



## Board/Authority Authorized Course – Human Diversity and Society

<b>School District/Independent School Authority Name:</b> Chilliwack School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD33
<b>Developed by:</b> Christina Billingham	<b>Date Developed:</b> September 2024
<b>School Name:</b> Chilliwack Secondary School	<b>Principal's Name:</b> Danielle Wicker
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Human Diversity and Society	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 1 semester/120 hours

**Board/Authority Prerequisite(s):**

**Special Training, Facilities or Equipment Required:**

No special training is required. Counselling/Phycology, Sociology, Family Studies, and/or post-colonial theory is an asset.

**Course Synopsis:**

Gender and Sexuality in Society is an interdisciplinary course designed to delve into the multi-faceted aspects of gender, sexuality, and their intersections within our society. Throughout the course, students will engage in critical discussions, research, and reflection on topics such as gender identity and expression, sexual orientation, gender roles, 2SLGBTQIA+ history, and social justice movements.

## **Goals and Rationale:**

This course aims to provide students with a comprehensive understanding of gender and sexuality as social constructs, fostering critical thinking, empathy, and inclusivity. By exploring topics related to gender identity, sexual orientation, and intersectionality, students will be equipped with knowledge and skills to navigate complex social issues, promote equality, and establish respectful relationships.

## **Aboriginal Worldviews and Perspectives:**

While it is important to recognize that Indigenous worldview, pedagogy, and content can and should be embedded in all the BIG IDEAS, there are a few key areas that need attention in this course:

**2Spirit Identification:** This is both a gender and sexuality term specifically used by and in reference to Indigenous experience of the gender spectrum. It is very important that this term be taught appropriately; best practice is to have, whenever possible, an individual who identifies as 2spirited to consult and/or present to the class.

- **Missing and Murdered Indigenous Women (MMIW):** The inquiry into Canada's MMIW is ongoing. This content is important to cover.

### **The following is an outline of how some of the content of this course can be applied using this framework:**

- **Connectedness and Relationship:** Much of the content of this course is sensitive and at times controversial and may be triggering. Relationship building and a co-created environment of trust and boundary setting is key.
- **Awareness of History:** Looking at how power structures have been used (historically and contemporarily), Indigenous experience in relation oppression, as well as resistances to it, should be included.
- **Local and Land Focus:** Bringing in guest speakers from the local territory is a meaningful practice, as is organizing field trips to explore how the roles story, land, and language have interacted with gendered systems.
- **Emphasis on Identity:** Identity formation and the processes associated with it are explored. Building in self-reflections, self-assessments, and allowing for and documenting change and growth through a portfolio can help.
- **Community Involvement:** Reaching out to Indigenous, Indigi-queer, or 2Spirit educators, support workers, counsellors, elders, and speakers brings a valuable and authentic experience to the course.
- **The Power of Story:** Both students and teachers will benefit from the sharing of cultural and personal stories to explore the big ideas.
- **Language and Culture:** Practicing a Circle, while following protocol (ideally with an Indigenous facilitator) is a very meaningful and reflective process.
- **Experiential Learning:** This course will benefit from guest speakers and experiences outside of the classroom.

**BIG IDEAS**

Understand gender identity, gender expression, and sexuality as separate, and envision them in more expansive, fluid, or egalitarian ways.

Understand gendered structures of power and authority and how these mechanisms impact **non-binary** and gendered experiences.

Examine historical and contemporary **2SLGBTQIA+** movements and explore strategies for creating inclusive and affirming spaces.

Examine **intersectionality** as the interplay between gender, sexuality, race, and ethnicity.

Participate and contribute effectively to the larger public conversation about the role of gender in society and to take progressive actions in this field.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>● Assess how dominant structures of power and authority create and maintain restrictive <b>gender roles</b>.</li> <li>● Examine <b>gender norms</b> and resistance and challenges to those norms.</li> <li>● Explore femininity, masculinity, queer, and transgender politics and identifications.</li> <li>● Discuss how society and culture shape gendered identities and sexual relationships</li> <li>● Identify a range of sexual health and education resources in the community.</li> <li>● Define a range of gender and sexuality terms and issues.</li> <li>● Reflect upon personal experiences and how they influence and interact with <b>gendered experiences</b>.</li> <li>● Take action towards making positive change through such things as education, community outreach and participation.</li> <li>● Critically analyze texts, and multimedia</li> <li>● Reflect through journaling to encourage personal growth and self-awareness</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>● Key issues, questions, and debates in gender studies scholarship, both historical and contemporary.</li> <li>● Themes of gendered performance and power in a range of social spheres, such as culture, education, work, family, medicine, social policy, law, economics, and the media.</li> <li>● Key terms associated with gender and sexuality studies.</li> <li>● The role of activism in promoting gender equity.</li> <li>● Gender is theorized as a <b>social construction</b> as well as a spectrum.</li> </ul>

## Big Ideas – Elaborations

**Non-binary:** denoting, having, or relating to a gender identity that does not conform to traditional binary beliefs about gender, which indicate that all individuals are exclusively either male or female.

**2SLGBTQIA+:** 2Spirit, lesbian, gay, bisexual, transgender, queer/questioning, intersex, and asexual.

**Intersectionality:** the interconnected nature of social categorization such as race, class, sexuality, and gender as they apply to a given individual or group, creating overlapping and interdependent systems of discrimination or disadvantage.

**Homophobia, biphobia, and transphobia:** terms used to describe the fear or dislike of someone, based on prejudice or negative attitudes, beliefs or views about people who are, or are perceived to be, 2Spirit, lesbian, gay, bisexual, queer or transgender.

## Curricular Competencies – Elaborations

**Gender roles/Gender norms:** the role or behavior considered to be appropriate to a particular gender as determined by prevailing cultural norms.

**Gendered experiences:** how one's experience in the world is shaped by their perceived gender (male or female).

## Content – Elaborations

**Social construct:** an idea that has been created and accepted by the people in a society.

### Recommended Instructional Components:

Units can be taught in any order, except for the first introductory unit. It is recommended that the course include the following:

- I. Introduction to Gender and Sexuality Studies
  - A. Defining key terms and concepts
  - B. Understanding the social construction of gender and sexuality
  - C. Exploring the history of gender and sexuality
- II. Gender Identity and Expression

- A. Spectrum of gender identities
- B. Gender dysphoria and transgender experiences
- C. Social and cultural influences on gender expression

### III. Sexual Orientation and Diversity

- A. Understanding the spectrum of sexual orientations
- B. Coming out experiences and 2SLGBTQIA+ narratives
- C. Addressing homophobia, biphobia, and transphobia

### IV. Intersectionality: Overlapping Identities and Experiences

- A. Examining the interplay between gender, sexuality, race, and ethnicity
- B. Understanding privilege, power, and oppression
- C. Advocating for inclusive and intersectional perspectives
- D. Introduction to Two-Spirit identity.

### V. Gender and Sexuality in Society

- A. Analyzing media portrayal and stereotypes
- B. Exploring the impact of gender and sexuality on relationships and families
- C. Addressing challenges and progress in achieving gender and sexual equality

### VI. Social Justice Movements and Activism

- A. Examining historical and contemporary 2SLGBTQIA+ movements
- B. Exploring strategies for creating inclusive and affirming spaces
- C. Encouraging student-led initiatives and community engagement

## **Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

Students' understanding and growth can be assessed through a variety of methods, including:

- Class participation and engagement in discussions and group activities
- Research projects and presentations on select topics
- Critical analysis of texts, multimedia, and primary sources
- Reflective journals to encourage personal growth and self-awareness
- Collaborative assignments promoting teamwork and empathy

## **Learning Resources:**

To facilitate effective learning, a range of resources will be utilized, including:

- Textbooks, articles, and academic journals on gender and sexuality studies
- Documentaries, films, and online multimedia resources
- Guest speakers from 2SLGBTQIA+ organizations and community members

- Supplementary readings and literature from diverse voices

**Additional Information:**

By offering Human Diversity and Society as a high school course, Students will be provided with a safe and supportive environment to explore and discuss topics that are crucial for understanding the complexities of gender and sexuality. This course empowers students to challenge stereotypes, develop empathy, and become advocates for inclusivity and social justice. We believe that by engaging in this course, students will foster a deeper understanding of themselves, their peers, and the world around them.