**Social Justice 12**

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**Welcome to Social Justice 12!**

In Social Justice 12, you will be examining how basic human rights and social values are upheld and distributed in Canada and around the world. In this course you will have the opportunity to examine issues such as racism, poverty, sexism, homophobia, and environmental injustice. You will be gaining knowledge that will allow you to recognize and understand the causes and consequences of injustice. You will have the opportunity to understand how to behave in a socially responsible manner and become agents of change by exploring solutions to these issues by studying others who attempted to and/or were successful in creating change in the past. This is not a debate class –rather, it is a discussion-based class that is an atmosphere of respect and open-mindedness allowing students to critically consider, analyze, synthesize, and evaluate your own ideas as well as others' beliefs. Active listening is essential.

(with thanks to H. Aulakh – SJ 12 teacher, Vancouver)

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**“Big Ideas” of Social Justice 12:**

Individual worldviews shape and inform the understanding of social justice issues

Social Justice issues are interconnected

The causes of social injustice are complex and have lasting impacts on society

Social justice initiatives can transform individuals and systems

**How to organize your binder:**



**1) Theories and definitions**

**2) Racism**

**3) Sexism**

**4) LGBTQ2+**

**5) Environment**

**6) Poverty**

**7) Empathy journal entries**

**8) Other marginalized groups**

**Social Justice 12 will provide students the opportunity to**

-learn about various theoretical frameworks, interpretations, and concepts of social justice, including *equity and equality; values, morality, ethics; social service, social responsibility; justices (e.g., restitution, restorative justice)*

-make connections between self-identity and an individual's relationship to others in society and to the environment, including *privilege and power; diverse belief systems and worldviews of minoritized groups; traditional and unceded territories of indigenous peoples; inclusive and non-inclusive language*

-make connections between and among social justice issues such as *race; poverty; LGBTQ2; status of women; environmental and ecological justice; peace and globalization; disabilities; other marginalized and vulnerable groups*

-demonstrate understanding of past and present social injustices in Canada and in the world, their possible causes, and their lasting impact on individuals, groups, and society*,* including *individual ideas, thoughts, beliefs, and actions; group ideas, thoughts, beliefs, and actions; policies and practices of institutions and systems*

-examine the roles of governmental and non-governmental organizations in issues of social justice and injustice, such as *international laws; UN resolutions and declarations Canadian Charter of Rights and Freedoms; human rights codes; civil and criminal laws; indigenous rights*

-explore processes, methods, and approaches individuals, groups, and institutions use to promote social justice, such as *activism, advocacy, and ally-building; dispute and conflict resolution processes and practices; social media and technology; schooling and education*

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**Assessment & Evaluation**

Students will use a variety of methods by which they will demonstrate their learning, including empathy journals, class discussions, individual and group projects, case study analysis, and presentations.

**Course Expectations**

Students are expected to contribute to building and upholding of a safe, accepting, and respectful classroom environment. This means that students will actively listen to each other and will fairly consider others’ viewpoints.

 Students will take responsibility for their learning by attending class regularly, coming to class on time, completing assignments in a timely manner, asking for help when they need it, and committing to completing work that reflects their OWN ideas.