



Vanier Catholic Secondary

16 Duke Road, Whitehorse, YT Y1A 4M2
Phone: (867) 667-5901 Fax: (867) 393-6370
www.vcss.ca

School Year: 2018-19

“We build too many walls and not enough bridges”. Sir Isaac Newton

Course Outline for: Social Justice 12

Teacher: Janet Clarke

Course inquiry question: What walls exist in society and how can we build more bridges?

Course Description: Social Justice 12 is a participatory course that demands self-reflection, social analysis, a desire to take action, respect for diversity, and a willingness to respectfully discuss controversial issues. This course provides students with opportunities to examine beliefs and values, examine models of social change and engage in self-selected initiatives to affect social change.

Big Ideas:

1. Social Justice Issues are Interconnected
2. Individual worldviews shape and inform the understanding of social justice issues
3. The causes of social injustice are complex and have lasting impacts on society
4. Social justice initiatives can transform individuals and systems

Assessment and Unit Overview:

Time Period	UNDERSTAND Big Idea	KNOW Key Content Standard	DO Key Curricular Competencies	FORMATIVE PIECES	SUMMATIVE PIECES	Key events
SEPT	<p>Social justice issues are interconnected</p> <p>The causes of social injustice are complex and having lasting impacts on society</p> <p>Individual worldviews shape and inform our understanding of social justice issues.</p>	<ul style="list-style-type: none"> • various theoretical frameworks, interpretations, and concepts of social justice • connections between self-identity and an individual's relationship to others • role of governmental and non-governmental organizations in issues of social justice and injustice 	<ul style="list-style-type: none"> • Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence) • 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) 	<p>Observations of participation in discussion, participation in co-constructing criteria for respectful discussions</p> <p>Weekly discussion reflections after current events (each week, a student will report)</p> <p>Apathy is boring article & discussion</p> <p>I am from poem</p> <p>Imagine an ideal future – how can we get there</p> <p>Worksheets: Privilege & power. Perspective & Context, Dignity & Worth, Equity & Equality</p>	<p>Current SJ injustice research and sharing</p> <p>Establishing historical significance – class discussion and short research project</p>	<p>Sept 11 – 13 – viewing of First Contact</p> <p>Sept 14 – New Student Welcome Event</p> <p>Sept 21 – International Day of Peace</p> <p>Sept 21 - Visit to the Food Bank</p> <p>Sept 24 – informal email about student progress</p> <p>Sept 25 – Youth Change Event @ PC</p> <p>Sept 30 – Orange Shirt Day</p>

				<p>Take – away, exit slips following guest speakers</p> <p>Field trip to Yukon Legislature – reflection</p> <p>Self – assessment of attitudes and beliefs</p> <p>Participation in action activities – new student welcome event</p>		
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Time Period	UNDERSTAND Big Idea	KNOW Key Content Standard	DO Key Curricular Competencies	FORMATIVE PIECES	SUMMATIVE PIECES	KEY EVENTS
OCTOBER	<p>The causes of social injustice are complex and have lasting impacts on society</p> <p>The causes of social injustice are complex and have lasting impacts on society</p>	<ul style="list-style-type: none"> • Student will know social justice issues • social injustices in Canada and the world affecting individuals, groups, and society • role of governmental and non-governmental organizations in issues of social justice and injustice 	<ul style="list-style-type: none"> • 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) • Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong (ethical judgment) • Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence) 	<p>Study of using primary sources – examine two accounts of past events – compare two points of view</p> <p>Investigations of international laws, UN resolutions & Declarations, CCHR, Indigenous Rights, Indian Act</p> <p>Create a schematic chart of causes of an historical event and explain their arrangement</p> <p>Introduction of the Action Plan – identify “a wall” and propose and take action with “a bridge”</p> <p>Weekly current events discussions.</p>	<p>Historical injustices / apology – inquiry project on Government apologies to redress past injustices – is this a bridge?</p> <p>Assess progress and decline from the standpoint of various groups - critical thinking assignment</p>	<p>Oct 1 – Holocaust Survivor</p> <p>Oct 4 – Food Drive</p> <p>Oct 5 – Food Bank</p> <p>Oct 12 – Ryan McKay – DR guest speaker</p> <p>October 15 – 19 Poverty & Homelessness Week (K Craig guest speaker)</p> <p>Oct 19 – 22 – informal written report</p> <p>Oct 23 – student led conference</p>

				Class Quick Writes: Reflections		
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Time Period	UNDERSTAND Big Idea	KNOW Key Content Standard	DO	FORMATIVE PIECES	SUMMATIVE PIECES	KEY EVENTS
NOVEMBER	Individual worldviews shape and inform our understanding of social justice issues.	<ul style="list-style-type: none"> Processes, methods and approaches individuals, groups and institutions use to promote social justice 	<ul style="list-style-type: none"> Compare and contrast continuities and changes for different groups and individuals at different times and places (continuity and change) Explain different perspectives on past and present people, places, issues, and events, and distinguish between worldviews of the past or present (perspective) 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) 	<p>Short media awareness unit – Assignment on analyzing bias in media</p> <p>Whole class discussion of the moral dimension in history – implicit & explicit moral judgement – assignment: re-examination of a historic issue, perspectives at the time and what we can learn from this.</p>	<p>Inquiry – What motivates people to want to make a difference? Choose a difference maker and explore which walls they sought to destroy and which bridges they used. (more sophisticated inquiry: Have perceptions of these change makers been altered since they enacted change?) Social studies inquiry processes will be used.</p>	<p>Nov 16: international Day for Tolerance</p> <p>Nov 20: Universal Children’s Day</p> <p>Nov 25 – Dec 6: 12 Days to End Violence Against Women</p>

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DECEMBER		* processes, methods, and approaches individuals, groups, and institutions use to promote social justice	<ul style="list-style-type: none"> • Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong (ethical judgment) • Compare and contrast continuities and changes for different groups and individuals at different times and places (continuity and change) 	<p>Following student presentations on moral issue – reflect on government and society responses.</p> <p>What have we learned from these responses and how we can do better in society</p>	<p>NQUIRY – student choice to be due in January. This project will allow students to explore a question which has arisen from study in the course.</p>	<p>Dec 1 – World Aids Day</p> <p>Dec 10 – Human Rights Day</p> <p>Write for Rights – Amnesty International Event in Learning Commons</p>

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JANUARY	Social Justice issues are interconnected	<p>* Social injustices in Canada and the world affecting individuals, groups and society</p> <p>* Processes, methods and approaches individuals, groups and institutions use to promote social justice</p>	<p>* Demonstrate leadership by planning, implementing, and assessing strategies to address a problem or an issue</p> <p>* Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong (ethical judgment)</p>	Weekly discussion reflections after current event analysis.	Completion of 3 rd Inquiry project and Presentation of Action Project	Jan 21: Martin Luther King Day

Resources required:

Teacher resources, field trips, guest speakers, student input

Evaluation and Reporting Plan: Use of Aspen Gradebook to record evidence of student performance.

Connections to Yukon First Nation Ways of Knowing and Doing:

- Engage community members and community resources: visits by Community Members with lived experiences to discuss residential schools, homelessness, poverty
- demonstrate care for each student through explicit high expectations of work submitted, encouragement, challenging ideas and spending time checking in with each student.
- Well-defined and consistent expectations for student performance and behaviour through co-constructing criteria about respectful discussions.
- Allowing student to choose current events which connect to students' lives
- Clear modeling of expected learning: with the inquiry project, we will start with a guided inquiry to illustrate process "I do" then move to "we do" and then students will be released to choose an independent topic – autonomy "you do".
- **Fearless Fridays:** sharing of poetry, song, stories, and snacks

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- **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)**

Evaluation and Reporting Plan:

Use of Aspen Gradebook to record evidence of student performance.

We are required to report on the *learning standards*. A learning standard refers to both content and curricular competencies. At the end of a learning cycle, the teacher will determine a final performance indicator (grades 8-9) OR a percentage (grades 10-12) based on the trend of student achievement on summative tasks that include both content and curricular competencies.

Linear Dates	Semester 1 Courses	Semester 2 Courses	Type of Report	Communication
Sept. 24-26 + Feb. 18-21	Sept. 24-26	Feb. 18-21	Informal Report Email	Generic explanation of topics covered so far; Individual statement of level of progress made; Specific SIN comments for students NYM and AE
October 19-22 + April 1-2	October 19-22	April 1-2	Informal Written Report	Aspen (or similar) print-out of scores; student self-assessment
October 23 + April 3	October 23	April 3	Student Led Conference	Compilation of student work plus reflection and goal-setting sheet
Dec. 10-14 + May 13-17	Dec. 10-14	May 13-17	Informal Report Email and/or phone call	Generic explanation of topics covered since last report; Individual statement of level of progress made; Specific SIN comments for students NYM and AE - Phone call to parents of students NYM
January 18 + June 14	January 18	June 14	Final Report Card	- Grade 8-9: January: Detailed SIN comments June: Performance indicators + comment - Grade 10-12: Final percent score + comment - Comments regarding strengths, areas for development, possible recommendation for future courses; next steps.

Specific policies/procedures for this course: You may wish to include your re-assessment policy