

## Socials Competency Descriptors

<b>Inquiry Process</b>	<b>Emerging (could look like anything up until these descriptors)</b>	<b>Developing</b>	<b>Proficient</b>	<b>Extending (could look like anything starting from to beyond descriptors)</b>
Snapshot	I can answer questions with prompting and am beginning to ask simple ones.	I can ask basic questions, gather partially accurate information, provide limited analysis, and share incomplete facts.	I can ask relevant questions, gather accurate information, use logical reasoning, and share findings clearly and organized.	I can ask complex, thoughtful questions, gather accurate information from varied sources, analyze it critically, make meaningful connections, and share findings with clear justification.
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions  Student friendly: Use Social Studies skills to ask questions, find and understand information, think about ideas, and share what you learned and decided.	I can answer questions with prompting. I am beginning to ask questions.  I can find answers in a source gathered for me.  I am learning to share limited information found.	I can ask simple, basic questions.  I can use sources provided, and collect basic information from these sources with partial accuracy.  I can provide limited analysis with little explanation.  I can share basic factual information that may have important information missing.	I can ask relevant questions that demonstrate complete understanding.  I can gather appropriate sources and find accurate, relevant information.  I have logical reasoning and key details explained.  I can clearly share the information in an organized way.	I can ask insightful, complex questions that show curiosity and critical thinking.  I can gather extensive, accurate facts from appropriate and varied sources.  I can interpret and analyze information critically, making insightful connections.  I can share the facts and my insights in a clear and detailed way with justification.

<b>Significance</b>	<b>Emerging (could look like anything up until these descriptors)</b>	<b>Developing</b>	<b>Proficient</b>	<b>Extending (could look like anything starting from to beyond descriptors)</b>
Snapshot	I can choose answers from a list of explanations of why certain people, groups, places, and events are important.	I can provide simple explanations of significance, but I need to better connect and explain their points.	I can provide a clear explanation of why certain people, groups, places, and events are important, with logically connected points and supporting evidence of significance.	I can use a variety of relevant and credible evidence to support arguments, which are logically connected, thoroughly explained, and easy to follow.
Construct arguments defending the	I can choose answers from a list of explanations of why	I can provide simple explanations of why certain	I can provide a clear explanation of why certain people, groups,	I can clearly provide detailed explanations of why certain people,

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<p>significance of individuals/groups, places, events, or developments</p> <p>Student friendly: Explain why certain people, groups, places, events, or changes are important.</p>	<p>certain people, groups, places, and events are important.</p>	<p>people, groups, places, and events are important.</p> <p>Some of my points are connected but I need more explanation of the importance.</p>	<p>places, events, are important.</p> <p>My main points are logically connected and explained with evidence of significance.</p>	<p>groups, places, and events are significant.</p> <p>I can use a variety of relevant and credible evidence to support arguments.</p> <p>My arguments are logically connected, thoroughly explained, and easy to follow.</p>
<p><b>EXAMPLE CONTEXT:</b> <i>This class is learning about early contact, trade, cooperation, and conflict between First Peoples and European peoples. Students will construct vignettes stemming from the stories of early explorers and Indigenous people in the context of early contact and trade with First Peoples. Partners would tell the “same” story from their own perspective.</i></p>				

Evidence	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
Snapshot	I can read simple questions and choose answers from a list.	I can ask simple questions, find answers from provided sources, share what I found, and show where it came from.	I can ask relevant questions, find accurate answers from various sources, and explain the information and its origin.	I can ask detailed questions, make and check inferences, choose sources independently, and clearly explain the information and its importance.
<p>Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources</p> <p>Student friendly: Ask questions, check the facts, and figure out what the information means and where it came from.</p>	<p>I can read simple questions provided.</p> <p>I can select answers from a list of choices.</p>	<p>I can ask simple questions.</p> <p>I can find answers using sources provided for me.</p> <p>I can tell you some information I found.</p> <p>I can show you where the information came from.</p>	<p>I can ask a variety of relevant questions that help me better understand the content.</p> <p>I can find accurate answers using a variety of print, digital, and images to figure out what the information means.</p> <p>I can explain what the information is and where it came from.</p>	<p>I can ask deep thinking, detailed questions, make different inferences, and check if they are right.</p> <p>I can independently select a variety of related sources to accurately answer my questions.</p> <p>I can clearly explain what the information is, where it came from, and why it is important.</p>

Continuity and Change	Emerging	Developing	Proficient	Extending
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	(could look like anything up until these descriptors)			(could look like anything starting from to beyond descriptors)
Snapshot	I can copy a sequence of events or images that has already been modelled.	I can sequence and present information with some justification, but it may not be fully organized or easy to follow.	I can logically sequence and present relevant justifications that are clear and easy to follow.	I can logically sequence and present clear and relevant information with accurate and nuanced details.
Sequence objects, images, or events, and determine continuities and changes between different time periods or places  Student friendly: Put things in order, like pictures, events, or objects, and figure out what stayed the same and what changed over time or in different places.	I can put pictures, events, or objects in order with clues provided.  I can identify similarities and changes modelled.	I can put pictures, events or objects in order, with some errors or gaps.  I can show understanding of what is similar or what is different.  I can share a basic explanation of what is similar and what is different.	I can put pictures, events or objects in order.  I can identify what stayed the same and what changed over time.  I can explain what stayed the same and what changed over time.	I can accurately put pictures, events, or objects in a clear and logical order.  I can clearly identify what stayed the same and what changed over time or place.  I can provide detailed explanations with analyses of the continuities and differences.

Cause and Consequence	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
Snapshot	I can identify an event, decision, or development and explain one consequence it caused.	I can differentiate between planned and unplanned consequences of an event, decision, or development and recognize that the outcome could have been different.	I can identify planned and unplanned consequences, explain intended and unintended outcomes, and imagine what could have happened if things were done differently.	I can explain why consequences were planned and others were not, detail intended and unintended outcomes, and thoughtfully imagine and describe alternative future impacts.
Differentiate between intended and unintended consequences of events,	-I can name one thing that happened because of an event.  -I can recognize that an event, decision, or	-I can tell the difference between a planned consequence and an unplanned consequence of an event, decision, or development.	-I can clearly tell which consequences were planned and which ones were not.	-I can explain why consequences were planned and why others were not.

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<p>decisions, or developments, and speculate about alternative outcomes.</p> <p>Student friendly: Understand the expected and unexpected results of events, decisions, or changes, and think about what could have happened differently.</p>	<p>development can have consequences.</p>	<p>-I can recognize an event could have had a different outcome.</p>	<p>-I can explain the intended and unintended consequences of events, decisions, or developments.</p> <p>-I can imagine and explain what could have happened if things were done differently.</p>	<p>-I can give detailed explanations of the intended and unintended consequences of events, decisions, or developments.</p> <p>-I can thoughtfully imagine and describe different possible outcomes and how they might affect people or events in the future.</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)
Snapshot	I can listen to stories about the past told from different perspectives.	I can communicate a story from the past that shows the attitudes, values, and worldviews of people.	I can create a detailed story from the past that shows the attitudes, values and worldviews of people.	I can create and clearly explain a detailed story from the past that shows the attitudes, values and worldviews of people.
<p>Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places</p> <p>Student friendly: Tell stories that show what people thought, valued, and believed in different times or places.</p>	<p>-I can listen to simple stories about people from the past or another place.</p> <p>-I can name one or two things people did in the past or another place.</p>	<p>-I can communicate a story that shows the attitudes, values, and worldviews of people.</p> <p>-I can give an explanation to why people thought or acted the way they did.</p>	<p>-I can create a clear story that shows the attitudes, values, and worldviews of people in the past or another place.</p> <p>-I can explain why people thought or acted the way they did, based on their time and place.</p> <p>-I can include details that show what was important to them and how they saw the world.</p>	<p>-I can create a detailed and thoughtful story that fully captures the attitudes, values, and worldviews of people in the past or another place.</p> <p>-I can clearly explain why people thought or acted the way they did, using evidence and examples to support my ideas.</p> <p>-I can include many rich details that show a deep understanding of what was important to those people and how they saw the world.</p>

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<b>Ethical Judgement</b>	<b>Emerging (could look like anything up until these descriptors)</b>	<b>Developing</b>	<b>Proficient</b>	<b>Extending (could look like anything starting from to beyond descriptors)</b>
Snapshot	I can learn about life in the past and understand the difference between right and wrong.	I can understand part of life in the past, identify if something was right or wrong, and explain why.	I can understand and describe past life, determine and explain right or wrong, and describe different viewpoints.	I can deeply understand and explain past life, determine and thoroughly explain right or wrong, and compare different viewpoints.
<p>Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place</p> <p>Student friendly: Decide if events, decisions, or actions were right or wrong by thinking about what life was like at that time and place.</p>	<p>I can learn about what life was like at that time and place.</p> <p>I can learn about the difference between right and wrong.</p>	<p>I can understand parts of what life was like at that time and place.</p> <p>I can identify if something was right or wrong.</p> <p>I can explain why something was right or wrong.</p>	<p>I can understand and describe what life was like at that time and place.</p> <p>I can determine if something was right or wrong.</p> <p>I can explain why something was right or wrong.</p> <p>I can describe different viewpoints.</p>	<p>I can deeply understand and explain what life was like at that time and place.</p> <p>I can clearly determine and explain if something was right or wrong.</p> <p>I can clearly and thoroughly explain why something was right or wrong.</p> <p>I can compare different viewpoints and explain how they are similar and different.</p>