

We are grateful to be learning on the unceded ancestral lands of the Lheidli T'enneh First Nation and the Simpcw First Nation. Social Studies invites us to develop an understanding of the connections between peoples, events, and land in the past, present, and future, and exploring how First Peoples' perspectives, histories, and knowledge have shaped and continue to shape the world is integral to our course.

Social Justice 12

Course Outline February 2022



Welcome to the complex and ever-changing world of social justice! In this student-directed course, we will work collaboratively to investigate the causes and impacts of social injustice and how social justice issues are interconnected as we advocate for causes and issues which are important to us.



While we will explore historic contexts to understand contemporary issues, this is ultimately a current events course about the community and the world that you live in now and the one that you can change and transform through advocacy and activism.

See you in the trenches, *Mr. Takach*



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GUIDING QUESTIONS

As we journey through time and across oceans, your mission is to seek out answers to the following guiding questions:

- I. In what ways are social justice **issues interconnected**?
- II. How do (our) individual **worldviews shape** and inform **our understanding** of social justice issues?
- III. What are the (complex) **causes of social injustice**? What lasting **impacts** have they had (and do they continue to have) on society?
- IV. How can social justice initiatives **transform individuals and systems**?



WHAT TO BRING TO EACH CLASS

To be successful, ensure that you bring all of the following to each class:

- A **binder** (or binder section) to keep notes, texts, and handouts organized.
- **Pen** or pencil
- **Highlighter**
- An **open mind!**
- (bringing a book that interests you is always a good idea too 😊)





MR. T'S EXPECTATIONS

The most important thing for me is that we make our classroom a **safe space** where **everyone feels welcome and included**. Treat others how you would like to be treated and welcome and appreciate all people, ideas, and contributions. On this note, students are expected to:

- Act respectfully in class discussions. This means listening to others when they share their perspectives and points of view. You do not need to agree with your classmates' perspectives but you do need to hear them out and consider what they say. We will discuss how to respectfully and effectively debate with our peers.
- Arrive for class on time and be seated in your desk with all of your needed resources when the bell rings.
- Use your class time wisely to maximize your learning.
- Refrain from using your devices unless it is directly related to the task at hand, especially while teachers and classmates are speaking.
- Complete assessments by the assigned due date. You will be given sufficient time in class to complete assessments. Life happens and if you believe that you will be unable to complete their assignment in time, please speak with me before the due date to arrange for an extension.
- If possible, let me know in advance if you are missing school so that I can tell you what work you will need to make up. If you are unable to do so before, you should check in with me when you return to see what you have missed and need to catch up on.



Student devices can be great learning tools for collaboration, research, and making. They can also draw students away from their classwork, teacher, and peers. There will be times when gadgets will be encouraged and times when they must be put away.



ASSESSMENT

In this course, you will be assessed on your ability to think critically, interpret evidence, assess and defend positions, and conduct inquiry related to our course topics. These skills and processes are called **competencies**, and you will be graded on them in addition to how well you have learned the **content** of course.

Formative assessments are to inform students about their achievement and areas for growth, as well as to help teachers in their planning. These happen daily, and may be formal (such as written feedback given on a writing assignment) or informal (such as verbal feedback on a journal entry). **Summative assessments** are designed to assess learning outcomes from the curriculum and determine student achievement in the course. For these assignments, students will be informed in advance of due dates, assignment details, and criteria for grading.

Your (summative) mark will be made up of the following:

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| ○ Major summative assignments
<i>E.g. projects, presentations, essays</i> | 60% |
| ○ Minor summative assignments
<i>E.g. check-ins, quizzes, reflections, creative responses</i> | 40% |

Assignments are due at the beginning of class. Please come and see me if you have any questions or will have any difficulties submitting your assignment on time before the deadline. **Do not plagiarize by ensuring that all of the words and ideas in your assignments are your own.**

ROAD MAP

Our course journey will be planned collaboratively based on student interests and aptitudes, potentially culminating in a final project. Some topics that we explore may include:

- What is social justice?
- Activism in my community
- Student leadership
- Climate justice activism
- Indigenous activism and justice
- LGBTQIA+ activism and justice
- Gender equity activism and justice
- Colonialism and its continued legacy
- Migration and refugees
- History and continued impacts of genocide
- History and continued impacts of racism
- History and continued impacts of poverty
- The history and continued impacts of ableism
- The Charter of Rights and Freedoms
- Intersectionality
- Privilege and power
- LGBTQIA+ rights
- status of women
- disabilities
- Voting rights
- Wage gaps
- Hunger and food insecurity
- Consumerism
- Death penalty
- Economic justice
- Education
- Homelessness
- Health care
- Human rights
- Human trafficking
- Hunger
- Immigration, migration, and refugees
- Mental health
- Natural disasters

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)

CONTENT

Students are expected to know the following:

- A. Definitions, frameworks, and interpretations of social justice
- B. Self-identity and an individual's relationship to others
- C. (Connections between and among) social justice issues
- D. Social injustices in Canada and the world which affect individuals, groups, and society
- E. Governmental and non-governmental organizations in issues of social justice and injustice
- F. processes, methods, and approaches individuals, groups, and institutions use to promote social justice