <li>• Create original texts (oral, printed and other types of media).</li> </ul>	<p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>• English/Media: Project: Social Media Connects</li> <li>• English/Media: Challenge: Picture This</li> <li>• Social Studies: Challenge: Universal Design</li> <li>• Social Studies: Project: The Arts and Universal Design</li> </ul>
<p><b>Literacy 10:</b></p> <ul style="list-style-type: none"> <li>• Discusses the negative impact of stereotyping in texts on individuals and society.</li> </ul> <p><b>Literacy 11:</b></p>	<p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>• English/Media: Lesson: First Impressions and Identity Labels</li> <li>• Social Studies: Lesson: Equity and Equality</li> </ul>



<ul style="list-style-type: none"> <li>• Recognizes stereotypes and generalizations in media portrayals and the conclusions or opinions they may represent.</li> <li>• Recognize and celebrate the value of diversity in a group.</li> </ul> <p><b>Literacy 12:</b></p> <ul style="list-style-type: none"> <li>• Evaluates stereotypes and generalizations in media portrayals and analyzes the conclusions or opinions they may represent.</li> <li>• Celebrate and encourage the expression of diversity within a group.</li> </ul>	
<p><b>Literacy 10:</b></p> <ul style="list-style-type: none"> <li>• Explores elements of effective oral presentations.</li> </ul> <p><b>Literacy 11:</b></p> <ul style="list-style-type: none"> <li>• Applies elements of effective oral presentations.</li> </ul> <p><b>Literacy 12:</b></p> <ul style="list-style-type: none"> <li>• Evaluates the elements of effective presentations.</li> </ul>	<p>Personal Leadership:</p> <ul style="list-style-type: none"> <li>• Lesson 3: Presenting for Impact</li> <li>• Lesson 4: In-class Presentations</li> </ul>
<b>Science (Grades 10-12)</b>	
<b>Biology 20</b>	
<ul style="list-style-type: none"> <li>• Explain the role of the motor system in the function of other body systems.</li> <li>• Identify specific pathologies of the motor system, and identify technologies used.</li> </ul>	<p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>• Science: Lesson: What is Spinal Cord Injury?</li> <li>• Science: Lesson: Bionic Man</li> </ul>
<ul style="list-style-type: none"> <li>• Explain that the goal of technology is to provide solutions to practical problems.</li> </ul>	<p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>• Science: Lesson: Bionic Man</li> <li>• Science: Challenge: Science Solutions</li> </ul>
<b>Biology 30</b>	
<ul style="list-style-type: none"> <li>• Identify the principal structures of the central and peripheral nervous systems.</li> </ul>	<p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>• Science: Lesson: What is Spinal Cord Injury?</li> </ul>

<ul style="list-style-type: none"> <li>Analyze the contribution of technological developments and physiological knowledge to quality of life.</li> <li>Explain that the goal of technology is to provide solutions to practical problems.</li> </ul>	<p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>Science: Lesson: Bionic Man</li> <li>Science: Challenge: Science Solutions</li> <li>Science: Project: Wheelchairs</li> </ul>
<b>Physics 20, 30</b>	
<ul style="list-style-type: none"> <li>Kinematics.</li> </ul>	<p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>Science: Lesson: Bionic Man</li> <li>Science: Challenge: Science Solutions</li> <li>Science: Project: Wheelchairs</li> </ul>
<b>Social Studies 10, 20 &amp; 30 (Grades 10-12)</b>	
<ul style="list-style-type: none"> <li>Develop, express and defend an informed position on an issue.</li> </ul>	<p>Personal Leadership:</p> <ul style="list-style-type: none"> <li>Lesson 3: Presenting for Impact</li> <li>Lesson 4: In-class Presentations</li> </ul> <p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>Social Studies: Lesson: Disability Rights Movement</li> <li>Social Studies: Challenge: Policies to Make Education Available to All</li> <li>Social Studies: Project: Accessibility to the Political Process.</li> <li>Social Studies: Lesson: Equity and Equality</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action on important issues.</li> <li>Demonstrate leadership by engaging in actions that enhance personal and community well-being.</li> </ul>	<p>Difference Maker (Secondary):</p> <ul style="list-style-type: none"> <li>Lesson 2: Overcoming Obstacles</li> <li>Lesson 3: The Power of Teamwork</li> <li>Lesson 4: Difference Maker Campaign</li> </ul> <p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>Design/Technology: Lesson: Investigating Accessibility</li> <li>Social Studies: Lesson: Disability Rights Movement</li> </ul>
<p><b>Level 10:</b></p> <ul style="list-style-type: none"> <li>Accept political, social and environmental responsibilities associated with global citizenship.</li> </ul>	<p>Difference Maker (Secondary):</p> <ul style="list-style-type: none"> <li>Lesson 4: Difference Maker Campaign</li> </ul>

<ul style="list-style-type: none"> <li>Recognize and appreciate the importance of human rights in determining quality of life.</li> </ul>	<p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>Design/Technology: Lesson: Inclusive Society</li> <li>Design/Technology: Lesson: Investigating Accessibility</li> <li>Social Studies: Lesson: Disability Rights Movement</li> <li>Social Studies: Challenge: Policies to Make Education Available to All</li> <li>Social Studies: Project: Accessibility to the Political Process.</li> <li>Social Studies: Lesson: Equity and Equality</li> </ul>
<p><b>Level 20:</b></p> <ul style="list-style-type: none"> <li>Explore multiple perspectives on national identity in Canada.</li> <li>Analyze impacts of the pursuit of internationalism in addressing contemporary global issues.</li> </ul>	<p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>Design/Technology: Lesson: Inclusive Society</li> <li>Social Studies: Lesson: Disability Rights Movement</li> </ul> <p>Secondary-level book:</p> <ul style="list-style-type: none"> <li>Rick Hansen: Man in Motion</li> </ul>
<p><b>Level 30:</b></p> <ul style="list-style-type: none"> <li>Appreciate the relationship between citizenship and leadership.</li> </ul>	<p>Personal Leadership:</p> <ul style="list-style-type: none"> <li>Lesson 1: Definitions of Leadership</li> </ul> <p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>Social Studies: Challenge: Policies to Make Education Available to All</li> <li>Social Studies: Project: Accessibility to the Political Process</li> </ul>
<p><b>Level 30:</b></p> <ul style="list-style-type: none"> <li>Explore opportunities to demonstrate active and responsible citizenship through individual and collective action.</li> <li>Analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society.</li> </ul>	<p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>Design/Technology: Lesson: Investigating Accessibility</li> <li>Social Studies: Lesson: Accessibility to Vote</li> <li>Social Studies: Lesson: Planning Accessible Businesses</li> <li>Social Studies: Lesson: Disability Rights Movement</li> <li>Social Studies: Challenge: Policies to Make Education Available to All</li> </ul>

	<ul style="list-style-type: none"> <li>• Social Studies: Project: Accessibility to the Political Process</li> </ul>
<b>Physical Education 10, 20, 30 (Grades 10-12)</b>	
<ul style="list-style-type: none"> <li>• Communication, fair play, leadership and teamwork.</li> <li>• Adapt and improve activity-specific skills in a variety of environments and games.</li> <li>• Create a cooperative game or challenge with a partner or small group.</li> <li>• Select, plan and create games that incorporate simple and more challenging strategies and tactics.</li> <li>• Assume leadership responsibilities, such as working with students with disabilities.</li> <li>• Work with other students to design, perform and evaluate fitness plans.</li> <li>• Plan, assess, and maintain a fitness plan.</li> </ul>	<p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>• Physical Education: Project: Let's Get Physical</li> <li>• Physical Education: Challenge: Sports for All: Let's Para-Sport!</li> </ul>
<ul style="list-style-type: none"> <li>• Acknowledge and analyze the media and peer influences on body image.</li> </ul>	<p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>• English/Media: Challenge: Picture This</li> </ul>

**Career and Technology Studies courses (Grades 10-12)**

**Business/Admin/Finance/IT (BIT) cluster**

**Marketing & Management (MAM 1010, 2010, 3010)**

<ul style="list-style-type: none"> <li>Analyze and show example of service and marketing strategies.</li> <li>Identify a current challenge facing managers in today's society.</li> <li>Analyze and show examples of place merchandising strategies.</li> </ul>	<p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>Social Studies: Lesson: Planning Accessible Businesses</li> </ul>
<p><b>Quality Customer Service (MAM 1020):</b></p> <ul style="list-style-type: none"> <li>Demonstrate quality customer service skills.</li> </ul>	
<p><b>Quality Customer Service (MAM 1020):</b></p> <ul style="list-style-type: none"> <li>Identify demographics.</li> </ul>	
<b>Health, Recreation &amp; Human Services cluster</b>	
<b>Legal Studies</b>	
<p><b>Public Law (LGS 1020):</b></p> <ul style="list-style-type: none"> <li>Explore various sources of protection for group and individual rights and responsibilities.</li> </ul>	<p>Abilities in Motion (Secondary)</p> <ul style="list-style-type: none"> <li>Social Studies: Lesson: Accessibility to Vote</li> </ul>
<p><b>Controversy &amp; Change (LGS 3060):</b></p> <ul style="list-style-type: none"> <li>Research at least one area of interest to investigate.</li> </ul>	
<b>Recreation Leadership</b>	
<ul style="list-style-type: none"> <li>Various courses in recreation, leadership, group recreation, fitness training and training/movement principles applicable to a variety of populations including adapted sport and fitness.</li> </ul>	<p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>Physical Education: Challenge: Sports for Everyone</li> <li>Physical Education: Project: Let's Get Physical</li> <li>Design/Technology: Project: Get outdoors!</li> </ul>
<b>Travel and Tourism</b>	
<p><b>The Tourism Sector (TOU 1010):</b></p> <ul style="list-style-type: none"> <li>List and explain various societal and political factors that influence tourism activity.</li> </ul>	<p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>Design/Technology: Lesson: Accessible Travel Planning</li> </ul>
<p><b>The Accommodation Industry (TOU 1050):</b></p> <ul style="list-style-type: none"> <li>Research accommodation options available, basic principles of the accommodations industry and</li> </ul>	

<p>service strategies for guest requirements.</p>	
<p><b>The Accommodation Industry (TOU 1050): 4.6:</b></p> <ul style="list-style-type: none"> <li>• Plan appropriate travel itineraries to accommodate a range of visitor requirements, transportation and accommodation options.</li> </ul>	

**Our resources are also available in French to support NWT's Francophone and *Français langue maternelle* programs.**