



**Ontario eSecondary School**  
**Course Outline**  
**2022-2023**

<b>Ministry of Education Course Title: Equity and Social Justice: From Theory to Practice</b>	
<b>Ministry Course Code: HSE4M</b>	
<b>Course Type: College/University</b>	
<b>Grade: 12</b>	
<b>Credit Value: 1.0</b>	
<b>Prerequisite(s):</b>	
<b>Department: Social Science and Humanities</b>	
<b>Course developed by:</b> <b>Shah Khan</b>	<b>Date: November 5<sup>th</sup>, 2018</b> <b>Updated: April 15<sup>th</sup>, 2020</b>
<b>Length:</b> <b>One Semester</b>	<b>Hours:</b> <b>110</b>
<p>This course has been developed based on the following Ministry documents:</p> <ol style="list-style-type: none"> <li>1. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools (2010)</i></li> <li>2. <i>Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (2013)</i></li> <li>3. <i>Social Science Science, The Ontario Curriculum, Grade 11 and 12 Social Sciences and Humanities-Revised 2013, Growing Success; Financial Literacy (<a href="http://www.edugains.ca">www. edugains.ca</a>)</i></li> </ol>	

## **COURSE DESCRIPTION/RATIONALE**

This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyze strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue.

## **OVERALL CURRICULUM EXPECTATIONS**

By the end of this course, students will:

### **A. RESEARCH AND INQUIRY SKILLS \* Presented and Assessed throughout Units, Evaluated on Culminating\***

- Exploring: explore topics related to equity and social justice, and formulate questions to guide their research;
- Investigating: create research plans, and locate and select information relevant to their chosen topic, using appropriate social science research and inquiry methods;
- Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;
- Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

### **B. UNDERSTANDING SOCIAL CONSTRUCTION**

- Approaches and Perspectives: demonstrate an understanding of a range of perspectives on and approaches to equity and social justice issues, and of factors that affect inequity and social injustice;
- Power Relations: analyse, in historical and contemporary contexts, the dynamics of power relations and privilege as well as various factors that contribute to power or marginalization;
- Media and Popular Culture: assess the impact of media and popular culture on equity and social justice issues.

### **C. ADDRESSING EQUITY AND SOCIAL JUSTICE ISSUES**

- Historical and Contemporary Issues: analyse a range of historical and contemporary equity and social justice issues and the impact of economic and environmental factors on these issues;
- Leadership: evaluate the contributions of individuals and groups and/or movements identified with specific aspects of the struggle for equity and social justice;
- Policies, Strategies, and Initiatives: compare policies, strategies, and initiatives used by various groups, including indigenous peoples and women, to address equity and social justice issues in a variety of jurisdictions.

### **D. PERSONAL AND SOCIAL ACTION**

- Promoting Equity and Social Justice: demonstrate an understanding of how personal values, knowledge, and actions can contribute to equity and social justice, and assess strategies that people use to address equity and social justice concerns;
- Opportunities for Participation: describe a variety of careers and volunteer opportunities in fields related to equity and social justice, and demonstrate an understanding of the skills and knowledge they require;
- Social Action and Personal Engagement: design, implement, and evaluate an initiative to address an equity or social justice issue.

## OUTLINE OF COURSE CONTENT

Unit	Length
<b>Unit 1 –Understanding Social Construction</b> This unit will provide students with an overview of approaches and perspectives when addressing equity and social justice. Additionally, students will examine topics such as power relations, media, and pop culture	36 hours
<b>Unit 2 – Addressing Equity and Social Justice Issues</b> In this unit an overview of historical and contemporary issues will be examined through a multitude of readings and media. Students will also learn about various key figures, those in leadership roles, and the policies, strategies and initiatives being implemented.	42 hours
<b>Unit 3 – Personal and Social Action</b> In the final unit of the course students will learn how to promote values of equity and social justice. Students will also learn about opportunities for involvement on various scales.	14 hours
<b>Culminating Activity</b> Students will have time to work on their Course Culminating Task (the “Social Action Project”). The project will require students to develop a social action initiative relating to an equity or social justice issue. Students will also be responsible for a written component that reflects on the work they have completed. The assignment is worth 30% of the final grade.	20 hours
	<b>3</b>
	110 hours

## TEACHING AND LEARNING STRATEGIES

- Reading
- Personal Reflections
- Brainstorming
- Online Conference
- Self-Analysis

Strategies for Assessment and Evaluation	
Assessment <i>for</i> learning	Assessment <i>as</i> Learning
<ul style="list-style-type: none"> <li>• Anecdotal notes</li> <li>• Online Forum Response</li> <li>• Homework assignments</li> <li>• Focused Note-Taking</li> <li>• Online submissions</li> <li>• Individual online conference meetings</li> <li>• Diagnostic questionnaires</li> <li>• Online Case Studies</li> <li>• Free writing journals</li> </ul>	<ul style="list-style-type: none"> <li>• Online Voice Response</li> <li>• Self assessment rubrics</li> <li>• Concept maps</li> <li>• Personal Reflective Responses</li> <li>• Mind maps</li> <li>• Graphic organizers (Venn Diagrams, KWHL table, SWOT etc)</li> </ul>

## ASSESSMENT, EVALUATION, AND REPORTING

**Assessment:** The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

**Evaluation:** Assessment of Learning focuses on Evaluation which is the process of making a judgment about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

**Reporting:** Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

## STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Units conclude with performance tasks, e.g., essays and projects that build towards and prepare students for the end-of-course culminating task in Unit Five. Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks, i.e. check bricks; teacher-adapted generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile*, so that they are more task-specific. The teacher might ask: "What does the criteria look like for this particular task?" Or "What does limited effectiveness look like?" The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

## EVALUATION

The final grade will be determined as follows:

- ☐ Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- ☐ Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

(*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41)

<b>Weightings</b>	
<b>Course Work</b>	<b>70</b>
Knowledge/Understanding	17.5
Thinking/Inquiry	17.5
Communication	17.5
Application	17.5
<b>Final</b>	<b>30</b>
Culminating Activity	30

### TERM WORK EVALUATIONS (70%):

Evaluation Item	Description	Category
Unit 1 Inquiry Model Short Survey Assign.	Students are responsible for creating a short survey and assessing the outcomes from the results.	K, T/I, C, A
Unit 1 Social Construct Unlearn Poster Presentation	Students are responsible for making a poster presentation. The poster will address social constructive messages used by media.	K, T/I, C, A
Unit 1: Towards a New Vision Personal Reflection	Students will reflect and understand the breakdown of invisible privilege based on gender, race, sexual orientation and class.	K, T/I, C, A
Unit 2: Truth and Reconciliation Online Conference	Students will have an online presentation that discusses the importance and the significance behind the 94 calls to action.	K, T/I, C, A
Unit 2: Addressing Issues in Equity and Social Justice Rant Video	Students will imagine themselves as an active member of the media industry. They will be creating an online rant that specifically targets an issue.	K, T/I, C, A
Unit 3 Personal Social Justice Action Project	Students will implement their knowledge by using strategies to design and implement an action project that addresses a major social issue.	K, T/I, C, A

### FINAL EVALUATIONS (30%):

Evaluation Item	Description	Category
Summative Project	The Summative Project brings together the main topics and concepts of the course into one final assignment where students are to create their own personalized online course portfolio	SUM

## **AFL/AAL/AOL Tracking sheet:**

### **Unit 1: Understanding Research and Social Construction – 36 hours**

<b>AAL</b>	<b>AFL</b>	<b>AOL</b>
Mini Quiz on Social Sciences	3 Important Tests of Social Scientific Study	Inquiry Model Short Survey Assignment
Equity Lens – Prejudice Forum Response	Lesson 1.3 Unscientific Sources of Knowledge	Towards a New Vision Personal Reflection
Equity Lens Prejudice Response	Inquiry Model in Social Science Short Survey Conference	Unit Project: Understanding Social Construction Unlearn Poster Presentation
Lesson 1.6 Self Check Response Forum	Airplane Game Forum	
Lesson 1.8 My Remote Control	Lesson 1.7 Early Sociologist Forum	
Lesson 1.9 Introduction to Socialization Forum	Lesson 1.10 Cultural Representations Forum	
Lesson 1.11 Unpacking invisible Knapsack Discussion Forum		

### **Unit 2: Issues within Equity and Social Justice – 42 hours**

<b>AAL</b>	<b>AFL</b>	<b>AOL</b>
Globalization Diagnostic	Lesson 2.1 Global Inequalities Forum	Unit 3: 94 Calls to Action Truth and Reconciliation Online Conference
Lesson 2.1 Globalization and the Social Sciences Forum	Lesson 2.2 What does poverty look like to you?	Unit Cumulative Project: Addressing Equity and Social Justice Issues Rant Video Project
Agesim Forum	Lesson 2.4 Ableism Models Analysis	
Lesson 2.4 Ableism Diagnostic	Everyone's a bit racist Voice Response Activity	
Light bulb moments!	Article Analysis and Response	
Leadership Forums	Historical and Contemporary Issues Online Discussion Post	
	Leadership and Social Justice Worksheets	
	Residential School Think and Inquire Discussion Forum	

### **Unit 3: Taking Personal Action on Issues Related to Social Justice and Equity – 14 hours**

<b>AAL</b>	<b>AFL</b>	<b>AOL</b>
Lesson 3.1 Speakers Corner on Promoting Equity	Lesson 3.2 Forms of Personal Action Research Worksheet	Personal Social Justice Action Project
	Personal Action Discussion Forum	Personal Social Justice Action Online Conference
	Social Events Questionnaire	
	Lesson 3.4 Careers Related to Social Justice and Equity Research Sheet	

#### **Finals**

<b>AOL</b>
Culminating Project

**CONSIDERATION FOR PROGRAM PLANNING** Students learn best when they are engaged in a variety of ways of learning. Guidance and career education courses lend themselves to a wide range of approaches in that they require students to research, think critically, work cooperatively, discuss relevant issues, and learn through practice in a variety of settings. Helping students become self-directed, lifelong learners is a fundamental aim of the guidance and career education curriculum. When students are engaged in active and experiential learning strategies, they tend to retain knowledge for longer periods and develop meaningful skills. Active and experiential learning strategies also enable students to apply their knowledge and skills to real-life issues and situations.

#### **ANTIDISCRIMINATION EDUCATION IN GUIDANCE AND CAREER EDUCATION**

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

#### **PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS**

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

#### **THE ROLE OF TECHNOLOGY IN THE ENGLISH PROGRAM**

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

#### **ACCOMMODATIONS**

Accommodations will be based on meeting with parent, teachers, administration and external educational assessment report. The following three types of accommodations may be provided:

- ☐ **Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ☐ **Environmental accommodations:** such as preferential seating or special lighting.
- ☐ **Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- ☐ Provide step-by-step instructions.
- ☐ Help students create organizers for planning writing tasks.
- ☐ Record key words on the board or overhead when students are expected to make their own notes.
- ☐ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- ☐ Permit students a range of options for reading and writing tasks.
- ☐ Where an activity requires reading, provide it in advance.
- ☐ Provide opportunities for enrichment