

# Equity and Social Justice: From Theory to Practice

## HSE4M

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Grade 12, University Preparation: Credit Value 1.0

Geography and Social Sciences Department • Malvern C.I. • Toronto District School Board

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### Equity Statement

Malvern CI stands together for human rights. Our school community stands together to recognize that we are all entitled to a life of equality, dignity, and respect — a life free from discrimination. All students should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

### **Course Content**

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#### **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 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.

Ministry of Education. (2013). The Ontario Curriculum Grades 9 to 12: Social Sciences and Humanities, pg. 81. <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

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#### **Prerequisite**

- Any university, college or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies.

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#### **Resource Materials**

- Individual Binder, loose leaf paper, writing utensils
- Brightspace online learning platform
- Various academic readings; no textbook

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#### **Major Units**

- Unit 1: Foundations
  - Unit 2: Race & Ethnicity
  - Unit 3: Gender
  - Unit 4: Class & Ability
  - Unit 5: Final project
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**Overall Goals /  
Expectations**

**Research and Inquiry Skills**

Throughout this course, students will:

By the end of the course, students should be able to demonstrate the following expectations:

**Research & Inquiry Skills**

- Exploring: explore topics related to gender studies, and formulate questions to guide their research
- Investigating: create research plans, and locate and select information relevant to their chosen topics, 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.

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**Overall Goals /  
Expectations  
(continued)**

**Foundations**

- The Social Construction of Gender: demonstrate an understanding of how attitudes, behaviours, roles, and norms relating to gender are socially constructed, and of the complexity of gender as a concept and as a lived experience
- Power Relations, Sex, and Gender: analyse sexism and the dynamics of power relations with respect to sex and gender in a variety of contexts
- Representations of Gender: analyse representations of women and men in media, popular culture, and the arts, and assess the effects of these representations.

**Gender Issues**

- Securing Rights and Social Supports: demonstrate an understanding of concerns and objectives of women's rights movements and men's movements, and explain issues related to the rights of sexual minorities
- Local and Global Challenges: analyse a range of social, political, economic, and environmental issues relating to gender in Canadian and global contexts
- Gender-Based Violence and Its Prevention: demonstrate an understanding of homophobic and gender-based violence in both Canadian and global contexts, and of violence-prevention strategies

**Implementing Change**

- Changes in the Workplace: demonstrate an understanding of changes in occupations and the workplace with respect to gender issues, and of the reasons for continuing occupational segregation
- Agents of Change: describe strategies, initiatives, and accomplishments of individuals and organizations, including both Canadian and international organizations, with respect to gender equity
- Social Action and Personal Engagement: design, implement, and evaluate an initiative to address an issue related to gender equity or gender-based violence awareness/prevention

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## Assessment, Evaluation and Reporting

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- Strategies**
- Students will be evaluated on content and skills throughout the year
  - Assessment and evaluation methods will vary with each unit, but over the course of the year may include:
    - quizzes and tests, written responses and analyses, individual and group projects, seminar presentations, individual and group presentations and a formal research essay
  - Students will be given notice of timelines, due dates, criteria and expectations for assignments, and marking schemes.
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Achievement Category Weightings	Knowledge / Understanding	Thinking	Communication	Application
	17.5%	17.5%	17.5%	17.5%

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- Term Grades throughout the Year**
- The grade for each reporting period is based on evaluations that have been conducted to that point in the course, and will be preliminary and tentative. They will be based on the most consistent level of achievement to that point in time, but some of the overall expectations, strands, and units will not have been addressed. The student's grades will most likely change when their entire work is evaluated at the end of the course.
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- Course Work 70%**
- 70% of the final grade will be based on evaluations undertaken throughout the course. Consideration will be given to the most recent evaluations.
  - Missed or incomplete assignments will have an impact on the final grade when a significant number of curriculum expectations have not been evaluated.
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- Course-Culminating Activities 30%**
- 30% of the final grade will be based on evaluations administered towards the end of the course. Final summative evaluations may be a combination of:
    - o Culminating Activity (research-based)
    - o Final Exam (*to be determined*)
  - All students must take part in the culminating activities.
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- Learning Skills**
- Students will also be assessed for development in a variety of learning skills:
    - o Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation
  - Learning skills play a critical role in the achievement of curriculum expectations and student success.
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- Learning Skills (continued)**
- Students are expected to be academically honest by submitting their own original work. The marks they receive are intended to reflect their own academic achievement.
  - Academic Integrity: See School Evaluation Policy
  - Attendance is crucial for satisfactory achievement. **Regular attendance and active participation are expected.** Students cannot replace the in-class experience by simply getting notes or handouts. All assignments have an impact on students' growth and final achievement in each unit as well as the final evaluations; therefore, students are expected to submit work in each unit in order to meet course expectations. Students are expected to manage their time and workload, and to respect the time constraints imposed. End of reporting period "catch-up" submissions are discouraged, and **may not be possible.**
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<b>Rules for Tests, Quizzes, and Assignments</b>	<ul style="list-style-type: none"> <li>● <b>Students are responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher and should understand that there could be consequences for not completing assignments or for submitting them late.</b></li> <li>● All assignments are expected to be handed in on their assigned due dates. <b>Extenuating circumstances should be discussed with the teacher in advance of due dates.</b> Extensions may be negotiated in certain unforeseeable situations. While credit rescue opportunities will be available, they may be only for students achieving &lt; 50%, and missed work can still result in a mark of zero.</li> <li>● Should serious illness or extenuating circumstances (<i>i.e.</i>: beyond your control) occur on the day of an evaluation, it is the responsibility of the student to inform the teacher as soon as possible.</li> <li>● <b>Note:</b> The policies applicable to missed tests and late assignments are in line with the guidelines as outlined in TDSB policy and the Ministry of Education Policy document <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools</i> (page 43).</li> <li>● <b>The teacher will use their professional judgment to determine what other strategies, as outlined in <i>Growing Success</i>, may be used to help prevent and/or address late and missed assignments.</b></li> </ul>
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<b>Plagiarism</b>	Where plagiarism has been suspected, the student will be expected to conference with the teacher, a phone call to parents made and a meeting set up. If it is detected that a student plagiarized a paper by including information in an assignment without proper referencing a mark of zero will be given. For additional information on plagiarism, please consult your student agenda. Using AI to complete an assignment and then passing it off as your own for evaluation is a form of plagiarism and will be subject to the same policies and procedures as the TDSB plagiarism policy. A student can be asked to show all rough work leading up to the final product. Students should save all of their rough work to demonstrate proof of the learning process that has taken place.
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## Communication

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<b>Consultation</b>	Students, parents and guardians are asked to contact the course instructor using the information below. <b>Office Location:</b> Canadian and World Studies (3 <sup>rd</sup> floor, Room 302A) <b>Phone:</b> 416-393-1480 ext. 20075 <b>Email:</b> Nalini.Grahamt@tdsb.on.ca
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<b>Help</b>	Extra help is available by contacting the course instructor directly.
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\*This course syllabus is subject to change