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Standards-Based Rubric for a research project on a Canadian injustice

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| **HUMAN RIGHTS: I can explain many discriminatory policies and injustices in Canada, and identify the impacts on the victims.** | | | | |
| 1.RESEARCH and EVIDENCE: Use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas. Assess the reliability of sources and adequacy of evidence. | | | | |
| Project  Component | Em  (1) | D  (2) | P  (3) | Ex  (4) |
| What? |  |  | I provide a very general summary of the injustice I have researched (2-3 lines). |  |
| Type? |  |  | I identify the type of discrimination based on race, religion, nationality, gender, political beliefs, sexual orientation, disability, etc |  |
| When? |  |  | I state the date or time period in which this injustice took place (day, month, year, decade, key dates, etc). |  |
| Where? |  |  | I can show where this injustice happened (It could be very specific location or a region). |  |
| Who? |  |  | I can describe who suffered the injustice (provide statistics). |  |
|  |  | I can describe who perpetuated the injustice. |  |
| CAUSE & CONSEQUENCE: Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments. | | | | |
| Why? |  |  | I can explain the reasons the federal government and/or provincial or territorial government and/or municipal government decided to act as they did. |  |
| What happened exactly? |  |  | I can detail how the victims were treated and discriminated.  I describe key events and the basis of this injustice. |  |
| Short term impacts? |  |  | I can state some of the immediate negative CONSEQUENCES of this unjust treatment on the victims. |  |
| Long term  Impacts? |  |  | I can explain some of the long-term negative CONSEQUENCES on victims, and describe any noticeable consequences in the present. |  |
| 6. ETHICS: Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond | | | | |
| Moving forward |  |  | I can explain what has been done to stop and/or mitigate the injustice. |  |
|  |  | I state or describe any form of compensation, apology, redress or change in order to right the wrong or prevent future discrimination. |  |

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| **ETHICS:** Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond. | | | | |
| Project  Component | Em  (1) | D  (2) | P  (3) | Ex  (4) |
| Personal  perception |  |  | I can take and defend a stance on what is right & wrong.  I can make a connection to a similar situation. |  |
|  |  | I look at the actual situation and link it to the “story” of the injustice. For example: any improvement of health condition, living conditions, employment rate, etc.  I state what has been learned and what has changed  I include the current situation for this group.  I state any progress or improvements. Do you have any other thought-provoking comments? |  |

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| COMMUNICATION: Inquiry processes and skills to communicate findings and decisions | | | | |
| Power Point presentation |  |  | I can write subtitles with topic sentences that state the main ideas. |  |
|  |  | I add pictures and a map to provide a better understanding of the discrimination(s). | I add an explicit video not longer than 2 minutes. |
| Oral presentation |  | I mainly read from the board. | I visually interact with my audience.  I am fluid and dynamic. |  |