



Welcome to SOCIAL JUSTICE 12

COURSE OUTLINE

Overview

What is social justice? Social Justice is the assurance that the basic human rights of all people are upheld. You will examine social justice issues such as racism, sexism, poverty, ableism, environmental issues and animal rights. This course will offer you the opportunity to look at the causes and consequences of oppression and injustice, both in Canada and globally. Challenge yourself to be an educated, fair and open-minded global citizen!

Important Information on next page

- This is a project-based course that involves detailed research; therefore, proper MLA style formatting for all unit projects. Properly citing your sources is extremely important. The length of the projects should reflect the detail required (at least 3 full double-spaced pages).
- If you need assistance with the proper format guidelines, the following resources may help you:

Video Explanations

<https://www.youtube.com/watch?v=oX5lCmFpCvY>

<https://www.youtube.com/watch?v=pCC6jLkyJmg>

Websites

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_sample_paper.html

Course Content and Timelines

Social Justice 12 is centered on four big ideas:

- Social justice issues are interconnected.
- Individual worldviews shape and inform our understanding of social justice issues.
- The causes of social injustice are complex and have lasting impacts on society.
- Social justice initiatives can transform individuals and systems.

Unit 1: Social Justice Lens (~ 15 hours)

Unit 2: Sexism (~ 15 hours of research/completion of learning guide)

Unit 3: Environmental Justice (~ 15 hours of research/completion of learning guide)

Unit 4: Animal Rights (~ 15 hours of research/completion of learning guide)

Unit 5: Racism (~ 15 hours of research/completion of learning guide)

Unit 6: Ableism (~ 15 hours of research/completion of learning guide)

Unit 7: Poverty (~ 15 hours of research/completion of learning guide)

Unit 8: Leaders (~ 15 hours of research/completion of learning guide)

- ** The timelines suggested are based on a 10 month Fall course September to June. Timelines should be adjusted based on each student's situation and start date.

Course Materials

No textbook is required. Course content is delivered on our Moodle platform by videos, online links and associated worksheets. (Modify as you need)

Additional Websites

Links to any additional websites will be included in the lessons and activities.

Assessment Information

Learning Guides	30 %
Reflections	10 %
Projects	60 %

Tests

There are no tests for this course.

Quizzes

There are no quizzes for this course.

Learning Guides

Each unit has a learning guide that *must* be completed in full. Please do not submit unless you have completed every question. When you have completed the learning guide you can use one of the following options for submission:

- scan it as one big .pdf file (best idea)
- drop them off with your teacher (also a great idea, but more difficult to return)
- scan it as multiple .jpg's and put them into a single WORD document
- if no other way works, pull out your phone and take pics (make them good pics then embed them all into a word document)

Learning guides must be submitted for marks *prior**** to starting the unit project.***

Projects

Each unit contains one mandatory project. **These projects are research based and must follow MLA format for style and all citations.** Please make sure that you have a minimum of 3 sources for each of your projects. As you work through units use the projects to enhance your understanding in areas of interest and/or weakness. If you wish to explore another area of interest within a topic area, feel free to propose your idea to your me for consideration. I encourage you to use your school library to assist you in locating appropriate research sites.

**** Please read each project thoroughly and review the rubric prior to submission. ****

Here is a good site for review of assessing the credibility of websites:

<https://guides.lib.byu.edu/c.php?g=216340&p=1428399>

This site will help you to create a proper list of sources:

<http://www.easybib.com/mla8/source>

These videos will assist you in understanding the MLA format and citations:

- <https://www.youtube.com/watch?v=oX5lCmFpCvY>
- <https://www.youtube.com/watch?v=pCC6jLkyJmg>

Once the project is complete you will need to scan and upload to the assignment submission box for marking.

Projects form the **largest part of your mark** so the length should reflect the detailed research required (*no less than 3 typed pages, double-spaced*). You will be asked to complete a project for every unit completed (8 projects total). You should vary the kind of project that you choose in order to cover a variety of formats. There are 2 **mandatory formats**:

1. **One project MUST be a letter to power. This will require you to research the proper format for writing a business letter. You will also need to research how to address those who hold positions of power.**
2. **One project MUST be an 'Action' project.**

Reflections

Reflections are a very important part of this course because it allows me to see how you are making personal connections to the course material. There is a guide to writing personal reflections that can be reviewed to assist you in completing these assignments. These are mandatory for completion and provide me with insight into your ability to connect with the course material.

Reflections can be submitted after you have completed the Learning Guide and the Unit Project.

Keys to Success:

1. Actively work through each lesson by filling in the Learning Guide as you go.
2. Use the Learning Guide as your tool for documenting your understanding.
3. Make sure you understand all project requirements. If you can't figure it out - ASK!
4. Be sure to use your Moodle message system for regular communication with your me.

Weekly Progress Reports

These will be sent to both students and parents using the Moodle website. These reports are sent via email and are based on information provided on course introduction forms filled out. Please make sure your Moodle profile is up to date with this information (parent email) to ensure these are received. If you need assistance with this, please contact your teacher to help you make sure you are getting these reports.

Report Cards

These will be issued for the in late November, January, March, June and early August to meet the needs of post-secondary admissions. Students needing marks for post-secondary must complete the course within the guidelines provided by teachers, so their marks are uploaded for transcripts.

For Spring/Summer, only a final report card will be issued in August. These reports are available for Delta School District students on student and parent connect. For those not attending one of our high schools please call our Continuing Education office 604-940-5550 to have a copy sent.

Only students who have done enough work to meet the activity requirement for the course will get report cards by the term deadlines outlined by their teachers. Even if you are getting progress reports you are not considered an active (official student) until

this is met. For this course all of Unit 1 completed and meeting the outlined expectations, must be submitted and assessed for the activity requirement to be met.

Course reports are based on only what has been submitted. In April this will change to include all missing assignments being included in the overall grade calculations, thus giving students a realistic picture of current course standings. It is important when viewing report cards and progress reports up until this point that the amount of the course completed is taken into consideration. (i.e. 90% standing in a course that is only 10% complete is very different than 90% in a course that is 80% complete)

Plagiarism

Plagiarism and Academic Dishonesty

Plagiarism is the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work, as by not crediting the author (Dictionary.com) <http://dictionary.reference.com/browse/plagiarism>

Plagiarism can be done either intentionally or accidentally. Regardless, it is an academic offence that carries with it varying levels of consequences – from a mark of zero for work submitted to expulsion from the course and/or on-line program. Plagiarism takes various forms: copying another's work, not citing another's original work, cutting and pasting from the internet and claiming the work as your own, allowing other students to copy and submit your work as their own, and so on. It is YOUR RESPONSIBILITY to be aware of the rules around using and citing other people's work.

Use of the new AI technology ChatGPT or AI is also in violation of the Delta Access Plagiarism policy. If student work is suspected to be produced with artificial intelligence it will be run through one of our AI checkers to confirm. If confirmed it will be treated the same as any other plagiarism violation.

<https://www.deltaaccess.ca/plagiarism/>

An excellent website that answers questions about plagiarism can be found at:

<http://www.plagiarism.org/>

<http://www.grammarly.com/>

<http://www.englishclub.com/writing/plagiarism.htm>

<http://australianhelp.com/plagiarism>

If you are uncertain as to whether you may be plagiarizing someone's work, check with your teacher or consult the many websites that outline the rules.

I encourage you to use a site that checks your paper for plagiarism prior to submitting it for marks. Here is a site that you can explore to see if you would like to use it:

<https://www.bibme.org/grammar-and-plagiarism/>

If a student is found to have submitted plagiarized work, the Delta Access teacher will notify both the student and Delta Access administration to document the violation and to determine further consequences. Repeated occurrences of plagiarism will likely result in a final mark of “Failure” in the specific on-line course.

Contacting your Teacher

I am available to answer your questions and help you if you are struggling. Please email me at jhundal@deltaschools.ca and I will get back to you within 24-48 hours (except on weekends & statutory holidays). Do not use Moodle messaging please. When you email me, please be sure to tell me your legal name, your course title and level, e.g. Jesse Hundal SJ 12. If you have any concerns that cannot be addressed by your teacher, please contact Delta Access – deltaaccess@deltaschools.ca or call 604-599-6398