



# north vancouver

## Distributed Learning School

### Course Plan: SS12 Social Justice

#### COURSE DESCRIPTION:

**SS12 Social Justice** is designed to empower students by providing them with strong communication skills, an understanding and appreciation of social justice issues. Students are guided in learning to think critically, creatively, and reflectively; to construct a sense of personal and cultural identity; and to be respectful of a range of perspectives and worldviews.

The course is organized around key social justice issues such as gender, race, ableism, poverty and animal rights. These will be framed by an understanding of the definitions, frameworks, and interpretations of social justice as seen through the lens of social injustices in Canada and the world affecting individuals, groups, and society. You will also examine the role governmental and non-governmental organizations play in issues of social justice and injustice, and learn about the processes, methods, and approaches individuals, groups, and institutions use to promote social justice.

For the complete Ministry curriculum document for **SS12 Social Justice** please go to <https://curriculum.gov.bc.ca/curriculum/social-studies/12/social-justice>

#### BIG IDEAS:

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “Understand” component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

Social justice issues are interconnected.

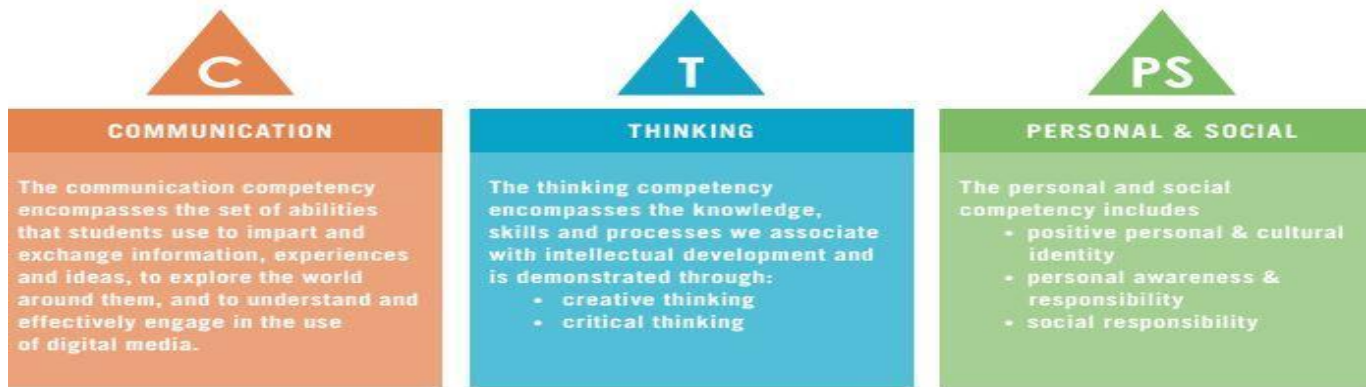
Individual worldviews shape and inform our understanding of social justice issues.

The causes of social injustice are complex and have lasting impacts on society.

Social justice initiatives can transform individuals and systems.

#### CORE COMPETENCIES:

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).



### **COURSE EXPECTATIONS:**

- The self-paced nature of this course requires that students manage their time effectively to complete the course by the deadline (typically a year from the date of registration). Successful students make a weekly schedule to plan out the completion of the course.
- Students must read all the information and attempt all activities in the course in order to be successful in the course.
- Students must take care that their communication with the teacher and with other students through email, Moodle message, or in person, is course related, clear and respectful.
- Students must take care that their work is their own and not plagiarized from any other source. This includes, previous work submitted for another course, other people's assignments, Web or other resources etc.

### **LEARNING STANDARDS: Curricular Competencies**

*Students are expected to be able to do the following:*

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess and compare the significance of people, places, events, or developments at particular times and places, and determine what is revealed about issues of social justice in the past and present (significance)
- Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence)
- Compare and contrast continuities and changes for different groups and individuals at different times and places (continuity and change)
- Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an event, legislative and judicial decision, development, policy, or movement (cause and consequence)
- Explain different perspectives on past and present people, places, issues, and events, and distinguish between worldviews of the past or present (perspective)

- Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong (ethical judgment)

**Unit 1- Social Justice Lens - will cover the following Learning Outcomes (Curricular Competencies)**

- Use historical inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong (ethical judgment)

**These are 2 of the 7 learning outcomes in the course curriculum, which comprises 29% of the course Learning Outcomes/Activities. (2/7= 29%)**

**LEARNING STANDARDS: Course Content**

*Students are expected to know the following:*

- definitions, frameworks, and interpretations of social justice
- self-identity and an individual's relationship to others
- social justice issues
- social injustices in Canada and the world affecting individuals, groups, and society
- governmental and non-governmental organizations in issues of social justice and injustice
- processes, methods, and approaches individuals, groups, and institutions use to promote social justice

**UNIT OVERVIEWS AND LEARNING ACTIVITIES:**

**Unit 1 – Social Justice Lens**

Unit 1 is broken down into five sections: Beliefs and Socialization, Privilege, Oppression, Equity vs Equality and Power. Some of the questions students will explore include: Where do our beliefs come from? Are we born good, bad or neutral? Do babies have an innate sense of justice? What can babies tell us about how humans are born with, and develop, a sense of right and wrong?

**Big Idea:** Social justice issues are interconnected.

**Core Competency:** *Thinking*

**First Peoples Principle of Learning:** Learning requires exploration of one's identity.

**Unit 2 – Sexism**

Unit 2 is broken down into five sections: Gender Roles, Feminism, Sexuality, Indigenous Women, Strategies for Change. Some of questions students will explore include on the difference between gender identity, biological sex and sexuality (who you are attracted to). Can men be feminists? There is a still a significant reluctance among men to identify themselves as feminists, despite a growing commitment to equal rights. How we can change the socialization of boys and the definition of manhood to stop gender violence?

**Big Idea:** Individual worldviews shape and inform our understanding of social justice issues

**Core Competency:** *Thinking*

**First Peoples Principle of Learning:** Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place).

### **Unit 3 - Environmental Justice**

In this unit, students will be studying how human rights intersect with social justice . Some of question students will explore: How will people are adapt to the realities of climate change? Looking at the pros and cons of ideas to reduce climate change.

**Big Idea:** The causes of social injustice are complex and have lasting impacts on society.

**Core Competency:** *Thinking*

**First Peoples Principle of Learning:** Learning recognizes the role of indigenous knowledge.

### **Unit 4 – Animal Rights**

In this unit, students will be questioning whether non-humans deserve justice to. Some of question students will explore include: How does giving a goat, or some chickens, to women in the developing world combat poverty? What are the main problems with keeping wild animals in zoos? What arguments are there for keeping zoos open?

**Big Idea:** individual worldviews shape and inform our understanding of social justice issues.

**Core Competency:** *Thinking*

**First Peoples Principle of Learning:** Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place).

### **Unit 5 – Racism**

It is a sad statement that racism is alive and well in our world. For this lesson we will focus on the arguments for racism. Why would I spend time arguing FOR racism in a social justice course? Those who wish to see racism become a thing of the past need to understand the arguments that stand in the way of progress, just like those who want to combat climate change need to understand the arguments of climate change deniers in order to work against their agenda.

**Big Idea:** individual worldviews shape and inform our understanding of social justice issues.

**Core Competency:** *Thinking*

**First Peoples Principle of Learning:** Learning involves recognizing the consequences of one's actions.

### **Unit 6 – Ableism**

In this unit, students will be questioning discrimination in favour of able bodied people. Some of the questions students will explore include: Why is it important to choose our words carefully when describing people with disabilities? What progress has been made in the fight for global disability rights?

**Big Idea:** Social justice initiatives can transform individuals and systems

**Core Competency:** *Thinking*

**First Peoples Principle of Learning:** Learning requires exploration of one's identity.

### **Unit 7 – Poverty**

In this unit, students will be questioning whether poverty is the intersection of other injustices. There are still 4.9 million people living in poverty in Canada. That is 1 in 7 people. In B.C., the child poverty rate (as of 2017) was 153,300 or 1 in 5. Is it possible to end poverty in Canada? Some of the questions students will explore include: Why is racism a cause of global poverty? What are some of the negative results of having a very valuable commodity discovered in your country? In other words, what are the results of the 'resource curse'? When you read the list of causes of poverty, which one(s) jumped out at you as the most important?

**Big Idea:** individual worldviews shape and inform our understanding of social justice issues.

**Core Competency:** *Thinking*

**First Peoples Principle of Learning:** Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place).

### **Unit 8 – Leaders**

In this unit, students will be questioning who is making the world a better place. This final unit focuses on the process of change, and how best to bring it about. In many cases we do not often hear about all the creative change-makers in our daily lives because "good news does not sell." One has to search for the change makers out.

**Big Idea:** individual worldviews shape and inform our understanding of social justice issues.

**Core Competency:** *Thinking*

**First Peoples Principle of Learning:** Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

### **STUDENT LEARNING ACTIVITIES AND STRATEGIES:**

- Course readings
- Quizzes
- Interactive activities
- Reflective writing
- Assignments may include:
  - Essay/multi-paragraph writing

- Paragraph writing
- Verbal speeches/marketing ideas
- Projects using a variety of technology
- Podcasts, digital recordings
- Presentations using a variety of tools (PowerPoint, Glogs, Prezi etc)

**ASSESSMENT:**

The course will include many formative assessment opportunities where students will receive teacher feedback and also have the opportunity to incorporate self-reflection and self-assessment tools. The formative tasks are designed to help students correct, hone and improve on their work before being assessed. After each full submission of work, the teacher will provide feedback based on criteria and performance standards that can then be incorporated into the final summative assignment. Summative assessment will take place after extensive formative assessment and be used on final performance tasks and tests throughout each unit. This course will be using specific rubrics for different tasks and students will have access to these rubrics before submission of the assignments. The North Vancouver Curriculum Hub Principles of Assessment - <http://nvsd44curriculumhub.ca/assessment/>

**Formative:**

- Teacher – student conferences (online or in person) to discuss drafts and progress
- Online quizzes to check for completion and understanding of lessons.

**Summative:**

- Assignments and projects – written feedback, rubric assessment and grade
- Final performance task – written feedback, rubric assessment and grade
- Tests to check for comprehension, analysis, and synthesis of course learning

**EVALUATION:**

Based on performance standards and criteria as outlined in each assignment:

<b>Evaluation</b>	<b>Percentage of Final Mark</b>
Introductory Unit - Substantive Assignments	10
Learning Guides	30
Unit Projects	60
<b><i>Course Total</i></b>	<b>100</b>

**RESOURCES:**

There are some required texts for this course, which will be available either online or can be signed out from the teacher. Resources for readings and assignments are listed in the instructions of each lesson. These include websites maintained by government and non-profit organizations, as well as individuals. Students need access to a computer with Internet capabilities. Throughout the course, students will have the choice to engage with a variety of applications and online digital tools. The DL Centre is available for students who do not have computer access at home or who would like to meet with the teacher for academic and tech support.