

Equity, Diversity, and Social Justice, Grade 11 Workplace Prep

Grade	Topic	Expectations	
Strand: B. Foundations			
11	The Social Construction of Identity	B1.1	Explain how various aspects of identity (e.g., gender identity, sexual orientation, trans identities, race, culture, ethnicity, ability, language, class, faith, age, body image) may be socially constructed and internalized (e.g., through the media, parental expectations, religion, popular culture).
		B1.2	Demonstrate an understanding of how a variety of factors (e.g., race, socio-economic status, sexual orientation, ability) intersect in individuals to create diverse experiences of identity and social roles.
		B1.4	Explain how biases and stereotypes, including those related to race, class, gender, and sexual orientation, are transmitted through the media and popular culture.
11	Power Relations	B2.4	Describe the effects of discrimination and oppression on individuals and groups (e.g., feelings of marginalization, powerlessness, anger, hopelessness; motivation to seek societal change or engage in advocacy, action).
11	Social Awareness and Individual Action	B3.1	Describe ways in which one's personal choices or behaviour (e.g., socially conscious consumption, support for fair/ethical trade, involvement in co-construction of public policy, personal language use, expanding one's political awareness) can help empower individuals and reduce the impact of inequity or social injustice in local, national, and international contexts.
		B3.3	Explain how the media and popular culture can help create awareness of equity, social justice, and environmental issues (e.g., through Internet campaigns, social marketing, documentaries and other films; by publicizing positive role models).
		B3.4	Identify career and volunteer opportunities that could help support equity and social justice objectives (e.g., working as a trade union representative or in social services, participating in political campaigns, lobbying in support of an equity issue, serving on a community social justice committee).
Strand: C. Equity, Social Justice, and Change			
11	Ethnocultural Diversity in Canada	C1.1	Describe the ongoing challenges and struggles facing various racial, cultural, or national minority groups in Canada, including Aboriginal people and newcomers (e.g., the need to learn a new language, different social role expectations, lack of recognition for international qualifications, religious stereotypes, ghettoization, family reunification, the time taken to settle refugee claims, prejudice and discrimination, racism, racial profiling, poverty).

11	Social Activism	C3.2	Describe forms of social activism, including those unique to contemporary society (e.g., netivism, hacktivism, culture jamming; participation in student social justice clubs; use of the arts such as music, theatre, and visual arts to publicize or comment on social justice issues; use of the media to report on social injustice; protests such as hunger strikes, demonstrations, civil disobedience, passive resistance).
		C3.3	Describe how various social groups have created effective coalitions to achieve significant equity and social justice objectives (e.g., the Ontario Coalition for Social Justice, the World Social Forum, the Equal Pay Coalition, the Coalition for Cultural Diversity).
		C3.4	Describe contemporary examples of social justice activism by indigenous communities and other groups from around the world.
Strand: D. Promoting Equity and Social Justice			
11	Respecting Diversity	D1.1	Identify the specific skills, including those outlined in the Ontario Skills Passport, required to work and live successfully in diverse school, workplace, or community settings (e.g., skills related to conflict resolution, consensus building, problem solving, democratic decision-making; skills required to interact positively with peers, co-workers, clients/customers).
		D1.2	Explain how to apply specific skills and strategies necessary to interact effectively in diverse school, workplace, and community settings (e.g., skills/strategies for engaging in intercultural communication, constructive dialogue, consensus building, interventions, advocacy; respectful behaviour; the use of inclusive language and avoidance of offensive language/expressions).
		D1.3	Describe various policies and initiatives in the school, workplace, and community that are designed to promote respect for diversity (e.g., student equity groups; school/workplace antidiscrimination policies; multiculturalism policies).
11	Human Rights, Equity, and Anti-discrimination	D2.2	Demonstrate an understanding of how to apply strategies to effectively and safely address personal experiences of bias, stereotypes, prejudice, discrimination, and/or oppression (e.g., anti-bullying strategies, self-assertion and self-advocacy techniques, intervention strategies, conflict-resolution strategies).
		D2.3	Demonstrate an understanding of how to respond safely and effectively when witnessing a situation or behaviour that reflects prejudice, discrimination, oppression, harassment, or bullying.
11	Social Action and Personal Engagement	D3.1	Identify a specific need related to an equity or social justice issue, and design an initiative to address this need (e.g., an initiative such as designing a classroom or school workshop or campaign to promote diversity; creating posters, pamphlets, or a website on an equity theme; organizing a petition or a letter-writing campaign on a social justice issue).
		D3.2	Identify strategies and skills needed for gaining support for and handling potential resistance to their initiative (e.g., strategies such as resolving differences of opinion, seeking common ground with those who approach the issue differently; skills related to active listening, understanding various perspectives, collaboration and consultation).

		D3.3	Demonstrate an understanding of how to effectively evaluate social action initiatives (e.g., strategies for evaluating the clarity of the message and the appropriateness of the initiative for the target audience or group being served, for measuring results).
		D3.4	Implement their initiative using appropriate planning, organizational, evaluation, and communication skills.