





Board/Authority Authorised Course Framework Template

School District/Independent School Authority Name	Kootenay-Columbia
School District/Independent School Authority Number	School District 20
Developed by	Marina Boe
Date Developed	May 2016
School Name	J. Lloyd Crowe Secondary School
Principal's Name	David DeRosa
Superintendent Approval Date (for School Districts only)	May 16, 2016
Superintendent Signature (for School Districts only)	
Board/Authority Approval Date	May 16, 2016
Board/Authority Chair Signature	
Course Name	Self and Society
Grade Level of Course	11/12
Number of Course Credits	4 or 1 credit per module
Number of Hours of Instruction	120 hours or 30 hours per module
Prerequisite(s)	Social Studies 10
Special Training, Facilities or Equipment Required	The intent of this course is to have a flexible, blended model of instruction that includes both face-to-face and online instruction through iTunes University.



<p>Course Synopsis</p>	<p>This course provides opportunities for students to learn about themselves and the world around them through four interdisciplinary units: Human Development, Social Justice, Media Awareness, and Environmental Stewardship. Students will examine how internal and external forces influence individuals. They will analyze social justice issues and will develop the skills to advocate for a socially just world. They will recognize that the media impacts society in both positive and negative ways. Students will identify their digital footprint and will understand the short-term and long-term consequences of social media in regards to social, emotional, and physical wellbeing. Students will understand concepts related to environmental stewardship, evaluate controversial environmental topics, and propose solutions to become more environmentally friendly.</p>
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Rationale:

This course was developed to give students an opportunity to develop a sense of self and to gain an appreciation of the world around them in order to become responsible, active participants in today’s society. By understanding the core values and beliefs of individuals, students will gain a deeper insight into their relationship with others and the environment. This course encourages students to become socially responsible citizens by giving them the tools necessary to communicate effectively and to think critically in the 21st century.

Organizational Structure:

Module	Title	Time
Module 1	Human Development	30 hours
Module 2	Social Justice	30 hours
Module 3	Media Awareness	30 hours
Module 4	Environmental Stewardship	30 hours
	Total Hours	120 hours



Module Descriptions:

Module 1: **Human Development** **30**
hours

Overview: Students will explore personal and human development themes. They will gain insight into what motivates us as human beings and what guiding principles influence our behaviour.

Learning Outcomes:

It is expected that students will

- demonstrate knowledge of Maslow's Hierarchy of Needs and differentiate between growth needs and deficiency needs
- understand the significance of socialization for individuals and humanity
- differentiate between culture and society
- understand how values and beliefs differ from cultural norms
- compare and contrast ethnocentrism versus cultural relativism
- evaluate the nature versus nurture debate

Module 2: **Social Justice** **30**
hours

Overview: Students will apply principles of equity, fairness, and human rights while investigating social justice issues locally and globally. Students will recognize the underlying causes of injustice and will discover how they have a collective responsibility to become agents of change.

Learning Outcomes:

It is expected that students will

- demonstrate an understanding of key social justice concepts and terminology
- identify and analyze causes and consequences of social justice from an ethical perspective
- apply critical thinking skills to a range of social justice issues, situations, and topics
- demonstrate attributes and behaviours that promote social justice
- assess various methods and models of promoting social justice
- implement an appropriate plan for action on a selected social justice issue



Module 3: Media Awareness
hours

30

Overview: In an ever growing digital world, students will become familiar with the implications in utilizing different forms of media and how the media can impact our beliefs and attitudes.

Learning Outcomes:

It is expected that students will

- understand that media influences people in positive and negative ways
- identify and analyze bias in different media sources
- demonstrate knowledge of how the media plays a role in promoting unrealistic norms of attractiveness
- demonstrate knowledge of a digital footprint
- understand the possible short-term and long-term consequences of posting information online
- demonstrate knowledge of transgender representations in the media
- analyze the portrayal of minority groups in the media

Module 4: Environmental Stewardship
hours

30

Overview: This module provides students with information about local and global environmental issues and fosters the growth of skills and attitudes to empower students to make educated decisions that include environmental considerations.

Learning Outcomes:

It is expected that students will

- demonstrate knowledge about conventional and alternative energy sources
- compare and contrast the environmental impact of energy sources
- identify short-term and long-term consequences of resource use
- develop the necessary tools to analyze their individual energy use
- identify environmental issues in the local community and create strategies for promoting sustainability
- analyze controversial environmental issues and develop ethical judgements



Instructional Component:

The intent of this course is to have a flexible, blended model of instruction via face-to-face instruction and online instruction using the iTunes University app.

1) Face-to-face instruction: group assignments, peer assessments, peer learning groups such as jigsaw groups, oral presentations.

2) Online instruction: Prezi's and PowerPoint's, videos, self-assessments, inquiry project, comic strip assignments, blog posts and discussion groups, informational games, informational websites.

Assessment Component:

<p>1. Participation</p> <p>A) In-class participation in discussions & group assignments</p> <p>B) Online participation (weekly blog posts & discussion groups)</p> <p>C) Self assessments</p>	Formative	20 %
<p>2. Assignments</p> <p>A) Individual and group assignments</p> <p>B) Oral presentations</p> <p>C) Peer assessments</p>	Formative and Summative	30%
<p>3. Quizzes</p>	Formative and Summative	30%
<p>4. Final Project- Inquiry Project</p>	Summative	20 %



Learning Resources:

- 1) Introduction to Sociology – 1st Canadian Edition by William Little available online (<https://opentextbc.ca/introductiontosociology/>)
- 2) Overview of Maslow's Hierarchy of Needs (<https://www.youtube.com/watch?v=EH04OsNuvcw>)
- 3) Teaching Digital Citizenship Website (<http://www.teachinctrl.org/>)
- 4) Media Smarts Website (<http://mediasmarts.ca/>)
- 5) Miss Representation Documentary
- 6) The illusionists Documentary
- 7) Heart of a Hero: Brian Kajiyama (<https://www.youtube.com/watch?v=LjvPk-lqbG0>)
- 8) Transit Series – Fire – Energy Movie
- 9) 2020 Energy Game
- 10) Agenda 21 (<http://www.lsf-lst.ca/media/agenda21.en.pdf?phpMyAdmin=27c4ca48e56t67ceba5e>)
- 11) "Fracking: Positive or Negative Impact?" (<http://www-cache.pbs.org/newshour/spc/thenews/materials/Fracking%20-%20.Sci%20-%20Sci%20Lesson%20Plans.pdf>)

Additional Information: