

Socials Competency Descriptors

Inquiry Process	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
<p>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p> <p>Student friendly: Use Social Studies thinking and research skills to ask questions, collect and understand information, and share what you find out.</p>	<p>I am starting to research a topic.</p> <p>I can ask some questions, but may need support to clarify or specify. The majority of my questions are closed questions.</p> <p>I am learning to find basic, on topic information.</p> <p>I can share information provided with limited evidence, interpretation and/or analysis.</p>	<p>I can use my thinking and research skills to investigate topics.</p> <p>I can ask some questions to guide my research. I may need help with refining my questions.</p> <p>I am starting to ask a mix of open and closed questions.</p> <p>I am learning to use what I already know to better understand the new information I find out.</p> <p>I can share simple learning, but may need to work on organizing my ideas.</p>	<p>I can use my thinking and research skills to investigate topics.</p> <p>I can ask logical (open and closed) questions and gather relevant information.</p> <p>I use what I already know to better understand the new information I find out.</p> <p>I can share what I learn to different audiences in an organized manner.</p>	<p>I can use my thinking and research skills to investigate complex topics.</p> <p>I can ask insightful questions and gather relevant information in a purposeful manner.</p> <p>I can contextualize what I find out by connecting it to what I already know and transferring skills and knowledge from other areas.</p> <p>I can share what I learn to a variety of audiences and reflect on the relevance of the information.</p>
<p>Suggestions & Resources</p>	<p>Support student success by modelling and scaffolding these inquiry/research skills over time. There are great graphic organizers available online.</p> <p>For simple inquiry you can start with a simple See Think Wonder routine and build toward a slightly more complex Thinking Routine, such as Connect, Extend, Challenge Project Zero (harvard.edu). Be sure to model your expectations for the depth/quality of responses you're looking for. Using a high interest/non-curricular example can be a helpful starting place. For example, model the inquiry process by exploring the history of gum or</p> <p>Harvard's Project Zero Thinking Routines are a fantastic resource for building critical and creative thinking skills. To support students with questioning, you could try Creative Question Starts Project Zero (harvard.edu)</p>			

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Developing a Plan	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
Develop a plan of action to address a selected problem or issue.	<p>I am learning to develop a plan of action with some or few of the components included.</p> <p>I include ideas/suggestions already modeled to guide my thinking when addressing a problem or issue.</p> <p>My suggestions to address the issue might be simple or vague.</p>	<p>I am starting to develop a plan of action with most components included.</p> <p>I show an increasing ability to add my own ideas/suggestions to address a problem or issue.</p> <p>I may need some support to clarify, specify, deepen, or broaden my ideas.</p>	<p>I can create a reasonable and logical plan to address a problem or issue.</p> <p>I can describe how the problem impacts me, my community, and/or the world.</p>	<p>I can develop a multi-layered, strategic plan that addresses a complex problem or issue. I can insightfully describe how the issue/problem impacts me, my community and the world.</p> <p>My background knowledge and personal connections allow me to share a nuanced understanding of the issue.</p>
Suggestions & Resources	<p>Access background knowledge by having students set up a list or mind map with the labels local, national, international and have students brainstorm different issues at these levels. Build on these ideas by exposing students to a variety of newspaper articles, YouTube videos, pictures books, podcasts, etc. Topics could range from beach litter to global poverty. This could be done through a choice board, flipped classroom, carousel tour, or a variety of other engagements. Once students have a larger repertoire of local, national, and/or global issues, have them add new ideas to their initial brainstorm and select an issue they would like to address.</p> <p>Assessment ideas:</p> <ul style="list-style-type: none"> - Write a proposal for a community service project - Write a letter to a local politician - Create a TedTalk style “call to action” presentation - Film a “call to action” commercial 			
Example:	<p>A grade 6 class is learning about the roles of individuals, government organizations, and NGOs and how they work to solve complex global problems. They have been asked to create a proposal for a community project that would help to combat an issue of their choosing. Then, they could write a letter to one of the individuals or groups that supports a similar cause and ask for feedback on their proposal. For example, if they want to address climate change by planning and organizing a “power yourself to school week” they could write to Greta Thunberg.</p> <p>Alternatively, students could record a podcast episode where they invite one of the individuals or groups that supports a similar cause and do a mock interview where they share their proposal plan through the conversation. For example, if they wanted to plan a toy drive for local families who may be experiencing housing insecurity, they could invite someone from a local family services office.</p>			
	Dear Greta, I want to plan a power yourself to school week to solve climate change. Kids will walk or ride their bikes and	Dear Greta, I want to plan a power yourself to school week. By having students walk, cycle, or scooter to school it will help us	Dear Greta, I am writing to you to get some feedback on a recent proposal I wrote for a power yourself to school	Dear Greta, I am writing to you to get some feedback on a recent proposal I wrote for a power yourself to school

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	<p>there will be less cars. Thanks!*</p> <p><i>*Please note that this is emerging due to limited depth of understanding, not just brevity.</i></p>	<p>reduce our carbon footprint. Cars burning fossil fuels is causing climate change, so this will help us a lot!</p>	<p>week. The goal of "Power yourself to School Week" is to have students reflect on how they can reduce their personal carbon footprint by walking, cycling, rollerblading, etc. My hope is that this would help my fellow students reflect on other places in their life where they could make more sustainable lifestyle choices.</p>	<p>week. I recognize that climate change is a complex, global issue that requires a multifaceted approach. While 'Power Yourself to School Week' is just one step, it aims to raise awareness and inspire students to reflect on their daily choices. By considering alternatives like walking, cycling, or rollerblading, we hope to encourage a broader mindset of sustainability and environmental responsibility in the community. Conquering carbon is one of the most important things that we can do, but individuals will also need to consider their consumption habits, dietary choices, modes and frequency travel and transportation, and their use of AI...</p>
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Significance	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
Essential Question:	How do we decide what is important to learn about the past?			

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<p>Construct arguments defending the significance of individuals/groups, places, events, or developments.</p> <p>Student friendly: Build strong reasons to explain why certain people, groups, places, events, or changes are important.</p>	<p>I am learning to provide simple explanations of why certain peoples, groups, places, and/or events are important.</p> <p>When asked to justify my choice for why something or someone is important, I give simple or vague responses.</p> <p>I am not yet able to see the bigger picture. I might not yet understand the complexity or interconnectedness of people, places, and events.</p>	<p>I can give simple or basic explanations of why certain peoples, groups, places, and/or events are important.</p> <p>I am starting to understand that, in order to be significant, there needs to be some complexity or interconnectedness between people, places, events, and developments.</p> <p>I can increasingly give examples to demonstrate and justify my thinking.</p>	<p>I can build strong reasons to explain the importance of people, groups, places, or events with specific, logical reasons/evidence to support my arguments.</p> <p>I am able to explain with examples the complexity or interconnectedness of peoples, groups, places or events.</p> <p>I am starting to transfer ideas, people, or concepts to justify my thinking when defending significance.</p>	<p>I can determine which events resulted in meaningful change (deep consequences for many people over a long period of time) with specific reasons/evidence to support my argument.</p> <p>I can determine if an event was revealing (brought attention to issues in history or the present) with specific reasons/evidence to support my argument.</p> <p>I can make connections to other current or historical events in insightful or nuanced ways.</p> <p>I can transfer significant ideas, people, concepts from other subject areas.</p>
<p>Suggestions & Resources</p>	<p>Access background knowledge of the people, places, events, and/or developments that students already know are important in the given location or time period you are studying.</p> <p>Assessment ideas:</p> <ul style="list-style-type: none"> - To explain the significance of a person, you could try a Historical Figure Autopsy - To justify the significance of place(s) you could try an annotated map - To explain the significance of events, students could create an annotated timeline 			
<p>Example</p>	<p>Discuss the importance of Covid-19 and how Canada reacted. Explain why certain people, groups, places, and events, or changes were important.</p>			

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	<p>Importance of COVID-19:</p> <p>"COVID-19 is important because it made it so I didn't go to school for a while. It made other people stay home too and I had to wear a mask to stay safe."</p> <p>Canada's Reaction:</p> <p>"Canada closed borders and asked everyone to stay home for a certain amount of time. We don't have to anymore."</p>	<p>Importance of COVID-19:</p> <p>"COVID-19 is important because it showed how quickly a virus can spread around the world. It also showed the importance of healthcare workers."</p> <p>Canada's Reaction:</p> <p>"Canada's response was important because they provided money to people. They respected human rights by making sure that restrictions were fair. They also set up testing and vaccine facilities for people to get help."</p>	<p>Importance of COVID-19:</p> <p>"COVID-19 is important because it led to significant changes in how we live and work. For example, many people work from home or partially from home now. The development of vaccines was super fast and led to some global cooperation."</p> <p>Canada's Reaction:</p> <p>"Canada's response was important because they provided financial support to people and businesses. They respected human rights by ensuring that restrictions were fair and necessary. They also set up voluntary safe isolation sites and supported provinces with contact tracing and testing."</p>	<p>Importance of COVID-19:</p> <p>"COVID-19 is significant because it resulted in meaningful changes in public health policies and practices worldwide. It brought attention to the importance of preparedness and being able to pivot and adapt in healthcare systems."</p> <p>Canada's Reaction:</p> <p>"Canada's response to COVID-19 was controversial. I believe that Canada responded effectively because they implemented strict public health measures while respecting human rights. They balanced restrictions with support for vulnerable communities and ensured that measures were not discriminatory. They also launched a national public education campaign to combat misinformation."</p>
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Evidence	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
Essential Question:	How do we know what we know about the past?			
Ask questions, corroborate inferences, and draw conclusions about the content and	I am learning to question what I see and read.	I am starting to question what I see and read.	I can question and make inferences about the origin, content, and purpose of a variety of	I can strategically question and make detailed inferences about the origin,

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<p>origins about a variety of sources (including mass media)</p> <p>Student friendly: Ask questions about different sources, check if your ideas make sense, and come up with ideas about where the information comes from, including news and other media.</p>	<p>I may need support to differentiate facts versus opinions.</p>	<p>I may have an idea/hunch about the validity of a source but I am learning how to fact check/corroborate my thinking.</p> <p>I can recognize or infer basic aspects of who wrote a source, when it was written, and for what purpose.</p>	<p>sources, including mass media.</p> <p>I can infer different stakeholder perspectives.</p> <p>I can consider the impact of time, place and authorship in the creation of a source.</p>	<p>content, and purpose of a variety of sources, including mass media.</p> <p>I understand the subtle nuances or subtext of sources.</p> <p>I can determine reliability of content, and intended purpose of evidence.</p> <p>My background knowledge from other subject areas gives me a nuanced understanding of how time, place, and authorship impact the source (bias).</p>
<p>Suggestions & Resources</p>	<p>Some great thinking routines for exploring and examining evidence</p> <p>Teach kids about bias, sensationalism, and fake news. Who, Me? Biased?</p> <p>The New York Times produced a series of six short videos (between 1 and 3 minutes each) looking at the effects of our unconscious choices and attitudes.</p> <p>Spot the Difference: Share two versions of the same story – one sensationalized and the other objective. Have students identify the differences between the two versions and discuss how these changes impact their understanding of the event.</p> <p>Teaching Fake News Resources: From the Guardian & From BBC</p> <p>Claim, Support, Question Project Zero (harvard.edu)</p> <p>The Peel the Fruit routine is great for breaking down mass media. We recommend scaffolding this with students by doing the routine together with a powerful visual image. Then, do it again with a short text (e.g. a brief news article).</p>			
<p>Example</p>	<p>Have students read and evaluate this CBC article for evidence and conclusions. When conclusions are reached are they backed up with evidence? If so, is the evidence offered adequate? Relevant? Reliable?</p>			
	<p>The article says that 25 out of 35 climate measurements are at record levels. I need help understanding what this means and if</p>	<p>The article mentions that the Amazon rainforest deforestation rate has declined. I think this is good news, but I need to check if other</p>	<p>William Ripple, a professor at Oregon State University, says the Amazon development is 'really important good news.' I can see that he is an</p>	<p>The article builds on a previous analysis backed by more than 15,000 scientists. This shows a broad scientific consensus, making the</p>

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	it's a fact or an opinion.	sources say the same thing.	expert, so his opinion is likely reliable.	information highly reliable. I also checked the articles' footnotes to make sure they were current and relevant.
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Continuity & Change	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
Essential Question	How can we make sense of the complex flows of history?			
Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and change in the past and present Student friendly: Put events, pictures, or objects in the right order, and think about what has stayed the same and what has changed over time. Look for the good and bad sides of these changes in the past and now.	<p>I am learning to sequence objects, images, or events (historical or current).</p> <p>I can be curious about what has changed and stayed the same.</p> <p>I might be able to name what has changed or stayed the same, but need support to explain the impact.</p>	<p>I am starting to understand the sequence and order of objects, images, or events (historical or current).</p> <p>I can identify what has changed or stayed the same, and am starting to understand the impact.</p> <p>I can tell the difference between positive and negative aspects of continuity (things that stayed the same) and change.</p>	<p>I understand the sequence and order of objects, images, or events (historical or current).</p> <p>I can name things that have changed and things that have stayed the same AND I can explain the relevance and significance of the changes/continuities.</p> <p>I can offer possible reasons for why things changed or stayed the same, and I understand that change does not always mean progress.</p>	<p>I can explain that chronology of specific events helps us understand continuity and change.</p> <p>I can explain that judgements of progress and decline can vary depending on purpose and perspective.</p> <p>I can make concept/theme based connections to other historical or current events.</p>
Suggestions & Resources	Same and Different Project Zero (harvard.edu)			
Example	<p>Have students compare pictures of part of your community from many years ago to today and have them discuss continuity and change in urbanization.</p> <p>Instructions:</p> <ol style="list-style-type: none"> Choose Photos: <ul style="list-style-type: none"> Select photos of your community from different time periods (e.g., 50 years ago and today). Sequence and Compare: <ul style="list-style-type: none"> Put the photos in chronological order. Discuss what has stayed the same and what has changed over time. Discuss Continuity and Change: <ul style="list-style-type: none"> Recognize the positive and negative aspects of these changes in the past and present. 			

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	I see that there are more buildings now than in the old photo. I wonder why that happened.	The old photo shows fewer roads and more trees. Now, there are more roads and fewer trees, which could be because of urban development. This change has made it easier to travel but has also reduced green spaces.	Looking at the photos, I see that the community has grown a lot. While this growth has brought more jobs and services, it has also led to traffic congestion and loss of natural habitats. This reminds me of how other cities have faced similar challenges with urbanization.	By looking at the photos, I can see that the community has grown significantly over the past 50 years. The old photo shows a lot of open spaces and fewer buildings, while the recent photo has many more buildings and roads. This change in urbanization has made it easier for people to access services and jobs, which is a positive aspect. However, it has also led to more traffic and less green space, which can be seen as negative.

Cause & Consequence	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
Essential Question	Why do events happen, and what are their impacts?			
Differentiate between short- and long-term causes, and intended and unintended consequences of events, decisions, or developments. Student friendly: Tell the difference between causes that happen quickly and those that take time to	<p>I can identify basic causes that led to a particular event, decision or development.</p> <p>I can identify basic consequence(s) of the event, decision or development .</p>	<p>I can tell the difference between short-term and long-term causes of an event, decision or development .</p> <p>I can tell the difference between intended and unintended consequences of events, decisions or developments.</p>	<p>I can identify and explain short-term and long-term causes of a particular event, decision or development .</p> <p>I can identify and explain intentional and unintentional consequences of a particular event,</p>	<p>I can thoughtfully discuss short-term and long-term causes of a particular event, decision or development with relevant evidence.</p> <p>I can thoughtfully discuss intentional and unintentional consequences of a particular event,</p>

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show up, as well as the effects that are planned and those that happen unexpectedly from events, choices, or changes			<p>decision or development.</p> <p>I am starting to transfer understanding of historical basis to selected current events, decisions, or developments.</p>	<p>decision or development with relevant evidence.</p> <p>I can transfer skills and knowledge to draw comparisons between historical and current events that have not been previously discussed in class.</p>
Resource Suggestions	<p>Be sure to front load students by accessing their prior knowledge about cause and effect. Start with a simple question such as, “What would happen to this plant if I forgot to water it?” Students will likely tell you it will wither and die. Then, ask the same question but add in layers of complication (e.g.) the element of time. “What would happen if I forgot to water this plant for a couple of days, a week, a month, a couple of months”. Have students develop an understanding of short and long-term consequences. Have students map out some short-term and long-term consequences to some potential life scenarios that could happen to them (e.g. they forget to study for a math test). Once they have a basis of understanding, use a well-known current event to introduce the idea of unintended consequences.</p> <p>What, So What What, So What, Now What TC2 full introductory lesson (Cori to add link?)</p>			
Example:	<p>A grade 6 class is exploring global poverty and inequality, focusing on how climate change and economic factors are driving people in developing countries to overcrowded cities. They watch the documentary <i>The True Cost</i>, which highlights how the fashion industry’s economic self-interest contributes to tensions between individuals and their governments.</p> <p>After watching <i>The True Cost</i> documentary, students could reflect on 5-10 items of clothing that they own. For each item, they could research where it was made, think about who likely made it, and the impact of its production on both people and the environment. Consider how economic factors, such as low wages or poor working conditions, contribute to global poverty and inequality.</p> <p>Their reflection would include considerations of their choices as a consumer and how they can make more sustainable and ethical decisions when it comes to clothing.</p>			
	<p>I notice that a lot of my clothes come from China, El Salvador, and Bangladesh. Not very many of my clothes were made in Canada.</p>	<p>I notice that a lot of my clothes come from developing countries.</p> <p>These countries have more factories and factory workers. It’s also cheaper to make things in places like China, so that’s probably why they do that.</p>	<p>I noticed that most of my clothing is made in developing countries, particularly developing countries in Asia. As we learned in the documentary, these countries are experiencing rapid urbanization because people are being drawn into cities to earn higher wages. Additionally, many of these countries have</p>	<p>I noticed that most of my clothing is made in developing countries, particularly developing countries in Asia. As we learned in the documentary, these countries are experiencing rapid urbanization. Climate change and technological advancements have made it harder for people in developing</p>

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			<p>limited labour laws to protect workers, so they can manufacture cheap clothing to meet consumer demand. Comparatively, I know that Canada has strict labour laws so we would have to pay our workers a lot more which would mean the clothes would need to cost more so the companies can still make money.</p>	<p>countries to rely on farming as their source of income.</p> <p>Western consumerism and the high demand for low-cost clothing from the fast fashion industry means there are lots of jobs in garment factories.</p> <p>Many developing countries have limited labour laws to protect workers, so they can manufacture cheap clothing to meet consumer demand. Women often become trapped in these jobs and their cheap labour is exploited.</p>
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Perspective	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
Essential Question	How can we better understand people's beliefs, values and motivations?			
<p>Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, motivations</p> <p>Student friendly: Think about how different people or groups feel about issues, events, or changes by figuring out what they believe, value, and what motivates them.</p>	<p>I can share my opinion about an issue.</p> <p>I can, in simple terms, make inferences about others' beliefs, values, motivations.</p>	<p>I can identify how people thought and felt in the past based on evidence in sources or discussions in class.</p> <p>I can describe the commonly held worldview of a group (beliefs, values and motivations).</p> <p>I am starting to see through the eyes of people who lived at a different time/place than me.</p>	<p>I can describe the commonly held worldview of a group (beliefs, values and motivations).</p> <p>I can make inferences (educated guesses) based on evidence about how people thought and felt in the past based on their worldviews (beliefs, values and motivations).</p>	<p>I can clearly and in detail infer and explain different perspectives on the following: past or present people, places, issues, or events.</p> <p>I can use evidence and understanding of historical context to explain how people felt and thought in a particular historical time and may be able to articulate why they thought a certain way.</p>

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	<p>Access prior knowledge of what students already know about the concept of perspective. Consider using an image such as this “6 or 9” cartoon as a provocation.</p> <p>Lead a conversation about how people have and had different experiences based on their culture, class, gender, and location.</p> <p>Use a high interest example (e.g. the ban of social media for people under 16 in Australia) and have students brainstorm how different groups might feel about the issue.</p> <p>Harvard Project Zero has a ton of thinking routines for perspective taking.</p> <p>Harvard’s Project Zero Thinking Routines are a fantastic resource for building critical and creative thinking skills. To support students with questioning, you could try Creative Question Starts Project Zero (harvard.edu)The 3 Whys Project Zero (harvard.edu)</p>
Example	<p>A grade 6 class is exploring how media sources can shape our understanding of important events and issues. They will examine both the positive and negative impacts of media coverage on current events. Students will analyze how different types of media (like news articles, social media, and TV reports) can present information in various ways, which influences public opinion.</p> <p>Students will explore a specific current event to compare how it’s covered across different platforms.</p>

Ethical Judgement	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
Essential Question(s)	How can history help us to live in the present? Who gets to determine what is “right” and “wrong”?			

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<p>Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond.</p> <p>Student friendly: Decide if events, choices, or actions were right or wrong by looking at what was happening at that time and place, and think about the best ways to respond.</p>	<p>In modelled classroom experiences, can replicate decision-making that involves aspects of ethical considerations (right and wrong, fair and unfair).</p> <p>I can make simple, closed choices about whether something was/is “right” or “wrong”.</p> <p>Responds with a limited consideration of context. Sees ethics in a black and white way.</p> <p><i>For example: The student would always see stealing as wrong because it’s against the law. They would have a hard time seeing the contextual and nuanced differences between someone stealing clothes to resell them versus someone stealing a jacket because they’re unhoused during winter.</i></p>	<p>I am starting to understand that right and wrong are subjective.</p> <p>I can identify some opposing points of views regarding ethical dilemmas.</p> <p>I can share examples of past events, decisions, or actions that raise ethical questions.</p>	<p>I can make ethical judgments about events, decisions or actions, considering the conditions of a particular time and place (historical context).</p> <p>I can identify right/wrong, fair/unfair, just/unjust actions of past and present peoples.</p> <p>I can communicate understanding about why we learn about historical actions and how they shape the present.</p> <p>I can assess what responsibilities I have to remember and respond to the past.</p>	<p>Can explain why we learn about historical actions, how they shape the present, and society’s responsibility to respond to ethical dilemmas of the past and present.</p> <p>I have a nuanced understanding of what is right/wrong, fair/unfair, just/unjust actions of past and present peoples. I understand that ethical issues are not black and white, and I can speak to the “shades of grey”.</p> <p>I can draw parallels between different historical events and/or make robust connections between past ethical dilemmas or injustices and modern day events.</p> <p>I can assess both my own personal responsibilities and larger societal responsibilities to remember and respond to the past.</p>
<p>Suggestions & Resources</p>	<p>A mock debate is a great way for students to practice exploring ethical questions and defending positions. A possible debate topic could be:</p> <ul style="list-style-type: none"> - Defend whether a particular leader is/was effective or fair <p>Consider an event from all of the stakeholders positions, and this could include non-people such as the Environments position, and what would and would not be beneficial for each.</p>			
<p>Example</p>	<p>What are the rights and responsibilities of a global citizen? Write a personal reflection about your own understanding to this point in our unit.</p> <p>In a brainstorm with the class, some of these aspects may come up that students can use to scaffold their learning and as potential prompts.</p> <p>Rights:</p> <ul style="list-style-type: none"> • Access to basic human rights such as freedom, equality, and justice. • The right to education, healthcare, and a clean environment. • The right to participate in global discussions and decision-making processes. 			

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	<p>Responsibilities:</p> <ul style="list-style-type: none"> • Respecting and valuing cultural diversity. • Promoting peace, justice, and sustainability. • Being informed about global issues and taking action to address them. • Advocating for the rights of others and standing against injustice. 			
	<p>I am learning that everyone should have basic rights like freedom and equality. It's important that people can go to school and get healthcare. I am starting to understand that we should respect different cultures and be kind to everyone. I know it's important to learn about the world and help others when we can.</p>	<p>I am beginning to see that everyone deserves the right to a clean environment and to participate in decisions that affect them. Education and healthcare are also very important rights. Respecting diversity means appreciating different traditions and perspectives. Promoting peace and justice is important, and I should stay informed about issues.</p>	<p>I can share examples of how access to education and healthcare has improved lives around the world. I understand that participating in global discussions helps everyone's voice to be heard. I can make ethical judgments about respecting cultural diversity by looking at historical and current events. I know promoting sustainability is important, and I can stand up for the rights of others by standing against injustice. I understand that all of these are important aspects of a global citizen, but know that many aspects of reality stand in the way of this.</p>	<p>I can explain why human rights like freedom, equality, and justice are necessary for a fair society. I understand the importance of education, healthcare, and a clean environment in shaping a better future. I have a detailed understanding of respecting cultural diversity and promoting peace, justice, and sustainability. I can make connections between past and present ethical dilemmas, and I understand my personal and broader responsibilities to address global issues and help others. There are many factors that cause this to be difficult to achieve in reality such as capitalism not allowing for the distribution of wealth or institutionalized racism and the effects of it still in our society today.</p>