

Social Justice 12

Course Outline: 2018-19

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The course focuses on a wide variety of social justice issues. It will move students through three stages of social engagement. Initially, awareness of social justice issues is developed as students begin to explore SJ issues from various perspectives. Next, students analyze SJ issues to gain a more thorough understanding of them. Finally, students pick specific issues to focus on and develop their own personal action plans for making change in an area they feel passionate about. In this way, they progress from awareness to analysis and action on a social justice topic of their choice.

Develop ethical reasoning skills as you explore issues of oppression and injustice in a Canadian and Global context. You will be asked to define personal and social responsibility when examining oppression based on ability, age, ethnicity, religion, sex, sexual orientation, socio-economic status, marital and family status. You will analyze both the causes and consequences of injustice and explore viable solutions by understanding how social change has occurred in the past. Challenge yourself to become an ethical, socially responsible global citizen. This is a case study and research based course. There is no final exam, but a final action project will be required of all students.”

The course is an excellent opportunity for students to become agents of change regarding relevant social justice issues that affect their lives and communities

Why You Can Change the World
<https://www.youtube.com/watch?v=jxiYsgyn1yU>

Today I Have a Dream <http://www.youtube.com/watch?v=IJUm3JqF-Ro>

Units of Study:

1. Introduction to Social Justice
2. Social Justice Beliefs and Values
3. Systematic Analysis and the Dynamics of Poverty
4. Aboriginal Peoples and the Law
5. Examining LGBT Issues (lesbian, gay, bi-sexual, transgender)
6. Woman and Social Justice
7. Genocide
8. Globalization
9. Social Justice Action Plan

Grades and Mr. Hanson's Philosophy on ...

Evaluation

Marks

Grade Equivalent	A	86 – 100%
	B	73 – 85%
	C+	67 – 72%
	C	60 – 66%
	C-	50 – 59%
	I	In Progress Given when a grade can not accurately be determined due to incomplete work or poor attendance.
	F	O – 49% Fail

1. Your achievement will be determined on the following:

Assignments*	80% (includes assignments, social justice dictionary, empathy journal entries et al.)
Participation	20% (based on regular self, peer and teacher evaluation of student's quality and quantity of contribution to class discussions employing a discussion rubric tool)

Assignment marks, depending of the nature of the assignment, will most often be based on assessment rubrics that outline basic requirements for each type of assignment.

I will expect to see regular progress in the quality of products you submit and the contribution to class discussions.

Assessments:

Assessment of student progress will be done in a variety of methods. It will be my objective to provide a choice of assignments to you where feasible This ideally will allow you to select assignments or activities that best meet your learning styles and to choose the format to present your learning

The teacher may return assignments to the you that he believes does either not meet the criteria of the assignment, is not to standard for your grade level, or is not to standard for you. I expect you to submit the best product you can. There will be no settling for poor quality work.

*Assignments are expected to be submitted on time. No assignment will be accepted after the final deadline of the Friday of the week following the due date. If a student does not submit the assignment by the final deadline, a "0" will be assigned. The student will then have the opportunity to devise and submit an assignment that meets the learning intentions of the original assignment.

