



Course: Social Justice 12

Course Description:

Social Justice 12 is a course that realizes that we are not born equal, but that we have the human responsibility to work towards greater social equality. The framework for social justice is to make changes from discriminatory behavior and to see value in human diversity. The first step is to educate ourselves on what has caused inequality throughout history and to examine the ideologies and institutions that perpetuate it in societies around the world. After better understanding issues that continue to affect marginalized and vulnerable groups, students will be able to partake in individual, pair, or group work in their area of interest. Assignments will be both academic and creative and allow students to focus on issues in Canada and beyond. Students will gain knowledge by studying governmental and non-governmental organizations and be able to reflect on what their positive role is in helping to create a world of greater equity.

Big Ideas:

- Social justice issues are interconnected.
- Individual worldviews shape and inform our understanding of social justice issues.
- The causes of social injustice are complex and have lasting impacts on society.
- Social justice initiatives can transform individuals and systems.

Core Competencies:

Communication

- Communicating
- Collaborating

Thinking

- Critical and reflective thinking
- Creative thinking

Personal and Social

- Personal awareness and responsibility
- Positive personal and cultural identity
- Social awareness and responsibility

Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions



Coquitlam College Senior Secondary

- Assess and compare the significance of people, places, events, or developments at particular times and places, and determine what is revealed about issues of social justice in the past and present (significance)
- Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence)
- Compare and contrast continuities and changes for different groups and individuals at different times and places (continuity and change)
- Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an event, legislative and judicial decision, development, policy, or movement (cause and consequence)
- Explain different perspectives on past and present people, places, issues, and events, and distinguish between worldviews of the past or present (perspective)
- Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong (ethical judgment)

With respect to the First People's Principles of Learning, students are assessed in a multitude of ways that can display their knowledge and subject mastery. Film and Television 12 is a course that encompasses traditional literacy as well as digital literacy, storytelling, visual artforms, and oral/aural expressions of self, knowing and learning. This course recognizes that:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

Assessments:

Formative: 40%

- Quizzes 10% (2 x 5%)
- Assignments 30% (6 x 5%)

Summative total: 60%

- Oral presentation 10%
- Short research paper 10%
- Final project: 10%
- Self-reflection 10%
- Mid-term exam 10%
- Final exam 10%



Expectations: Attendance in the classroom is mandatory. Students are expected to speak English and participate in daily activities. Students will take an active role by discussing, doing work, working in partners or groups, and taking notes. Students are responsible for any missed assignments.

Students are expected to use their electronics responsibly. This means that laptops, smartwatches, headphones/earphones, cell phones, and other electronics are to be used only for learning practice, not for graded assessments. AI to generate English writing (apps from Chat GPT to Translators) will not be marked. References will be required for assignments that require research.

Re-writes, re-takes, and late work will only be accepted without penalty for students who have documentation or special accommodation. Alternative work and deadlines are only assigned under extreme circumstances.

Week	Topic	Assessment
1	What is Social Justice? -Privilege and oppression	Assignment 1 (5%) -Story analysis
2	The Social Justice Lens: Analyzing systems of power	Quiz 1 (5%)
3	Racism -Ethnicity, religion, and culture	Assignment 2 (5%) -Self-reflection 1
4	Sexism -Gender, patriarchy, and feminism	Assignment 3 (5%) -Media analysis
5	Classism -Wealth, poverty, social status, and education	Assignment 4 (5%) -Infographic
6	Ableism and Ageism -Stereotypes, prejudice, and bias	Assignment 5 (5%) -Community interview
7	LGBTQ2SIA+ rights -Harassment, victimization, and pride	Mid-term exam (10%)
8	Indigenous rights -Institutional discrimination - Indigenous Land Rights - Truth and Reconciliation	Assignment 6 (5%) -Awareness and action plan
9	Environmental rights -Borders and globalization	Quiz 2 (5%)
10	Animal rights -Humanity and Humaneness	Presentation (10%) -Digital and oral presentation on a Social Justice issue of choice
11	Patterns of protest and change	Research paper (10%)



	-Social movements to political change, past and present (Civil Rights, Suffrage, Black Lives Matter, #MeToo)	-Complete steps of research and final draft of a short essay on a Social Justice issue of choice
12	Social Justice advocacy, activism, allyship -From local grassroots grievances to globalized voices	Final project (10%) -Create a Social Justice awareness website
13	Intersectionality -Intersectional oppression case studies -Dispute and conflict resolution processes and practices	Self-reflection 2 and action plan 2 (10%) -Creative self-reflection that summarizes student's past course of learning and plans for continued learning
14		Final exam (10%)

“Injustice anywhere is a threat to justice everywhere.” --Martin Luther King Jr.

“I am no longer accepting the things I cannot change.
I am changing the things I cannot accept.” --Angela Davis

Resources:

<https://curriculum.gov.bc.ca/curriculum/social-studies/12/social-justice>

<https://www.fnesc.ca/first-peoples-principles-of-learning/>

https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/sj12_unitten.pdf

Course textbooks:

Sensoy, O. & DiAngelo, R. *Is Everyone Really Equal?* Teachers' College Press, 2025.

<https://open.umn.edu/opentextbooks/textbooks/social-justice-advocacy-in-human-services>

Supplementary materials:

<https://www.justice.gc.ca/eng/cj-jp/cbjs-scjn/transformational-transformateur/p8.html>

<https://www.justice.gc.ca/eng/csj-sjc/rfc-dlc/ccrf-ccdl/pdf/charter-poster.pdf>

<https://www.canada.ca/en/canadian-heritage/services/rights-indigenous-peoples.html>

<https://www.canada.ca/en/immigration-refugees-citizenship/services/settle-canada/human-rights.html>

https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

<https://www.un.org/en/about-us/universal-declaration-of-human-rights>

<https://www.un.org/esa/socdev/documents/ifsd/SocialJustice.pdf>