



Social Justice 12

Course Overview

Social Justice 12 is a **current events course**. While we use historical contexts to teach concepts, and show social changes over time, learners will focus on current events in projects and in a learning community on line. The issues we explore are political as that is where policy happens; policy is what creates day-to-day systemic issues that are ever present and in the news. This course is about the community you live in now, and the one you can change with activism and your vote.

The course explores key social justice issues such as LGBTQ2+ inequity, gender inequality, race relations, ableism, poverty, animal rights, environmental justice, food security and current, key social justice movements and power struggles in today's world. Learners will come to understand the complexity and subjectivity of social justice-related definitions, frameworks, and interpretations of social justice itself. We will explore the social injustices highlighted by activists and policy makers in Canada and the world - injustices affecting individuals, groups, society and the planet. We 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 solutions and negate social justice.

You will use the following **curricular competency skills** as you examine the above content:

- 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

Course Content and Suggested Timelines

Unit	Topic	Hours
Intro	Intro to Social Justice in Canada	10 hours
1	Community	15 hours
2	Sexism and Movements	10 hours
3	Environmental Justice	20 hours
4	Animal Rights	10 hours
5	Racism and Race Relations	10 hours
6	Ableism	5 hours
7	Poverty	20 hours
8	Leadership	10 hours

Learning Guides – 30%

Learning Guides are intended to teach concepts. You should view all lessons in the units and then answer questions fully to get full marks. Before you start projects, you submit all the unit Learning Guides which will help you consider what social inequities you wish to explore.

Learning Community and Citizenship – 20% of the mark

There are three elements: Introduction to Social Justice and Citizen Assignment, Posts on the Padlet, and Reflections on participation.

The Introduction to Social Justice and Citizen assignment is a learning formative assignment that your teacher uses to assess your skills and help prepare you for projects and conversations. It is also an exploration of you as a citizen of your community and country.

You will add news items to the Padlet Learning Community and comment on your classmates' and teacher's comments. Reading and learning about an issue before posting helps you make informed comments, so you are being a good citizen and can demonstrate that you are informed on the topic. **This learning community is about helping to bring people in to conversations, not shaming anyone or misleading others with posts that are not accurate.** Do your homework on news stories, please.

You post your comments and posts to the self-assessment rubric after each unit and, in the final reflection, answer some key questions. These will not take long to do, but they will help me assess your participation.

Projects – 50%

There are three assigned projects for this course: letter, research paper, presentation

Self-directed projects should enhance your understanding in areas of interest. They should inform the viewer about a **current social justice issue**. You will write one letter to a real person in a position of power, do one research essay or book review on a topic of your choice (current issue not historical) and do a presentation that is audio or audio-visual (film, podcast, presentation), or an art piece that highlights and teaches others about an issue. You can also do a campaign of some kind related to a local issue (present a plan).

AFTER COVID IS NO LONGER AN ISSUE: Actions in your own community are the richest learning! I am very open to you working with activists in the local community, so let me know what the options are, so I can guide your actions. Pay attention to posts here and in local news to hear what activists are doing. Parental supports for community work are a good idea. I suggest they know where you are going and with whom if you are considering a protest, on-line engagement or campaign. **Social distancing is in place so we are not recommending this.**

Course Materials

- There is no textbook for this course.
- Students will need regular access to the internet.
- Students will need a library card.
- Students get free access to Office through Ebus, so you can have Word and other applications.
- You will want to have access to audio-visual tools if you can't use an on-line free app (optional).

The prescribed learning outcomes for this course are available at:

<https://curriculum.gov.bc.ca/curriculum/social-studies/12/social-justice>

Assessment Information

Grading *Your grade for this course is calculated as follows:*

Item	Weight
Learning Guides – depth, connecting, understanding	30 %
Citizenship - posts, Informed Comments, Introd. Assignment	20%
Supervised Mid-Term	10%
Projects – creativity, academic approach, critical thinking,	40 %

Rewrites are always allowed but learners need to follow feedback and make changes on the marked document in another colour of ink for ease of comparison. Ask your teacher if you are confused.

Supervised and Invigilated Exams:

There is one invigilated exam in this course and it will be done prior to project work. You will be presented with a social justice problem and will respond to that problems using the concepts we have explored. You supervised exam is worth 10% of the overall mark. Provided you have done the work yourself, you should not struggle with the response.

When students are not meeting the learning outcomes/ falling behind

When students fall behind the expected pace or plan, they will be contacted via email or phone and if there is no improvement or response, parents will also be contacted. If deemed necessary, contact with the student's home school may also occur to help determine a solution.

Students are expected to let the course teacher know when they are struggling with course content. In response, the course teacher will provide appropriate help or strategies to support learning. The course teacher will also provide feedback on course work to support learning and help students improve. Parents will be made aware if their child is actively working but struggling to meet the learning outcomes of the course.

Students falling behind in a manner where it does not appear that they will complete the course within a year will be sent reminder emails. Without a response or renewed efforts in the course, the student may be assigned an F or withdrawn. Should they begin actively working in the course, the student may be given an alternate completion date.

Inactivity and Communication

Students are expected to login and submit work in their online courses on a weekly basis. EBUS teachers monitor student participation, work submission and periods of inactivity in their courses. Students who have not accessed their course for a period of **two weeks or longer** will receive an **online gentle reminder email** to inquire about progress and reasons for inactivity; parents will also receive a copy of the email. Students who receive a reminder email must contact their teacher to communicate their intentions for the course and any other information that will help support their learning. If a student has been inactive for a period of *eight consecutive weeks* or longer, has received *three online reminders* and has *not responded to communications* from their online teacher, the student may be withdrawn from the course.

Communication between students and teachers is important. EBUS Academy offers a flexible learning environment and we understand that various circumstances can arise that prevent students from engaging in their courses. When students anticipate being absent from their online course, they should contact their teacher in advance, whenever possible.

Expectations

- Adhere to the EBUS Academic Integrity Policy (using in-text citations, bibliography, you do the work)
- Contact your teacher when help is needed
- Review feedback from assignments and tests, where applicable
- Work to complete the course in a timely manner
- Communicate respectfully
- Review weekly progress reports

Reporting to Parents:

There are 4 term report cards that can be downloaded from the student dashboard. A notice will go out when these report cards are available.

The teacher will send out a bi-weekly progress report showing the student's progress, on weeks that EBUS is in session.

Contacting Your Teacher:

Your teacher will be available on-line Monday and Thursdays during regular school hours, and Wednesday mornings. If you are having trouble with any concepts, please contact your teacher right away! Moodle messages, emails and calls will all work. If necessary, call at another time that works for you, but please respect these hours: 8 a.m – 7:30 p.m.

Shelley Olson van Erp (Shelley) Her;She

Phone: **250-963-7820**

Email: svanerp@sd91.bc.ca