**Differentiation and Inclusive Practice**

**How does the unit differentiate for Student Interest, Readiness, and Learning Profile?**

While planning the activities/strategies for the unit we all kept our focus on the learner. We wanted our lessons to be relevant to the student’s lives, and lead students in developing skills such as critical thinking, literacy, research, and communication which we felt would be of benefit to the students. Teacher self-reflection of controversial or sensitive issues taught in class and the implications it has on the student is constant. Activities are planned with the purpose to actively engage students in a positive learning environment.

**How will teaching and learning, as well as assessment/evaluation strategies be differentiated across Product, Process, Content, and Environment?**

The content of this unit, through resources, readings and class activities will continue to cover some of the key concepts and issues drawn from the curriculum expectations and aligned with the academic expectations of the age, education level and future educational aspirations of the students within the class. The unit will use video, handouts, and internet websites to discuss and teach students to understand and form critical opinions about the world and their role as global citizens.

The learning activities of this unit will be aimed at developing critical thinking skills as well as advanced literacy necessary for the study of the field of politics. Furthermore, where relevant, activities successfully incorporate technology into the classroom to increase ICT literacies. Co-operative learning strategies are frequent and balanced with options for independent learning and expression of individuality within the classroom.

Assessment strategies incorporate multiple, ongoing opportunities to check for student understanding and asses for learning. Lessons within the unit will also involve various critical thinking sessions, assignments and the culminating assessment which will be in the form of a whole-class simulation. Furthermore, in creating this unit plan we utilized a backwards design process, ensuring connections to curriculum through the enduring understandings of each activity.

Students are set-up for success in their culminating activity by incorporating necessary knowledge and skills throughout the entire unit plan. One example of this includes modeling a smaller triangle debate early in the unit to allow students to gain experience and practice the skills necessary to be the most successful during the larger simulation at the end of the unit.

**How does the unit align with the transformation and/or social action stages of the James Banks Continuum?**

Our unit aligns seamlessly with Stage 4: Social Action on the James Banks Continuum. With the use of real life case studies, debate scenarios and role plays, the students are the active learners while in each activity the teacher works to facilitate the learning process and provide students a forum to discover a diversity of perspectives. In activity 4, the students write personal, argumentative levels to the Canadian government outlining their concerns and recommended actions based on a current human rights controversy of their choice. In this way, the students make personal decisions and take action on an issue of global or local social justice. This final piece strongly connects students and school to the external community.