

Specific Curriculum Outcomes

Ethics and Social Justice

2106

Students will be expected to examine the historical impact of religion on beliefs, cultures, and traditions.

Outcomes	Suggestions for Teaching and Learning
<p><i>Students will be expected to:</i></p> <ol style="list-style-type: none">1.1 examine what is meant by social justice, social activism and global responsibility1.2 assess the influence living belief systems may have on social justice and social activism	<p>Use concept webs to discuss the qualities of social justice, universal justice, remedial and restorative justice.</p> <p>Using current examples from local, national and global communities, discuss the challenges of facing justice issues. For example, students could read a case study or media article on child soldiers in Sudan or the perspective of people living in poverty in Canada.</p> <p>Invite a representative from a social activist organization or non-profit group to speak to the class about the focus of his or her particular issue. The guest speaker may represent a particular church or religious group; a representative from a philanthropic organization or community service group could also be invited.</p> <p>Research the outreach programs associated with local religious groups or organizations. What issue do they address? Do they meet definitions of social justice or social activism? Students can produce a slideshow presentation* detailing their findings about how the group's beliefs are borne out in its actions.</p>

Students will be expected to examine the historical impact of religion on beliefs, cultures, and traditions.

Suggestions for Assessment

Observation/Anecdotal Records

- Formal, informal and peer assessment (e.g., check-lists, rubrics, interview, etc.)
- Students' preparation for hearing from a guest speaker (prepared questions, discussion questions, etc.)

Work Samples/Portfolio

- Research presentation (essay paper, slideshow, poster, pamphlet etc.)
- Concept webs
- Responses to direct instruction (questions, quiz, journal response, etc.)

Performance

- Research presentation

Conference

- Before students begin research, teachers can question students and discuss their topics and research focus questions.

Questioning & Reflection

- When sharing information teachers may question students on their understanding and awareness of non-profit organizations.

Resources and Notes

**There is a significant emphasis in the ESJ 2106 curriculum on presentations, individually and as a team. While students should be supported, challenged and encouraged to participate in class based presentations, teachers should provide students with an environment responsive to their needs (i.e., their fears and anxieties about presenting to the class). The following suggestions could be considered:*

- present to smaller group,
- taped/video presentation (vs. live),
- alternative format (slideshow instead of live speech).

Authorized Resources:

Selected Readings: Unit 1

Suggested Resources:

Imagine Canada offers a number of useful factsheets pertaining to the subject of philanthropy and social activism. See "NGO sector in Canada Factsheet" in Appendix G. Other factsheets are available online (at time of printing) at www.imaginecanada.ca.

Students will be expected to develop an understanding of beliefs, principles, and practices of Christianity and other living belief systems.

Outcomes

Students will be expected to:
This General Curriculum Outcome is not covered as a separate entity in this course. The societal and religious issues address this General Curriculum Outcome on many levels throughout the program.

Suggestions for Teaching and Learning

Students will be expected to develop an understanding of beliefs, principles, and practices of Christianity and other living belief systems.

Suggestions for Assessment	Resources and Notes

Students will be expected to examine the meaning and relevance of sacred texts.

Outcomes

Students will be expected to:

- 3.1 identify social justice issues as they are presented in various sacred texts
- 3.2 examine the influence various sacred texts may have on the development of personal world view

Suggestions for Teaching and Learning

Provide for a class vote, by ballot, on students' top five social justice issues. In groups, ask students to investigate to what extent these issues are addressed by various sacred texts according to adherents of various belief systems. (*e.g.*, How are women's rights addressed in the *Qur'an* or the *Bible*?)

Watch a documentary, TV show or film which showcases individuals who act on their beliefs which are tied to the teachings of a sacred text (*e.g.*, *Little Mosque on the Prairie*, *Jesus Camp*, *House of Sand and Fog*, *Roots and Wings*). Discuss the implications of decision making portrayed by characters in relevant films or books based on the teachings of sacred texts.

Students will be expected to examine the meaning and relevance of sacred texts.

Suggestions for Assessment

Observation/Anecdotal Records

- Formal, informal and peer assessment
- Discussion of guided viewing questions for film or documentary

Work Samples/Portfolio

- Responses to guided viewing questions
- Research findings in jigsaw activity

Conference

- Allow time during reflection to discuss students' journal responses

Performance

- Jigsaw activity – investigate social justice issues from the perspective of one belief system. See Appendix D for further direction in organizing students for cooperative learning activities.

Questioning & Reflection

- When sharing information teachers may question students on their understanding and awareness of influences on decision making.

Resources and Notes

Authorized Resources:

Selected Readings: Unit 2, 4

Suggested Resources:

Frontline, a PBS investigative source, lists a number of thought-provoking media summaries that may help students meet this outcome. Available (at time of printing) at <http://www.pbs.org/wgbh/pages/frontline/>.

Online polls are an interesting way to incorporate technology to survey students' interests and opinions. At time of printing, www.doodle.com and www.polleverywhere.com offer this option.

Students will be expected to demonstrate an appreciation for personal search, commitment and meaning for life.

Outcomes	Suggestions for Teaching and Learning
<p><i>Students will be expected to</i></p> <ul style="list-style-type: none"> 4.1 develop an understanding of how social activism may impact personal search and commitment in life 4.2 explore how various living belief systems view sexuality and gender roles 4.3 explore how various living belief systems view the role of work 4.4 examine how identity and worldview are influenced by relationships, gender roles, work, leisure and culture 	<p>Brainstorm responses to various questions: What is a theocratic society? Why are church and state separate in some countries but not in others? Why would someone join a cult? How do we observe a holy or sacred day in a 24/7 world?</p> <p>Collaborate with the Human Dynamics teacher to challenge students to examine family relationships.</p> <p>Use a T-chart or other graphic organizer to categorize various views on sexuality and gender roles. Brainstorm influences on perceptions about sexuality and gender roles.</p> <p>Create family activity trees. Ask students to identify types of activities their extended family members participate in – paid work, volunteer work, group activities, leisure activities, <i>etc.</i> Self-assess trends or patterns in the types of work their family members are involved in.</p> <p>View excerpts from <i>The Pursuit of Happyness</i> (2006), based on the true life events of Chris Gardner. Discuss the themes of homelessness, the value of money and the perception of self-worth as presented in the film.</p> <p>In partnership with the Enterprise or Career Development teacher, challenge students to develop business plans that consider ethical implications of their proposed businesses.</p>

Students will be expected to demonstrate an appreciation for personal search, commitment and meaning for life.

Suggestions for Assessment

Observation/Anecdotal Records

- Formal, informal and peer assessment
- Observe students' interaction and participation during a carousel activity using initial discussion questions

Work Samples/Portfolio

- Open journal response on family relationships
- Graphic organizer
- Family activity tree

Conference

- Allow time during reflection to discuss students' journal responses

Performance

- Presentation of business plan proposal
- Display family activity tree

Questioning & Reflection

- When sharing information teachers may question students on their understanding of various views on family structures and relationships.

Resources and Notes

Authorized Resources:

Selected Readings: Unit 2, 5

Suggested Resources:

An arranged marriage in Pakistan is the subject of an *Outfront* podcast. Available at <http://www.cbc.ca/outfront/> (May 5, 2009) at time of printing.

Where's My Goat? (documentary film) – in production in 2008-09 – explores the increased interest in options to SWAG (a loose acronym to describe giveaways companies often provide at conferences and events). The eventual film will focus on Plan Canada's Gifts of Hope project in Zambia. View the trailer at <http://www.wheres-mygoat.com/> (available at time of printing).

Click, Clack, Moo: Cows That Type by Doreen Cronin (2000) is an illustrated humorous story about cows who go "on strike" when the farmer refuses to meet their demands.

Fly Away Home by Eve Bunting (1991) provides a moving illustrated story about a young boy and his father who live at the airport.

Students will be expected to examine moral and ethical issues and teachings.

Outcomes	Suggestions for Teaching and Learning
<p><i>Students will be expected to</i></p> <ul style="list-style-type: none"> 5.1 develop an understanding of how personal decision making may impact social practices 5.2 examine the influence media and technology may have on personal decision making 5.3 examine how various living belief systems view issues presented by media and technology 5.4 question the influences of media and technology on morality and ethics in the development their worldviews 	<p>“Make Poverty History” uses celebrities in its campaign to end world poverty. Investigate this method of campaigning. How well does it work? What end is being served?</p> <p>During the Second World War, many prisoners of concentration camps questioned why the world did not seem to care; one answer was that people didn’t know. Discuss the impact of information sharing in today’s technological world on the development of world-views. Does it influence social activism?</p> <p>Provide an opportunity for students to create and conduct a school-wide poll to assess students’ awareness of social justice issues (<i>e.g.</i>, world hunger and poverty, current genocides and conflicts, illiteracy, homelessness, campaigns for medical causes, <i>etc.</i>). Use references to current technological and media sources.</p> <p>Blog or Shared Journal assignment – in small groups, students can create and maintain social justice blogs for a short period of time. They are responsible for inviting, reviewing and monitoring submissions on their topic as well as contributing feedback. Peer-evaluate this type of forum as a means to generating awareness and interest in a particular social justice issue.</p>

Students will be expected to examine moral and ethical issues and teachings.

Suggestions for Assessment

Observation/Anecdotal Records

- Formal, informal and peer assessment
- Student participation in discussion and poll activities

Work Samples/Portfolio

- Journal response to discussion questions
- Blog or shared journal responses

Conference

- Formal and peer assessment results

Performance

- Organization and participation in formal debate in response to discussion questions
- Analysis and presentation of poll results

Questioning & Reflection

- When sharing information teachers may question students on their understanding and awareness of social justice issues and social activism.

Resources and Notes

Media is understood to mean information as presented in books, movies, music, television and online information.

Authorized Resources:

Selected Readings: Unit 2, 3

Suggested Resources:

“Make Poverty History” PSA online (at time of printing) on Youtube:

- <http://www.youtube.com/watch?v=KXj5MzlmM94> (UK/Canada/US)
- <http://www.youtube.com/watch?v=9nzABFbklZo&feature=Related> (Canada)

The Canadian website also lists “who’s onboard” (<http://www.makepovertyhistory.ca/en/about/whos-on-board>) which identifies Canadians who are involved in the campaign.

Students will be expected to develop an appreciation for the connectedness of all creation.

Outcomes	Suggestions for Teaching and Learning
<p><i>Students will be expected to</i></p> <p>6.1 explore the ramifications of the connectedness of the global community</p> <p>6.2 assess challenges to building a global community</p> <p>6.3 examine the influence technology may have on building a global community</p>	<p>Think Global – Act Local: Create a presentation on a local community issue that is linked to global issues or topics. Presentations can take the form of drama, Power Point, infomercials/campaigns or other suggestions from students.</p> <p>Create a timeline of the evolution of information exchange (<i>i.e.</i>, earlier forms of mass communication to current forms of information sharing). Are there any correlations between changes in communication technology and the development of a global community? Can this be measured? Are there any negative effects of changes in communication technology?</p> <p>Review sections of the Canadian Charter of Rights and Freedoms related to multiculturalism. Discuss issues such as cultural distinctions, multicultural mosaic, “melting pot”, language barriers and perceptions about other cultures. To what extent should immigrants be expected to adapt to their adopted community? See Appendix G for a suggested classroom activity.</p>

Students will be expected to develop an appreciation for the connectedness of all creation.

Suggestions for Assessment

Observation/Anecdotal Records

- Formal and informal assessment
- Student participation in discussion
- Peer assessment activities

Work Samples/Portfolio

- Journal response to discussion questions
- Research presentations

Conference

- During reflection time, teachers may discuss journal responses with students.
- Formal and peer assessment results

Performance

- Organization and team work in presentations
- Participation in discussion activities

Questioning & Reflection

- When sharing information teachers may question students on their understanding and awareness of global issues, responsibility and multiculturalism.

Resources and Notes

Authorized Resources:

Selected Readings: Unit 4

Suggested Resources:

TheStar.com – Global Voices: Mark and Craig Keilburger write for *The Star* on a weekly basis. Their articles are posted online with teaching suggestions at <http://www.thestar.com/news/globalvoices>.

A Youth Guide to the Canadian Charter of Rights and Freedoms (PDF) is available (at time of printing) at <http://www.jhcentre.org/dnn/EducationalResources/tabid/56/Default.aspx>.

“Shift Happens 3.0”, available online at time of printing from YouTube explores the changing perspectives of technology and its effect on modern society.

Students will be expected to examine to demonstrate an understanding of the relationship between religion and science.

Outcomes	Suggestions for Teaching and Learning
<p><i>Students will be expected to</i></p> <ul style="list-style-type: none"> 7.1 explore the teachings and traditions of various living belief systems towards the environment 7.2 analyze the debate between creationism and scientific explanations of creation 7.3 examine the influence of technology on environmental stewardship 7.4 investigate the moral and ethical influences on environmental issues 7.5 develop a personal environmental action plan (EAP) 7.6 investigate ethical implications of technological changes in health, medicine and genetics 	<p>Identify various world faith responses to environmental issues. Use a current environmental issue such as housing developments, hydro production, deforestation, <i>etc.</i></p> <p>Create a “Common Ground” wall chart or graphic organizer (Venn diagram, T-chart) to identify similarities in the creation stories of various belief systems.</p> <p>Conduct a formal debate on dominion vs. stewardship of the environment. Teachers may choose to reference creation stories from various cultures and faith communities (<i>e.g.</i>, Christian <i>Bible</i> – Genesis 1:27-31 and 2:15; traditional Iroquois – “The Woman Who Fell From the Sky”; China – Pan Gu and Nü Wa).</p> <p>Take an inventory of environmentally-friendly products in the home or school. Consider chemicals, packaging, transporting of goods, local products, <i>etc.</i></p> <p>Examine the impact technology has had on the treatment of the environment such as oil and gas exploration, mining exploration, bottled water industries, factory freezer trawlers and alternative energy resource development.</p> <p>In <i>Jurassic Park</i> (1993), Dr. Ian Malcolm criticizes the park’s developer, John Hammond. He maintains that Hammond’s scientists didn’t stop to consider whether they should pursue cloning of prehistoric animals just because they could. Brainstorm a list of technological changes in health, medicine or genetics that may fit into this category. Challenge students to defend their choices.</p>

Students will be expected to examine to demonstrate an understanding of the relationship between religion and science.

Suggestions for Assessment

Observation/Anecdotal Records

- Formal, informal and peer assessment

Work Samples/Portfolio

- Open journal response to discussion questions and topics
- Written EAP plan for community or school
- Statistical analysis of products found in the home, school, recreation areas, businesses, *etc.*

Conference

- Small group conferences
- Allow time during reflection to discuss students' journal responses

Performance

- Jigsaw activity – investigate environmental issues from the perspective of one belief system. See Appendix D for further direction in organizing students for cooperative learning activities.
- Formal debate: Be it resolved that humans have a responsibility to be stewards of the environment.
- Presentation of EAP
- Action plan for EAP

Questioning & Reflection

- When sharing information teachers may question students on their understanding and awareness of debates of environmental issues.

Resources and Notes

Authorized Resources:

Selected Readings: Unit 4

Suggested Resources:

PBS *Frontline* Documentary: "Polluted Waters" (Chesapeake Bay, Peugeot Sound) at <http://www.pbs.org/wgbh/pages/frontline/>.

"Life's Greatest Miracle", PBS NOVA (November 20, 2001) and resources available (at time of printing) from <http://www.pbs.org/wgbh/nova/miracle/>.

Students will be expected to examine the influence of religion on contemporary issues and events.

Outcomes	Suggestions for Teaching and Learning
<p><i>Students will be expected to</i></p> <ul style="list-style-type: none">8.1 investigate perspectives of peace and security as presented by various living belief systems8.2 demonstrate an understanding of how worldviews affect peace and security8.3 investigate how various living belief systems approach social justice issues8.4 examine influences which impact issues of tolerance and caring and social activism8.5 assess their own responses to various social justice issues8.6 reflect on their worldview with respect to social justice, social activism and global responsibility	<p>Visit selected websites to evaluate the extent to which various belief systems address social justice issues. Are there particular types of issues being addressed? How are their messages conveyed?</p> <p>Invite a representative of a faith community to the class to present on his or her community's outreach activities. Ask students to prepare questions for the presenter on organization, volunteers, commitment, local and global work opportunities and financial considerations. The guest speaker may represent a particular church or religious group; a representative from a philanthropic organization or community service group could also be invited. Alternatively, students could write a letter to an outreach representative.</p> <p>Challenge students to discuss the influence of stereotypes and preconceived opinions about religious or cultural groups. Does this affect one's feelings about peace, security and tolerance?</p>

Students will be expected to examine the influence of religion on contemporary issues and events.

Suggestions for Assessment

Observation/Anecdotal Records

- Formal and informal assessment
- Student participation in discussion and reflection activities
- Peer assessment activities

Work Samples/Portfolio

- Journal response to discussion questions
- Creation of website analysis questions and their results
- Formal letter writing

Conference

- Formal and peer assessment results
- Allow time during reflection to discuss students' journal responses

Performance

- Participation in discussion questions
- Preparation for guest speaker's visit

Questioning & Reflection

- When sharing information teachers may question students on their understanding and awareness of social justice issues and social activism.

Resources and Notes

Authorized Resources:

Selected Readings: Unit 1, 3, 5

Suggested Resources:

The following organizations/websites, at time of printing, may provide a starting point for an investigation into faith-based views on social justice issues:

<http://www.salvationarmy.ca/>

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

<http://www.seva.org/site/PageServer>

<http://www.scarboromissions.ca/index.php>

<http://www.cpj.ca/>

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

30 Days, Season 1 Episode 3: Morgan Spurlock lives as a Muslim for 30 days.

Feathers and Fools by Mem Fox (1989) offers a metaphorical narrative about living together in peace and harmony.

