Ontario eSecondary School
Course Outline
2024-2025

Ministry of Education Course Title: Equity and Social Justice: From Theory to Practice	
Ministry Course Code: HSE4M	
Course Type: College/University	
Grade: 12	
Credit Value: 1.0	
Prerequisite(s): Any university (U) or university/college (M) preparation course in social sciences and humanities, English, or Canadian and world studies.	
Department: Social Science and Humanities	
Course developed by: Shah Khan	**Date:** November 2018 **Revised:** April 2020
Length: One Semester	**Hours:** 110

This course has been developed based on the following Ministry documents:
1. *Social Science Science, The Ontario Curriculum, Grade 11 and 12 Social Sciences and Humanities-Revised 2013*
2. *Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools (2010)*
3. *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (2013)*

COURSE DESCRIPTION/RATIONALE

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

OVERALL CURRICULUM EXPECTATIONS

By the end of this course, students will:

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

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

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

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

COURSE CONTENT

Unit	Length
Unit 1: Understanding Social Construction	36 hours
Unit 2: Addressing Equity and Social Justice	36 hours
Unit 3: Personal and Social Action	42 hours
Unit 4: Culminating Unit	14 hours
Unit 5: Cumulative Assessments	18 hours
Total	**110 Hours**

UNIT DESCRIPTIONS

Unit 1 - Understanding Social Construction
In this unit we'll explore topics related to social justice and equity, and formulate unique questions to guide our research. Students will gain insight to research related to social justice and using appropriate social science research and inquiry methods. And explore issues surrounding equity and social justice and their impacts from a personal perspective. Additionally, a wide variety of topics and readings will be covered. And it will provide students with an overview of approaches and perspectives when addressing equity and social justice while examining topics such as power relations, media, and pop culture

Unit 2 - Addressing Equity and Social Justice
In this unit, we'll explore historical and contemporary issues through a multitude of readings and media. Students will also learn about various key figures, those in leadership roles, and the policies, strategies and initiatives being implemented in order to address issues in equity and social justice. Students will focus on strategies on creating progressive policy making that is equitable for all.

Unit 3- Personal and Social Action
In this unit, we'll explore ways to promote values of equity and social justice. Students will also learn about opportunities for involvement on various scales. This will transition into the course culminating project where students will also be responsible for a written component that reflects on the work they have completed.

Unit 4 - Culminating Unit
In this unit, we'll consolidate your learning for the course by completing the culminating activity on online social justice and equity. You will create a personal portfolio, showcasing related topics learned in the course in social construction, addressing equity, and personal and social action initiatives.

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities.

Presentations with embedded videos are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

Discussions with the instructor are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

Discussion forums are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

Practical extension and application of knowledge are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

Individual activities/assignments assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

Research is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

Writing as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts.   Good communication skills are important both in and out of the classroom.

Articles are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

Oral presentations in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

Reflective/comparative analysis and evaluation of written work is very important in this course. Concepts and skills are modelled in examples (exemplars), which students can refer to and utilize to self-evaluate their own work. A variety of texts are shared, and students are encouraged to make comparisons with different texts, real life situations, and their own writing.

Portfolios are a collection of student work that represents student learning and achievement over a period of time. It allows students to relate learning artefacts into a whole in a meaningful story.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance. These assessments are not for marks.
- In assessment for learning (AFL), teachers provide students with descriptive feedback and coaching for improvement.
- In assessment as learning (AAL), teachers help students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Evaluation: Assessment of Learning (AOL) focuses on evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

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

STRATEGIES FOR ASSESSMENT

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

Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks. The teacher is encouraged to involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool.

ASSESSMENT ACTIVITIES

- ❑ Discussion forums
- ❑ Completed templates and graphic organizers
- ❑ Oral presentations & active listening
- ❑ Tests and quizzes
- ❑ Reflections
- ❑ Research projects and reports
- ❑ End of unit conversations (Google Meets)
- ❑ Final exam

EVALUATION

The final grade will be determined as follows:
- 70% of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- 30% of the grade will be based on a final evaluation administered at the end of the course. This evaluation will be based on evidence from a final project and final exam, both comprehensive of the course. The final evaluation is an opportunity for the student to demonstrate comprehensive achievement of the overall expectations for the course.

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

	Weight
Course Work	**70**
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
Final	**30**
Culminating Project (K-7.5, T-7.5, C7.5, A7.5)	30

TERM WORK EVALUATIONS (70%)

Evaluation Item	Description	Category	Weight
Unit 1 Inquiry Model Short Survey Assignment	Students are responsible for creating a short survey and assessing the outcomes from the results.	K, T, C, A	35
Unit 1 Social Construct Unlearn Poster Presentation	Students are responsible for making a poster presentation. The poster will address social constructive messages used by media.	K, T, C, A	
Unit 1 Towards a new Vision Personal Reflection	Students will reflect and understand the breakdown of invisible privilege based on gender, race, sexual orientation, and class.	K, T, C, A	
Unit 2 Truth and Reconciliation ONline Conference	Students will have an online presentation that discusses the importance and the significance behind the 94 calls to action.	K, T, C, A	20
Unit 2 Addressing Issues in Equity and Social Justice Rant Video	Students will imagine themselves as an active member of the media industry. They will be creating an online rant that specifically targets an issue.	K, T, C, A	
Unit 3 Personal Social Justice Action Project	Students will implement their knowledge by using strategies to design and implement an action project that addresses a major social issue.	K, T, C, A	15

FINAL EVALUATIONS (30%)

Evaluation Item	Description	Category	Weight
Final Project	The culminating project brings together the main topics and concepts of the course into one final assignment where students are to create their own personalized online course portfolio.	K, T, C, A	30

AAL/AFL/AOL TRACKING SHEET

Unit 1

AAL	AFL	AOL
Quiz on Social justice	Important Tests of Social Scientific Study	Inquiry Model Short Survey Assignment
Equity Lens 1	Unscientific Sources of Knowledge	Towards a New Vision Personal Reflection
Equity Lens 2	Inquiry Model in Social Science Conference	Unit Project
1.6 Self Check Forum	Early Sociologist Forum	
1.8 My Remote Control	Cultural Representations Forum	
1.9 Introduction to Socialization Forum		
1.11 Unpacking Invisible Knapsack Discussion		

Unit 2

AAL	AFL	AOL
Globalization Diagnostic	Global Inequalities Forum	Calls to Action Conference
Globalization Forum	What Does Poverty Look Like Response	Culminating Video Project
Ageism Forum	Ableism Models Analysis	
Ableism Diagnostic	Voice Response Activity	
Light Bulb Moments	Article Analysis and Response	
Leadership Forum	Historical and Contemporary Issues	
	Leadership and Social Justice Worksheet	
	Residential School Think and Inquire	

Unit 3

AAL	AFL	AOL
Speaker's Corner	Forms of Personal Action Research Worksheet	Personal Social Justice Project
	Personal Action Discussion	Personal Social Justice Action Online Conference
	Careers Related to Social Justice	

Unit 5: Cumulative Assessments

AAL	AFL	AOL
		Final Project

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

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

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

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

THE ROLE OF TECHNOLOGY IN THE PROGRAM

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

ACCOMMODATIONS

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

- ❏ ***Instructional accommodations:*** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.

- ❏ ***Assessment accommodations:*** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

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

- ❏ Provide step-by-step instructions.

- ❏ Help students create organizers for planning writing tasks.

- ❏ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.

- ❏ Permit students a range of options for reading and writing tasks.

- ❏ Where an activity requires reading, provide it in advance.

- ❏ Provide opportunities for enrichment.