

Equity and Social Action Framework

Guiding Questions and Anchor Standards

Equity and Social Action General Guiding Questions

- How do we make everyone in our school feel respected, safe and included to provide the best opportunity for growth and student achievement?
- What gifts do you bring to share with your classmates and how will you use these gifts to support learning?
- How can we recognize and value the gifts of others?
- In building a welcoming learning environment, what words and actions demonstrate respect for the dignity of all?

Human Dignity Guiding Questions

- How can we demonstrate our understanding that all life is sacred?
- As someone created in God's image, recognizing each person's dignity, how can we live and contribute to the community to be in communion with others?

Solidarity Guiding Questions

- To what extent do we understand that to love one's neighbor has local and global implications?
- How can we reduce prejudices and biases based on national, racial, ethnic, economic, sex, gender and religion?

Options for the Poor and Vulnerable Guiding Questions

- In our class, school, community and beyond, do we care for those who are poor, lost or marginalized?
- How do our habits prohibit or encourage us to be people of justice?

Community and Common Good Guiding Questions

- How do we create a society that directly affects humanity and the capacity of persons to grow in community?
- How can we as individuals contribute to the Common Good?
- How do I promote peace, social development and contribute to the kingdom of God?

Subsidiarity, Rights, Responsibilities Guiding Questions

- Does our personal worldview project bias and promote individualism ("me first attitude") and/or competition (using others to succeed)?
- How are we prepared to stand up for the rights of all people?
- How do we integrate different academic perspectives to develop a complete understanding of the "whole person" and put it into a better worldview context?

Anchor Standards

Identity

- Students will understand the formation of their self-identity, including an understanding of their social identities based on membership in multiple groups.
- Students will understand how social forces shape social identities.
- Students will express pride, confidence, and healthy self-esteem without denying the value and dignity of all people.

Social Justice

- Students will identify stereotypes and relate to people as individuals rather than representatives of groups.
- Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- Students will demonstrate an understanding of the difference between individual and systemic forms of discrimination and oppression (e.g., anti-Semitic remarks, racial profiling, gay-bashing, failure to make buildings accessible for older people and people with disabilities).

Diversity

- Students will learn about various racial, cultural and national communities, particularly those marginalized in the world, and the contributions these communities have made to the world.
- Students will express comfort with people who are both similar and different from them and engage respectfully with all people.
- Students will respond to diversity by building empathy, respect and understanding and connection.

Social Action

- Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
- Students will apply the Catholic Social Teaching to their everyday lives and decision-making, including deciding when and how to stand against bias and injustice.
- Students will participate in collective action against bias and injustice in the world and evaluate what strategies are most effective.
- Students will understand how individual action impacts others in their community.