

Socials Competency Descriptors

Inquiry Process	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
<p>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p> <p>Student friendly: Use Social Studies thinking and research skills to ask questions, collect and understand information, and share what you find out.</p>	<p>I am learning to research a topic.</p> <p>I can ask some questions, but may need support to clarify or specify. The majority of my questions are closed questions.</p> <p>I am learning to find basic, on topic information.</p> <p>I can share information provided with limited evidence, interpretation and/or analysis. I can list facts.</p>	<p>I am starting to use my thinking and research skills to investigate topics.</p> <p>I can ask some questions to guide my research. I may need help with refining my questions.</p> <p>I am starting to ask a mix of open and closed questions.</p> <p>I am learning to use what I already know to better understand the new information I find out.</p> <p>I can share simple learning, but may need to work on organizing my ideas.</p>	<p>I can use my thinking and research skills to investigate topics.</p> <p>I can ask logical (open and closed) questions and gather relevant information.</p> <p>I use what I already know to better understand the new information I find out.</p> <p>I can share what I learn to different audiences in an organized manner.</p>	<p>I can use my thinking and research skills to investigate complex topics.</p> <p>I can ask insightful questions and gather relevant information in a purposeful manner.</p> <p>I can contextualize what I find out by connecting it to what I already know and transferring skills and knowledge from other areas.</p> <p>I can share what I learn to a variety of audiences and reflect on the relevance of the information.</p>

Developing a Plan	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
<p>Develop a plan of action to address a selected problem or issue.</p>	<p>I am learning to develop a plan of action with some or few of the components included.</p> <p>I include ideas/suggestions already modeled to guide my thinking when addressing a problem or issue.</p> <p>My suggestions to address the issue might be simple or vague.</p>	<p>I am starting to develop a plan of action with most components included.</p> <p>I show an increasing ability to add my own ideas/suggestions to address a problem or issue.</p> <p>I may need some support to clarify, specify, deepen, or broaden my ideas.</p>	<p>I can create a reasonable and logical plan to address a problem or issue.</p> <p>I can describe how the problem impacts me, my community, and/or the world.</p>	<p>I can develop a multi-layered, strategic plan that addresses a complex problem or issue. I can insightfully describe how the issue/problem impacts me, my community and the world.</p> <p>My background knowledge and personal connections allow me to share a nuanced understanding of the issue.</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)
Essential Question:	How do we decide what is important to learn about the past?			
Construct arguments defending the significance of individuals/groups, places, events, or developments. Student friendly: Build strong reasons to explain why certain people, groups, places, events, or changes are important.	<p>I am learning to provide simple explanations of why certain peoples, groups, places, and/or events are important.</p> <p>When asked to justify my choice for why something or someone is important, I give simple or vague responses.</p> <p>I am not yet able to see the bigger picture. I might not yet understand the complexity or interconnectedness of people, places, and events.</p>	<p>I can give simple or basic explanations of why certain peoples, groups, places, and/or events are important.</p> <p>I am starting to understand that, in order to be significant, there needs to be some complexity or interconnectedness between people, places, events, and developments.</p> <p>I can increasingly give examples to demonstrate and justify my thinking.</p>	<p>I can build strong reasons to explain the importance of people, groups, places, or events with specific, logical reasons/evidence to support my arguments.</p> <p>I am able to explain with examples the complexity or interconnectedness of peoples, groups, places or events.</p> <p>I am starting to transfer ideas, people, or concepts to justify my thinking when defending significance.</p>	<p>I can determine which events resulted in meaningful change (deep consequences for many people over a long period of time) with specific reasons/evidence to support my argument.</p> <p>I can determine if an event was revealing (brought attention to issues in history or the present) with specific reasons/evidence to support my argument.</p> <p>I can make connections to other current or historical events in insightful or nuanced ways.</p> <p>I can transfer significant ideas, people, concepts from other subject areas.</p>

Evidence	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
Essential Question:	How do we know what we know about the past?			
Ask questions, corroborate inferences, and draw conclusions about the content and origins about a variety of sources (including mass media) Student friendly: Ask questions about different sources, check if your ideas make sense,	<p>I am learning to question what I see and read.</p> <p>I may need support to differentiate facts versus opinions.</p>	<p>I am starting to question what I see and read.</p> <p>I may have an idea/hunch about the validity of a source but I am learning how to fact check/corroborate my thinking.</p> <p>I can recognize or infer basic aspects of who</p>	<p>I can question and make inferences about the origin, content, and purpose of a variety of sources, including mass media.</p> <p>I can infer different stakeholder perspectives.</p>	<p>I can strategically question and make detailed inferences about the origin, content, and purpose of a variety of sources, including mass media.</p> <p>I understand the subtle nuances or subtext of sources.</p>

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and come up with ideas about where the information comes from, including news and other media.		wrote a source, when it was written, and for what purpose.	I can consider the impact of time, place and authorship in the creation of a source.	<p>I can determine reliability of content, and intended purpose of evidence.</p> <p>My background knowledge from other subject areas gives me a nuanced understanding of how time, place, and authorship impact the source (bias).</p>
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Continuity & Change	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
Essential Question	How can we make sense of the complex flows of history?			
<p>Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and change in the past and present</p> <p>Student friendly: Put events, pictures, or objects in the right order, and think about what has stayed the same and what has changed over time. Look for the good and bad sides of these changes in the past and now.</p>	<p>I am learning to sequence objects, images, or events (historical or current).</p> <p>I can be curious about what has changed and stayed the same.</p> <p>I might be able to name what has changed or stayed the same, but need support to explain the impact.</p>	<p>I am starting to understand the sequence and order of objects, images, or events (historical or current).</p> <p>I can identify what has changed or stayed the same, and am starting to understand the impact.</p> <p>I can tell the difference between positive and negative aspects of continuity (things that stayed the same) and change.</p>	<p>I understand the sequence and order of objects, images, or events (historical or current).</p> <p>I can name things that have changed and things that have stayed the same AND I can explain the relevance and significance of the changes/continuities.</p> <p>I can offer possible reasons for why things changed or stayed the same, and I understand that change does not always mean progress.</p>	<p>I can explain that chronology of specific events helps us understand continuity and change.</p> <p>I can explain that judgements of progress and decline can vary depending on purpose and perspective.</p> <p>I can make concept/theme based connections to other historical or current events.</p>

Cause & Consequence	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
Essential Question	Why do events happen, and what are their impacts?			
Differentiate between short- and long-term causes, and intended and unintended consequences of events,	I can identify basic causes that led to a particular event, decision or development.	I can tell the difference between short-term and long-term causes of an event, decision or development .	I can identify and explain short-term and long-term causes of a particular event,	I can thoughtfully discuss short-term and long-term causes of a particular event, decision or

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<p>decisions, or developments.</p> <p>Student friendly: Tell the difference between causes that happen quickly and those that take time to show up, as well as the effects that are planned and those that happen unexpectedly from events, choices, or changes</p>	<p>I can identify basic consequence(s) of the event, decision or development .</p>	<p>I can tell the difference between intended and unintended consequences of events, decisions or developments.</p>	<p>decision or development .</p> <p>I can identify and explain intentional and unintentional consequences of a particular event, decision or development.</p> <p>I am starting to transfer understanding of historical basis to selected current events, decisions, or developments.</p>	<p>development with relevant evidence.</p> <p>I can thoughtfully discuss intentional and unintentional consequences of a particular event, decision or development with relevant evidence.</p> <p>I can transfer skills and knowledge to draw comparisons between historical and current events that have not been previously discussed in class.</p>
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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)
Essential Question	How can we better understand people's beliefs, values and motivations?			
<p>Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, motivations</p> <p>Student friendly: Think about how different people or groups feel about issues, events, or changes by figuring out what they believe, value, and what motivates them.</p>	<p>I can share my opinion about an issue.</p> <p>I can, in simple terms, make inferences about others' beliefs, values, motivations.</p>	<p>I can identify how people thought and felt in the past based on evidence in sources or discussions in class.</p> <p>I can describe the commonly held worldview of a group (beliefs, values and motivations).</p> <p>I am starting to see through the eyes of people who lived at a different time/place than me.</p>	<p>I can describe the commonly held worldview of a group (beliefs, values and motivations).</p> <p>I can make inferences (educated guesses) based on evidence about how people thought and felt in the past based on their worldviews (beliefs, values and motivations).</p>	<p>I can clearly and in detail infer and explain different perspectives on the following: past or present people, places, issues, or events.</p> <p>I can use evidence and understanding of historical context to explain how people felt and thought in a particular historical time and may be able to articulate why they thought a certain way.</p>

Ethical Judgement	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
Essential Question(s)	How can history help us to live in the present?			

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	Who gets to determine what is “right” and “wrong”?			
<p>Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond.</p> <p>Student friendly: Decide if events, choices, or actions were right or wrong by looking at what was happening at that time and place, and think about the best ways to respond.</p>	In modelled classroom experiences, can replicate decision-making that involves aspects of ethical considerations (right and wrong, fair and unfair).	<p>I am starting to understand that right and wrong are subjective.</p> <p>I can identify some opposing points of views regarding ethical dilemmas.</p> <p>I can share examples of past events, decisions, or actions that raise ethical questions.</p>	<p>I can make ethical judgments about events, decisions or actions, considering the conditions of a particular time and place (historical context).</p> <p>I can identify right/wrong, fair/unfair, just/unjust actions of past and present peoples.</p> <p>I can communicate understanding about why we learn about historical actions and how they shape the present.</p> <p>I can assess what responsibilities I have to remember and respond to the past.</p>	<p>Can explain why we learn about historical actions, how they shape the present, and society’s responsibility to respond to ethical dilemmas of the past and present.</p> <p>I have a nuanced understanding of right/wrong, fair/unfair, just/unjust actions of past and present peoples. I understand that ethical issues are not black and white, and I can speak to the “shades of grey”.</p> <p>I can draw parallels between different historical events and/or make robust connections between past ethical dilemmas or injustices and modern day events.</p> <p>I can assess both my own personal responsibilities and larger societal responsibilities to remember and respond to the past.</p>
	I can make simple, closed choices about whether something was/is “right” or “wrong”.			
	Responds with a limited consideration of context. Sees ethics in a black and white way.			