



North Vancouver Online Learning

Course Plan: Justice sociale 12

COURSE DESCRIPTION:

The primary goal of Social Studies education is to give students the knowledge, skills, and competencies to be active, informed citizens who are able to think critically, understand and explain the perspectives of others, make judgments, and communicate ideas effectively.

In Social Justice 12, students will explore four key concepts that form the foundation of their learning. They will discover how social justice issues are interconnected, will examine how individual worldviews shape and inform their understanding of social justice issues, will delve into the complex causes of social justice, and will investigate how social justice initiatives can be powerful catalysts for change, capable of transforming both individuals and systems.

[Building Student Success - B.C. Curriculum \(gov.bc.ca\)](http://gov.bc.ca)

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 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, or resources from the internet.
- Students must not use an online translator, app, etc. to produce whole sentences or paragraphs, which constitutes plagiarism. Students should only look up individual words or expressions using a trustworthy dictionary site such as *WordReference* or *Linguee*. It is also acceptable to use *Bon Patron* to verify the grammatical structures of a student's original work which they wrote themselves.
- Students must read all the information thoroughly and complete all activities in the course in order to be successful in the course.
- Students must take care that their communication with the teacher through email, D2L message, or in person, is course related, clear and respectful.
- Students need to be able to create videos of themselves as some of the submitted assignments in this course.

- Students should contact their teacher through D2L messaging or Microsoft Teams if they require help with the course content as they work through the lessons and activities.

LEARNING STANDARDS: Curricular Competencies

- 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, events, places, or developments at particular time 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)

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:

Evidence of student engagement

Students complete the *Evidence of student engagement* section to be able to access the course:

- Introduce themselves by starting with the land acknowledgment (video);
- Learn how to use AI critically and ethically, and how to process information through (written);
- Compose a reflective piece on time management, examining how they intend to organize themselves to complete this course while adhering to the established deadlines.

This section will cover the following Learning Outcomes

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

First Peoples Principle of Learning: Learning involves patience and time.

This is 1 of the 10 learning outcomes in the course curriculum, which comprises 5% of the course Learning Outcomes/Activities.

Introduction

The introduction consists of setting out the course expectations and providing an overview of the course content.

Carnet de réflexion

This section outlines the process of developing and finalizing a student's thought book as an integral part of their coursework. The portfolio serves as a comprehensive record of their academic journey, displaying their growth, achievements, and reflections throughout the duration of this course.

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

Module I : Définitions, cadres et interprétations de la justice sociale

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

Core Competencies: Communication, Thinking, Personal and social

Curricular Competencies:

Assess and compare the significance of people, events, places, or developments at particular time and places, and determine what is revealed about issues of social justice in the past and present (significance)

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.

Unit II: Identités personnelles et relations des individus les uns avec les autres

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

Core Competencies: Communication, Thinking, Personal and social

Curricular Competencies:

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

First Peoples Principle of Learning: Learning is embedded in memory, history, and story.

Unit III : Enjeux de justice sociale

Big Idea: Social justice issues are interconnected

Core Competencies: Communication, Thinking, Personal and social

Curricular Competencies:

Compare and contrast continuities and changes for different groups and individuals at different times and places (continuity and change)

First Peoples Principle of Learning: Learning recognizes the role of Indigenous knowledge.

Unit IV : Injustice sociale au Canada et dans le monde

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

Core Competencies: Communication, Thinking, Personal and social

Curricular Competencies:

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)

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

Unit V : La promotion de la justice sociale

Big Idea: Social justice initiatives can transform individuals and systems

Core Competencies: Communication, Thinking, Personal and social

Curricular Competencies:

Explain different perspectives on past and present people, places, issues, and events, and distinguish between worldviews of the past or present (perspective)

First Peoples Principle of Learning: Learning involves generational roles and responsibilities.

Unit VI : La réconciliation

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

Core Competencies: Communication, Thinking, Personal and social

Curricular Competencies:

Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence)

First Peoples Principle of Learning: Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Unit VII : Organismes gouvernementaux et non gouvernementaux

Big Idea: Social justice initiatives can transform individuals and systems

Core Competencies: Communication, Thinking, Personal and social

Curricular Competencies:

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

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

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

Students will:

- Study a variety of texts.
- Complete various writing assignments, including short answers, paragraphs, personal reflections and essay writing.
- Listen and respond to audio and videos, make infographic, collage, etc.
- Create audio and visual projects, which may include:
 - PowerPoint, Prezi, Sway, and other presentation forms like infographic, collage, diagram, carte, etc;
 - podcast, digital voice recording;
 - dramatizations, videos;
 - other digital tools of choice.

ASSESSMENT:

The North Vancouver Curriculum Hub Principles of Assessment -

<http://nvsc44curriculumhub.ca/assessment/>

Types of assessment:

- **Formative may include:**
 - Teacher-feedback on assignments.
 - Informal feedback through meetings.
 - Informal feedback through email and messaging.
- **Summative may include:**
 - Final mark on Livrets d'apprentissage, oral presentations, projects, essays and thought book.

EVALUATION:

Evaluation	Percentage of Final Mark
<i>Evidence of student engagement</i>	5%
<i>Glossaires</i>	5%
<i>Concepts de la pensée historique</i>	10%
<i>Livrets d'apprentissage</i>	20%
<i>Projets</i>	20%
<i>Évaluation initiale</i>	8%
<i>Évaluation mi-cours</i>	12%
<i>Évaluation finale</i>	20%
<i>Course Total</i>	100%

RESOURCES:

Enseigner la pensée historique. The Critical Thinking Consortium, 2013
Learning to inquire in History, Geography, and Social Studies. The Critical Thinking Consortium, 2020
Encyclopédie canadienne
Gouvernement Canada
Histoire canada
Musée de l'Holocauste Montréal
Ressources sur ONF
Guide pédagogique perspectives autochtones | Portail de l'éducation de Historica Canada
FNESC/FNSA Teacher Resource Guides for blended or remote learning contexts
Indian residential school and Reconciliation fnesc-FNSA
BC First Nation, land, title and governance
Histoire des pensionnats autochtones - NCTR
<https://indigenousandawarenesscanada.com/>
BC First People 12
HabiloMédias (habilomedias.ca)
Aînés et gardiens de savoir traditionnels. Guide de l'université d'Ottawa sur les protocoles autochtones
First Nations Education Steering Committee and First Nations Schools Association