

## Equity and Social Justice: From Theory to Practice, Grade 12

Grade	Topic	Expectations	
<b>Strand: B. Understanding Social Construction</b>			
12	<b>Approaches and Perspectives</b>	B1.3	Explain how individual and systemic factors (e.g., fear, greed, isolation, pressure to conform, poverty, individual and systemic discrimination) can cause or perpetuate inequity and social injustice.
		B1.4	Analyse ways in which social and cultural belief systems can affect perspectives on and decisions relating to equity and social justice issues.
12	<b>Power Relations</b>	B2.2	Analyse the effects of bias, stereotypes, prejudice, discrimination, and oppression on individuals and groups.
12	<b>Media and Popular Culture</b>	B3.1	Analyse stereotypes found in the media and popular culture, and assess their impact (e.g., with reference to: personal aspirations, expectations, and assumptions; empathy; violent or oppressive behaviour; harassment and bullying; sense of belonging or alienation).
		B3.2	Analyse the viewpoints in news reports (e.g., in print media, on television, on the Internet) on equity and social justice issues.
		B3.3	Demonstrate an understanding of various ways in which media and popular culture can be used to raise awareness of equity and social justice issues (e.g., how popular music, feature films, documentaries, photographs, and the Internet can raise social awareness).
<b>Strand: C. Addressing Equity and Social Justice Issues</b>			
12	<b>Leadership</b>	C2.1	Explain how the combination of circumstances and personal qualities and skills resulted in specific individuals' becoming effective agents of change.
12	<b>Policies, Strategies, and Initiatives</b>	C3.1	Compare challenges facing various equity-seeking groups (e.g., groups seeking gender equity, racial equity, poverty reduction, or rights for people who are mentally ill or who have physical, intellectual, or sensory disabilities), and describe some of the policies, strategies, and initiatives used by these groups to address their concerns.
<b>Strand: D. Personal and Social Action</b>			
12	<b>Promoting Equity and Social Justice</b>	D1.1	Describe how fundamental values, attitudes, and day-to-day behaviour (e.g., fair-mindedness, empathy, reflection, respecting and embracing diversity, personal language use) can contribute to equity and social justice.
		D1.2	Describe how education can help promote equity and social justice (e.g., by fostering critical thinking, increasing awareness, exposing students to multiple perspectives).
		D1.3	Analyse ways in which personal actions (e.g., voting, establishing student social justice clubs, supporting fair/ethical trade practices through consumer action, participating in the public policy-creation process, working for political candidates, participating in a labour union, engaging in advocacy activities, reducing energy

			consumption) can empower individuals and reduce the impact of inequity or social injustice in local, national, and international contexts.
		D1.4	Assess the effectiveness of various strategies that have been used, both historically and in the present day, to address equity and social justice issues (e.g., Internet campaigns; boycotts; petitions; letters to the editor; lobbying; participation in non-governmental organizations [NGOs], rallies/demonstrations, revolutionary movements).
12	<b>Opportunities for Participation</b>	D2.1	Describe a range of careers related to equity and social justice (e.g., community organizer, public policy analyst, NGO worker, diversity trainer).
		D2.2	Describe the education, training, and skills required for careers related to equity and social justice.
		D2.3	Describe volunteer opportunities that relate to equity and social justice initiatives in schools, in the local community, nationally, and globally, and that reflect their personal skills, knowledge, and interests (e.g., helping to organize or participating in student equity or anti-bullying groups; doing volunteer work for NGOs, political campaigns, or social service or equity groups in the local community; helping to design a website to raise awareness of a social justice issue; attending workshops, lectures, or rallies on social justice issues).
12	<b>Social Action and Personal Engagement</b>	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 school workshop or campaign to promote diversity; creating and publicly presenting rap songs, videos, visual art works, dances, dramatizations, or podcasts on the impact and prevention of discrimination; 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 finding allies within their school/community, determining who has power and influence, and working with those people/groups; skills relating to advocacy, persuasion, diplomacy, 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.