Social Studies 10 Competency Descriptors with Examples

Social Studies Inquiry Processes and Skills	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions	Student can select a question to answer and/or ask yes/no questions. Student can communicate by sharing findings from class resources/ discussions.	Student can ask simple questions to gather information. Student can communicate by summarizing their findings.	Student can ask clear and open-ended questions to gather, interpret and assess relevant information. Student can communicate their findings clearly, explaining how the evidence answers their questions.	Student can ask complex open-ended questions to gather, interpret and evaluate relevant information. Student can communicate their findings clearly, and with sophistication, explaining how the evidence answers their questions.

EXAMPLES IN CONTEXT:
Descriptor
1. WWI Inquiry Project: Students develop a question for a topic of interest in relation to WWI, and answer it, addressing all aspects of the historical critical thinking concepts.

| *Example* | Student generated question:

"Why didn't soldiers in WWI just eat whatever they wanted while in the trenches?"

OR

"Did WWI soldiers eat in the trenches?"

Question Answered:

Answers yes/no Answers in one-two sentences.

Doesn't address historical thinking criteria. Shares information presented in class. | Student generated question:

"How did food get to the trenches during World War I?"

Question answered simplistically. Addresses some historical thinking criteria. Summarizes from source(s). | Student generated question:

"What were the main challenges in supplying food to soldiers in the trenches during World War I, and how were these challenges addressed?"

Question answered clearly. Each category (historical thinking criteria) answered. Evidence from multiple sources, properly formatted. | Student generated question:

"How did logistical challenges and innovations in food supply chains impact the well-being and combat effectiveness of soldiers in World War I trenches?"

Question answered thoroughly and thoughtfully. Each category (historical thinking criteria) answered. Evidence from multiple sources, properly formatted. Student made an example of a trench meal to accompany her project. |

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Historical Significance	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
Assess the significance of people, places, events, or developments.	Student can identify in simple terms the significance of people, places, events, or developments.	Student can describe the significance of impact of people, places, events, or developments.	Student can assess the significance of people, places, events, or developments.	Student can evaluate the significance of people, places, events or developments.
EXAMPLE CONTEXT: *Descriptor* **1. Research the significance of Canadian Prime Ministers in the 20ᵗʰ and 21ˢᵗ Century (***Wilfrid Laurier, Robert Borden, Arthur Meighen , William Lyon Mackenzie King, R.B. Bennett, Louis St. Laurent, John Diefenbaker, Lester Pearson, Pierre Trudeau, Joe Clark, John Turner, Brian Mulroney, Kim Campbell, Jean Chrétien, Paul Martin, Stephen Harper, Justin Trudeau***). Develop biographical profiles for some of Canada's Prime Ministers from 1900 to present day.** Information should include: Achievements, Awards (if applicable), Rise to Power, Post-Prime Minister activities (if applicable), a short paragraph about each Prime Minister's significance in Canadian history.				
Example	Student chooses Canadian prime ministers and lists key information about each in a document. Writes 1-2 sentences about how each prime minister played a role in Canada's history.	Student chooses Canadian prime ministers and lists points for each criterion on a poster. Writes a basic paragraph for each prime minister outlining their influence on Canada during their leadership.	Student chooses 5 Canadian prime ministers and creates a slide deck for each, covering detailed information for each criterion. Writes a paragraph for each prime minister outlining how they contributed to Canadian history and the extent to which they influenced Canadian life during their leadership.	Student chooses 5 Canadian prime ministers and creates a curriculum vitae for each, detailing relevant information for each criterion. Writes an essay with a paragraph about how each prime minister contributed to Canadian history and their influence on Canadian life during their leadership. Makes connections between prime ministers and their impacts on Canada and draws conclusions about the significance of leadership for Canada.

Social Studies 10 Competency Descriptors with Examples

Evidence	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data	Student can recognize that there are different viewpoints or accounts of an event or issue. Student can identify that some sources or pieces of evidence support these viewpoints.	Student can identify competing accounts of an event or issue. Student can recognize that sources might be more or less reliable, and can identify some of the evidence or data supporting each account.	Student can assess competing accounts by considering the reliability of sources, and examining the evidence, including data, used to support each account. Student can explain why one account might be more justified than the other based on the strength of the evidence.	Student can evaluate competing accounts by considering the reliability of multiple sources, and analyzing the adequacy of the evidence and data in depth. Student can consider the broader context (such as bias or perspective) and explain how the different accounts might be shaped by these factors. Student can also offer a well-supported conclusion about the justification for each account, taking into account any limitations or gaps in the evidence.
EXAMPLES IN CONTEXT: *Descriptor* 1. Research various political platforms, ad campaigns, and messaging from leader's debates to determine validity, reliability, use of logical fallacies, and bias.				
Example	Student shares out information heard in class. Identifies the political messages, but may be persuaded by propaganda tools.	Student can summarize multiple political messages. May miss bias and motives behind some of the messaging. Arguments and evidence may be influenced by confirmation bias.	Student analyzes various messages, fact-checks using multiple sources, and identifies fallacies, bias, and persuasive propaganda tools. Can identify underlying messages and motives.	Student evaluates a broad range of messages, fact-checks using multiple and diverse sources, and identifies fallacies, bias, and persuasive propaganda tools. Can insightfully identify underlying messages and motives to make a conclusion about the use of evidence in political campaigns.

Social Studies 10 Competency Descriptors with Examples

Continuity and Change	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
Compare and contrast continuities and changes for different groups at particular times and places	Student can identify similarities and/or differences over time in one group.	Student can summarize similarities and differences over time/place for one or more group(s).	Student can examine two or more groups to analyze both their similarities and differences over time and between places. Student can explain the reasons behind these changes or continuities and analyze how different groups experienced them in different ways.	Student can analyze multiple groups to evaluate similarities and differences over time and between places, offering insights into the reasons behind shifts and continuities. Student can also analyze how different groups were affected by these changes or continuities in complex ways, considering multiple factors like culture, power, or geography.
EXAMPLES IN CONTEXT: *Descriptor* 1. **Identify** two **continuities** and two **changes** for women during the late 19th and early 20th centuries (e.g., women's roles in the home, in education, in the workforce, etc.). 2. **Compare and contrast** how the **Women's Rights Movement** affected Canadian women differently (e.g., based on economic status, race, ethnicity, etc). 3. **Explain** why some groups experienced more rapid change than others in terms of women's rights.				
Example	Student identifies one continuity and/or change for women over this time period.	Student summarizes two continuities and two differences for women. Can identify that the Women's Rights Movement impacted women differently, with limited evidence as to why.	Student examines two continuities and two changes for women in this time period in order to compare at least two different groups of women (from different backgrounds, social classes, regions etc.). Student makes a reasoned conclusion about why some groups of women experienced more rapid change than others.	Student is able to answer all three parts of this assignment with fluency and accuracy. Identifies more than two groups of women. Clearly articulate why some Canadian women experience change faster than others.

Social Studies 10 Competency Descriptors with Examples

Cause and Consequence	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences	Student can select, match, or identify cause(s) that influence events, decisions, or developments. Student can select, match, or identify consequence(s).	Student can summarize causes that influence events, decisions, or developments. Student can summarize consequence(s) and identify consequences as either immediate or long-term.	Student can assess causes, including how underlying conditions and actions of individuals or groups influence events, decisions, or developments. Student can assess multiple consequences by considering immediate and/or long-term impacts and can consider different groups or societies.	Student can evaluate causes, including how complex underlying conditions (including multiple factors like cultural, economic, or political forces) and the actions of individuals or groups shaped events, decisions, or developments. Student can evaluate a wide range of consequences, by considering both immediate and long-term impacts on different groups or societies.

EXAMPLES IN CONTEXT:
Descriptor

1. Describe the social, economic, and political climate that led to the rise of one or more Totalitarian leader(s) in Germany, Italy, Soviet Union, and Japan prior to WWII.
2. Describe the role of one or more of these leader(s) during WWII, including actions taken by each leader, what led to these actions (causes), and what were the impacts (consequences).

| *Example* | Student assembles a simple poster or slideshow presentation. This project identifies a totalitarian leader, such as Adolf Hitler, and the country they led, mentioning basic actions taken during WWII, like the invasion of | Student produces a poster, podcast, or essay. Their work summarizes underlying conditions in Germany, such as economic hardship and political instability, that contributed to Hitler's rise. They summarize actions taken by Hitler during WWII, like the implementation of Blitzkrieg tactics, and | Student develops a comprehensive podcast series or documentary. This project assesses social, political, and economic factors in Italy that facilitated Mussolini's rise, analyzes his military campaigns during WWII, and explains multiple consequences, including impacts on Italian | Student creates an in-depth classroom lesson or interactive website. Their project critically analyzes complex cultural, economic, and political factors leading to the rise of multiple totalitarian leaders, such as Stalin in the Soviet Union and Hirohito in Japan. They |

	Poland, and recognizing that these actions had significant results, such as starting the war.	identify at least one consequence, such as the occupation of France.	society and military failures.	evaluate these leaders' roles and decisions during WWII, considering both immediate and long-term impacts on various societal groups.

Social Studies 10 Competency Descriptors with Examples

Perspective	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs.	Student can identify basic perspectives on people, places, issues, or events	Student can summarize a viewpoint on people, places, issues, or events, and recognize some factors like values (what's important to people), beliefs (what they think is true), and worldviews (how they see the world)	Student can assess and infer different perspectives on people, places, issues, or events, considering how people's values, beliefs, and worldviews (the way they see the world) influence their opinions or actions.	Student can evaluate and compare multiple perspectives on people, places, issues, or events, offering insights into how different values, beliefs, and worldviews lead to different understandings or actions. Student can also reflect on how these views might change over time or in different cultures.
EXAMPLES IN CONTEXT: _Descriptor_ 1. Prompt for students: You're a journalist in 1938, reporting on the Munich Agreement. Write a newspaper article supporting OR opposing Chamberlain and his policy of appeasement - be sure to explain your stance.				
Example	Student writes a newspaper article outlining the policy of appeasement with limited discussion of the debate surrounding it. Does not consider contemporary perspectives or values. "Prime Minister Chamberlain agreed to let Germany take part of Czechoslovakia. He	Student writes a newspaper article about Chamberlain's policy of appeasement, but doesn't take a definitive side and discusses the event without fully considering contemporary perspectives and values. "Prime Minister Chamberlain's decision to sign the Munich Agreement was meant to keep peace in Europe by giving Germany the Sudetenland. Many people	Student writes newspaper article arguing for or against Chamberlain's policy of appeasement, citing contemporary perspectives and values. Student acknowledges both sides of the debate and provides a thoughtful rationale. "Prime Minister Neville Chamberlain's decision to sign the Munich Agreement, ceding the Sudetenland to Germany, is rooted in a desire to	Student writes newspaper article that argues for or against Chamberlain's policy of appeasement, citing contemporary perspectives and values in a nuanced way. Student analyzes both sides of the debate and provides critical rationale. "In a move that has sparked intense debate, Prime Minister Neville Chamberlain has signed

	thought this would keep peace. Some people think it's good because it avoids war, but others worry it might make Germany more aggressive."	supported this because they wanted to avoid another war like World War I. However, some critics believed that giving in to Hitler's demands could lead to more aggression in the future. They thought that if Hitler got what he wanted without any resistance, he might feel encouraged to take over more countries. This could make Europe even more unstable and dangerous."	maintain peace in Europe. By appeasing Hitler's demands, Chamberlain aims to prevent the outbreak of another devastating conflict. While this approach has garnered support from those traumatized by World War I, it has also faced criticism. Opponents fear that conceding to Hitler's territorial ambitions may embolden the Nazi regime, potentially leading to greater threats in the future." "Prime Minister Neville Chamberlain's decision to sign the Munich Agreement, allowing Germany to annex the Sudetenland, is a calculated effort to maintain peace in Europe. By conceding to some of Hitler's demands, Chamberlain aims to satisfy Germany's grievances, thereby preventing the escalation of tensions into a full-scale war. This approach reflects the widespread desire to avoid a repeat of the horrors experienced during World War I. While some critics argue that this concession may embolden further aggression, supporters believe that addressing reasonable demands through diplomatic means is a prudent strategy to ensure	the Munich Agreement, effectively ceding the Sudetenland region of Czechoslovakia to Adolf Hitler's Germany. Chamberlain's policy of appeasement is driven by a fervent desire to maintain peace in Europe, reflecting the collective trauma and aversion to conflict stemming from the Great War. Supporters argue that this concession will satiate Hitler's expansionist appetite, thereby averting another catastrophic war. However, critics contend that this act of capitulation not only undermines Czechoslovakia's sovereignty but also sets a dangerous precedent, potentially emboldening the Nazi regime to pursue further territorial acquisitions. The ethical implications of sacrificing a nation's autonomy for the promise of peace raise profound questions about the moral responsibilities of democratic nations in the face of authoritarian aggression." "In a move aimed at preserving European stability, Prime Minister Neville Chamberlain has endorsed the Munich Agreement, permitting the annexation of the

			stability and peace."	Sudetenland by Germany. This policy of appeasement is grounded in the belief that accommodating Germany's territorial claims, perceived by some as rectifications of the Treaty of Versailles' injustices, will satiate its expansionist appetite and avert the catastrophe of another world war. Chamberlain's strategy is informed by the collective trauma of World War I, with its profound loss of life and economic turmoil, and a recognition of Britain's current military unpreparedness for a large-scale conflict. By opting for diplomatic concessions, Chamberlain seeks to buy crucial time for rearmament and to foster a broader peace settlement. While detractors warn that such concessions may encourage further demands, proponents argue that this measured approach addresses legitimate grievances and reflects a realistic assessment of Britain's immediate capabilities and the overarching desire for peace."

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Ethical Judgment	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond	Student can select their ethical judgements and ways to remember and respond.	Student can report their ethical judgements in and identify ways to remember and respond.	Student can provide a detailed rationale for their ethical judgements and assess appropriate ways to remember and respond.	Student can debate their ethical judgements and critically evaluate appropriate ways to remember and respond.

EXAMPLES IN CONTEXT:
Descriptor

1. Research political platforms and conclude political views/leanings
2. **Make ethical judgements about past political figures and determine appropriate actions involving past monuments, memorials, toponyms (place names, etc). Example: should Sir John A. Macdonald Elementary School(s) be renamed?**
3. Analyzing conflict and determine appropriate response
4. Analyze past historical wrongs and determine appropriate response and/or measure government response

| *Example* | Student shares ideas that have been presented in class or through research.

Identifies aspects of John A. Macdonald's legacy. | Student identifies the issue and outlines opinion/ethical judgement. Outlines a course of action.

Identifies aspects of John A. Macdonald's legacy (ie. role in establishing the residential school system, or contribution towards confederation). Outlines opinion and proposed course of action. | Student details the issues with the political figure and proposes an alternative course of action (eg. awareness raising, change name, etc).

Details the negative aspects of John A. Macdonald's policies (particularly in relation to Indigenous Peoples and establishing the residential school system), and contributions towards confederation (ie. why was the school named after him to begin | Student details the issues with and larger historical context of the political figure and proposes an actionable project that will acknowledge values of various stakeholders in the community

Details the negative aspects of John A. Macdonald's policies (particularly in relation to Indigenous Peoples and establishing the residential school system), and the contributions he made |

			with?). Creates an argument supporting a course of action (eg. name change).	to confederation. Highlights the long lasting impact and legacy his policies had on Indigenous Peoples and larger historical context. Creates a detailed argument supporting a course of action that acknowledges values of various stakeholders in the community (eg. what name change, why, how is it significant to Indigenous Peoples, and how does work towards reconciliation / align with calls to action).