

## **Course Description:**

This course is designed to be an ongoing conversation. Many of the questions you'll be asked have no single, correct answer. As long as you can justify your opinion or answer, and satisfy all the requirements of the question, you will receive full marks. If any of these topics, questions, or assignments cause you problems, (many of them involve quite heavy topics), please speak to your teacher about alternative assignments or topics of study.

## **Essential Learnings from Social Justice 12:**

Each unit covers a different Historical Thinking Concept that directly relates to the Core Competencies of Social Justice 12. The six Historical Thinking Concepts are: significance, primary source evidence, continuity and change, cause and consequence, perspective, and ethical judgement/dimensions. These six thinking concepts are meant to help students study different historical events and provide a framework for creating a more nuanced perspective and opinion. Students are expected to think about ideas and concepts that are different than what they believe in. To be able to take an idea or piece of information and critically analyze it, is a skill that needs fostering and practice. During your research in this course, you will encounter opinions different from your own. Take time to critically analyze where that differing information is coming from, why people might think that way, if you find value in any of their thinking or opinions, and what parts, if any, will help you create a more nuanced and complex view of the issue.

## **Resources:**

There is no textbook required for this course. You will require internet access.

## **Assignments and Projects:**

Unit 1 is mandatory as it sets the stage for the rest of the course. But you may choose any six of the remaining eight units to complete, depending on what interests you. Within each of the units, there are readings to do, assignments for you to complete and submit to your teacher for marking, and an inquiry project with suggested guiding questions for you to investigate. Or, with your teacher's permission, you can investigate your own topic! There is also a final project to complete.

## **Learning Outside of the Classroom:**

Social Justice 12 offers a unique benefit to students by allowing them the opportunity to combine what they learn inside the classroom with their learning beyond the classroom. Teachers may wish to give incorporate community-based learning opportunities such as fieldtrips, guest speakers or job shadows. Teachers may also see an opportunity for some students to participate in work placement opportunities within the tourism industry where the students can apply the knowledge and skills developed by participating in the course.

## **Assessment:**

The level of achievement of the learning outcomes is determined by the student's performance on the worksheets, unit projects, and culminating project. Each project has a marking rubric attached, which is the same one your teacher will use to assess your work. At the end of the course, the marks received for your worksheets will count for 30%, the unit projects will contribute 50%, and your final culminating project will contribute 20%.

**Goal:**

The goal of this mandatory introductory unit is to investigate what Social Justice is, to learn the terminology used to describe it, and to help you form your own thoughts and opinions on each of the other units you may choose. You will also explore identifying our own biases, prejudices, and how you decide what is moral or ethical.

**Curricular Competencies:**

After completing this unit, you should be able to:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.
- Draw conclusions about a problem, an issue, or a topic,
- Identify and clarify a problem or issue.
- Accurately cite sources, preferably using the MLA style typically used in humanities courses.
- 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):
- Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong (ethical judgment).

**What to Do in this Unit:**

- Ask your teacher for the Workbook and Worksheet for this unit.
- Read the Workbook and do the work on the Worksheet.
- When you have completed the Worksheet, hand it in for marking, and ask your teacher for the Unit Inquiry Project.
- When your inquiry project is complete, hand it in to your teacher for marking.

**Goal:**

The goal of Unit 2 is to explore colonialism in both a Canadian and international context. We will be looking at the meaning of place names, historical legacies of individuals and empires, how colonialism affected different countries, and how colonialism is still a force in the modern world. We will look at the different types of colonialism which are still a large force today.

**Reminder: You only have to choose six of the remaining eight units in this course.**

**Curricular Competencies:**

After completing this unit, you should be able to:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; communicate findings and decisions; draw conclusions about a problem, an issue, or a topic; and assess and defend a variety of positions on a problem, an issue, or a topic.
- 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 or 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):.

**What to Do in this Unit:**

- Ask your teacher for the Workbook and Worksheet for this unit.
- Read the Workbook and do the work on the Worksheet.
- When you have completed the Worksheet, hand it in for marking, and ask your teacher for the Unit Inquiry Project.
- When your inquiry project is complete, hand it in to your teacher for marking.

**Goal:**

The goal of Unit 3 is to examine the history of genocide and how it impacts the world we live in today. The term genocide is a relatively new word for an old atrocity. Genocide did not start with the Holocaust in WWII. There have been genocides throughout history. Our goal for this unit is to look at the Armenian Genocide in WWI and examine how it changed how the world saw death. We will also be looking at the idea of sovereignty and how much sovereignty a country should have when human rights abuses are happening. We will also examine the role of various parts of society in how these events happen.

**Reminder: You only have to choose six of the remaining eight units in this course.**

**Curricular Competencies:**

After completing this unit, you should be able to:

- 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 or 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).

**What to Do in this Unit:**

- Ask your teacher for the Workbook and Worksheet for this unit.
- Read the Workbook and do the work on the Worksheet.
- When you have completed the Worksheet, hand it in for marking, and ask your teacher for the Unit Inquiry Project.
- When your inquiry project is complete, hand it in to your teacher for marking.

**Goal:**

The goal of Unit 4 is to examine racism in a Canadian and worldwide context, although we will focus on Canada. We will look at systems of racism, stereotypes, privilege, and ways of addressing systemic racism in Canada and abroad. The goal of this unit is not to provide blame, but to provide awareness of the ways that we may be inadvertently helping a system we want no part of. We will also be looking at unintended consequences of racism and discrimination in Canada. This unit allows you to dive as deeply as you are comfortable with into the topic of racism. The more research and thought you put into this unit, the better your understanding will be.

**Reminder: You only have to choose six of the remaining eight units in this course.**

**Curricular Competencies:**

After completing this unit, you should be able to:

- 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).
- Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an event, legislative or 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).

**What to Do in this Unit:**

- Ask your teacher for the Workbook and Worksheet for this unit.
- Read the Workbook and do the work on the Worksheet.
- When you have completed the Worksheet, hand it in for marking, and ask your teacher for the Unit Inquiry Project.
- When your inquiry project is complete, hand it in to your teacher for marking.

**Goal:**

The goal of Unit 5 is to examine how First Nations in Canada have experienced both British and Canadian law. We will look at various documents concerning how Aboriginal peoples have been controlled by various governments and you are encouraged to look up personal accounts of how these laws have impacted individuals. We will also look at self-governance. We will not be looking further into Residential Schools as we covered them in the Colonialism unit. If it is something you find you'd like to know more about, you can conduct your own Inquiry Project with the guidance of your teacher as long as it meets the goal of looking at Aboriginal Peoples and the Law.

**Reminder: You only have to choose six of the remaining eight units in this course.**

**Curricular Competencies:**

After completing this unit, you should be able to:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.
- 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 or 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).

**What to Do in this Unit:**

- Ask your teacher for the Workbook and Worksheet for this unit.
- Read the Workbook and do the work on the Worksheet.
- When you have completed the Worksheet, hand it in for marking, and ask your teacher for the Unit Inquiry Project.
- When your inquiry project is complete, hand it in to your teacher for marking.

**Goal:**

The goal of Unit 6 is to examine the Canadian Charter of Rights and Freedoms and the United Nations Universal Declaration of Human Rights in more detail. We will examine what rights are, how Canada's rights compare to the UN's Human Rights, the idea of obligation, and how and if Human Rights should be enforced in other countries. We will also examine whether or not these rights are universal, or if they are a product of western philosophy and whether or not they can be applied worldwide.

**Reminder: You only have to choose six of the remaining eight units in this course.**

**Curricular Competencies:**

After completing this unit, you should be able to:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.
- Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence).
- Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an event, legislative or 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).

**What to Do in this Unit:**

- Ask your teacher for the Workbook and Worksheet for this unit.
- Read the Workbook and do the work on the Worksheet.
- When you have completed the Worksheet, hand it in for marking, and ask your teacher for the Unit Inquiry Project.
- When your inquiry project is complete, hand it in to your teacher for marking

**Goal:**

The goal of Unit 7 is to examine the causes of gender inequality, the role that plays in the life of everyone, and to start to begin to address the issues of gender equality in our society. We will be looking at historical accounts of gender inequality in Canada and around the world, as well as modern issues. We will look at women’s rights in the developing world and the role of violence, education, and war, on women’s lives. Hopefully you will be able to tie in the skills and information you’ve learned so far in Social Justice 12 to build an intersectional view of equality.

**Reminder: You only have to choose six of the remaining eight units in this course.**

**Curricular Competencies:**

After completing this unit, you should be able to:

- 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 or 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).

**What to Do in this Unit:**

- Ask your teacher for the Workbook and Worksheet for this unit.
- Read the Workbook and do the work on the Worksheet.
- When you have completed the Worksheet, hand it in for marking, and ask your teacher for the Unit Inquiry Project.
- When your inquiry project is complete, hand it in to your teacher for marking.



**Goal:**

The goal of Unit 8 is to examine the history of the Gay Rights movement and how we have come to be where we are now. We'll be analyzing historical events like the Stonewall Riots and more contemporary issues as well. Using what we have learned about the Charter of Rights and Freedoms, the UN Declaration of Human Rights, intersectional history, and inequality, we'll look at the Gay Rights movement through a Canadian lens, and look at the issues still facing the LGBTQ+ community today.

**Reminder: You only have to choose six of the remaining eight units in this course.**

**Curricular Competencies:**

After completing this unit, you should be able to:

- 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 or 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).

**What to Do in this Unit:**

- Ask your teacher for the Workbook and Worksheet for this unit.
- Read the Workbook and do the work on the Worksheet.
- When you have completed the Worksheet, hand it in for marking, and ask your teacher for the Unit Inquiry Project.
- When your inquiry project is complete, hand it in to your teacher for marking.

**Goal:**

The goal of Unit 9 is to examine the causes and effects of poverty in Canada and in the rest of the world. We will be examining the different types of poverty and how they affect people day-to-day. We will also be looking at generational poverty and how discrimination perpetuates this issue. By looking at a range of different issues, we will pull a narrative of poverty of Canada. You will be looking at poverty on a local level and researching various issues affecting people in Kelowna (or your own community if you choose), and the organizations dedicated to trying to help people.

**Reminder: You only have to choose six of the remaining eight units in this course.**

**Curricular Competencies:**

After completing this unit, you should be able to:

- 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).
- 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).

**What to Do in this Unit:**

- Ask your teacher for the Workbook and Worksheet for this unit.
- Read the Workbook and do the work on the Worksheet.
- When you have completed the Worksheet, hand it in for marking, and ask your teacher for the Unit Inquiry Project.
- When your inquiry projects is complete, hand it in to your teacher for marking.

**Goal:**

The goal of this final inquiry project in Social Justice 12 is to make a deeper investigation in a social justice topic of interest to you. You may find one of the topic suggestions interesting, or you may have another topic you really want to know more about. Either approach is fine.

**Curricular Competencies:**

You will use the curricular competencies you have worked on throughout this course to bring your inquiry project to fruition, including:

- Using Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.
- Assessing and comparing 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).
- Assessing the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence).
- Determining and assessing 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).
- Explaining different perspectives on past and present people, places, issues, and events, and distinguish between worldviews of the past or present (perspective).
- Making reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong (ethical judgment).

**What to Do in this Unit:**

- Ask your teacher for the Final Project Worksheet
- Read and follow the instructions there to complete your Final Project for the course. It is expected that you will spend 10-15 hours completing this assignment.
- When your final project is complete, hand it in to your teacher for marking.

**Congratulations, you have completed Social Justice 12!**