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## BAYFRONT CHARTER HIGH SCHOOL Social Justice Course Syllabus

### PART I. CONTACT INFORMATION

Teacher: Ms. Del Castillo	Phone: 619-974-4000	Email: alexis.delcastillo@bayfrontcharter.com
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### PART II. OVERVIEW

A-G: This course will meet the english subject requirement for the University of California  
This course fulfills the graduation requirements for Bayfront Charter High School

#### Course Description

This course is designed to introduce students to social justice issues and assist them in discovering their ability to create positive change in their own world. Students will critically analyze various social movements related to race, ethnicity, gender, sexual orientation, and class. Students will also explore and discuss how these concepts influence human understanding, relationships, and behavior for centuries. Students will understand how individuals operate within community contexts created through interactions and relationships structured by sociability, belonging, and responsibility. This course will encourage students to think critically and expansively about the social world and the conditions of humanity. Social justice will provide a foundation for students to explore social justice concepts, issues, and remedies, thereby developing the necessary analytical tools and information to see inequality and injustice and address historical and contemporary issues relevant to students' present day lives.

#### Course Purpose

In this unit, students going to be introduced to the various themes within the course including: identity, ethnicity, race, gender, and social class. By gaining a firm understanding of these terms and their power, students will explore all various components affected by these themes and how they interfere with each other. Students are introduced to the concepts of justice and injustice and how these apply in the local and global spectrum. This unit focuses on the foundations of social justice history and historical figures who embody different components of social justice. It is in this unit it is essential that both the speaking and listening components are practiced as it will be critical for discussions on serious topics. In addition, students will also be introduced to different historical and current social justice leaders, understanding that they too can be social change leaders. Students will also discuss current issues they are aware of or have questions on in order to become aware of their

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surroundings and knowledgeable about issues within society. In order to ensure that students are researching current social events within their own society and community, students will be presenting current event issues to the class. They will be expected to analyze, research, and make connections to the event, as opposed to simply reading a newspaper article. This will reinforce their speaking, listening, research analysis, and proper use of evidence skills weekly. Having this introductory unit is crucial to creating the basis and starting point of their research, ideas, and connections; they will need to be able to define and understand the themes before they can fully research them.

### **Course Objectives**

At the end of this course, students will be able to:

- Identify what is social justice and injustice
- Identify what is oppression and privilege
- Understand how privilege and person are interconnected
- Become more aware of how social identities impact the lives of others and see how they possibly impact their own lives.
- Be aware of what are possible unseen social identities within themselves and their peers

### **PART III. ASSIGNMENTS**

#### **Course Assignments and Projects**

##### **Unit 1: Social Justice and Injustice**

In this unit, students going to be introduced to the various themes within the course including: identity, ethnicity, race, gender, and social class. By gaining a firm understanding of these terms and their power, students will explore all various components affected by these themes and how they interfere with each other. Students are introduced to the concepts of justice and injustice and how these apply in the local and global spectrum. This unit focuses on the foundations of social justice history and historical figures who embody different components of social justice. It is in this unit it is essential that both the speaking and listening components are practiced as it will be critical for discussions on serious topics. In addition, students will also be introduced to different historical and current social justice leaders, understanding that they too can be social change leaders. Students will also discuss current issues they are aware of or have questions on in order to become aware of their surroundings and knowledgeable about issues within society. In order to ensure that students are researching current social events within their own society and community, students will be presenting current event issues to the class. They will be expected to analyze, research, and make connections to the event, as opposed to simply reading a newspaper article. This will reinforce their speaking, listening, research analysis, and proper use of evidence skills weekly. Having this introductory unit is crucial to creating the basis and starting point of their research, ideas, and connections; they will need to be able to define and understand the themes before they can fully research them.

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Assignment:

### *Microaggression project*

Students will identify a microaggression that is relatable them, and affects them personally in someway. Students will make a video of this microaggression being displayed from a variety of angles. These angles can include individuals who choose to be a bystander or individuals who choose to be action makers and stand up against this micro aggression. At the end of this video they will compare and contrast the effects of the different angles filmed from the microaggression and analyze the affects and harm these can cause.

### **Unit 2: Race and Ethnicity**

Within this unit students will learn about various components in relation to race, ethnicity, and biases that can occur. The concept of discrimination and the affects it has on both children and adults are studied and discussed. Paying close attention to people their age or in there community will be very essential unmaking this unit relatable and impactful as well. Throughout this unit students are exposed to differing races, cultures, and ethnicity. Students will hopefully have the ability to listen in on guest lectures from professionals within our own community, this will give students an opportunity to ask questions and get direct and specific answers to all their questions first hand. These individuals are professionals in their field and having seen and been involved in these activities first hand they are a prime candidate to assist students in their research and questions. The unit both looks at historical and modern issues of inequalities. Some discussions that come up are: how groups of authority and power treat different racial groups, and what the long term impact of this is.

Students will be able to:

- Identify what the difference is between race and ethnicity
- Identify what are some fundamental causes of racism and prejudice
- Uncover how racism manifests itself in society
- Understand how is their experience is impacted by their race and ethnicity
- Identify which social movements addressed injustices caused because of racial differences

Assignment:

### *Documentary*

For this project students will have now researched many components of social injustice issues in terms of race and ethnicity. They will now be able to see first hand how this has effected someone in their community. They can interview a family member, someone in the community, or a friend; while asking them a range of questions that are prepared before hand. They will present their documentary with the class and answer any questions they may have on their interview. This interview is meant to get a first hand look at social injustice issues in regards to race and ethnicity from someone who has been affected by this in any way.

### **Unit 3: Gender**

Issues of inequality under the realm of gender and sexuality are covered in this unit. Students discuss the social dynamics of how boys and girls are raised; additionally, students analyze how gender plays a role in identity as well. Students will analyze how gender is seen and depicted within advertisements, music, social media, employment, wage inequality, and domestic violence. Students reflect on their own childhood and how they have viewed themselves through the lenses of gender. Many time students have not given much thought to all

various components that can be addressed in relation to gender. Students will hopefully have the ability to listen in on multiple guest lectures from professionals in this field from the local university in our area and Doctors who are professionals in the field of domestic violence, support groups, LGBTQ community, therapy, family support, and victims of domestic violence or gender biases.

Students will be able to:

- Identify what is gender and how is this related to sexism
- Identify what is homophobia and heterosexism
- Explain how are gender role messages are communicated and reinforced
- Identify which social movements address injustices and are caused because of gender differences
- Identify which social movements address injustices and are caused because of sexual orientation differences

Assignment:

*Brochure*

Students will pick a local organization in their community that can relate to any type of support for gender related issues. These support groups can be from sexual identity, domestic violence victims, sexual abuse, sex trafficking, health resources for women and men, gender support groups, religious or social support, any LGBTQ related incidences, and support for parents or family. The mission of the students is to find a find a specific group to focus on and research their mission, vision, goals, and main outcomes of patients. Students will create a brochure to provide background information on the organization, what they provide, benefits, prices, contact information, and any other information they feel beneficial for others to be aware of.

**Unit 4: Class**

In this unit students are exposed to how socioeconomic status and race play a role in treatment and opportunity. In this unit, discussing components of class within their own community will play a large role in analyzing components of their own community they have never considered. With San Diego being so diverse there are wide ranges of social and economical class biases that play a large role in jobs, education, opportunity, and social/economical injustice. It is extremely important that students become knowledgeable in issues they and their family may face. By having learned about various other social justice issues in previous units it is important that when allaying elements of class within their own community they take into consideration prior knowledge and personal experiences they have uncovered from previous units.

Students will be able to:

- Identify what is social class and socioeconomic status
- Explain how do equality and equity differ
- Explain how systems of inequality are related to class and poverty to reinforce themselves
- Explain how issues related to class impacted their own experience
- Identify which social movements address injustices and are caused because of class differences

Assignment:

*Research presentation and essay*

Students will research the wide range of demographics within San Diego. San Diego is known for its beautiful beaches and palm trees but many are not aware of the diversity within economic and social class that ranges within this community as well. For this project they will create a research paper on their findings of social and economical demographics, which can include but aren't limited to statistical surveys, graphs, pie charts, and

percentages. Not only will students identify these statistics and their range within San Diego but also analyze who they affect and how these individuals are affected- from education, employment, and available resources.

**Unit 5: Social Action**

This unit will require high level of organization and planning while using material from the entire course. It will be a product of each student’s own creative thought and expresses their desire to make social change. It provides students with an opportunity to take on a leadership role and to demonstrate a wide variety of conceptualization, organization, implementation, and presentation skills. Within this plan, students will incorporate the concepts learned in class and apply them to a real-life social justice issue. They will also demonstrate an understanding of the personal and organizational skills required to effect real change in society to raise others self-awareness.

Students will be able to:

- Identify who is a change agent
- Understand why it is important that citizens actively engage others in local, national, and global levels to fight systems of injustices.
- Identify what is an action plan
- Identify what societal injustice currently faces citizens that they would like to address

Assignment:

*Proposal*

The action plan as outlined in this unit consists of three parts: the action, the written report, and the oral presentation. The action is the key to the project. It enables the student to identify and then confront a social injustice and endeavor to make change. The action is planned, outlined, and reviewed before it commences. The written report is a 1500-word essay that includes a summary of the action and how the experience relates to major concepts covered throughout the course. The written report is a major research paper that should follow an appropriate referencing format. The oral presentation is an individual, 10-minute oral report that presents the major findings of the action.

**Instructional Strategies & Methods**

All students must have their Laptop charged and ready to go everyday in class. To be prepared to actively participate in class, you should have the following materials with you everyday. All materials are available at Staples, WalMart, Target, and most dollar stores.

- 1 inch binder
- 5 Dividers
- Pens/Pencils
- Highlighters
- Journal/ Notebook

**PART IV. GRADING POLICY**

97 - 100	A+	77 – 79	C+
93 – 96	A	73 – 76	C
90 – 92	A –	70 – 72	C-

87 – 89	B+	67 – 69	D+
83 – 86	B	63 – 66	D
80 – 82	B-	60 – 62	D-
		59 – 0	F

**Late and Make Up Work**

Make up work is only offered for classwork. If you would like to make up an assignment you must first have turned in something substantial as a first draft, have met with me to discuss your areas of growth on the assignment, and then make it up by the end of the week. The original grade will then be replaced by the higher grade.

**Extra Credit**

No extra credit will be offered in this course.

**Incomplete Grade**

If a student has an “Incomplete” at the end of the grading term, he/she may have the opportunity to either make up work or to retake the course to replace the “Incomplete” grade for course credit.

**PART V. BEHAVIOR EXPECTATIONS**

**School-wide Behavior Standards**

- Students must be in their seat, on time, and ready to learn every day
- Students must demonstrate respect for other people
- Students must demonstrate respect for the property of others
- Students must demonstrate respect for our culture of learning

**Classroom Policies**

- Cell Phones: Cell phones must be off or set to silent mode and put away (out of sight). Students will be directed at specific times if a cell phone is necessary. Headphones should also be put away and out of sight.
- Food and drinks: Food and drinks should be consumed outside of the building and never in class.
- Tardies: Excessive tardies will result in a reduction in your grade. Students will be required to come in after class to make up the time missed at the beginning of class. Please see the handbook for school wide consequences for tardies.
- Absences: Excessive absences will not allow you to sustain a passing grade in this class. As we are on a block schedule, missing one day is equal to missing 2 days of instruction at a traditional high school. Please make every effort to be a school every day. If you are absent from class, it is the student’s responsibility to check in with the teacher about missing work and due dates for said work.

If you are absent, it is your responsibility to get the material (notes, handouts, homework) that you missed. You should first consult the class Dropbox created and located on my website. If you need additional help, make sure you come see me before school, after school, or during your lunch. Make an appointment with me and let me know when you want to see me so we can set aside time to meet.

- Hats/ Hoods: Hats will be allowed in class as long as they do not cover your ears.

#### **Digital Use Policy**

The **Bayfront Charter High School Digital Use Policy** is available in the Parent Handbook, the school website, and in the main office.

#### **PART VI. RESOURCES FOR PARENTS**

- Bayfront Charter High School Website: [www.bayfrontcharter.com](http://www.bayfrontcharter.com)
- Bayfront Charter High School Handbook: <http://bayfrontcharter.com/handbook.html>
- Jupiter Grades: [www.jupiterEd.com](http://www.jupiterEd.com)
- Common Calendar (listing homework assignments, due dates, events and projects) [www.bayfrontcharter.com/calendar](http://www.bayfrontcharter.com/calendar)
- California Department of Education (CDE): <http://www.cde.ca.gov/index.asp>
- Career Technical Education (CTE): <http://www.cde.ca.gov/ci/ct/>