OVERVIEW GUIDE
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I cannot tell you how excited I am about the release of this series. This is the product of many years teaching and learning with my students, and the result of long passion.

I have always wanted my teaching to matter—and to matter INTENSELY—to my students in the here and now, to my students in the future, to others, and to the world in which we live. I’ve always attempted to teach for deep understanding, application, and service. I call this kind of teaching “problem-based inquiry”. I’ve found in both my teaching and my research that this kind of teaching is highly engaging to students, particularly those who struggle or who are reluctant. Why? Because such teaching is purposeful and immediately contextualized in their lived-through experiences and the problems they see in their own lives.

One of my own books, OVERFISHING, came about after many years of teaching a unit framed with the Essential Question: Who will survive? Though we studied many kinds of flora and fauna in such units, on many occasions we have focused on fisheries. My students have pursued such inquiries with deep enthusiasm and something that I’d have to call love and joy. And the results were not only deep conceptual understandings, but also improved motivation for future reading and writing, and a new facility with sophisticated strategies of reading and composing.

In every inquiry unit I’ve ever taught, many of them represented in the Issues 21 texts, my students inevitably get to the point where one of them cries out: “This makes me so ANGRY!” and “What are we going to do about this?” and “We REALLY need to do something!” This is the kind of energy and motivation teachers are always seeking. It is the continuing impulse to learn and to apply what has been learned. It is the “flow” and energy that makes deep learning possible.

Inquiry into compelling issues connects students personally to the material of the curriculum, and connects both of these to the world and wider environment where what has been learned can be applied and made of service to the self, peers, local community, and wider world. The topics explored in this series are ones that have worked with my own students over the past 30-plus years. They can easily piggyback onto existing curriculum, build deep literacy, and prepare students for future reading and composing, future challenges, for democracy, service, and civic engagement. These are the purposes for which I became a teacher. I am very pleased to have worked on a resource that has helped actualize these possibilities for myself and my own students. All the best to you with your very important work—the most important work I can imagine doing.

Jeffrey Wilhelm
The goal of Issues 21 is to create critically-aware and actively-engaged citizens, who are change-makers ready to contribute to an increasingly globalized world.

Issues 21 fosters a 'duty of care' and service mindset by exploring local and global issues that impact students directly and indirectly.

Issues 21 encourages inquiries into global issues with personal and local connections through materials that are grade-appropriate and accessible for a diverse student population.

Issues 21 recognizes the complexities of 21st century literacy, and promotes strategies for deeper reading comprehension.

Issues 21 motivates students to think deeply, not telling them what to think. Both students and teachers are urged to consider how culture, history, politics, economics, and the environment make an issue highly complex and can lead to multiple conclusions/entry points. It is from deep understanding of this complexity that action is taken to restore justice.

Issues 21 invites inquiry learning through the deconstruction and reconstruction of an issue where students' and teachers' understanding of the issue is constantly evolving based on multiple perspectives and points of view. As part of the inquiry, students generate their own questions for further investigation, and reflect on and connect the underlying themes to current local and global issues.

Issues 21 provides opportunities to increase student engagement, voice, and success within the classroom. Like our ever-changing world, the books present a variety of different experiences, views, and beliefs. The intention is for teachers to approach the topics with the same level of curiosity, critical analysis, and empathy that we are looking to engender in our students.

And importantly, Issues 21 encourages students to take action on a personal, local, and global level.
**How **ISSUES 21 **SUPPORTS INQUIRY**

**Issues 21** books can be used with a variety of inquiry models, from closed, teacher-directed inquiry to open inquiry. Choose the model that best meets your comfort level with the inquiry process as well as students’ exposure to the inquiry process. Conference with students throughout the process to facilitate learning and support next steps during student inquiry.

### Steps in Inquiry Process

<table>
<thead>
<tr>
<th>Focus on the Topic</th>
<th>Explore the Topic</th>
<th>Draw Conclusions</th>
<th>Communicate and Take Action</th>
</tr>
</thead>
</table>
| • Introduce the topic with the anchor video  
  • Activate students’ background knowledge with questions  
  • Introduce and discuss the inquiry question | • Select and read articles in the **Issues 21** book  
  • Discuss the articles using the Optimal Questions and Interdisciplinary Connections provided as a guide  
  • Discuss the Issues section and Game Changers section  
  • Explore the additional resources suggested on the website  
  • Research other questions and issues raised by the selections and the Dive Deeper features | • Compare, classify, evaluate, synthesize, and interpret learning from different articles  
  • Use information to answer the inquiry question and draw conclusions  
  • Think about new questions arising from their learning  
  • Reflect on and discuss new understandings | • Use the Take Action section to generate ideas on ways to plan and act on what they learned  
  • Communicate new learning to others  
  • Ask new deeper questions for further inquiry  
  • Apply understanding to new topics and situations  
  • Reflect on how their learning occurred |
How to Use
ISSUES 21

How long will the units take?
Based on student engagement, each reading selection may take more than one day. Students should be encouraged to generate their own questions of interest and extend their learning beyond the text. Each Issues 21 topic may therefore take anywhere from a couple of weeks to a couple of months to complete.

How do I support students?
• Students can read and discuss the selections as a whole class, in small groups, partners, or individually. To support the gradual release of responsibility to students, use your professional judgment to determine how to scaffold support for learning (modeled, shared, guided, and independent). This would also include selecting appropriate questions and strategies to use before, during, and after reading.
• Teachers are also encouraged to create opportunities for differentiated instruction, and provide accommodations and modifications when deconstructing the Issues 21 text as well as the inquiry question. For example, students can:
  • Respond to different Optimal Questions
  • Choose different interdisciplinary tasks
  • Choose different response methods
  • Select different environments of learning
  • Choose their culminating task

How do I ensure I am developing students’ ability to think deeply and critically?
To help students construct meaning, use the Optimal Questions for each selection. These questions may also be used as a starting point for rich, deep discussions. Tailor the questions to the students’ needs and interests (e.g. cultural and socioeconomic backgrounds, learning styles, geographic location, prior experiences, etc.).

How do I connect the books to the real world?
As students learn about the concepts and big ideas of the topic, encourage them to make connections to their interests and to local and global issues in the media and their communities. The more engaged students are in connecting the material to their prior experiences and what is happening around them, the more enriching the learning experience will be.

You can connect the topics to other text forms including picture books, novels, documentaries, Internet websites, newspaper articles, movies and TV shows, field trips, artifacts, and celebrating days of significance, etc., in order to make connections between non-fiction and fictional texts, and between texts and the real world. Both non-fiction and fictional texts need to centre around the enduring understanding or inquiry question of the unit.
Features of the **ISSUES 21** books

Each **ISSUES 21** book is built on an inquiry frame to support students with their exploration of the topic. The books are designed with features to support students as they go deeper into a topic.

**Mind Map** pulls together the major points of the book to initiate thinking about the topic or provide a reference throughout the inquiry.

**Quick Facts** engage students with the topic and start them thinking about the different issues involved.

**Inquiry Question** is a provocative, open-ended question that frames the investigation into the topic.

**Introduction** gives students some background knowledge of the topic, and why it is so important to them and the broader community.

| Each Book | follows the same three Steps: | The Issues | Game Changers | Take Action |
### Step 1: Issues

Presents some of the significant issues surrounding the topic to build students’ understanding of the complexity and urgency of the issue.

### Step 2: Game changers

Showcases the people, events, and ideas that have changed the issue in some way—for good or bad.

### Step 3: Take Action

Supports students with suggestions for personal, local, and global action.

### White Box Questions

Help students challenge an idea or opinion in the text.

### Hmmm

Shares interesting facts to further engage students.

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**WHAT IS POVERTY?**

Poverty is present around the world and affects people in different ways.

**Step 2: Game changers**

Shows the people, events, and ideas that have changed the issue in some way—for good or bad.

**Example:**

- **Step 1: Issues**

  Presents issues surrounding the topic to build students' understanding of the complexity and urgency of the issue.

  - **Step 2: Game changers**

    Showcases the people, events, and ideas that have changed the issue in some way—for good or bad.

    - **Example:**

      - Hmmm shares interesting facts to further engage students.

    - **White Box Questions**

      Help students challenge an idea or opinion in the text.

      - **Example:**

        - White Box Questions help students challenge an idea or opinion in the text.

    - **Dive Deeper**

      Offers questions to extend the issue in new directions.

      - **Example:**

        - Dive Deeper offers questions to extend the issue in new directions.

    - **Step 3: Take Action**

      Supports students with suggestions for personal, local, and global action.

      - **Example:**

        - Step 3: Take Action supports students with suggestions for personal, local, and global action.
Features of the Issues 21 Teachers' Guides

The front matter of each Issues 21 Teacher’s Guide includes:

**Enduring Understanding:** The big ideas of the topic that remain after the details have been forgotten.

**Inquiry Question:** An inquiry question that locates the reader within the context of the real-world issue.

**Anchor Video & Website:** An anchor video to introduce each topic to students and builds background knowledge. The website for each topic includes suggestions for additional resources.

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**Biodiversity in Crisis**

The goal of the Teachers' Guide is to recognize and extract the richness of each text and to build understanding of the topic in order to answer the inquiry question and promote further interest and inquiry. Each text can be used multiple times in order to deconstruct meaning and reconstruct new meanings within and/or between various contexts.

Teachers are encouraged to make non-fiction to fiction connections and apply each concept to real-world events using narratives, media texts, and current events (storybooks, documentaries, websites, newspaper articles, field trips, celebrating days of significance, etc.) that speak to the themes of biodiversity.

**Enduring Understanding:** It is our collective responsibility to understand the issues surrounding biodiversity and why it continues to be at risk so that we can take personal, local and global action to conserve it.

**Inquiry Question:** How do our actions affect biodiversity?

The inquiry question is an overarching question that frames the unit. As students read the various selections, their opinions about the question may develop and change. Pose this question to students before they start the unit to get their initial reactions. Then revisit the question throughout the unit to discuss changes in their opinions. Also encourage them to ask their own questions about the topic.

**Website Support**

The Issues 21 website gives access to anchor videos, additional resources, and a full list of sources for Issues 21 books. The website is meant to support and extend learning on issues surrounding biodiversity. It can be used at the beginning of the unit to introduce the topic, at various points in the unit to help answer inquiry questions, and to collect more information about issues of biodiversity and to http://iread.ca/s/biodiversity enter password: BDIcjU0r

**Anchor Video**

The Biodiversity in Crisis video provides students with a short overview of the topic and ends with the inquiry question about biodiversity and the issues that put it in crisis.

**Additional Resources**

Includes suggestions for picture books, documentaries, websites, articles, field trips, etc.

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**Interdisciplinary Connections**

As students are learning about themes and big ideas, they should be encouraged to make connections to local and global issues in the media and in their communities. The more students are engaged in this material by connecting it to their prior experiences and what is happening around them, the more it will enrich the learning experience and extend the amount of class time allocated to this unit. Each Issues 21 book may therefore take anywhere from a few weeks to a few months.

**Symbols**

- Financial Literacy
- Science
- Media
- Literacy
- Mathematics
- History
- Drama
- Art
- Global Connections
- Geography
- Music
The goal of the Teachers' Guide is to recognize and extract the richness of each question and promote further interest and inquiry. Each text can be used within and/or between various contexts. Teachers are encouraged to make non-fiction to fiction connections and apply events (storybooks, documentaries, websites, newspaper articles, field trips, books. The website is meant to support and extend learning on issues surrounding biodiversity. It can be used at the points in the unit to help answer inquiry questions and to collect more information about biodiversity go to: http://iread.ca/s/biodiversity

Enter password:

As students are learning about themes and big ideas, and global issues in the media and in their communities, connecting it to their prior experiences and what is learning experience and extend the amount of class time allocated to this unit. Each Issues 21 book ma take anywhere from a few weeks to a few months.

**Questions to Consider:** A list of questions for teachers to reflect upon prior to planning/beginning the unit, includes

- Questions you would ask yourself
- Questions you would ask yourself about your students
- Questions about social/political contexts
- Questions about cultural perspectives

**Optimal Questions:** Optimal questions support the deconstruction of text and reconstruction of meaning, based on individual/collective identities and issues of power/privilege in society.

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Each selection includes two or three optimal questions to help you blend higher-order thinking with identity and issues of social justice and equity. A conscious effort has been made to consider how the Issues 21 topic impacts First Nations peoples’ histories, cultures, spiritual values, and ways of life.

The Issues 21 Overview Guide is available for free at [http://iread.ca/s/dtindex](http://iread.ca/s/dtindex). The guide has more information about features of the series, such as optimal questions, assessment, and features of the text.
Summary: a brief description summarizing the selection.

Personal Reflection Questions: questions to have students reflect on their own background knowledge of these topics.

Vocabulary: key words that may be new to the students. These are often highlighted within the selection with a definition. Pre-teaching these terms prior to each selection could be expanded to word-study activities and a word wall.

Assessment Look-Fors: assessment suggestions that cover curriculum expectations by deconstructing the optimal questions and allowing teachers to use them for assessment for, as, and of learning.

Interdisciplinary Connections: suggestions for questions and activities to connect the article with other areas of the curriculum.

Optimal Questions: questions that explore self and identity and/or issues of social justice and equity within curriculum to promote higher-order thinking.

Report – Levels of Biodiversity

Summary:
This report discusses the three levels of biodiversity and why a balance between these levels is crucial for a healthy Earth.

Personal Reflections:
Brainstorm a list of being organisms that may be in your schoolyard. What categories can we use to sort these organisms?

Science –
This report discusses how the genetic diversity of peppered moths has allowed for better survival of black over white moths. Research another animal or plant species that have made significant adaptations for species survival (e.g. camel, fish, etc.). Consider how the environment has evolved or adapted with it.

Math –
Find an area in your schoolyard and measure a 12X12 area. Observe and track to see how many different living organisms co-exist in this ecosystem. Look at another 12X12 area in a different part of your schoolyard. Did you notice any similarities or differences between the two ecosystems?

Global Connections –
Adaptation is a key aspect of survival. Consider how a person adapts to different environments like their school, community, home, with friends, in a sports team or club, etc.

Report – Levels of Biodiversity

Summary:
This report discusses the three levels of biodiversity and why a balance between these levels is crucial for a healthy Earth.

Optimal Questions:
1. Which level of diversity (ecosystem/species/genetic) do you believe is most essential for survival of an animal or plant species? Why?
2. Do humans impact the most? How would your answer change if you lived in a different part of Canada? Consider various urban and rural settings. First Nations communities, Maritimes, and Prairies, etc.

Assessment Look-Fors:
1. The students are able to state their position on the topic. They infer why humans impact it the most. The students use information from the text and their own ideas to support their response.
2. Students can identify similarities and differences between cultural and ecosystem diversity. Students are able to infer possible reasons for the statement. Students are able to state their opinion on the topic and support their responses with relevant evidence.
3. Students can generate ideas about animal adaptations. Students are able to explain how similar animals have adapted to different environments using evidence from the text, research, and their own ideas. Students are able to apply their understanding of adaptation from the animal world to the human experience. Students are able to reflect from the point of view of others and consider multiple perspectives.
Each Issues 21 topic begins with an inquiry question that frames the larger context of the issue. The inquiry question focuses on an overarching idea that students revisit throughout the unit. Revisiting this question will challenge students to examine their thinking and opinions as they learn more about the topic. Towards the end of the topic, students will be better-equipped to locate themselves within the context of the issue, and justify their stance on the inquiry question by using evidence from the text and their own experiences.

An enduring understanding is primarily connected to concepts found within the Canadian curricula. The Enduring Understanding is explicitly stated for each topic. This understanding is formed using one or more big ideas and is framed as an overall understanding. Teachers and students are encouraged to challenge the ‘universality’ of the enduring understanding and the notion of ‘universality’ itself. In order to do this, students deconstruct the enduring understanding and construct their own position/stance on the issue. This may lead students to different ‘truths’ about our world and their place in it.

The anchor video introduces the topic to students and builds background knowledge so that students have something to build on as they explore the issues. The website for each topic also includes suggestions for additional narratives, media texts, and current issues including picture books, documentaries, websites, articles, field trips, celebrating days of significance, etc.

Ideas about how the Issues 21 texts can piggyback on traditional curricular topics and lead to the reading of longer texts, including novels.

These are a series of reflections or questions you may pose to students to activate prior knowledge of the topic. The questions have multiple entry points for students. You may wish to frontload or scaffold questions or provide alternate questions for students who may have limited personal connections to the topic.
### Curriculum (broad definition)
- Covers expectations mandated by the provincial curriculum
- Recognizes that literacy and numeracy are not ends in themselves; they are means to a deeper understanding of concepts and big ideas
- Critical thinking skills that focus higher order thinking
- Moves away from mandated, specific curriculum expectations to big ideas and concepts
- Includes Canadian perspectives on local and global contexts
- Includes multi-literacies within reading selections

### Self and Identity
- History and context of the issue
- Perspectives and values are shaped by culture and identity (race, creed, socioeconomic status, gender, gender identity, age, culture, faith, ability, sex, class, place of birth, nationality, etc.). There is recognition that we have multiple and intersecting identities (e.g. race and class, ability and gender, etc.) and that there is not one story to describe any group of people who share a common culture or identity.
- Ways of knowing - different ways of seeing and experiencing the world (e.g. competition versus collaboration, individualism versus collectivism, etc.)
- Relevance and personal connection to the students you teach (honouring their experience of the subject matter, their identities, and their local space)
- Individual and collective voices can be included, excluded or silenced from any conversation.

### Social Justice and Equity
- There is often not one right answer (grey areas allow for rich conversation). Teachers are encouraged to guard against a finite solution to any problem. Instead, we encourage teachers to appreciate multiple ideas, solutions, and truths.
- Teachers and students are on their personal journey of discovery and will arrive at their own conclusions that will reaffirm or enhance belief systems and likely change over time.
- Critical thinking skills encourage diverse opinions that uncover the social, political, environmental, historical, geographic, and economic root causes of issues of social justice and equity.
- Characteristics of power and privilege: relational, individual, collective, historical, political, economic, social/cultural, and environmental. Power and privilege exist in ideas, relationships and actions.
- Identifies and questions fundamental societal values and ‘truths’ such as democracy, multiculturalism, capitalism, human rights and responsibilities, justice and advocacy, etc.
- Characteristics of justice: punitive versus restorative, short-term versus long-term, equity versus equality, etc.
- Personal, local, and global impacts and action

### Source

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**Assessment**

Assessment look-fors are provided for each selection, and cover specific curriculum expectations by deconstructing the optimal questions, and allowing teachers to use them for assessment for, as, and of learning. **Issues 21** aims to support students in developing reasoning and critical thinking.

**How can teachers assess student work using this resource?** Teachers can use the look-fors to co-construct success criteria with students for each question. The look-fors are a set of statements that reflect the knowledge and/or skills required to meet the specific language expectations at the provincial standard. Teachers evaluate these look-fors (where and when appropriate) by using qualifiers to indicate students’ level of achievement, and to provide students with oral or written descriptive feedback as appropriate and as well as to guide future programming.

**Assessment for** — For each selection, the **personal reflection questions** can be asked prior to reading to understand a student’s background knowledge (assessment for learning). The **optimal questions and assessment look-fors, in combination**, may be used as a diagnostic assessment to help ascertain students’ prior knowledge about the content area and grade-appropriate skills and strategies.
**Assessment as**—Using the assessment look-for as a starting point, teachers may work with students to co-create success criteria which can be used to generate self, peer, and teacher descriptive feedback as students practise the skill. Based on assessment of student performance, the teacher may create differentiated instruction groups/tasks to support the various needs in the classroom moving forward in the unit. Furthermore, teachers may also use assessment to determine the trajectory of the unit (e.g., whole class instruction, shared instruction, guided instruction, and independent instruction) based on student need.

**Assessment of**—An effective culminating task is open-ended, allows for student choice (differentiated instruction), and allows students to extend their learning to multiple disciplines (interdisciplinary). It is also crucial for culminating tasks to empower students to:

- Understand the historical and contextual issues around the topic from different perspectives
- Raise awareness about the issue in connection to unjust power relations and its impact on current events
- Affect change at the personal, local, and global levels.

**An example of deconstructing an optimal question to create assessment look-fors and success criteria:**

<table>
<thead>
<tr>
<th>Optimal Question</th>
<th>Assessment Look-For</th>
<th>Success Criteria</th>
</tr>
</thead>
</table>
| A picture says a thousand words. Why might the photograph have been taken? If there was a caption under this photograph, what might it be? Why did the author include the photograph with this article? | Students can infer the purpose and audience of the photo. Students can create a caption that connects to the intention behind the photo. Students can justify the author’s point of view, about why s/he included this photograph with this article. | • I can infer the purpose of the photograph  
• I can infer the intended audience of the photograph  
• I have written a caption that is connected to the intention of the photo  
• I can justify the author’s point of view about why the photograph was included  
• I used evidence from the text and my own experiences to justify my response  
• The reader of my response is able to understand my thinking |

**Assessment For/As/Of:** Within each selection, the Assessment Look-Fors are reflected in one or more of the components of learning in the Learning Outcomes Chart (found at the end of each teacher’s guide). After completing several selections within an each **Issues 21** topic, the Learning Outcomes Chart can be used to assess learning from the Optimal Questions using the following components: “Knowledge and Understanding of Ideas”, “Critical Thinking” and “Communication of Ideas”. The Interdisciplinary Connections questions can be assessed using the “Application of Concepts” component within the Learning Outcomes Chart. Within the Learning Outcomes section, teachers can create qualifying statements to distinguish the range of student achievement (e.g. beginning to, sometimes, often, always). The culminating task can be used as an assessment of student learning, which can be evaluated using all four components of learning from the Learning Outcomes Chart.
Questions TO CONSIDER

At the start of each Issues 21 Teachers’ Guide, there is a list of questions for teachers to reflect upon prior to planning/beginning the unit. The purpose of this section is for teachers to reflect on their own background knowledge, gaps in the subject matter, and experiences/biases about this topic.

- Questions you would ask yourself: to help teachers reflect on their own background knowledge, gaps in the subject matter, and experiences/biases about this topic.
- Questions you would ask yourself about your students: to help teachers to reflect on their students’ background knowledge, gaps in the subject matter, and experiences/biases about this topic.
- Questions about social/political contexts: to help teachers to reflect on the role of politics, culture, economics, the environment, and history on the topic.
- Questions about cultural perspectives: to help teachers to reflect on the role of culture, identity, perspectives, and different ways of knowing on the topic.

Optimal QUESTIONS

To help students construct meaning, each selection suggests optimal questions that combine curriculum, self and identity, and social justice and equity as a starting point for rich, deep discussions.

The optimal questions build on the work of Gloria Ladson-Billings’ (1995) Culturally Relevant Teaching and are situated within two or more of the overlapping components of curriculum, self and identity, and social justice/equity. For example, a question from Freshwater Overfishing (Overfishing, pages 18–19) asks: “Who determines the laws around fishing in Winnipeg and in Canada? What can be done to help Lake Winnipeg rebuild its fish stocks?” This question combines elements of curriculum (Science, Social Studies, and Literacy) and social justice/equity (who has the power to determine and change laws?).

Optimal questions support the deconstruction of text and content. Through discussion, students can co-construct meaning that will validate or change their beliefs. This allows them to make more informed decisions about if, when, and how to act. A conscious effort has been made to provide opportunities for multiple perspectives and marginalized voices to be analyzed in the Issues 21 topics. As well, an effort has been made to consider the impacts of the topic on First Nations peoples’ histories, cultures, spiritual values, and ways of life. Teachers are encouraged to tailor questions to the students in their classes (e.g., cultural and socioeconomic backgrounds, learning styles, geographic location, prior experiences, etc.).
Each Issues 21 selection has several interdisciplinary suggestions/questions to extend conceptual learning and understanding into other disciplines. This list is not an exhaustive list and teachers/students are encouraged to create additional questions in other disciplines to explore the concepts in greater detail.

Provincial documents encourage interdisciplinary approaches to teaching, to deepen students’ conceptual understanding. For example, it is often critical for students to explore the mathematics within critical literacy in order to challenge the power relations being discussed. This helps students make more informed decisions about the topic/concept. Within Issues 21 Overfishing, students explore Canada’s catch-and-release policy as a way to increase spawning cycles. To make a more informed recommendation, students were asked to analyze the frequency of sturgeon spawning cycles. The following questions were posed: How many opportunities might male/female sturgeons have to spawn in their lifetimes? What other conditions might affect the spawning frequency? How does knowing this information of the sturgeon spawning cycle support your recommendations to implement a Canadian policy on sturgeon fishing?

<table>
<thead>
<tr>
<th>Males (start spawning at 20 years old)</th>
<th>Spawn every 1–3 years</th>
<th>Live until 55 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females (start spawning after 20 years old)</td>
<td>Spawn every 4–5 years</td>
<td>Live until 150 years</td>
</tr>
</tbody>
</table>

Global Connections – This section examines concepts/themes within the Issues 21 selections and asks students to apply these themes to global contexts. For example, in the report Freshwater Overfishing (from Issues 21 Overfishing), the concept of “at-risk” is explored. The students are asked the following question: What else in the world do you consider to be at-risk (e.g., democracy, personal and collective freedoms, religion, mental health, living in poverty, endangered species, etc.)? Explain your thinking.

Within the interdisciplinary section, connections to other subject areas were made as authentically as possible, and as such, they may differ from article to article and book to book.

The following is a legend of symbols to identify subject areas in the Teachers’ Guides:
Dr. Jeffrey Wilhelm: Series Editor

Dr. Jeffrey Wilhelm is an internationally-known educator, author, and presenter. A classroom teacher for 15 years, Dr. Wilhelm is currently Professor of English Education at Boise State University. He works in local schools as part of the Professional Development Site Network, and teaches middle and high school students each spring. He is the founding director of the Maine Writing Project and the Boise State Writing Project. He has authored or co-authored 30 texts about literacy teaching and has won the two top research awards in English Education. His latest book, Reading Unbound, explores what passionate readers of marginalized texts get from their reading in terms of “inner work”; psychological satisfactions; and human development (horror, dystopia like The Hunger Games, fantasy like Harry Potter, etc.). Jeffrey is the Series Editor for the inquiry-based, non-fiction series The 10, The 10 Discovery Series, and Issues 21 (all Scholastic Canada Ltd.). He enjoys speaking, presenting, and working with students and schools.

Barry Wellman: Culture & Media Consultant

Sociologist Barry Wellman directs NetLab at the University of Toronto’s iSchool. The co-author of the award-winning Networked: The New Social Operating System, Wellman has written more than 200 articles and developed four books. He is a Fellow of the Royal Society of Canada, and the winner of outstanding career contribution awards from the American Sociological Association, the Canadian Sociology and Anthropology Association, and the International Communication Association. He founded the International Network for Social Network Analysis in 1976, and is best known now for his studies of how social networks link with the internet and mobile devices.

Stephen Lewis: Social Justice Consultant

Stephen Lewis is a Distinguished Visiting Professor at Ryerson University in Toronto. He is the board chair of the Stephen Lewis Foundation and he is co-founder and co-director of AIDS-Free World. Mr. Lewis is a Senior Fellow of the Enough Project. He was the UN Secretary-General’s Special Envoy for HIV/AIDS in Africa from 2001 until 2006. He served as Deputy Executive Director of UNICEF in New York from 1995 to 1999. And he was Canada’s Ambassador to the UN from 1984 to 1988. In 2003, Stephen Lewis was appointed a Companion of the Order of Canada.

Robyn Michaud-Turgeon: FNMI Consultant

Robyn Michaud-Turgeon, M.Ed. (Anishinaabe) is a teacher, author, and curriculum consultant specializing in ESL and Aboriginal Education. She has worked on several provincial and national projects for various major stakeholders to promote Aboriginal perspectives across the curriculum, and create safe and culturally-relevant spaces for Aboriginal students within the public education system. Outside of her consulting work, she currently teaches for the Thames Valley District School Board and Western University in London, Ontario.

Dr. Janet Nairne: Health Consultant

Dr. Janet Naim is a family doctor in Guelph, Ontario. She graduated from the University of Toronto Medical School in 1987. She worked in New Zealand for a year and then established her practice in Guelph. She looks after patients of all ages and in all stages of health and disease. Dr. Naim teaches clinical skills to medical students as they accompany her in her office. She is also an Investigating Coroner in the province of Ontario, which means she determines the manner of death in sudden, unexplained deaths.

Dr. Alex T. Bielak: Environment Consultant

Now heading his own consultancy, Dr. Bielak previously held senior positions with the U.N., various government departments, and NGOs working in the natural resources and environment field. An alumnus of the Banff Centre’s inaugural Science Communications Residency, his expertise is sought worldwide as an authority on science communications, science-policy linkages, and knowledge translation and brokering. His numerous awards include a 2013 Citation of Excellence recognizing “outstanding innovation demonstrated in connecting people to science”. Still actively involved with a variety of organizations as an expert advisor, Alex continues to publish on a number of topics in various media.
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