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| **Student Name** |  |

Evidence Journal

Social Justice 12



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| All students will be able to…  *Big ideas:*   1. *Understand that social justice issues are interconnected* 2. *Explore how individual worldviews shape and inform our understanding of social justice issues* 3. *Understand that the causes of social injustice are complex and have lasting impacts on society* 4. *Participate in social justice initiatives that can transform individuals and systems*   *Curricular Competencies*   * *Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions* * *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)*   *Content*   * definitions, frameworks, and interpretations of social justice * self-identity and an individual's relationship to others * social justice issues * social injustices in Canada and the world affecting individuals, groups, and society * governmental and non-governmental organizations in issues of social justice and injustice * processes, methods, and approaches individuals, groups, and institutions use to promote social justice |

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| Big Idea: Individual worldviews shape and inform our understanding of social justice issues | *Essential Question or Description*  *How does a better understanding of social justice, its definitions and frameworks, impact my worldview?* |

*Objectives*

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| I can define social justice and provide examples of how this looks in my community |
| I can compare and contrast equity vs. equality |
| I can define and identify my values, morals and ethics in terms of my own identity and the identity of others |
| I can articulate the roles and responsibilities of social services in my local area |

*Prepare (The assignments)*

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| *Community Project – What’s out there?* | Teacher signature: |
| Book and Journal | Teacher signature: |
| Personal Values/Identity Art | Teacher signature: |
| Conference Prep | Teacher signature:   * Have you learned the concepts? * Complete self-assessment. * Do you have artifacts to show or can you demonstrate these concepts? |

*Demonstrate Competency*

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| My 3 artifacts to showcase learning are... | This piece supports my learning because.... |
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|  |  |
| Conference with Dana | Teacher Signature: |

## Self-Assessment

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| --- | --- | --- | --- | --- |
| How would you rate your understanding of these concepts? | | | | |
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|  |  |  |  |  |
| Why? | | | | |
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| What are one or two large takeaways you learned from these concepts? *Describe in detail the connections you made to this material. (Attach additional resources if needed.)* |
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| *How does a better understanding of social justice, its definitions and frameworks, impact my worldview?*  Answer the essential question below. (*Attach additional resources if needed.)* |
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## Standard Assessment

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| --- | --- | --- |
| Individual worldviews shape and inform our under-standing of social justice issues | In Progress | Meeting Standard |
| * Complete learning activities. * Gather Evidence of Learning | * can define social justice and provide examples of how this looks in my community * can compare and contrast equity v.s. equality * can define and identify my values, morals and ethics in terms of my own identity and the identity of others * can articulate the roles and responsibilities of social services in my local area * Complete Self-Reflection * Complete Meeting-Level Certifying Conference |

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| 2. Big Idea: Social justice issues are interconnected | *Essential Question or Description*  *What is the relationship between patriarchy, power, privilege, and feminism?* |

*Objectives*

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| I can define intersectionality and provide real-world examples |
| I can illustrate the relationship between privilege and power and its effects on various minority groups |
| I can explain to others what patriarchy is and its impact on women throughout time |
| I can prepare interview questions that are respectful, clear and concise |
|  |

*Prepare (Assignments)*

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| --- | --- |
| *Community Project - Interview community member* | Teacher signature: |
| Role Play | Teacher signature: |
| Journal | Teacher signature: |
| Movie Review (choice) | Teacher signature: |
| Conference Prep | * Have you learned the concepts? * Complete self-assessment. * Do you have artifacts to show or can you demonstrate these concepts? |

*Demonstrate Competency*

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| --- | --- |
| My 3 artifacts to showcase learning are... | This piece supports my learning because.... |
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|  |  |
| Conference with Dana | Teacher Signature: |

## Self Assessment

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| --- | --- | --- | --- | --- |
| How would you rate your understanding of these concepts? | | | | |
| A close up of ware  Description automatically generated |  |  |  |  |
|  |  |  |  |  |
| Why? | | | | |
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| What are one or two large takeaways you learned from these concepts? *Describe in detail the connections you made to this material. (Attach additional resources if needed.)* |
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| *What is the relationship between patriarchy, privilege, power, and feminism?*  Answer the essential question below. (*Attach additional resources if needed.)* |
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## Standard Assessment

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| Social justice issues are inter-connected | In Progress | Meeting Standard |
| * Complete learning activities. * Gather Evidence of Learning | -I can define intersectionality and provide real-world examples  -I can illustrate the relationship between privilege and power and its effects on various minority groups  -I can explain to others what patriarchy is and its impact on women throughout time  -I can prepare interview questions that are respectful, clear and concise   * Complete interview * Complete movie review * Complete journal * Complete role play |
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| 3. Big Idea: The causes of social injustice are complex and have lasting impacts on society | *Essential Question or Description*  *How does historical discrimination against LGBTQ+ people continue to impact current LGBTQ+ communities globally?* |

*Objectives*

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| --- | --- |
| I can analyze my individual ideas, thoughts, beliefs and actions |  |
| I can analyze group ideas, thoughts, beliefs and actions |  |
| I can describe the impact of discrimination against LGBTQ+ peoples in Canada and globally |  |
| I can identify key peoples involved in the LGBTQ+ movement in Canada and discuss their impact on decriminalization of LGBTQ+ people. |  |
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*Prepare (The assignments)*

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| Community Project – Get involved (10 hours) | Teacher signature: |
| Conference Prep | * Have you learned the concepts? * Complete self-assessment. * Do you have artifacts to show or can you demonstrate these concepts? |

*Demonstrate Competency*

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| My 3 artifacts to showcase learning are... | This piece supports my learning because.... |
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|  |  |
| Conference with Dana | Teacher Signature: |

## Self Assessment

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| --- | --- | --- | --- | --- |
| How would you rate your understanding of these concepts? | | | | |
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| Why? | | | | |
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| What are one or two large takeaways you learned from these concepts? *Describe in detail the connections you made to this material. (Attach additional resources if needed.)* |
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| *How does historical discrimination against LGBTQ+ people continue to impact current LGBTQ+ communities globally?*  Answer the essential question below. (*Attach additional resources if needed.)* |
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## Standard Assessment

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| The causes of social injustice are complex and have lasting impacts on society | In Progress | Meeting Standard | Advanced |
| * Complete learning activities. | -I can analyze my individual ideas, thoughts, beliefs and actions  -I can analyze group ideas, thoughts, beliefs and actions  -I can describe the impact of discrimination against LGBTQ+ peoples in Canada and globally  -I can identify key peoples involved in the LGBTQ+ movement in Canada and discuss their impact on decriminalization of LGBTQ+ people.   * Complete Self-Reflection * Complete Meeting-Level certifying conference. | * Complete Advanced-Level Product. * Demonstration of Advanced-Level Learning. |
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| 4: Mini unit(linked to Big Idea #1) | *Essential Question or Description*  *How have your ideas about disability and ableism changed through your learning?* |

*Objectives*

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| I can analyze my individual ideas, thoughts, beliefs and actions |  |
| I can analyze group ideas, thoughts, beliefs and actions |  |
| I understand how ableism is institutionalized and pervasive in Canada |  |
| I can create solutions that combat ableism within my community |  |

*Prepare (The assignments)*

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| 80%+ on Quizzes | Teacher signature: |
| Socratic Circle Participation | Teacher signature: |
| Conference Prep | * Have you learned the concepts? * Complete self-assessment. * Do you have artifacts to show or can you demonstrate these concepts? |
| *Community Project – Reflection and Next Steps* | Teacher signature: |

Note: NO self-assessment for this mini unit

Feedback

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| What specific concepts did you enjoy learning about in this unit? |  |
| How can I assist you better in future units? |  |
| What recommendations do you have for future units? |  |
| Do you feel heard, valued, and respected in this classroom? Why or why not? |  |