

Response Form
Social Justice 12 Curriculum

The DRAFT Social Justice 12 Curriculum and Response Form are available in downloadable Portable Document Format (PDF) for review and feedback on the Ministry of Education website at <http://www.bced.gov.bc.ca/irp/drafts/>.

School District Name _____ SD # _____

Or

Organization/Association _____

Is this a Group Response? No
Yes Group Size: _____ People

I am/We are:

- Teacher(s) School Administrator(s) School Trustee(s)
- Parent(s) Post Secondary
- Community Partner(s) _____
(please specify)
- Other _____
(please specify)

**Please complete the following response form and mail or fax it
BEFORE December 10, 2007**

To: The Social Studies Coordinator, Content and Achievement Standards Unit
Ministry of Education
PO Box 9183 Stn Prov Govt
Victoria BC V8W 9H9
Fax: (250) 356-2316

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS RESPONSE FORM.

Part A: Introduction

The introduction to Social Justice 12 provides philosophical background on which the curriculum is based. It includes the rationale as well as special considerations that will assist teachers in organizing for instruction and assessment. The introduction should be clear and understandable to a variety of audiences, in addition to teachers.

A1. Rationale and Goals for Social Justice 12

	Yes	No	Comments
Clear?			
Reflect intent of the course?			

A2. Curriculum Organizers & Suggested Timeframe

	Yes	No	Comments
Clear?			
Accurately reflect the major emphases and areas of the course?			

A3. Please provide any additional suggestions/comments regarding the Introduction:

Part B: Considerations for Program Delivery

B1. Considerations for Program Delivery

	Yes	No	Comments
Clear?			
Any needed topics missing?			
Useful for teacher planning purposes?			

Part C: Prescribed Learning Outcomes

Learning outcomes describe the knowledge, skills, and attitudes (often a combination of the three) that a student is expected to learn, develop, or acquire. Learning outcomes are written to enable teachers to use their experience and professional judgment when planning for instruction and assessment. Outcomes must be stated in observable terms to enable the use of criterion-referenced assessment. Learning outcomes should be written so that they are understandable to educators, students, parents, and the general public.

C1. Prescribed Learning Outcomes for *Defining Social Justice*

	Yes	No	Comments
Clearly written and understandable?			
Age/grade appropriate?			

C2. Prescribed Learning Outcomes for *Recognizing, Confronting, and Overcoming Injustice*

	Yes	No	Comments
Clearly written and understandable?			
Age/grade appropriate?			

C3. Prescribed Learning Outcomes for *Moving Toward a Socially Just World*

	Yes	No	Comments
Clearly written and understandable?			
Age/grade appropriate?			

C4. Please suggest additional or alternate learning outcomes, if applicable. Please indicate for which curriculum organizer. Attach additional pages if needed.

Part D: Student Achievement

To support teachers in assessing provincially prescribed curricula, this draft contains key elements (a point-form “snapshot” of what is covered in the course), along with sets of achievement indicators in relation to each learning outcome. Achievement indicators are statements that describe what students should be able to do in order to demonstrate that they fully meet the expectations for the subject and grade level. Achievement indicators are not mandatory; they are provided to assist teachers in assessing how well their students achieve the prescribed learning outcomes.

D1. Key Elements

	Yes	No	Comments
Clarify the intended depth and breadth of the learning outcomes?			
Helpful when planning for instruction and assessment?			

D2. Suggested Achievement Indicators for *Defining Social Justice*

	Yes	No	Comments
Clearly written and understandable?			
Age/grade appropriate?			
Help to define student performance that “Fully Meets Expectations”?			
Helpful when planning for instruction and assessment?			

D3. Suggested Achievement Indicators for *Recognizing, Confronting, and Overcoming Injustice*

	Yes	No	Comments
Clearly written and understandable?			
Age/grade appropriate?			
Help to define student performance that “Fully Meets Expectations”?			
Helpful when planning for instruction and assessment?			

D4. Suggested Achievement Indicators for *Moving Toward a Socially Just World*

	Yes	No	Comments
Clearly written and understandable?			
Age/grade appropriate?			
Help to define student performance that “Fully Meets Expectations”?			
Helpful when planning for instruction and assessment?			

D5. Please suggest additional or alternate achievement indicators, if applicable. Please indicate for which prescribed learning outcome. Attach additional pages if needed.

Part E: Other

E1. Is the terminology used in the document (e.g., sociology terms) clear? If not, please specify.

E2. If you could make two changes to this curriculum, what would they be?

E3. Additional Comments? Please attach additional pages, if needed.

Thank you for your response. Your feedback is valued and will help to improve this document.