



Course: Social Justice 12 - 2020/2021

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Course Title:	Social Justice 12
Grade:	11-12

Course Description:

Social Justice 12 is an elective course that falls within the Social Studies Department curriculum and explores the nature of a just and equitable society by focusing on social justice issues. It is an approved course for entrance to most universities.

The course moves students through three stages of social engagement:

1. Initially, awareness of social justice issues is developed as students begin to explore social justice from various perspectives.
2. Next, students analyze social justice issues to gain a more thorough understanding of them.
3. Finally, students pick specific issues to focus on and develop their own personal action plan for making change in an area they feel passionate about.

The aim of Social Justice 12 is to raise students' awareness of social injustices, to enable them to analyze situations from a social justice perspective and to provide them with knowledge, skills, and an ethical framework to advocate for a socially just world. A progressive, democratic country values diversity and inclusion. It also fosters caring and fair communities. Social Justice 12 promotes the pursuit of social justice as an important responsibility for all and encourages students to develop the commitment and ability to work toward a more just society.

This course includes an emphasis on action, providing opportunities for students to examine models of social change and implement strategies to address social injustice. A successful Social Justice 12 course will provide opportunities for students to examine their own beliefs and values, as well as the origins of those beliefs. In addition, it will allow them to support or challenge their beliefs and values through reflection, discussion, and critical analysis. Students will develop an innate sense of justice, which will motivate them to think and act ethically and empowering them to realize their capacity to effect positive change in the world.

Overarching Inquiry Questions:

What are the responsibilities of the individual in regard to issues of social justice?



What are the causes and consequences of prejudice and how does an individual's response to it reveal his/her morals, ethics, and values?

When should an individual take a stand against what he/she believes to be an injustice? What are the most effective ways to do this?

Course Expectations:

Social Justice 12 provides an engaging learning environment where students can challenge themselves academically and feel safe in sharing their ideas. To ensure this, students will:

- abide by the student Code of Conduct
- adhere to the Academic Honesty policy
- respect themselves and others
- attend every class and be punctual
- inquire, think, and participate to the best of their individual ability
- access technology in class only when instructed to do so and for learning purposes only

Attendance includes active participation and full attendance, both of which are mandatory in this course. Some missed classes such as guest speakers, fieldtrips or discussions after videos, cannot be made up through missed assignments, and therefore, directly relate to the students' progress in Social Justice 12.

Seycove Learning policies can be accessed at:

[https://www.sd44.ca/school/seycove/About/agenda/Documents/Seycove%20Agenda%20Book%202018-2019%20\(final\).pdf](https://www.sd44.ca/school/seycove/About/agenda/Documents/Seycove%20Agenda%20Book%202018-2019%20(final).pdf)

ORGANIZATION OF THE CURRICULUM:

The provincially prescribed learning outcomes for Social Justice 12 are grouped under the Big Ideas (what the students will understand):

Big Ideas (What the students will UNDERSTAND):

- 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.

Concepts:

* perspective * equity * advocacy * change

CURRICULAR COMPETENCIES (What the students will DO):



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 on individuals, communities and societies as a whole.

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

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

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

CONNECTIONS BETWEEN AND AMONG SUCH ISSUES AS (What the students will KNOW):

- * poverty
- * lgbtq = lesbian, gay, bisexual, transgendered/twin spirited/queer and questioning
- * homelessness
- * racism
- * status of women
- * discrimination
- * child soldiers
- * violence in relationships
- * globalization
- * environment and sustainability
- * aboriginal people in Canada

A complete description of the Social Justice course can be found on the Ministry of Education's website at: <https://curriculum.gov.bc.ca/curriculum/social-studies/12/social-justice>

TEACHING/LEARNING STRATEGIES:

Social Justice 12 is unique in terms of how learning outcomes are achieved. Social Justice 12 involves active student participation and discussion. A number of teaching strategies are used to encourage student involvement and to accommodate a variety of learning styles, interests and ability levels. These include: visual presentations, decision making activities, handouts, fieldtrips, direct instruction, guest speakers, journal writing/reflections, DVDs/videos, group work, role plays, discussion groups, multimedia presentations, work sheets, internet research, and projects.

REQUIREMENTS AND GRADUATION CREDITS:

Social Justice 12 is an elective course. It is designated as a four-credit course, and must be reported as such to the Ministry of Education for transcript purposes. Letter grades and percentages must be reported for this course. Many universities are recognizing Social Justice 12 as an approved academic course which can be counted towards meeting university entrance requirements.

TO PARENTS OR GUARDIANS: ATTENTION!

Some of the components of Social Justice 12 address issues that may be a source of concern for some students and their parents and will be addressed in a sensitive manner.



SEYCOVE SECONDARY

Some of the material that your son/daughter will read and view as part of the Social Justice 12 Course may be disturbing. In most cases, they will be told that the video includes images of a graphic nature; however, there will be cases where there is no warning of the graphic and disturbing nature of the content. Please discuss the materials with your son/daughter on a regular basis to determine their interpretation of it. Please also initial below so that I know you have read this course outline.

Should you wish to discuss this course and its content, please do not hesitate to contact me at Seycove Secondary 604-903-3666 or email ayeo@sd44.ca

TO STUDENTS: **ATTENTION!**

Most Social Justice issues are very personal. You may have experienced or are experiencing an injustice. You may or may not feel ready to participate or contribute to a course activity on certain issues. If you at any time feel uncomfortable with the content of this course, contact me to discuss options.

As a general caveat however, learning about social injustices will make us feel uncomfortable. We will go through different stages of emotion and reaction including, but not limited to: anger, indifference, powerlessness, guilt, remorse, indignation, surprise, sadness, hopelessness, despair. It is important to understand, at the outset of this course - that the *GOAL* of this course is to provide you with the information and tools to enable *YOU* to make the changes your life and world needs. This course is about empowerment, transformation, equity, a civil society and participatory democracy.

In keeping with the "change we want to see", it is important to spend time listening to other people's stories. Appreciate their history. Try to understand their challenges. Accept that diversity is indeed the spice of life. We will all have different opinions. The challenge is not making everybody the same ...it is making sure that there is equity for everybody.

"...I shall adopt the broader meaning of common ownership...instead of thinking in terms of I should get more than others, I shall aspire that others should not get less than me".

Shiva, Vandana, "*Earth Democracy*", South End Press Collective, 1995, page 69.

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Parent Initials _____