

SOUTH CARLETON HIGH SCHOOL
COURSE OUTLINE
CANADIAN and WORLD STUDIES DEPARTMENT
HSE4M - Equity and Social Justice: From Theory to Practice

Credit Value: 1

Hours: 110

Course Overview

This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse 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.

Units of Study	Performance Tasks
1. Introduction of Concepts (Social Construction, Systemic Thinking, etc.)	1. Presentations
2. Historical Tracking (Subject Analysis, Sequencing, etc.)	2. Social Media
3. Social Justice Issues (BLM, Truth and Reconciliation, etc.)	3. Infographics
4. Social Action (Demonstrations, Ethics, etc.)	4. Tutorials
5. Student Inquiry (Summative: Historical Context + Action Plan)	5. Seminars
	6. Project Management

Overall Expectations

Research and Inquiry Skills: Exploring, Investigating, Processing Information, Communicating and Reflecting
Understanding Social Construction: Approaches and Perspectives, Power Relations, Media and Popular Culture
Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful
Addressing Equity and Social Justice Issues: Historical and Contemporary Issues, Leadership, Policies, Strategies, and Initiatives
Personal and Social Action: Promoting Equity and Social Justice, Opportunities for Participation, Social Action and Personal Engagement

STUDENT RESPONSIBILITIES

- Students are required to attend classes regularly, participate in activities, and submit work on time. Absence for any reason does not remove the responsibility of a student to complete missed work.
- Students who commit *academic fraud* i.e. *plagiarize or cheat*, and those who miss performance tasks without a legitimate and substantiated excuse risk the successful and timely completion of their work. Tasks consisting of academic fraud will be considered incomplete, as they do not provide a reliable demonstration of student learning.*
- All incomplete work will be factored into the final mark. When a student fails to demonstrate learning on a performance task, for any reason, remedial work may be assigned at the teacher's discretion. In these cases, a reasonable timeline must exist to facilitate the completion and subsequent evaluation of the task.
- Students may, on occasion, negotiate with the teacher to have an assignment submitted late. All work accepted beyond the original due date, for any reason, will be professionally evaluated. Please note that written feedback and anecdotal remarks on late submissions may not be possible based on time constraints. Additionally, it

may be judged necessary to reconsider the value of such work when determining a student's final grade.

***Academic Fraud** is defined as any act of dishonesty purposely or carelessly intended to enhance academic performance. **Plagiarism** is defined as the act of taking the written word or original work of another person, without giving due credit, whilst passing it off as one's own.

ASSESSMENT AND EVALUATION

Term work – unit culminating activities 100%

Unit Culminating Activities

Each Unit consists of several tasks. These tasks are specifically designed to prepare students for the respective Unit Culminating Activity, and the Final Summative Performance Task. Once revised, unit tasks become key elements in the completion of these larger assignments. Therefore, unit tasks are incredibly important because they allow students to develop the required knowledge and skills to successfully complete the course.

Most of what students learn in each unit is new, so it only makes sense that the vast majority of student evaluation comes at the end of each unit, and finally at the end of the course. Whereas many unit tasks are an almost risk free endeavour, there are only six Unit Culminating Activities, and these tasks are ultimately used to determine a student's final grade.

Methods for determining and reporting achievement conform to Ontario Ministry Standards. A variety of techniques will be used to report student achievement including numerical grading, level grading, and written/anecdotal commentary.

LITERACY

Success in Canadian and World Studies courses depends in large part on strong literacy skills. Many of the activities and tasks students undertake in HSE4M involve the use of written, oral, and visual communication skills. The study of this subject will thus encourage students to use language with greater care and precision and will enhance their ability to communicate effectively.

ANTIDISCRIMINATION POLICY

The Canadian and World Studies curriculum is designed to help students acquire the "habits of mind" essential for citizens in a complex world. Students are expected to demonstrate an understanding of the rights privileges, and responsibilities of citizenship, as well as a willingness to show respect, tolerance, and understanding towards individuals, groups, and cultures in the global community. They are also expected to understand that protecting human rights and taking a stand against racism and other expressions of hatred and discrimination are basic requirements of responsible citizenship.