

Socials Competency Descriptors with Examples

Inquiry	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
Snapshot				
<i>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</i>	<p>Develops curiosities on a topic.</p> <p>Collects information.</p> <p>Shares observations.</p>	<p>Formulates relevant questions to seek information.</p> <p>Collects and examines information to inform learning.</p> <p>Explains observations and conclusions.</p>	<p>Formulates purposeful and relevant questions to further understanding of a topic.</p> <p>Collects, evaluates and interprets relevant information to inform learning and understanding.</p> <p>Explains observations, conclusions and informed decisions in a clear and effective way.</p>	<p>Formulates insightful and thought-provoking questions that deepen understanding of a topic and further an inquiry.</p> <p>Collects, evaluates and interprets information beyond the immediate to explore more complex ideas, extending learning and understanding.</p> <p>Explains conclusions and informed decisions in a clear and effective way, connecting findings to real-life contexts.</p>

EXAMPLE IN CONTEXT:

The class is learning about climate change and its effects on local and global communities. The teacher shows a photo of a community that has experienced flooding.

<i>Example</i>	<p>"There's a lot of water!"</p> <p>"There is a bus under water."</p>	<p>"What happens when there's too much rain or not enough rain?"</p> <p>"People can't live in their house anymore."</p>	<p>"The flooding is caused by humans' impact on the environment."</p> <p>"What can we do to prevent natural disasters, like flooding, from happening?"</p>	<p>"How is human activity causing climate change?"</p> <p>"We can help the environment by planting trees to help absorb carbon dioxide."</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)
Snapshot				
<i>Explain why people, events, or places are significant to various individuals and groups</i>	<p>Listens to examples of how people, events, or places can be significant to individuals and communities.</p>	<p>Understands the importance of people, events or places to individuals and communities.</p>	<p>Identifies and explains the importance of people, events or places to individuals and communities.</p>	<p>Considers multiple viewpoints when identifying and analysing the importance of people, events or places, and how these have evolved</p>

Socials Competency Descriptors with Examples

				over time, impacting their importance to people, communities, and social groups.
<p>EXAMPLE IN CONTEXT: <i>The class is learning about the various needs of a community (such as transportation, education, and healthcare). The teacher introduces the concept that different members and groups in the community rely on each other to live healthy, productive lives. Students explore how these needs are met in their own community, as well as in other places, and why different groups of community members are significant to the well-being of all members of society.</i></p>				
<i>Example</i>	The student can listen to a read-aloud of picture book, "Be a Good Ancestor", that highlights the importance of community.	<p>"Schools and teachers are important because they teach children how to read, write, and learn about the world."</p> <p>"We need doctors and nurses to keep people in the community healthy."</p>	<p>"In First Nations communities, elders are the knowledge keepers and they pass their knowledge down to the next generation through various ways, such as storytelling and mentoring,"</p> <p>"In First Nations communities, members hold feasting traditions, and elders have a place of prominence and receive many gifts."</p> <p>"Public transportation is essential for community members to get to work and receive support like going to the doctor or getting groceries."</p>	"People rely on postal services to transport letters and goods. During the Canada Post strike, other parts of the community are also impacted."

Evidence	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
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Socials Competency Descriptors with Examples

<i>Ask questions, make inferences, and draw conclusions about the content and features of different types of sources</i>	<p>Develop curiosities from a source.</p> <p>Recognizes basic features of a source (e.g., title, pictures, or key symbols), and makes simple observations from modelled sources.</p>	<p>Understands that asking questions can lead to further understanding.</p> <p>Identifies key features of a source and can draw direct conclusions based on evidence in the source.</p>	<p>Generates inquiries that lead to further understanding of the information conveyed in different types of sources.</p> <p>Interprets and draws logical conclusions based on context and evidence in a source.</p>	<p>Generates relevant and focused inquiries that drive deeper exploration of the purpose, information, themes, and messages conveyed in different types of sources.</p> <p>Analyzes features of multiple sources and synthesizes information to draw well-reasoned conclusions.</p>
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EXAMPLE IN CONTEXT:

*Students are learning about how different communities around the world that face challenges accessing clean water. The class explores the picture book *The Water Princess* by Susan Verde, and the multimedia CBC Kids news article 'Bee Moonias on life without clean drinking water'.*

<i>Example</i>	<p>"We read a picture book about water. Some people don't have clean water to drink."</p>	<p>"Why do some people not have clean water to drink?"</p> <p>"In the video I learned that some people have to boil their water before they can drink it."</p>	<p>"What is the cause of water contamination?"</p> <p>"When the water is contaminated people's lives are impacted in many ways. It affects their hygiene, health, and farming."</p>	<p>"Water contamination affects different communities. How do other environmental challenges affect people around the world (drought, flooding, deforestation)."</p> <p>"Even though the picture book and the news article happened in different parts of the world, the impact of water pollution is the same."</p>
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Continuity and Change	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
Snapshot				

Socials Competency Descriptors with Examples

<i>Sequence objects, images, and events, or explain why some aspects change and others stay the same</i>	<p>Copy a modelled order of objects, images, or events.</p> <p>In modelled examples, recognizes that some things change and others stay the same.</p>	<p>Places a few objects, images, or events in a basic order.</p> <p>Identifies examples of changes and things that stay the same.</p>	<p>Orders objects, images, and events logically with reasoning.</p> <p>Identifies and describes examples of changes and things that stay the same.</p>	<p>Explains how the sequencing of objects, images and events reflects broader relationships, such as progression, causality, or connections.</p> <p>Provides thoughtful justifications for why some elements of a larger whole change and others remain the same, while considering broader contexts, such as community needs.</p>
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EXAMPLE IN CONTEXT:

Students are learning about the needs, responsibilities and wants of communities. They explore how taking care of the school garden may change over time.

<i>Example</i>	<p>The student can pick a garden task that is seasonally appropriate from a class-generated list.</p>	<p>The student can list garden jobs done at each season. (i.e. sow in spring, and harvest in fall).</p> <p>"We sow seeds in spring. We harvest in autumn."</p> <p>"The plants look different as the seasons change."</p>	<p>The student can identify and order tasks required to take care of the school garden.</p> <p>"We need to sow the seeds in early spring when the soil warms. The plants are fully grown and ready for harvesting in autumn."</p> <p>The student can describe how the school garden changes throughout the seasons.</p> <p>"The garden plants are green and full of leaves in the summer, but when autumn comes, the leaves change colour and fall to cover the garden beds in autumn. The soil just stays the same."</p>	<p>The student can design plans according to the seasons to take care of the school garden (i.e. developing a watering plan for the summer).</p>
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Cause and Consequences	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
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Socials Competency Descriptors with Examples

Snapshot				
<i>Recognize causes and consequences of events, decisions, or developments</i>	Recognizes that personal actions have consequences.	<p>Identifies the reasons, factors, or conditions that lead to or drive an event, decision, or development.</p> <p>Identifies the effects, results, or outcomes that follow from an event, decision, or development.</p>	<p>Understands and explains how factors can lead to or drive an event, decision, or development.</p> <p>Understands and explains the effects, results, or outcomes that follow from an event, decision, or development.</p>	<p>Identifies and clearly explains the reasons, factors, or conditions that lead to or drive an event, decision, or development, and applies understanding to new situations.</p> <p>Identifies and clearly explains the effects, results, or outcomes that follow from an event, decision, or development, and applies understanding to making informed decisions.</p>

EXAMPLE IN CONTEXT:

The class is learning about the environmental challenges different communities face, and the reasons why families might migrate (push/pull factors).

<i>Example</i>	"If I have to move, I will feel sad."	"Families need to move when there is a flood or fire."	"When there is a flood, people can no longer access clean water. It is no longer safe for them to stay in their community. Sometimes people need to move away permanently, sometimes they can return when it is safe for them to go back."	"Environmental challenges like flooding impact the whole community, people, animals, and community services. Other environmental challenges like hurricanes impact communities in similar ways. The more these environmental challenges happen the more people's lives will be disrupted."
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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)
Snapshot				
<i>Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues,</i>	<p>Listens to stories about people in different families or cultures.</p> <p>Shares personal experiences.</p>	Shares personal beliefs, values, worldviews, and experiences, and acknowledges that people may see things in different ways.	Identifies the ways that people see things differently, because of their beliefs, values, or experiences, and how this impacts their view of an event or place.	Identifies, compares and explains different perspectives on complex issues or events from people in different cultural or family backgrounds,

Socials Competency Descriptors with Examples

<i>or events</i>		Understands that personal experiences influence the way I see something.	Identifies and describes how personal experiences and family background influence the way I see something.	applying understanding to support the development of inclusive communities.
EXAMPLE IN CONTEXT: <i>Students are exploring the cultural diversity within their community. They learn how people from different backgrounds and experiences celebrate winter in different ways. Focusing on fostering empathy, respect, and a deeper understanding of the diversity in their local community.</i>				
<i>Example</i>	"In my culture, we celebrate Diwali. We light candles."	"Not all families celebrate Christmas. In my family, we celebrate Christmas with a big tree and presents. We think it's important to spend time with family. My neighbour celebrates Christmas by going to Church with their family."	"Different families celebrate winter differently, because of their religion, beliefs, and culture. Jewish people often celebrate Hanukkah, many communities, such as Chinese and Cree First Nations acknowledge Winter Solstice, and some people with an African-American background celebrate Kwanzaa."	The student seeks information to learn about winter celebrations that peers celebrate, and shares findings with their class.

Ethical Judgment	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
Snapshot				
<i>Make value judgments about events, decisions, or actions, and suggest lessons that can be learned</i>	Identifies right and wrong decisions in modelled situations.	Examines personal events, decisions, or actions and makes decisions about right and wrong. Identifies factors, and potential outcomes to determine possible solutions.	Evaluates the fairness, impact, or ethical implications of personal events, decisions, or actions. Evaluates factors, and potential outcomes to determine solutions that address the situation.	Critically evaluates the fairness, impact, or ethical implications of personal events, decisions, or actions, while considering multiple perspectives. Reflects on and evaluates different perspectives, factors, and potential outcomes to determine thoughtful and ethical solutions.

EXAMPLE IN CONTEXT:

Socials Competency Descriptors with Examples

Students are exploring the concept of human rights and fairness. In a class discussion they discussed their rights and responsibilities as a student in a school community. Focusing on the importance of respecting everyone's rights, how rights support equality, and how unfair actions affect people. Students will reflect on the decisions and actions that promote fairness and justice and how lessons from the past can shape our behavior today.

<i>Example</i>	"We follow rules in school."	"We follow instructions from the crossing guard to keep everyone safe when crossing the street."	"Students have a right to read books from the school library; it is our responsibility to take good care of the books and keep the library organized so that everyone can find what they are looking for. When a book we want is not available we have to wait our turn to make sure everyone has a chance to read it."	"I can help others by standing up for what is right and helping others feel included and respected. For example, during playtime when everyone wants to play with the same toy I can help solve the problem by suggesting solutions such as taking turns, finding something else to play, and using rock paper scissors to decide who goes first."
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