

STUDENT LEARNING PROFILE



Student:	LAW STUDIES	
Student #:	October 18, 2018	
Teacher: Ms. Lacki	Room: C 213	lacki_l@surreyschools.ca

The aim of Social Studies is to develop students who communicate effectively, think critically and creatively, and have the knowledge, skills, and competencies to be active, informed citizens. Each area of learning contributes to students' development as educated citizens through the achievement of the following goals.

Law Studies

Students will understand:

- the Constitution of Canada and the Canadian Charter of Rights and Freedoms
- structures and powers of the federal and provincial courts and administrative tribunals
- key areas of law such as criminal law, civil law, and family, children's, and youth law
- Canadian legislation concerning First Peoples
- indigenous legal orders and traditional laws in Canada and other global jurisdictions
- Canada's correctional system and principles of rehabilitation, punishment, and restoration
- structures and roles of global dispute resolution agencies and courts

The following profile of your student's learning focuses on the learning standards outlined in the Social Studies curriculum developed by the BC Ministry of Education. Included are the teacher's assessment of your student's learning in relation to specific **Curricular Competency Learning Standards**; these are explicit statements of what students are expected to be able **TO DO** in Social Studies. Also included is a self-assessment completed by your student.

NOTE:

If you have any questions, please do not hesitate to contact me by email (lacki_l@surreyschools.ca) or phone (604.595.8890).

Law Studies – Learning Standards

Using Evidence

EMERGING	DEVELOPING	PROFICIENT	EXTENDING
<ul style="list-style-type: none"> • Attempts to identify the type of source: primary or secondary. • Attempts to explain what the source says. • Attempts to assess the credibility of the source. • Attempt to evaluate the credibility of the source. • Attempts to corroborate evidence 	<ul style="list-style-type: none"> • Often identifies the type of source: primary or secondary. • Explains most of what the source says. • Assesses the credibility of most sources. • Evaluates the credibility of most sources. • Corroborates some evidence 	<ul style="list-style-type: none"> • Regularly identifies the type of source: primary or secondary. • Regularly explains what the source says. • Regularly assesses the credibility of the source. • Regularly evaluates the credibility of the source. • Regularly corroborates evidence 	<ul style="list-style-type: none"> • Clearly and consistently identifies the type of source: primary or secondary. • Clearly and consistently explains what the source says. • Clearly and consistently assesses the credibility of the source. • Clearly and consistently evaluates the credibility of the source • Clearly and consistently corroborates evidence

Establishing Historical Significance

<ul style="list-style-type: none"> • Attempts to identify and explain what is significant in an account, narrative, map, and text. • Attempts to identify and explain the significance of people, places, events, and developments at particular times and places. • Attempts to assess the significance of people, places, events, and developments. • Attempts to evaluate the significance of people, places, events, and developments. • Attempts to compare varying perspectives on the historical significance of people, places, events, and developments at particular times and places. 	<ul style="list-style-type: none"> • Identifies and explains some of what is significant in an account, narrative, map, and text. • Identifies and explains the significance of some people, places, events, and developments at particular times and places. • Assesses the significance of some people, places, events, and developments. • Evaluates the significance of some people, places, events, and developments. • Compares some perspectives on the historical significance of people, places, events, and developments at particular times and places. 	<ul style="list-style-type: none"> • Regularly identifies and explains what is significant in an account, narrative, map, and text. • Regularly identifies and explains the significance of people, places, events, and developments at particular times and places. • Regularly assesses the significance of people, places, events, and developments. • Regularly evaluates the significance of people, places, events, and developments. • Regularly compares varying perspectives on the historical significance of people, places, events, and developments at particular times and places. 	<ul style="list-style-type: none"> • Clearly and consistently identifies and explains what is significant in an account, narrative, map, and text. • Clearly and consistently identifies and explains the significance of people, places, events, and developments at particular times and places. • Clearly and consistently assesses the significance of people, places, events, and developments. • Clearly and consistently evaluates the significance of people, places, events, and developments. • Clearly and consistently compares varying perspectives on the historical significance of people, places, events, and developments at particular times and places.
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Historical Perspectives

<ul style="list-style-type: none"> • Attempts to identify and explain different perspectives on past or present people, places, issues, and events. • Attempts to compare perspectives of human cultures and societies in different times and places. 	<ul style="list-style-type: none"> • Identifies and explains some different perspectives on past or present people, places, issues, and events. • Compares some perspectives of human cultures and societies in different times and places. 	<ul style="list-style-type: none"> • Regularly identifies and explains different perspectives on past or present people, places, issues, and events. • Regularly compares perspectives of human cultures and societies in different times and places. 	<ul style="list-style-type: none"> • Clearly and consistently identifies and explains different perspectives on past or present people, places, issues, and events. • Clearly and consistently compares perspectives of human cultures and societies in different times and places.
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Continuity and Change

<ul style="list-style-type: none"> • Attempts to identify and explain different time periods in history including periods of progress and decline. • Attempts to identify and explain key turning points that mark periods of change. • Attempts to assess continuities and changes for different groups or themes during this time period. • Attempts to evaluate continuities and changes for different groups or themes during this time period. • Attempts to compare and contrast continuities and changes for different groups or themes during this time period. 	<ul style="list-style-type: none"> • Identifies and explains some time periods in history including periods of progress and decline. • Identifies and explains some key turning points that mark periods of change. • Assesses some continuities and changes for different groups or themes during this time period. • Evaluates some continuities and changes for different groups or themes during this time period. • Compares and contrasts some continuities and changes for different groups or themes during this time period. 	<ul style="list-style-type: none"> • Regularly identifies and explains different time periods in history including periods of progress and decline. • Regularly identifies and explains key turning points that mark periods of change. • Regularly assesses continuities and changes for different groups or themes during this time period. • Regularly evaluates continuities and changes for different groups or themes during this time period. • Regularly compares and contrasts continuities and changes for different groups or themes during this time period. 	<ul style="list-style-type: none"> • Clearly and consistently identifies and explains different time periods in history including periods of progress and decline. • Clearly and consistently identifies and explains key turning points that mark periods of change. • Clearly and consistently assesses continuities and changes for different groups or themes during this time period. • Clearly and consistently evaluates continuities and changes for different groups or themes during this time period. • Clearly and consistently compares and contrasts continuities and changes for different groups or themes during this time period.
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Cause and Consequence

<ul style="list-style-type: none"> • Attempts to identify and explain what factors (causes) led to particular decisions, actions, and events. • Attempts to identify and explain the short- and long-term consequences of particular decisions, actions, and events. • Attempts to assess the short- and long-term consequences of particular decisions, actions, and events. • Attempts to evaluate the short- and long-term consequences of particular decisions, actions, and events. • Attempts to assess how prevailing conditions and the actions of individuals or groups affect events, decisions, and developments. • Attempts to evaluate how prevailing conditions and the actions of individuals or groups affect events, decisions, and developments. 	<ul style="list-style-type: none"> • Identifies and explains some factors (causes) that led to particular decisions, actions, and events. • Identifies and explains some of the short- and long-term consequences of particular decisions, actions, and events. • Assesses some of the short- and long-term consequences of particular decisions, actions, and events. • Evaluates some of the short- and long-term consequences of particular decisions, actions, and events. • Assesses how some prevailing conditions and the actions of individuals or groups affect events, decisions, and developments. • Evaluates how some prevailing conditions and the actions of individuals or groups affect events, decisions, and developments. 	<ul style="list-style-type: none"> • Regularly identifies and explains what factors (causes) led to particular decisions, actions, and events. • Regularly identifies and explains the short- and long-term consequences of particular decisions, actions, and events. • Regularly assesses the short- and long-term consequences of particular decisions, actions, and events. • Regularly evaluates the short- and long-term consequences of particular decisions, actions, and events. • Regularly assesses how prevailing conditions and the actions of individuals or groups affect events, decisions, and developments. • Regularly evaluates how prevailing conditions and the actions of individuals or groups affect events, decisions, and developments. 	<ul style="list-style-type: none"> • Clearly and consistently and explains what factors (causes) led to particular decisions, actions, and events. • Clearly and consistently identifies and explains the short- and long-term consequences of particular decisions, actions, and events. • Clearly and consistently assesses the short- and long-term consequences of particular decisions, actions, and events. • Clearly and consistently evaluates the short- and long-term consequences of particular decisions, actions, and events. • Clearly and consistently assesses how prevailing conditions and the actions of individuals or groups affect events, decisions, and developments. • Clearly and consistently evaluates how prevailing conditions and the actions of individuals or groups affect events, decisions, and developments.
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Ethical Judgment

<ul style="list-style-type: none"> • Attempts to identify and explain opposing points of view regarding ethical dilemmas. • Attempts to assess opposing points of view regarding ethical dilemmas. • Attempts to evaluate opposing points of view regarding ethical dilemmas. • Attempts to assess appropriate ways to remember and respond to ethical dilemmas. • Attempts to evaluate appropriate ways to remember and respond to ethical dilemmas. • Attempts to evaluate whether we have a responsibility to respond. • Attempts to identify implicit and explicit ethical judgments in a variety of sources. 	<ul style="list-style-type: none"> • Identifies and explains some opposing points of view regarding ethical dilemmas. • Assesses some opposing points of view regarding ethical dilemmas. • Evaluates some opposing points of view regarding ethical dilemmas. • Assesses some appropriate ways to remember and respond to ethical dilemmas. • Evaluates some appropriate ways to remember and respond to ethical dilemmas. • Somewhat evaluates whether we have a responsibility to respond. • Identifies some implicit and explicit ethical judgments in a variety of sources. 	<ul style="list-style-type: none"> • Regularly identifies and explains opposing points of view regarding ethical dilemmas. • Regularly assesses opposing points of view regarding ethical dilemmas. • Regularly evaluates opposing points of view regarding ethical dilemmas. • Regularly assesses appropriate ways to remember and respond to ethical dilemmas. • Regularly evaluates appropriate ways to remember and respond to ethical dilemmas. • Regularly evaluates whether we have a responsibility to respond. • Regularly identifies implicit and explicit ethical judgments in a variety of sources. 	<ul style="list-style-type: none"> • Clearly and consistently identifies and explains opposing points of view regarding ethical dilemmas. • Clearly and consistently assesses opposing points of view regarding ethical dilemmas. • Clearly and consistently evaluates opposing points of view regarding ethical dilemmas. • Clearly and consistently assesses appropriate ways to remember and respond to ethical dilemmas. • Clearly and consistently evaluates appropriate ways to remember and respond to ethical dilemmas. • Clearly and consistently evaluates whether we have a responsibility to respond. • Clearly and consistently identifies implicit and explicit ethical judgments in a variety of sources.
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Using Social Studies Inquiry Processes

<ul style="list-style-type: none"> • Beginning to ask questions • With support gathers, interprets, and analyzes ideas • Beginning to communicate findings and decisions 	<ul style="list-style-type: none"> • Asks questions • Gathers, interprets, and analyzes some ideas • Communicates findings and decisions 	<ul style="list-style-type: none"> • Asks questions that lead to deeper understandings • Gathers, interprets, and analyzes ideas • Clearly communicates findings and decisions 	<ul style="list-style-type: none"> • Consistently asks questions that lead to deeper understandings • Gathers, interprets, and analyzes ideas to develop new insights • Clearly and consistently communicates findings and decisions
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SELF-ASSESSMENT

Involving students in the assessment process is essential to improving student achievement. Throughout the term, students have been setting their own learning goals, monitoring their progress, describing their learning in terms of where they are in relation to their goals, and identifying what they intend to do next to keep making progress. The following self-assessment is in relation to some “learning standards” and “core competencies (personal & social)” we have focused on this term in Law Studies.

LEARNING STANDARDS

MY STRENGTHS (Aspects of my work that are most effective in Social Studies)	
1.	Evidence
2.	Evidence
MY CHALLENGES (Aspects of my work that are least effective in Social Studies)	
1.	Evidence
2.	Evidence
MY LEARNING GOAL(S) (Specific actions I will do differently next time to improve my performance in Social Studies)	

PERSONAL & SOCIAL COMPETENCY

	Not Yet	At Times	Often
SELF-AWARENESS			
<ul style="list-style-type: none"> I can identify and describe what I can and cannot do as a learner. I can explain what I know and what I don't know. I learn from my successes and failures. I use feedback I receive and apply it to my work to improve my learning. I am responsible. I get my homework done and hand it in on time. I am hardly ever late. I am not absent very often. 			
SELF-REGULATION			
<ul style="list-style-type: none"> I set learning goals and monitor my progress. When setting my goals, I ask myself 3 very important questions about my learning: <i>Where am I going? Where am I now? What strategies can help me get to where I need to go?</i> I can manage stress. When difficult situations come up, I hang in there. I try to do my best even if the work is hard. I ask for help when I need it. I show initiative. I can work independently and get started without being told. I plan ahead and make sure I have enough time to study and finish my work. 			
SOCIAL AWARENESS & RESPONSIBILITY			
<ul style="list-style-type: none"> I work well in groups; I am a team player; I accept my share of the work and get the job done. I am dependable. I am collaborative. I value everyone's work. I listen to all ideas; I do not cut other people off in conversations. I share my ideas and encourage others to contribute. I do not criticize or judge people on their race, ethnic group, religion, gender, or sexual orientation. I show respect to my teacher and all students in this class. 			

MY PLANS TO CONTINUE DEVELOPING MY PERSONAL & SOCIAL COMPETENCY (What this looks/sounds like in Social Studies)

1.	
2.	

