

**Forest Hill Collegiate Institute Fall 2019  
Course of Study and Evaluation Statement**

**Equity and Social Justice, Grade 12: University/College Preparation**

**Note 1:** All Ontario Ministry of Education curriculum documents with full course content information can be located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

**Note 2:** Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*, located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/progplan912curr.pdf>

**1. Course Details**

- Program Area: Social Sciences and the Humanities
- Date of Development: 2013
- Curriculum Leader: Mr. Rudan; Teacher Developer: Ms. Del Col
- Course title: Equity and Social Justice: From Theory to Practice, Grade 12 (HSE4M). Credit Value 1.0
- Prerequisite(s) and co-requisite(s): Prerequisite: English, Grade 10, Academic or Applied
- Textbook(s) and resource materials that are essential to the course: Currently this course does not have an assigned textbook. Materials will be sourced and shared by the teacher.

**2. Overall Goals**

- Course Description:

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. Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

- A. **RESEARCH AND INQUIRY SKILLS OVERALL EXPECTATIONS** Throughout this course, students will: A1. Exploring: explore topics related to equity and social justice, and formulate questions to guide their research; A2. Investigating: create research plans, and locate and select information relevant to their chosen topic, using appropriate social science research and inquiry methods; A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry; A4. 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** Grade 12, University/College Preparation **OVERALL EXPECTATIONS** By the end of this course, students will: B1. 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; B2. 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; B3. Media and Popular Culture: assess the impact of media and popular culture on equity and social justice issues. **SPECIFIC EXPECTATIONS** B1. Approaches and Perspectives By the end of this course, students will: B1.1 demonstrate an understanding of theoretical and research approaches associated with the study of equity and social justice issues (e.g., postmodernism, anti-oppression theory, feminist analysis, critical race theory, critical disability theory, postcolonial theory, indigenous knowledge approach) Teacher prompts: “What are some of the key issues relating to people with disabilities that are being identified within the field of disability studies?” “What contribution has Peggy McIntosh made to anti-oppression theory?” B1.2 demonstrate an understanding of basic concepts related to the social construction of identity (e.g., the construction of race, gender, ability, sexual orientation, class) that have been developed by a range of theorists (e.g., Judith Butler, George Dei, Jacques Derrida, Michel Foucault, bell hooks, Karl Marx), and of how to apply the concepts when analysing equity issues Teacher prompts: “What does Judith Butler mean by the term gender performance? What implications does this concept have with regard to the way we view ourselves and interact with others?” “How does the concept of the policing of identity, as used by Michel Foucault, relate to social constructions of identity?” “How might Jacques Derrida’s concept of the naturalization of difference influence the way we categorize identities?”
- C. **D. PERSONAL AND SOCIAL ACTION** Grade 12, University/College Preparation **OVERALL EXPECTATIONS**

By the end of this course, students will: D1. 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; D2. 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; D3. Social Action and Personal Engagement: design, implement, and evaluate an initiative to address an equity or social justice issue.

- D. ADDRESSING EQUITY AND SOCIAL JUSTICE ISSUES HIF10/20 Equity and Social Justice: From Theory to Practice HSE4M OVERALL EXPECTATIONS By the end of this course, students will: C1. 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; C2. Leadership: evaluate the contributions of individuals and groups and/or movements identified with specific aspects of the struggle for equity and social justice; C3. 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.

Specific expectations can be found at:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

### **Program Planning Considerations**

- *Individual Education Plan:* Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.
- *The Role of Technology in the Curriculum.* Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.
- *English As a Second Language (ESL):* Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.
- *Career Education:* Expectations in the English program include many opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. Regardless of their post secondary destination, all students need to realize that literacy skills are employability skills.
- *Cooperative Education and Other Workplace Experiences:* The knowledge and skills students acquire in this courses will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at <http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>

### **4. Learning Skills**

*Learning Skills* are skills and habits are essential to success in school and in the workplace. The Learning Skills evaluated are: Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation. Teachers report achievement on the six Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

### **5. Academic Honesty: Cheating and Plagiarism**

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

### **6. Teaching Strategies**

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

- *Direct Instruction* is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- *Indirect Instruction* is mainly student-centred. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.

- *Experiential Learning* is inductive, learner centred, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learnings and feelings; draw useful insights from such analysis; and/or put learnings to work in new situations..
- *Independent Study* refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

## **7. Assessment and Evaluation Strategies**

### Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

In this course, the following evaluation strategies will be used:

group work, classroom interaction, oral presentations and a visual aid; various quizzes; unit tests; essays; independent study project, involving research folder documentation, bibliography, citations, outline, essay ; final exam

## **8. Achievement Chart**

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels.

In this course, students are evaluated in four categories, according to the weightings shown:

## **9. 70% Mark on Course Work**

- Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student's 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

## **10. 30% Grade Based on Course Culminating Activities**

- All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities is included in the FHCI evaluation policy as printed in the Student Agenda Book.
- Culminating activities that occur in class are held within the last three weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester
- Type, components of the culminating evaluations (as much as is known at the time of writing):  
a **Final Culminating Assignment (30%)** on information, themes and issues discussed throughout the term.

## **11. Determining Marks for the Midterm Provincial Reports in November and April**

This grade will be based on the evaluations that have been conducted to the midterm point in the course. Some of the Overall Expectations, categories/strands, and units will not have been addressed by the midterm, and the students' grades will most likely change when the students' entire work is evaluated by the end of the course.

## **12. Determining the Mark for the Final Report Card**

The mark for the final will report card will be the sum of the 70% mark and the 30% mark.

## **13. Teacher-Specific Information**

In this section, the following information is outlined: Access to extra help, availability of computer mark records, and procedures for communicating between students and teacher, as well as teacher and parents/guardians/caregivers (e.g., writing in the student agenda, teacher email address, teacher web page).

- Additional help from the teacher is available by appointment before or after school.

- Failed tests may be re-taken for a maximum of 50%.
- Students whose credit is at risk receive periodically computer mark records for signature by parents/guardians.
- General comments by the teacher on essays (exclusive of the ISP) are available to students for rough copies of essays submitted to the teacher sufficiently in advance of the due date.
  
- Students are expected to do the assigned readings and homework for discussion in class. They are, naturally, also expected to bring the appropriate text or handouts to class. When students are assigned group work, they are expected to participate fully and cooperatively in carrying out the necessary tasks. Late submissions of essays or projects may be subject to a 10% deduction in the mark. Essays or projects not submitted by the time the assignments have been marked and returned may receive a mark of zero.

Contact Information:

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