SOCIAL JUSTICE 12

Integrated Resource Package 2008

BRITISH
COLUMBIA
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IRP 151

ACKNOWLEDGMENTS

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This Integrated Resource Package (IRP) provides basic information teachers will require in order to implement Social Justice 12.

The information contained in this document is also available on the Internet at www.bced.gov.bc.ca/irp/irp.htm

The following paragraphs provide brief descriptions of the components of the IRP.

INTRODUCTION

The Introduction provides general information about Social Justice 12, including special features and requirements. Included in this section are
- a rationale for teaching Social Justice 12 in BC schools
- the curriculum goals
- descriptions of the curriculum organizers—groupings for Prescribed Learning Outcomes that share a common focus
- information about learning resources.

CONSIDERATIONS FOR PROGRAM DELIVERY

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners.

PRESCRIBED LEARNING OUTCOMES

This section contains the *Prescribed Learning Outcomes,* the legally required content standards for the provincial education system. The Prescribed Learning Outcomes define the required attitudes, skills, and knowledge for each subject. They are statements of what students are expected to know and be able to do by the end of the course.

STUDENT ACHIEVEMENT

This section of the IRP contains information about classroom assessment and measuring student achievement, including sets of specific achievement indicators for each Prescribed Learning Outcome. Achievement indicators are statements that describe what students are able to do in order to demonstrate that they fully meet the expectations set out by the Prescribed Learning Outcomes. Achievement indicators are not mandatory; they are provided to assist in assessing how well students achieve the Prescribed Learning Outcomes.

Also included in this section are key elements—descriptions of content that help determine the intended depth and breadth of the Prescribed Learning Outcomes.

This section also contains an Assessment Overview Table intended to support teachers with their assessment practices.

GLOSSARY

The glossary defines selected terms used in this Integrated Resource Package.

INTRODUCTION
Social Justice 12

This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Social Justice 12. The development of this IRP has been guided by the principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

In addition to these three principles, this document recognizes that British Columbia's schools include students of varied backgrounds, interests, abilities, and needs. Wherever appropriate for this curriculum, ways to meet these needs and to ensure equity and access for all learners have been integrated as much as possible into the Prescribed Learning Outcomes and suggested achievement indicators.

The Social Justice 12 Response Draft was available for review and response from August to December 2007. The draft was also piloted by a number of schools across the province during that same period. Feedback from the pilot and public review informed the creation of the final Social Justice 12 Integrated Resource Package.

RATIONALE

The aim of Social Justice 12 is to raise students' awareness of social injustice, to enable them to analyse situations from a social justice perspective, and to provide them with knowledge, skills, and an ethical framework to advocate for a socially just world.

A progressive, democratic country values diversity and inclusion. It also fosters caring and fair communities. Social Justice 12 promotes the pursuit of social justice as an important responsibility for all, and encourages students to develop the commitment and ability to work toward a more just society. The course includes an emphasis on action, providing opportunities for students to examine models of social change and implement strategies to address social injustice.

A successful Social Justice 12 course will provide opportunities for students to examine their own beliefs and values, as well as the origins of those beliefs. In addition, it will allow them to support or challenge their beliefs and values through reflection, discussion, and critical analysis. This course builds on students' innate sense of justice, motivating them to think and act ethically, and empowering them to realize their capacity to effect positive change in the world.

GOALS FOR SOCIAL JUSTICE 12

The following goals reflect and are represented in the Prescribed Learning Outcomes for Social Justice 12 in each curriculum organizer. The goals of Social Justice 12 are to enable students to

- acquire knowledge that allows them to recognize and understand the causes of injustice
- apply critical thinking and ethical reasoning skills to a variety of social justice issues
- develop an understanding of what it means to act in a socially just manner
- become responsible agents of change, making positive contributions toward a socially just world.

REQUIREMENTS AND GRADUATION CREDITS

Social Justice 12 is an elective course. It is designated as a four-credit course, and must be reported as such to the Ministry of Education for transcript purposes. Letter grades and percentages must be reported for this course.

CURRICULUM ORGANIZERS

A curriculum organizer consists of a set of Prescribed Learning Outcomes that share a common focus. The Prescribed Learning Outcomes for Social Justice 12 are grouped under the following curriculum organizers:

Curriculum Organizers
DEFINING SOCIAL JUSTICE
RECOGNIZING AND ANALYSING SOCIAL INJUSTICE
MOVING TOWARD A SOCIALLY JUST WORLD

Note that these organizers are provided for the purpose of identifying Prescribed Learning Outcomes; they are not intended to suggest a linear means of course delivery.

Defining Social Justice

This organizer identifies the foundational skills and knowledge that students develop as they explore the issues presented in Social Justice 12. Building on skills and knowledge developed at previous grades (e.g., social studies K-11), students examine social perspective using approaches drawn from the social sciences and philosophy. As they undertake thoughtful inquiry, they construct new knowledge, learn how to develop and communicate reasoned arguments and convictions, reflect on values, and come to better understand the role of the individual in effecting positive social change.

This organizer includes
- key terms and concepts of social justice
- research skills
- critical thinking skills
- ethical reasoning skills
- self-assessment of beliefs and values
- skills and attributes of social justice (e.g., fair-mindedness, empathy, embracing diversity).

Recognizing and Analysing Social Injustice

This curriculum organizer focusses on analysis of historical and contemporary situations (cases) that will give students a broad perspective of social injustice, in Canada and globally. Analysis is specifically expected to focus on
- social injustice based on specific characteristics (e.g., age, ethnicity, religion, sex, sexual orientation)
- the causes and consequences of social injustice
- the provisions of human rights legislation
- the role of government and public policy in promoting or failing to promote social justice
- social justice related to globalization
- role models (individuals who have fought for justice).

Moving toward a Socially Just World

Included in this organizer is a study of models and philosophies of social change, and how to apply skills and knowledge to right injustice.

A key component of this organizer, and of the course, is a student-created social justice action plan, encouraging students to design ways to effect social change effectively and responsibly. Engaging in responsible personal and social action encourages community membership and collective responsibility for the wellbeing of all members of that community.

LEARNING RESOURCES

For the current list of recommended learning resources, please check the Learning Resources web site: www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm

The Grade Collection charts list the recommended learning resources by media format, showing links to the curriculum organizers. The charts are followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information.

Ministry policy concerning Learning Resources can be found on the ministry's policy web site: www.bced.gov.bc.ca/policy/policies/

SUGGESTED TIMEFRAME

Social Justice 12 is a four-credit course, and as such requires approximately 90-110 hours of instructional time. Although a four-credit course is typically equivalent to 120 hours, this timeframe allows for flexibility to address local needs.

CONSIDERATIONS FOR PROGRAM DELIVERY

Social Justice 12

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners. Included in this section is information about
- Alternative Delivery policy
- addressing local contexts
- involving parents and guardians
- establishing a positive classroom climate
- confidentiality
- inclusion, equity, and accessibility for all learners
- connections to other subject areas
- working with the school and community
- working with the Aboriginal community
- information and communications technology
- copyright and responsibility

In addition, teachers will find considerable support for delivering this course in the *Social Justice 12 Classroom Assessment Model* and the *Social Justice 12 Teacher Resource Guide*.

> The Social Justice 12 *Classroom Assessment Model* and *Teacher Resource Guide* are available online www.bced.gov.bc.ca/irp/irp.htm

ALTERNATIVE DELIVERY POLICY

The Alternative Delivery policy does not apply to Social Justice 12.

The Alternative Delivery policy outlines how students, and their parents or guardians, in consultation with their local school authority, may choose means other than instruction by a teacher within the regular classroom setting for addressing Prescribed Learning Outcomes contained in the Health curriculum organizer of the following curriculum documents:
- Health and Career Education K to 7
- Health and Career Education 8 and 9
- Planning 10

The policy recognizes the family as the primary educator in the development of children's attitudes, standards, and values, but the policy still requires that all Prescribed Learning Outcomes be addressed and assessed in the agreed-upon alternative manner of delivery.

It is important to note the significance of the term "alternative delivery" as it relates to the Alternative Delivery Policy. The policy does not permit schools to omit addressing or assessing any of the Prescribed Learning Outcomes within the health and career

education curriculum. Neither does it allow students to be excused from meeting any Prescribed Learning Outcomes related to health. It is expected that students who arrange for alternative delivery will address the health-related Prescribed Learning Outcomes and will be able to demonstrate their understanding of these Prescribed Learning Outcomes.

> For more information about policy relating to alternative delivery, refer to www.bced.gov.bc.ca/policy/

ADDRESSING LOCAL CONTEXTS

The Social Justice 12 curriculum includes opportunities for individual teacher and student choice in the exploration of topics to meet certain Prescribed Learning Outcomes. This flexibility allows educators to plan their programs to meet the particular requirements of their students and to respond to local contexts. It may be appropriate to allow for student input when selecting current and relevant topics.

Where specific topics have been included in the Prescribed Learning Outcomes, the intent is for all students to have an opportunity to address these important issues. The inclusion of these topics is not intended to exclude any additional issues that may also be relevant for individual school communities.

INVOLVING PARENTS AND GUARDIANS

The family is the primary educator in the development of students' attitudes and values. The school plays a supportive role by focussing on the Prescribed Learning Outcomes in the Social Justice 12 curriculum. Parents and guardians can support, enrich, and extend the curriculum at home.

It is suggested that schools inform parents and guardians about the Social Justice 12 curriculum; teachers (along with school and district administrators) may choose to do so by
- informing parents/guardians and students of the Prescribed Learning Outcomes for the subject by sending home class letters, providing an overview during parent-teacher interviews, etc.
- responding to parent and guardian requests to discuss unit plans, learning resources, etc.

ESTABLISHING A POSITIVE CLASSROOM CLIMATE

Teachers are responsible for setting and promoting a classroom climate in which students feel comfortable

learning about and discussing topics in Social Justice 12. The following are some guidelines that may help educators establish and promote a positive classroom climate.

- Allow class members sufficient time and opportunities to become comfortable with each other before engaging in group discussion. It is important that the classroom climate encourage students to relate to one another in positive, respectful, and supportive ways. Be prepared to facilitate any potentially controversial discussions.
- Establish clear ground rules for class discussions that demonstrate respect for privacy, for diversity, and for the expression of differing viewpoints.
- Become familiar with
  - relevant legislation (e.g., *Human Rights Code; Child, Family and Community Services Act*)
  - relevant initiatives (e.g., *Safe, Caring and Orderly Schools: A Guide and Diversity in BC Schools: A Framework*)
  - provincial and district policies and protocols concerning topics such as disclosure related to child abuse, protection of privacy, and alternative delivery

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Further information about these policies and initiatives is available online:

BC Handbook for Action on Child Abuse and Neglect
www.mcf.gov.bc.ca/child_protection/
pdf/handbook_action_child_abuse.pdf

Safe, Caring and Orderly Schools
www.bced.gov.bc.ca/sco/

Diversity in BC Schools: A Framework
www.bced.gov.bc.ca/diversity/diversity_
framework.pdf

Human Rights Code
www.qp.gov.bc.ca/statreg/stat/H/96210_01.htm

Child, Family and Community Services Act
www.qp.gov.bc.ca/statreg/stat/C/96046_01.htm

- Activities and discussion related to some of the topics in Social Justice 12 may evoke an emotional response from individual students. Inform an administrator or counsellor when any concern arises, and ensure students know where to go for help and support.
- Ensure that any external groups or organizations making a presentation to students have met the district's guidelines for presenting. There should be a direct relationship between the content of the presentation and the Prescribed Learning Outcomes. Review any materials they may use, especially handouts, for appropriateness.

CONFIDENTIALITY

The *Freedom of Information and Protection of Privacy Act* (FOIPPA) applies to students, to school districts, and to all curricula. Teachers, administrators, and district staff should consider the following:

- Be aware of district and school guidelines regarding the provisions of FOIPPA and how it applies to all subjects, including Social Justice 12.
- Do not use students' Personal Education Numbers (PEN) on any assignments that students wish to keep confidential.
- Ensure students are aware that if they disclose personal information that indicates they are at risk for harm, then that information cannot be kept confidential.
- Inform students of their rights under FOIPPA, especially the right to have access to their own personal information in their school records. Inform parents of their rights to access their children's school records.
- Minimize the type and amount of personal information collected, and ensure that it is used only for purposes that relate directly to the reason for which it is collected.
- Inform students that they will be the only ones recording personal information about themselves unless they, or their parents, have consented to teachers collecting that information from other people (including parents).
- Provide students and their parents with the reason(s) they are being asked to provide personal information in the context of the Social Justice 12 curriculum.
- Inform students and their parents that they can ask the school to correct or annotate any of the personal information held by the school, in accordance with Section 29 of FOIPPA.
- Ensure students are aware that their parents may have access to the schoolwork they create only insofar as it pertains to students' progress.
- Ensure that any information used in assessing students' progress is up-to-date, accurate, and complete.

For more information about confidentiality, refer to www.mser.gov.bc.ca/privacyaccess/

INCLUSION, EQUITY, AND ACCESSIBILITY FOR ALL LEARNERS

British Columbia's schools include students of varied backgrounds, interests, and abilities. The Kindergarten to Grade 12 school system focusses on meeting the needs of all students. When selecting specific topics, activities, and resources to support the implementation of Social Justice 12, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure that classroom instruction, assessment, and resources reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance.

Government policy supports the principles of integration and inclusion of students for whom English is a second language and of students with special needs. Most of the Prescribed Learning Outcomes in this IRP can be addressed by all students, including those with special and/or ESL needs. Some strategies may require adaptations to ensure that those with special and/or ESL needs can successfully achieve the Prescribed Learning Outcomes. Modifications can be made to the Prescribed Learning Outcomes for students with Individual Education Plans.

For more information about resources and support for students with special needs, refer to www.bced.gov.bc.ca/specialed/

For more information about resources and support for ESL students, refer to www.bced.gov.bc.ca/esl/

WORKING WITH THE SCHOOL AND COMMUNITY

This curriculum addresses a wide range of skills and understandings that students are developing in other areas of their lives. It is important to recognize that learning related to this curriculum extends beyond the Social Justice classroom. Community organizations may also support the curriculum with locally developed learning resources, guest speakers, workshops, and field studies. Teachers may wish to draw on the expertise of these community organizations and members.

Bringing outside resource people into the classroom is an effective way of reinforcing content, emphasizing and practising listening skills, exposing students to different points of view, providing opportunities for discussion and debate, providing a departure point for additional activities, and making learning more concrete and relevant. A panel discussion also provides an opportunity for several viewpoints on an issue to be presented at the same time.

Consider the following guidelines to help achieve a successful guest speaker activity:
- Where appropriate, consult with administration before inviting guest speakers.
- Determine the nature of the presentation (e.g., lecture, question-and-answer, debate, response to students' presentations, facilitating a simulation or case study). Ensure the guest speaker is clear about the purpose, the structure, and the time allotted. There should be a direct relationship between the content of the presentation and the Prescribed Learning Outcomes. Review any materials the speaker may use, especially any handouts, for appropriateness.
- Be aware of any district guidelines for external presenters, and ensure that guests have met these guidelines.
- Where appropriate, have students take responsibility for contacting the speaker(s) beforehand and making any logistical arrangements.
- Provide time for students to prepare for the guest speaker or panel by formulating focus questions.
- Begin the guest speaker presentation with an introduction to the topic and end with a debrief.

WORKING WITH THE ABORIGINAL COMMUNITY

The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula. To address these topics in the classroom in a way that is accurate and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. As Aboriginal communities are diverse in terms of language, culture, and available resources, each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers, support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal Friendship Centres, and Métis or Inuit organizations.

In addition, teachers may wish to consult the various Ministry of Education publications available, including the "Planning Your Program" section of the resource, *Shared Learnings.* This resource was

developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, Aboriginal peoples in BC.

> For more information about these documents, consult the Aboriginal Education web site: www.bced.gov.bc.ca/abed/welcome.htm

INFORMATION AND COMMUNICATIONS TECHNOLOGY

The study of information and communications technology is increasingly important in our society. Students need to be able to acquire and analyse information, to reason and communicate, to make informed decisions, and to understand and use information and communications technology for a variety of purposes. Development of these skills is important for students in their education, their future careers, and their everyday lives.

Literacy in the area of information and communications technology can be defined as the ability to obtain and share knowledge through investigation, study, instruction, or transmission of information by means of media technology. Becoming literate in this area involves finding, gathering, assessing, and communicating information using electronic means, as well as developing the knowledge and skills to use and solve problems effectively with the technology. Literacy also involves learning about the safe and responsible use of the technology, and a critical examination and understanding of the ethical and social issues related to the use of information and communications technology. When planning for instruction and assessment in Social Justice 12, teachers should provide opportunities for students to develop literacy in relation to information and communications technology sources, and to reflect critically on the role of these technologies in society.

COPYRIGHT AND RESPONSIBILITY

Copyright is the legal protection of literary, dramatic, artistic, and musical works; sound recordings; performances; and communications signals. Copyright provides creators with the legal right to be paid for their work and the right to say how their work is to be used. The law permits certain exceptions for schools (i.e., specific things permitted) but these are very limited, such as copying for private study or research. The copyright law determines how resources can be used in the classroom and by students at home.

In order to respect copyright it is necessary to understand the law. It is unlawful to do the following, unless permission has been given by a copyright owner:

- photocopy copyrighted material to avoid purchasing the original resource for any reason
- photocopy or perform copyrighted material beyond a very small part—in some cases the copyright law considers it "fair" to copy whole works, such as an article in a journal or a photograph, for purposes of research and private study, criticism, and review
- show recorded television or radio programs to students in the classroom unless these are cleared for copyright for educational use (there are exceptions such as for news and news commentary taped within one year of broadcast that by law have record-keeping requirements—see the web site at the end of this section for more details)
- photocopy print music, workbooks, instructional materials, instruction manuals, teacher guides, and commercially available tests and examinations
- show videorecordings that are not cleared for public performance
- perform music or do performances of copyrighted material for entertainment (i.e., for purposes other than a specific educational objective)
- copy work from the Internet without an express message that the work can be copied

Permission from or on behalf of the copyright owner must be given in writing. Permission may also be given to copy or use all or some portion of copyrighted work through a licence or agreement. Many creators, publishers, and producers have formed groups or "collectives" to negotiate royalty payments and copying conditions for educational institutions. It is important to know what licences are in place and how these affect the activities schools are involved in. Some licences may also require royalty payments that are determined by the quantity of photocopying or the length of performances. In these cases, it is important to assess the educational value and merits of copying or performing certain works to protect the school's financial exposure (i.e., only copy or use that portion that is absolutely necessary to meet an educational objective).

It is important for education professionals, parents, and students to respect the value of original thinking and the importance of not plagiarizing the work of others. The works of others should not be used without their permission.

> For more information about copyright, refer to www.cmec.ca/copyright/indexe.stm

PRESCRIBED LEARNING OUTCOMES

Social Justice 12

Prescribed Learning Outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, Prescribed Learning Outcomes set out the required attitudes, skills, and knowledge—what students are expected to know and be able to do—by the end of the specified course.

Schools have the responsibility to ensure that all Prescribed Learning Outcomes in this curriculum are addressed; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the Prescribed Learning Outcomes. Evaluation, reporting, and student placement with respect to these Prescribed Learning Outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

Prescribed Learning Outcomes for Social Justice 12 are presented by curriculum organizer, and are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

WORDING OF PRESCRIBED LEARNING OUTCOMES

All Prescribed Learning Outcomes complete the stem, "It is expected that students will ...."

When used in a Prescribed Learning Outcome, the word "including" indicates that any ensuing item **must be addressed**. Lists of items introduced by the word "including" represent a set of minimum requirements associated with the general requirement set out by the Prescribed Learning Outcome. The lists are not necessarily exhaustive, however, and teachers may choose to address additional items that also fall under the general requirement set out by the Prescribed Learning Outcome.

DOMAINS OF LEARNING

Prescribed Learning Outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom's taxonomy.

The **cognitive domain** deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain can be further specified as including three cognitive levels: knowledge, understanding and application, and higher mental processes. These levels are determined by the verb used in the Prescribed Learning Outcome, and illustrate how student learning develops over time.
- *Knowledge* includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena.
- *Understanding and application* represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation.
- *Higher mental processes* include analysis, synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels.

The **affective domain** concerns attitudes, beliefs, emotional responses, and the spectrum of values and value systems.

The **psychomotor domain** includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.

Domains of learning and cognitive levels also form the basis of the Assessment Overview Table.

SOCIAL JUSTICE 12

It is expected that students will:

DEFINING SOCIAL JUSTICE

A1   demonstrate understanding of concepts and terminology of social justice, including
   – anthropocentrism
   – equity and equality
   – ethics
   – diversity
   – dignity and worth
   – hegemony
   – human rights
   – oppression
   – peace
A2   demonstrate effective research skills, including
   – accessing information
   – assessing information
   – collecting data
   – evaluating data
   – organizing and presenting information
A3   apply critical thinking skills to a range of social justice issues, situations, and topics
A4   analyse selected social justice issues from an ethical perspective
A5   assess how belief systems can affect perspectives and decisions in relation to social justice issues
A6   conduct a self-assessment of their own attitudes and behaviours related to social justice
A7   demonstrate attributes and behaviours that promote social justice, including
   – recognizing injustice
   – fair-mindedness
   – embracing diversity
   – empathy
   – taking action

RECOGNIZING AND ANALYSING SOCIAL INJUSTICE

B1   describe social injustice based on characteristics including
   – age
   – marital or family status
   – mental or physical ability
   – political belief
   – race and ethnicity
   – religion and faith
   – sex
   – sexual orientation
   – socioeconomic status
B2   analyse causes of social injustice
B3   describe consequences of social injustice

B4 analyse specific examples of injustice in Canada related to characteristics such as
  – age
  – marital or family status
  – mental or physical ability
  – political belief
  – race and ethnicity
  – religion and faith
  – sex
  – sexual orientation
  – socioeconomic status
B5 analyse the roles played by legislation, the courts, public policy, and other forms of government action in promoting or failing to promote social justice in Canada
B6 analyse social justice issues related to globalism and globalization
B7 assess the contributions of particular individuals and groups who are identified with struggles for social justice

MOVING TOWARD A SOCIALLY JUST WORLD

C1 assess various methods and models of promoting social justice
C2 apply systemic analysis to propose solutions to specific cases of social injustice
C3 implement an appropriate plan for action on a selected local, provincial, national, or international social justice issue
C4 assess lifelong opportunities related to social justice

This section of the IRP contains information about classroom assessment and student achievement, including specific achievement indicators that may be used to assess student performance in relation to each Prescribed Learning Outcome. Also included in this section are key elements—descriptions of content that help determine the intended depth and breadth of Prescribed Learning Outcomes.

CLASSROOM ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment evidence can be collected using a wide variety of methods, such as

- observation
- student self-assessments and peer assessments
- quizzes and tests (written, oral, practical)
- samples of student work
- projects and presentations
- oral and written reports
- journals and learning logs
- performance reviews
- portfolio assessments

Assessment of student achievement is based on the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to Prescribed Learning Outcomes.

Three major types of assessment can be used in conjunction with each other to support student achievement.

- Assessment **for** learning is assessment for purposes of greater learning achievement.
- Assessment **as** learning is assessment as a process of developing and supporting students' active participation in their own learning.
- Assessment **of** learning is assessment for purposes of providing evidence of achievement for reporting.

Assessment for Learning

Classroom assessment for learning provides ways to engage and encourage students to become involved in their own day-to-day assessment—to acquire the skills of thoughtful self-assessment and to promote their own achievement.

This type of assessment serves to answer the following questions:

- What do students need to learn to be successful?
- What does the evidence of this learning look like?

Assessment for learning is criterion-referenced, in which a student's achievement is compared to established criteria rather than to the performance of other students. Criteria are based on Prescribed Learning Outcomes, as well as on suggested achievement indicators or other learning expectations.

Students benefit most when assessment feedback is provided on a regular, ongoing basis. When assessment is seen as an opportunity to promote learning rather than as a final judgment, it shows students their strengths and suggests how they can develop further. Students can use this information to redirect their efforts, make plans, communicate with others (e.g., peers, teachers, parents) about their growth, and set future learning goals.

Assessment for learning also provides an opportunity for teachers to review what their students are learning and what areas need further attention. This information can be used to inform teaching and create a direct link between assessment and instruction. Using assessment as a way of obtaining feedback on instruction supports student achievement by informing teacher planning and classroom practice.

Assessment as Learning

Assessment as learning actively involves students in their own learning processes. With support and guidance from their teacher, students take responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.

Although assessment as learning is student-driven, teachers can play a key role in facilitating how this assessment takes place. By providing regular opportunities for reflection and self-assessment, teachers can help students develop, practise, and become comfortable with critical analysis of their own learning.

Assessment of Learning

Assessment of learning can be addressed through summative assessment, including large-scale assessments and teacher assessments. These summative assessments can occur at the end of the year or at periodic stages in the instructional process.

Large-scale assessments, such as Foundation Skills Assessment (FSA) and Graduation Program exams, gather information on student performance throughout the province and provide information for the development and revision of curriculum. These assessments are used to make judgments about students' achievement in relation to provincial and national standards. There is no large-scale provincial assessment for Social Justice 12.

Assessment of learning is also used to inform formal reporting of student achievement.

> For Ministry of Education reporting policy, refer to www.bced.gov.bc.ca/policy/policies/ student_reporting.htm

Assessment *for* Learning	Assessment *as* Learning	Assessment *of* Learning
Formative assessment *ongoing in the classroom*	Formative assessment *ongoing in the classroom*	Summative assessment *occurs at end of year or at key stages*
• teacher assessment, student self-assessment, and/or student peer assessment • criterion-referenced criteria based on prescribed learning outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task • involves both teacher and student in a process of continual reflection and review about progress • teachers adjust their plans and engage in corrective teaching in response to formative assessment	• self-assessment • provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning • student-determined criteria based on previous learning and personal learning goals • students use assessment information to make adaptations to their learning process and to develop new understandings	• teacher assessment • may be either criterion-referenced (based on prescribed learning outcomes) or norm-referenced (comparing student achievement to that of others) • information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development) • used to make judgments about students' performance in relation to provincial standards

For more information about assessment for, as, and of learning, refer to the following resource developed by the Western and Northern Canadian Protocol (WNCP); *Rethinking Assessment with Purpose in Mind.*

> This resource is available online at www.wncp.ca

Criterion-Referenced Assessment and Evaluation

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation in relation to prescribed curriculum requires that criteria be established based on the Prescribed Learning Outcomes.

Criteria are the basis for evaluating student progress. They identify, in specific terms, the critical aspects of a performance or a product that indicate how well the student is meeting the Prescribed Learning Outcomes. For example, weighted criteria, rating scales, or scoring guides (reference sets) are ways that student performance can be evaluated using criteria.

Wherever possible, students should be involved in setting the assessment criteria. This helps students develop an understanding of what high-quality work or performance looks like.

Criterion-referenced assessment and evaluation may involve these steps:

Step 1 Identify the prescribed learning outcomes and suggested achievement indicators (as articulated in this IRP) that will be used as the basis for assessment.

Step 2 Establish criteria. When appropriate, involve students in establishing criteria.

Step 3 Plan learning activities that will help students gain the attitudes, skills, or knowledge outlined in the criteria.

Step 4 Prior to the learning activity, inform students of the criteria against which their work will be evaluated.

Step 5 Provide examples of the desired levels of performance.

Step 6 Conduct the learning activities.

Step 7 Use appropriate assessment instruments (e.g., rating scale, checklist, scoring guide) and methods (e.g., observation, collection, self-assessment) based on the particular assignment and student.

Step 8 Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.

Step 9 Where appropriate, provide feedback and/or a letter grade to indicate how well the criteria are met.

Step 10 Communicate the results of the assessment and evaluation to students and parents/guardians.

KEY ELEMENTS

Key elements provide an overview of content in each curriculum organizer. They can be used to determine the expected depth and breadth of the Prescribed Learning Outcomes.

ACHIEVEMENT INDICATORS

To support the assessment of provincially prescribed curricula, this IRP includes sets of achievement indicators in relation to each Prescribed Learning Outcome.

Achievement indicators, taken together as a set, define the specific level of attitudes demonstrated, skills applied, or knowledge acquired by the student in relation to a corresponding Prescribed Learning Outcome. They describe what evidence to look for to determine whether or not the student has fully met the intent of the Prescribed Learning Outcome. Each achievement indicator defines only one aspect of the corresponding Prescribed Learning Outcome. It should be noted that the achievement indicators are designed to be considered as an entire set when determining whether students have fully met the Prescribed Learning Outcome.

In some cases, achievement indicators may also include suggestions as to the type of task that would provide evidence of having met the Prescribed Learning Outcome (e.g., a constructed response such as a list, comparison, analysis, or chart; a product created and presented such as a report, drama presentation, poster, letter, or model; a particular skill demonstrated such as ethical reasoning).

Achievement indicators support the principles of assessment for learning, assessment as learning, and assessment of learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

The following pages contain the suggested achievement indicators corresponding to each Prescribed Learning Outcome for the Social Justice 12 curriculum. The achievement indicators are arranged by curriculum organizer; however, this order is not intended to imply a required sequence of instruction and assessment.

STUDENT ACHIEVEMENT
Social Justice 12

ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Social Justice 12.

Curriculum Organizers/Suborganizers	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*			
					Cognitive Domain			AFF
					K	U&A	HMP	
DEFINING SOCIAL JUSTICE	• self-reflections • research projects, reports • student presentations • dictionaries • discussions, debates • reader responses, viewer responses • role plays • journals and learning logs	20-33%	20-35%	7		3	4	4
RECOGNIZING AND ANALYSING SOCIAL JUSTICE	• case studies • research projects, reports • reader responses, viewer responses • discussions, debates • journals and learning logs • media analysis • mock trials, model parliaments • role plays • written responses, essays • student presentations	33-45%	40-60%	7	1	2	4	
MOVING TOWARD A SOCIALLY JUST WORLD	• reader responses, viewer responses • case studies • media analysis • journals and learning logs • social justice action plan	33-45%	15-25%	4		1	3	1
TOTAL:		100%	100%	18	1	6	11	5

* Prescribed Learning Outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = the affective domain. There are no psychomotor domain Prescribed Learning Outcomes for this course.

Note that some Prescribed Learning Outcomes address more than one of the domains, as represented in this table. For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.

KEY ELEMENTS

Defining Social Justice

- concepts and terminology of social justice (e.g., anthropocentrism, discrimination, diversity, equity, equality, empowerment, ethics, hegemony, human rights, oppression, peace, prejudice, stereotype)
- how we learn ethics and values, and from whom/what; analysis of own values and beliefs
- diverse perspectives and ways of knowing; hegemony—dominant societal assumptions and attitudes; how belief systems affect perspectives and decisions
- social justice attributes and values (e.g., recognizing injustice, questioning and promoting discussion, fair-mindedness, embracing diversity, empathy, advocacy, taking action)
- critical thinking skills, ethical reasoning skills
- research skills
- personal definition of social justice

Recognizing and Analysing Social Injustice

- examples of marginalized and oppressed groups (historical and contemporary, Canada and global)
- causes of social injustice (e.g., fear, greed, unequal distribution of resources, insecurity, maintaining the power dynamic status quo, conformity, conflicting values)
- consequences of social injustice (e.g., inequity, prejudice, discrimination, poverty, war, patriarchy, incarceration rates, alienation, reduced self-worth, environmental degradation)
- case studies of social injustice in Canada
- role of legislation, public policy, and other forms of government action in Canada (e.g., provisions and limitations of human rights legislation, role of the courts, public policy)
- social justice implications of globalization and globalism
- case studies and role models of social justice

Moving toward a Socially Just World

- envisioning a socially just world
- philosophies, methods, opportunities, and examples of addressing social injustice (local, global)
- systemic analysis to propose solutions to cases of injustice
- social justice project/action plan
  - appropriate and responsible, based on research of real needs
  - emphasizing principles of social justice
  - demonstrating knowledge and values learned
  - reflecting on and articulating what they've learned
  - identifying ways to apply what they've learned to future situations
- opportunities for lifelong participation in social justice

DEFINING SOCIAL JUSTICE

Prescribed Learning Outcomes	Suggested Achievement Indicators
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.* *Students who have fully met the Prescribed Learning Outcome are able to:*
A1 demonstrate understanding of concepts and terminology of social justice, including – anthropocentrism – equity and equality – ethics – diversity – dignity and worth – hegemony – human rights – oppression – peace	❏ identify and define a range of concepts and terms of social justice (e.g., ableism, ageism, anthropocentrism, colonialism, consumerism, cultural imperialism, dignity, discrimination, diversity, economic imperialism, economic liberalization, empowerment, equality, equity, ethics, extremism, fairness, feminism, fundamentalism, genocide, globalization, hate crime, hegemony, heterosexism, homophobia, human rights, humanitarianism, humility, inclusion, individual responsibility, marginalization, misogyny, oppression, peace, persecution, power, prejudice, privilege, racism, sexism, speciesism, stereotype, stewardship, systemic, transformational leadership, truth, value, worth) ❏ give examples of how perspective and context can affect the meaning of social justice terms and concepts (e.g., equality of opportunity vs. equality of outcome, equality vs. equity, theory and practice, ethics vs. morals vs. values, truth and belief, perspectives of the privileged vs. perspectives of the oppressed) ❏ create and defend a personal definition of social justice
A2 demonstrate effective research skills, including – accessing information – assessing information – collecting data – evaluating data – organizing and presenting information	❏ access a range of information sources on selected topics, including sources – from a range of media types (e.g., print, broadcast, online) – from a range of media producers, including mainstream, alternative, and specialized (e.g., advocacy networks, special interest groups, religious) – representing a range of perspectives – covering an appropriate timeframe – that qualify as primary (e.g., original documents, interviews, surveys, court documents) and secondary (e.g., books, articles, reports, summaries) – that deal specifically with social justice issues (e.g., community organizations, local and international NGOs, government and international bodies, government sources accessed via freedom of information requests) ❏ explain the importance of accessing and considering a range of information sources (e.g., to acknowledge and challenge own beliefs and biases, to represent a range of viewpoints)

Prescribed Learning Outcomes	Suggested Achievement Indicators

	❑ assess the accuracy, reliability, and relevance of collected information by
	  – determining examples of point of view, bias, and implicit/explicit agenda
	  – deconstructing language (e.g., analysing connotations, double-speak, emotive conjugation, and euphemism)
	  – identifying the data collection methods used (e.g., poll, census, interview, survey)
	  – differentiating between primary and secondary sources
	  – checking references to determine the affiliations of the producer/author
	  – investigating funding sources or affiliations of the information
	  – determining currency of information
	  – assessing consistency with information obtained from other sources on the same topic
	❑ differentiate between written and non-written histories and information (e.g., differences in how perspective is expressed and received)
	❑ collect and organize primary data (e.g., designing and conducting a survey, designing and conducting an interview, conducting a keyword incidence analysis)
	❑ synthesize and evaluate collected data
	❑ organize information effectively (e.g., using summaries, notes, timelines, visual organizers, maps) and present information using a variety of forms appropriate for the purpose (e.g., written, oral, graphic)

A3 apply critical thinking skills to a range of social justice issues, situations, and topics	❑ describe skills of critical analysis (e.g., questioning, imagining, experiencing, hypothesizing, inferring, predicting, comparing, classifying, verifying, identifying relationships and patterns, extrapolating, using analogies, creating metaphors, recognizing contradictions, identifying the use of rhetoric, summarizing, drawing conclusions, defending a position, reflecting, reassessing a position)
	❑ develop pertinent questions to define a social justice topic, issue, or situation
	❑ demonstrate an ability to identify connections among
	  – their own and others' experiences of injustice
	  – local and global issues and events
	  – past and present events and situations (e.g., causal connections, similarities)
	  – types of injustices (e.g., racism, sexism, heterosexism, ageism, ableism, economic oppression, religious intolerance)
	❑ compare a range of points of view on a social justice issue
	❑ make reasoned judgments (e.g., logical, based on evidence) about an issue, situation, or topic
	❑ justify a position on a social justice issue, situation, or topic

Prescribed Learning Outcomes	Suggested Achievement Indicators

A4 analyse selected social justice issues from an ethical perspective	❑ define *ethics* (e.g., rules of right and wrong; a set of concepts or principles that guide people in determining what behaviour helps or harms others; the rightness or wrongness of actions, the virtue or vice of the motives that promote them, and the goodness or badness of the consequences of those actions)
	❑ formulate a response to ethical questions related to social justice (e.g., Are morals and values absolute? Do the ends justify the means? Should there be limitations on freedom of expression? What rights should humans have over animals? Is there such a thing as a just war? What responsibility do individuals have to consider the common good? How does one reconcile a conflict of values or rights?)
	❑ select a social justice issue or decision and analyse it in terms of ethical considerations such as the following:
	   – dignity, value, and worth of life
	   – respect for rights of others (including freedom and well-being)
	   – implications (e.g., who benefits, who suffers; common good vs. self-interest)
	   – points of view
	   – intent (e.g., to improve the situation)
	   – priorities
	   – background knowledge
	   – assumptions
	   – fairness
	❑ present and defend a position on the ethics of a selected or historical or contemporary issue, situation, or topic

A5 assess how belief systems can affect perspectives and decisions in relation to social justice issues	❑ identify a range of belief systems that can affect perspectives and decisions related to social justice (e.g., religion, spiritual beliefs, economic beliefs, cultural values and priorities, ideologies)
	❑ relate personal belief systems to the process of developing identity (e.g., Why is a sense of identity important? How does one's need to establish a sense of identity give rise to belief systems?)
	❑ demonstrate an understanding of how belief systems influence the development of public policies and practices
	❑ analyse how belief systems have been used to
	   – justify local and global prejudices and biases
	   – advocate for social justice
	❑ give specific case examples of how belief systems can affect the ways in which individuals and groups relate to others and address social justice issues

Prescribed Learning Outcomes	Suggested Achievement Indicators
A6 conduct a self-assessment of their own attitudes and behaviours related to social justice	❑ assess their reasons for taking Social Justice 12 ❑ respond to questions such as the following to examine their own attitudes, behaviours, values, and beliefs: – What are my biases? – Where do my beliefs come from? (e.g., family, peers, school, religious teachings, media, experiences) – How do my personal experiences and circumstances (e.g., age, sex, sexual orientation, gender identity, ethnicity, family, socioeconomic status) affect my perceptions? – What roles do culture and language play in my perceptions, understandings, values, and beliefs? – Am I privileged or entitled? In what ways? – Am I oppressed or marginalized? In what ways? – How do I perpetuate the status quo? – How do I challenge the status quo? – What are my assumptions about how our society functions/ should function? (e.g., competitive, collective) – How do I respond when someone disagrees with me? How do I treat others with beliefs and values different from my own? – What do I do to promote social justice ideals? – How willing am I to take personal risks in sharing my views about and advocating for social justice issues? ❑ assess influences on their values and beliefs (e.g., family, school, peers, religion, clubs and organizations, institutions, media, work) ❑ using actual or hypothetical examples, assess the impacts of personal choices on self and others (e.g., other people, the environment), locally and globally ❑ demonstrate willingness to re-examine their views based on new understandings
A7 demonstrate attributes and behaviours that promote social justice, including – recognizing injustice – fair-mindedness – embracing diversity – empathy – taking action	❑ identify attributes and behaviours associated with social justice, including ❑ recognizing injustice (e.g., power imbalance, inequity) – promoting reconciliation – open-mindedness, fair-mindedness, and integrity – respecting and embracing diversity – empathy and humility – courage and perseverance – recognizing the importance of inclusion of various groups of people in all aspects of society – questioning and promoting discussion – advocating and acting responsibly for own and others' rights – ongoing examination and reassessment of own beliefs – remaining informed over time – willingness to participate and take action – recognizing the broader consequences of individual actions (e.g., think globally, act locally)

Prescribed Learning Outcomes	Suggested Achievement Indicators

	❑ identify fundamental values and principles of social justice (e.g., respect, empathy, equity, fair-mindedness, dignity, balancing the common good with the rights of individuals, action)
	❑ explain the importance of acting on the basis of personal conviction
	❑ demonstrate skills of respectful collaboration and co-operation, including the ability to
	  – collaborate and consult with others (including within and outside their own experiences)
	  – address conflict in constructive and fair ways
	  – respect and promote respect for the contributions of other team members
	  – use appropriate (i.e., respectful, inclusive) language in discourse about social justice issues
	❑ demonstrate the ability to understand the motives, intentions, hopes, and fears of people in other situations (e.g., through a peace conference role play, journal writing from the point of view of another person)
	❑ analyse the relationship between the mistreatment of animals and the environment and the oppression of humans (e.g., how cruelty to animals is linked to violence against humans, how we treat animals as an indicator of how we view "the other")
	❑ assess the relationship between social justice and peace
	❑ give examples of how principles of social justice apply in their everyday lives
	❑ apply attributes and behaviours of social justice in specific contexts (e.g., classroom discussions, case study examinations, role plays, guest speaker activities, implementation of social justice action plans)

RECOGNIZING AND ANALYSING SOCIAL INJUSTICE

Prescribed Learning Outcomes	Suggested Achievement Indicators
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.* *Students who have fully met the Prescribed Learning Outcome are able to:*
B1 describe social injustice based on characteristics including – age – marital or family status – mental or physical ability – political belief – race and ethnicity – religion and faith – sex – sexual orientation – socioeconomic status	❑ describe social injustice in relation to specific examples of discrimination, prejudice, stereotyping, oppression, and/or hate crimes based on one or more of the following protected classes under the *Canadian Charter of Rights and Freedoms* and/or the BC *Human Rights Code:* – age – marital or family status – mental or physical ability – political belief – race and ethnicity (including ancestry, place of origin, and colour) – religion and faith – sex – sexual orientation ❑ describe social injustice in relation to categories that are not fully protected under the *Charter* or the *Human Rights Code* (e.g., socioeconomic status, physical appearance, gender identity and gender expression, addiction, mental illness, animals, the environment) ❑ give examples to show that people can experience more than one form of social injustice (e.g., a woman of colour living in poverty, a homeless person who is mentally ill) ❑ give examples of social injustice in other countries
B2 analyse causes of social injustice	❑ identify a range of contributing factors to social injustice (e.g., fear, greed, poverty, alienation, apathy, conformity, ecological destruction, unequal distribution of or access to resources, limits on education, power imbalance, misuse of power and authority, ideology of competition, feelings of entitlement, differing belief systems) ❑ identify the systemic or structural characteristics of society that can cause or perpetuate social injustice (e.g., disparity of wealth, institutionalized sexism, philosophical or religious extremism, hegemony, lack of access to the legal system, emotive conjugation in labels and jargon, how particular skills and jobs are valued, how particular relationships are valued) ❑ identify ways in which relationships among people of differing cultures, beliefs, traditions, and practices can create conflict (e.g., development vs. preservation of Aboriginal sacred sites, Sharia law vs. family law in Canada, sectarianism vs. exclusive identity)

Prescribed Learning Outcomes	Suggested Achievement Indicators

	❑ demonstrate an understanding of the role of language in oppression (e.g., non-gender-inclusive language, use of euphemism)
	❑ based on specific case examples, assess power dynamics and privilege in contemporary and historical societies, including a focus on
	  – who has the power (e.g., based on sex, age, race, religion, ability, sexual orientation, gender identity; based on relative societal values of skills, knowledge, and ways of knowing)
	  – how power is achieved and maintained
	  – marginalization and injustice resulting from power imbalances
	  – personal and social power
	  – changes over time
	❑ using specific case examples, defend a position on the legitimate or illegitimate exercise of power by individuals, groups, and governments, and its effect on majority and minority cultures within the society
	❑ compare causes of social injustice in Canada to those in other countries
	❑ relate historical injustices to contemporary situations

B3 describe consequences of social injustice	❑ identify a range of ways in which social injustice is manifested (e.g., inequity, prejudice, discrimination, persecution, poverty, war, genocide, patriarchy, incarceration rates, racial profiling, environmental degradation, alienation, desensitization and apathy, reduced self-worth) ❑ describe how social injustice can affect individuals, groups, and societies (including consequences for the oppressor and for the oppressed)

B4   analyse specific examples of injustice in Canada related to characteristics such as
  – age
  – marital or family status
  – mental or physical ability
  – political belief
  – race and ethnicity
  – religion and faith
  – sex
  – sexual orientation
  – socioeconomic status
	❑ demonstrate an understanding of the continuing legacy of colonialism and its effects on Canada's Aboriginal peoples in contemporary Canadian society (e.g., land claims, compensation for cut-off reserve lands)
	❑ apply principles of social justice to analyse specific historical and contemporary examples of injustice in Canada related to
	  – Aboriginal peoples (e.g., anti-potlatch policy and legislation, the reserve system, the "status" classification system set out in the *Indian Act*, the residential school system, foster placement or adoption of Aboriginal children)
	  – people who are LGBT (e.g., criminalization, institutionalization, marriage, adoption, employment discrimination, spousal rights, immigration, censorship, hate crimes, school safety)
	  – racial and ethnic groups (e.g., internment of Japanese-Canadians, Chinese Head Tax, Dukhobors, African-Canadians in Nova Scotia, voting rights, workers' rights, hate crimes, immigration policies)

Prescribed Learning Outcomes	Suggested Achievement Indicators
	– religion and cultural practices (e.g., banning Mennonite and Hutterite entry into Canada, banning kirpans in schools) – socioeconomics (e.g., poverty, workers' rights, homelessness, legal aid) – women (e.g., suffrage and the Persons Case, employment equity, reproduction rights, domestic violence, marital and family law, sex trade, labour exploitation) ❑ defend a position on the extent to which Canada is a "just society"
B5 analyse the roles played by legislation, the courts, public policy, and other forms of government action in promoting or failing to promote social justice in Canada	❑ identify legislation and public policies that relate to human rights in Canada (e.g., the *Canadian Charter of Rights and Freedoms,* the BC *Human Rights Code, Canadian Human Rights Act,* the UN *Universal Declaration of Human Rights,* the *Indian Act,* the *Civil Marriage Act,* the *Criminal Code of Canada,* the *Employment Equity Act*) ❑ analyse provisions of human rights legislation in Canada in terms of rights related to race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, and age ❑ describe limitations on the scope of the human rights legislation, including – application of the *Charter* to government, not private individuals – "reasonable limits" under section 1 of the *Charter* – the "notwithstanding clause" (section 33) of the *Charter* – classes that are not fully protected (e.g., gender identity and gender expression, non-official languages, some age groups, incarcerated people, animals, refugees, war resisters, physical appearance) – conflicts between legislation (e.g., freedom of speech in the *Charter* vs. hate crimes in the *Criminal Code of Canada*) ❑ give examples of legislative provisions and government policies that contribute to social injustice (e.g., exemption of certain occupations in employment laws such as migrant labourers, child labourers, and farm labourers) ❑ describe the rationale for, and provisions of, the *Civil Marriage Act* ❑ give examples of how the *Criminal Code of Canada* has been used to address hate crimes (e.g., holocaust denial, gay bashing) ❑ critique selected current and historical provisions of the *Indian Act* in terms of promoting social justice or perpetrating social injustice ❑ assess the role of the courts in interpreting and affecting the laws of Canada

Prescribed Learning Outcomes	Suggested Achievement Indicators
	❏ identify the types of decisions made by government that promote the common good (e.g., non-smoking legislation, legislation against drunk driving, gun control legislation, freedom of information, worker protection) ❏ give examples of how public policies (e.g., related to health care, housing, trade, education, multiculturalism, income security, labour relations, employment) promote or are detrimental to social justice ❏ defend a position on what the role of government should be in promoting social justice

B6 analyse social justice issues related to globalism and globalization	❏ describe a variety of ways in which people are connected globally (e.g., media, technology, economics) and the results of those connections (e.g., empathy, disaster relief, aid, war, immigration, urbanization)
	❏ identify aspects of globalization (e.g., transnationalism, economic imperialism, international NGOs, multinational corporations, free trade agreements, aid)
	❏ assess the social justice implications of specific international policies, agreements, and organizations, such as
	  – UN declarations and conventions related to children, human rights, indigenous peoples, and refugees
	  – UN Millennium Development Goals
	  – North American Free Trade Agreement (NAFTA)
	  – Kyoto Accord
	  – land mines treaties
	  – the World Trade Organization (WTO)
	  – the International Monetary Fund (IMF)
	❏ with reference to specific case examples (e.g., actions of governments, corporations, or NGOs), analyse the social justice implications for various aspects of society, including effects on indigenous communities, urban and rural communities, women, children, and the environment
	❏ analyse factors that perpetuate or mitigate global inequities (e.g., literacy, new technologies, outsourcing, economic protection zones, microcredit)
	❏ assess the role of the individual in globalization issues

B7 assess the contributions of particular individuals and groups who are identified with struggles for social justice	❏ describe the circumstances (e.g., power dynamics, public opinion, individual circumstances) and methods (e.g., legal challenges, coalition building) that have enabled particular individuals and groups to effect positive change in societies ❏ identify the contributions of particular groups associated with the struggle for social justice ❏ identify the contributions of particular individuals associated with the struggle for social justice, and describe why their actions make them role models

MOVING TOWARD A SOCIALLY JUST WORLD

Prescribed Learning Outcomes	Suggested Achievement Indicators
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.* *Students who have fully met the Prescribed Learning Outcome are able to:*

C1 assess various methods and models of promoting social justice	❑ identify and describe specific practices of solving conflict and promoting social justice, including
	  – philosophies (e.g., pacifism, culture of peace, non-violence, civil disobedience, direct action, philanthropy, restorative justice, transformational leadership, working within the system, working outside the system)
	  – methods (e.g., boycott, petitions, letters to the editor, protest demonstrations, lobbying, advocacy, mediation, litigation, public inquiries, coups, revolutions)
	❑ identify key stages in resolving conflicts (i.e., gathering information, identifying points of view and values, recommending solutions, identifying potential consequences and alternative courses of action, taking action)
	❑ identify processes of dispute resolution (e.g., consensus building, negotiation, compromise, majority rule)
	❑ examine and critique local and global case examples of promoting social justice, focussing on
	  – effectiveness of practices used (e.g., the relationship between means and ends)
	  – leadership (e.g., style of leadership, importance of leadership)
	  – levels of change (e.g., personal, family, community, government, global)
	  – degree of success in furthering social justice aims
	  – possible alternative approaches and projected results of those approaches (e.g., How could this conflict have been resolved without a war? What would the results have been?)
	❑ defend a position on the role of education in promoting social justice
	❑ research social justice projects undertaken by students in Canada and globally

Prescribed Learning Outcomes	Suggested Achievement Indicators

C2 apply systemic analysis to propose solutions to specific cases of social injustice	❑ analyse selected social justice issues (e.g., incarceration rates of Aboriginal Canadians, homelessness, drug addiction, hate crimes, marginalization of immigrants, domestic violence, bullying and harassment of students who are LGBT) by
	  – identifying the systemic characteristics of the situation
	  – differentiating between the social and individual aspects of the situation
	  – considering interactions of groups within a larger society
	  – recognizing themes and patterns
	  – making connections to other cases
	❑ propose solutions to specific cases of social injustice, and assess the implications for
	  – the individual or group experiencing injustice
	  – society as a whole
	❑ assess the advantages and limitations of using systemic analysis to expose social injustice

C3 implement an appropriate plan for action on a selected local, provincial, national, or international social justice issue	❑ demonstrate willingness to take a stand
	❑ demonstrate an understanding of the need to undertake informed action
	❑ research and outline a plan for responsible action on a selected social justice issue or problem, including steps such as the following:
	  – identify and research the problem or issue (school, neighbourhood, municipality, regional, provincial, national, or international)
	  – articulate the ideal outcome
	  – identify competing or conflicting perspectives and rights
	  – brainstorm a range of solutions
	  – identify realistic options for participation (e.g., launching an informational or advocacy campaign, volunteering with existing service groups, organizing a letter-writing campaign, consulting elected officials, making presentations to community groups, organizing workshops or forums, creating and presenting a drama, creating a public service announcement video, launching a web site, creating a podcast)
	  – assess each alternative and its potential results in terms of considerations such as risks and benefits, intended structural change or long-term result, real needs and wants of those affected, and personal growth
	❑ articulate a detailed plan for addressing the issue or problem, including
	  – a timeline for each component
	  – criteria for gauging success
	  – resources to carry out the plan (e.g., personal, financial)

Prescribed Learning Outcomes	Suggested Achievement Indicators

	❑ share their plan for feedback, and modify the plan based on feedback as required
	❑ defend their plan and its implementation with reference to considerations such as
	  – appropriateness and practicality of the plan
	  – application of relevant knowledge (e.g., processes of discourse and conflict resolution, beliefs and values)
	  – thorough and documented research of alternatives representing a range of perspectives
	  – congruence with the real needs and wants of those affected
	  – sufficient time and effort spent to achieve the stated goals (e.g., minimum of 10 hours of out-of-class time)
	  – demonstration of personal growth (e.g., in attitudes, taking personal risks)
	  – applications for future social injustice situations
	❑ reflect on and defend their plan with reference to social justice goals and purpose such as
	  – potential for long-term transformative effect beyond tokenism
	  – measurable effect
	  – personal growth
	  – consistency with social justice skills and processes (e.g., ethics, benefit, empathy, humility)

C4 assess lifelong opportunities related to social justice	❑ identify non-career opportunities for social justice
	  – now and in the future
	  – at school, in the local community, nationally, and globally
	❑ identify careers related to social justice
	❑ identify skills developed through social justice activities that are transferable to a range of situations (e.g., critical thinking, conflict resolution, recognizing multiple viewpoints)
	❑ articulate a personal plan for participation in social justice activities in the future

Glossary

This glossary includes selected terms used in this Integrated Resource Package, defined as they pertain to Social Justice 12. The definitions provide specificity and context to help clarify the intent of expectations articulated in the curriculum. This glossary is a starting point only, and is not intended to be an exhaustive list of terminology related to social justice.

A

ableism

discriminatory attitudes or behaviours on the basis of physical or mental ability or disability.

Aboriginal

refers to all indigenous peoples in Canada, including First Nations, Métis, and Inuit.

advocacy

seeking to influence public policy to redress social injustice for those who are marginalized or otherwise oppressed.

anthropocentrism

making decisions or examining situations solely on the basis of their effect on human beings, to the exclusion of consideration of other living things. See also *speciesism*.

C

colonialism

attitudes, policies, and practices that result in the exploitation or subjugation of a nation or group by a larger or more powerful group. While an understanding of the historical concept of colonialism is important, Social Justice 12 focusses more on the present-day legacy of colonialism and how it is reflected in current policies and practices.

cultural imperialism

promoting or imposing one culture over another, usually an invading culture over an indigenous culture. In the present day, this bias usually results in a lack of visibility and role models in broadcast media, literature, films, and education resources, but is also pervasive in laws and in societal values and practices. In present-day North America, cultural imperialism is commonly manifested as Eurocentrism, the practice of viewing the world from a European perspective and the implied belief in the pre-eminence of European concerns and values.

culture

the way of life (attitudes, behaviours, etc.) of a group of people and how they interact with their natural and manufactured environments. Culture is generally understood to embrace characteristics beyond race or ethnicity; for example, "Canadian culture" encompasses elements and influences of a range of ethnic groups and nationalities. Culture may also be based on individual or social characteristics other than ethnicity (e.g., deaf culture, gay culture, corporate culture, hip-hop culture, culture of peace). Although cultural characteristics are considered together as being distinguishing features of a particular group, it is also understood that there is diversity among individuals within any culture.

culture of peace

> as defined by the United Nations, a set of values, attitudes, modes of behaviour, and ways of life that reject violence and prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation. Included in a culture of peace is the need to
> - foster a culture of peace through education
> - promote sustainable economic and social development
> - promote respect for all human rights
> - ensure equality between women and men
> - foster democratic participation
> - advance understanding and solidarity
> - support participatory communication and the free flow of information and knowledge
> - promote international peace and security.

D

discrimination

> occurs when a person—on the basis of characteristics such as her or his sex, age, sexual orientation, race, religion, or physical or mental ability—suffers disadvantages or is denied opportunities available to other members of society. Discrimination may be overt, such as a law or policy that is explicitly intended to treat individuals or groups differently (e.g., denying entry of a specific nationality to Canada). Discrimination also includes "adverse effect discrimination," when a law or rule is applied equally or consistently in a way that results in certain individuals or groups being disadvantaged (e.g., applying university entrance requirements equally discriminates against individuals who belong to groups that historically have not been able to acquire the requirements). See also *equality*.

diversity

> refers to the ways in which people within a society differ from each other. Some of these differences may be visible (e.g., race, ethnicity, sex, age, ability), while others are less visible (e.g., culture, ancestry, language, religious beliefs, sexual orientation, socioeconomic background). Honouring diversity is based on the principle that, if these differences are acknowledged and utilized in a positive way, it is of benefit to the quality of life for all in society.

E

economic imperialism

> also known as neocolonialism, the economic dominance of one country or group (e.g., a corporation) over another country or region, resulting in the dominant power having increased control over natural resources, labour forces, and the marketplace.

economic liberalization

> refers to a policy of reduced government regulations and restrictions in the economy, resulting in increased participation of private commercial enterprises. Examples of economic liberalization policies and practices include free trade, privatization, outsourcing, and the establishment of economic protection zones.

emotive conjugation

> a form of euphemism, in which the word or phrase is intended to produce a heightened emotional response. "Our boys overseas" is an example of emotive conjugation, designed to instill a feeling of empathy and connection with the military.

empowerment

> addressing or eliminating legal and institutional injustices that have excluded individuals or groups from full participation in society.

entitlement

the conscious or unconscious belief held by individuals or groups that they are deserving of particular benefits not equally enjoyed by other sectors of society.

equality

a social justice value, achieved when all groups and individuals receive the same treatment, have the same opportunities, and are able to attain the same achievements, and where any differences are not based on prejudice or forms of oppression. Included in this concept is "equality of opportunity," where the same standards and requirements are applied to individuals in relation to access to education or other advancement. This can in turn perpetuate inequality when an injustice has prevented certain groups or individuals from achieving the relevant standards or requirements (see also *discrimination*). On the other hand, "equality of outcome" refers to ensuring that all groups are able to attain the status and benefits possible in society, which requires action to address historical and systemic disadvantages. See also *equity*.

equity

equality while accommodating individual and group differences. An example of *equality* would be basketball team tryouts where boys and girls compete against each other; a parallel example of *equity* would be separate teams for girls and boys basketball, each receiving equal financial and time resources. Equity also describes those practices and policies that seek to remove and prevent traditional discriminatory barriers to services and resources.

ethics

a set of concepts or principles that guide people in determining what behaviour helps or harms others; perceptions of right and wrong; the rightness or wrongness of actions, the virtue or vice of the motives that promote them, and the goodness or badness of the consequences of those actions.

F **feminism**

a broad term encompassing a range of social and political movements and philosophies concerned with sexual equality and the elimination of discrimination, stereotyping, objectification, and oppression of women and girls. Issues such as voting rights (suffrage), property rights, employment equity, pay equity, education equity, institutionalized sexism, sexual harassment, domestic violence, reproductive rights, and gender inclusive language are all examples of feminist causes. Feminist theory crosses a range of social sciences disciplines, including anthropology, economics, law, literary and artistic criticism, philosophy, and sociology.

G **gender identity**

refers to the gender with which a person identifies (i.e., whether one perceives oneself to be a man, a woman, or describes oneself in some less conventional way), but can also be used to refer to the gender that other people attribute to the individual on the basis of what they know from gender expression indications (e.g., social behaviour, likes and interests, clothing, hair style). Gender identity may be affected by a variety of social structures, including the person's culture, employment status, religion, and family. See also *sex*.

globalization

refers to the increasing connectivity among countries and regions, including the integration and interdependence within economic, social, technological, cultural, political, and environmental spheres. Globalization is the outcome of many factors such as advanced technology, communication, and economic structures.

H

harassment

repeated, objectionable conduct or comment, directed toward a specific person or persons, with the effect of creating an intimidating, humiliating, hostile, or offensive working or learning environment. Harassment may be physical, verbal, or social.

hate crime

also known as bias-motivated crimes, when a perpetrator targets a victim specifically because of her or his race, religion, sex, sexual orientation, mental or physical ability, ethnicity, nationality, age, gender identity, or other characteristic. Hate crimes may also be targeted toward entire groups, such as in the case of religious persecution, ethnic cleansing, or genocide.

hegemony

political dominance of one power over others in a group in which all are supposedly equal; how one group maintains power. In the context of Social Justice 12, hegemony specifically refers to a situation in which a worldview or cultural belief is so dominant in a society that individuals in that society take it as self-evident, and are not even aware that other ways of thinking are valid.

heterosexism

the assumption that heterosexual orientation is better than other sexual orientations and therefore deserving of public acceptance and legal privilege. See also *homophobia*.

homophobia

a fear, dislike, or hatred of homosexuality or homosexuals, or of people or behaviours perceived to be homosexual. Homophobia manifests itself as prejudice, discrimination, harassment, and/or acts of violence. Homophobia can exist at personal, institutional, and societal levels. Also transphobia: fear, dislike, or hatred of transgendered or transsexual people. See also *heterosexism*.

humanitarianism

the belief that people's duty is to promote human welfare, based on the assumption that all human beings deserve respect and dignity and should be treated as such.

human rights

the provision for every individual to have the right to live, work, and learn in an environment free from fear, discrimination, and harassment. Human rights emphasizes the rights of the individual, the responsibilities of employers and service providers, and the need for preventive action. Human rights policy goals generally focus on prevention, remedial action, and correction, and are guided by the principle that human rights violations are harmful to an entire organization and community, and not simply to those who are oppressed.

Goals or purposes of human rights include, but are not limited to, the following:
• preventing discrimination
• redressing discrimination against individuals
• correcting persistent patterns of inequality affecting groups
• providing a fair process to achieve an effective, efficient, and timely remedy for incidents or situations in which human rights are threatened.

In BC, human rights are primarily defined by the *Canadian Charter of Rights and Freedoms* (laws.justice.gc.ca/en/charter/index.html) and the BC *Human Rights Code* (www.qp.gov.bc.ca/statreg/stat/H/96210_01.htm).

I

identity

sense of self, acceptance, belonging, and citizenship. Identity is understood to be evolving as a result of a number of influences (e.g., migration, media, technology, pluralism). Identity becomes a social justice issue when one group's identity is diminished (e.g., as a result of cultural imperialism or globalization), or when two or more groups' identities are in conflict.

L

LGBT

an acronym for lesbian, gay, bisexual, and transgendered. As a collective term, LGBT is also used to avoid specific sexual orientation labels, and to recognize that issues of harassment and discrimination are common to all sexual minorities. The acronym also sometimes appears as LGBTQ, with the Q standing for "queer" and/or "questioning."

M

marginalization

exclusion from full and meaningful participation in society. A form of *oppression*, marginalization can be experienced at an individual level, a community level, and/or at a policy level.

O

oppression

refers to the injustices and disadvantages some individuals or groups suffer as a consequence of intentional or unintentional practices within a society. Oppression can take many forms including, but not limited to, exploitation, *marginalization*, powerlessness, *cultural imperialism*, *economic imperialism*, and violence.

P

power

the real or perceived ability or potential to make choices and to bring about significant change in a society or in people's lives. Power can be based on a dominance of sex, age, race or ethnicity, sexual orientation, mental or physical ability, socioeconomic class, geography, etc. Power can also be conferred on an individual by a group, and can be used for the benefit of others. An inequity of power is one of the most common causes of social injustice.

R

restorative justice

emphasizes repairing the harm rather than punishing the perpetrator. Restorative justice solutions are usually arrived at via dialogue and co-operation among all affected parties.

S

sex

the biological determination of female or male. See also *gender identity*.

sexual orientation

refers to a person's feelings of sexual or romantic attraction. There are many labels that individuals use to describe their sexual orientation, including, but not limited to, lesbian, gay, bisexual, heterosexual, homosexual, straight, and two-spirited. Concepts of and terminology for sexual orientation vary from culture to culture and have evolved over time.

social justice

the full participation and inclusion of all people in society, together with the promotion and protection of their legal, civil, and *human rights*. The aim of social justice—to achieve a just and equitable society where all share in the prosperity of that society—is pursued by individuals and groups through collaborative social action.

speciesism

assigning different values or rights to beings on the basis of their species membership. Speciesism is manifested both on a universal level (i.e., the belief that humans have intrinsic rights over all animals—see *anthropocentrism*) and in categorizing groups of animals (e.g., some animals are for food, some are to be used as tools, some are for entertainment, some are for companionship). The concept of speciesism is used mostly in relation to animal rights advocacy.

stereotype

preconceived notions about a person or group of people based on their characteristics such as their sex, age, sexual orientation, ethnicity, religion, or physical or mental ability.

stewardship

an ethic that emphasizes co-operative planning and management of resources in the interest of long-term sustainability. This ethic is most commonly manifested as environmental stewardship, focussing on the responsible management of natural resources to ensure that they are available for current and future generations.

systemic analysis

a technique of social analysis and an approach to understanding a situation or reality of injustice. Systemic analysis focusses on analysing the roles of institutions (e.g., legal, education, media), infrastructures, and belief systems within a society that may or may not create unjust situations. It shifts the focus from individuals and their personal experiences to social dynamics of power imbalance, exclusion, marginalization, etc.

T

transformational leadership

a philosophy of social change that focusses less on short-term goals and more on broader social change and higher order intrinsic needs. Under transformational leadership, group members work together in a setting that inspires the individuals in that group to work toward a common good.

two-spirited

a modern term for a traditional North American Aboriginal concept implying a masculine spirit and a feminine spirit in the same body. Two-spirited individuals were found in many, if not most, pre-contact Aboriginal communities, and played important societal roles within communities. There are terms for these individuals in the various North American Aboriginal languages, and their social function varied from nation to nation. In present-day parlance, two-spirited is also used to refer to gay, lesbian, and bisexual Aboriginal people.