

Socials Competency Descriptors with Examples

Inquiry Process	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
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.
EXAMPLES IN CONTEXT: <i>Students look at a detailed drawing of a typical fur trading fort and “read” it for information. Students list the facts they found. Using these facts, they plan and design their own fort, presenting it “science fair style” to others providing justification for their choices.</i>				
Example	Questions: “What is this picture showing?” Observations: “There’s a big wall.” Fort Design: A simple sketch with a wall and one building, no clear reasoning. Presentation: “I put a wall because the picture had one.”	Questions: “Why are there fences? What do people do in that building?” Observations: “There are houses and a tower.” Fort Design: Includes walls, a storage building, and a tower with basic reasoning. Presentation: “I have a tower so they can look out, and a building to keep things in.”	Questions: “Why is the wall so high? How do they keep the fort safe?” Observations: “The storage buildings are in the middle to protect them, and the towers are on the corners for a good view.” Fort Design: Thoughtfully includes walls, towers, storage, and housing. Presentation: “The storage is in the center to	Questions: “Why are the walls made of wood? How did people get water in the winter? How do trading posts reflect relationships with Indigenous groups?” Observations: “The fort is near water for trade and survival, and the high walls show that safety was a concern.” Fort Design: Includes advanced features like a well for water, space for

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			protect supplies, and the towers are high to see enemies. I also added a trading area near the gate so people can come and go easily."	cultural exchanges, and defenses suited to the climate. Presentation: "My fort is designed for a cold climate, so I added extra storage for food and a central well for water in winter. The trading area includes space for Indigenous trading partners, showing cooperation in trade relationships."
	<ul style="list-style-type: none"> -Requires repeated prompting to notice key details. -States basic observations without further analysis. -Fort design is incomplete or lacks thought. -Presentation relies heavily on teacher or peer assistance. 	<ul style="list-style-type: none"> -Identifies some key features but misses details about their purpose or placement. -Asks simple questions (e.g., "What is that building used for?"). -Fort design includes some thought but limited justifications. -Presentation includes basic facts but with gaps. 	<ul style="list-style-type: none"> -Identifies key elements and explains their functions. -Asks relevant questions (e.g., "Why are the storage buildings placed near the middle of the fort?"). -Fort design is logical and well-justified. -Presentation is clear and organized. 	<ul style="list-style-type: none"> -Asks insightful questions (e.g., "How would the design of the fort change based on the landscape or climate?"). -Gathers and analyzes detailed, accurate information. -Fort design includes innovative, well-justified adaptations. -Presentation is detailed and insightful.

Significance	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
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 significance of individuals/groups, places, events, or developments	I can choose answers from a list of explanations of why certain people, groups, places, and events are important.	<p>I can provide simple explanations of why certain people, groups, places, and events are important.</p> <p>Some of my points are connected but I need more</p>	<p>I can provide a clear explanation of why certain people, groups, places, events, are important.</p> <p>My main points are logically connected and</p>	<p>I can clearly provide detailed explanations of why certain people, groups, places, and events are significant.</p> <p>I can use a variety of relevant and credible</p>

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Student friendly: Explain why certain people, groups, places, events, or changes are important.		explanation of the importance.	explained with evidence of significance.	evidence to support arguments. My arguments are logically connected, thoroughly explained, and easy to follow.
EXAMPLE CONTEXT: <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>				
<i>Example</i>	-Clarity of Argument: "John Cabot was an explorer." -Use of Evidence: "He sailed to Canada." -Understanding of Significance: "He was important." -Persuasiveness: "The argument is unclear and lacks supporting evidence."	-Clarity of Argument: "Martin Frobisher found some places in Canada." -Use of Evidence: "He wrote about his trips." -Understanding of Significance: "He was one of the first explorers." -Persuasiveness: "Frobisher's explorations were important, but the argument lacks depth and detail."	-Clarity of Argument: "Henry Hudson's exploration of Hudson Bay was important for mapping the region and establishing English claims." -Use of Evidence: "Hudson's voyages are documented in various historical records, showing his interactions with First Peoples." -Understanding of Significance: "Hudson's explorations helped expand English knowledge of North America." -Persuasiveness: "Hudson's work was significant, but his impact was more limited compared to other explorers like Cartier."	-Clarity of Argument: "Jacques Cartier's exploration of the St. Lawrence River was pivotal because it opened up a vital route for trade and settlement. His detailed maps and interactions with the Iroquois laid the groundwork for future French colonization." -Use of Evidence: "Cartier's journals provide firsthand accounts of his voyages and interactions with First Peoples, which are crucial historical documents." -Understanding of Significance: "Cartier's expeditions were significant because they established French claims in North America and facilitated the fur trade, which was a major economic driver." -Persuasiveness: "Cartier's contributions were foundational to the development of New France, making him one of the most significant explorers in Canadian history."

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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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.
Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources Student friendly: Ask questions, check the facts, and figure out what the information means and where it came from.	I can read simple questions provided. I can select answers from a list of choices.	I can ask simple questions. I can find answers using sources provided for me. I can tell you some information I found. I can show you where the information came from.	I can ask a variety of relevant questions that help me better understand the content. I can find accurate answers using a variety of print, digital, and images to figure out what the information means. I can explain what the information is and where it came from.	I can ask deep thinking, detailed questions, make different inferences, and check if they are right. I can independently select a variety of related sources to accurately answer my questions. I can clearly explain what the information is, where it came from, and why it is important.
EXAMPLE CONTEXT: Look at a photocopy of a poster advertising "Indian Land for Sale". Have students create a T chart with questions that Indigenous people, and on the other side, European people might ask. Assign half the class to each side. Students are to write a letter to the editor from that perspective regarding the advertisement.				
Example	Context: Looking at a poster advertising "Indian Land for Sale". Response: "The poster is about selling land. Is this land for sale? Yes or No." "Who are the Indians?"	Context: Looking at a poster advertising "Indian Land for Sale". Response: "Why is the land being sold? I found in the book that the land was taken from Indigenous people. The book says it was sold to settlers."	Context: Looking at a poster advertising "Indian Land for Sale". Response: "Who decided to sell the land? What did Indigenous people think about this? I found in the book and an online article that the government sold the land without asking Indigenous people. The poster is from a government office in the 1800s."	Context: Looking at a poster advertising "Indian Land for Sale". Response: "How did selling the land affect Indigenous communities? Why did the government think they could sell the land? I found in books, articles, and a documentary that selling the land led to loss of homes and culture for Indigenous people. The government believed they had the right to sell the land because of colonial laws. This is important because it shows how Indigenous rights were ignored."

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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	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.
EXAMPLES IN CONTEXT: <i>Students choose or are assigned a European explorer to gather information about. They create a trading card with an image and basic information. These can be used to make a timeline of exploration.</i>				
Example	-Sequencing: The trading card has incorrect or missing information about the explorer. The timeline is incomplete or inaccurate. -Identifying Continuities: The student needs help to identify any similarities between the explorer's time and other periods. -Identifying Changes: The student needs	-Sequencing: The trading card has some correct information, but parts are inaccurate or missing. The timeline has some gaps. -Identifying Continuities: The student can identify some similarities but needs support to explain them. -Identifying Changes: The student can identify some changes but needs support to explain them. -Explanation and Analysis: The student can share basic explanations of	-Sequencing: The trading card is mostly accurate and complete. The timeline is easy to follow with relevant information. -Identifying Continuities: The student can identify and explain what stayed the same over time. -Identifying Changes: The student can identify and explain what changed over time. -Explanation and Analysis: The student can explain similarities and differences	-Sequencing: The trading card is accurate and detailed. The timeline is clear, logical, and fully accurate. -Identifying Continuities: The student can clearly identify and explain continuities over time or place. -Identifying Changes: The student can clearly identify and explain changes over time or place. -Explanation and Analysis: The student

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	<p>help to identify any changes over time.</p> <p>-Explanation and Analysis: The student is beginning to understand the concepts but cannot yet explain them clearly.</p>	<p>similarities and differences but lacks detail.</p>	<p>with mostly accurate details.</p>	<p>provides detailed explanations and analyses of continuities and differences, showing deep understanding.</p>
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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.
<p>Differentiate between intended and unintended consequences of events, 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>	-I can match events to their consequences after learning about them in class	<p>-I can tell the difference between a planned consequence and an unplanned consequence of an event, decision, or development.</p> <p>-I can recognize an event could have had a different outcome.</p>	<p>-I can clearly tell which consequences were planned and which ones were not.</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 explain why consequences were planned and why others were not.</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>

EXAMPLES IN CONTEXT: After learning about Confederation and the events leading up to each province joining, have students go through a stack of cards depicting historical events like the creation of the CPR, the purchase of Ruperts Land, the fur trade, and

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the gold rush. Flip each card and write either a positive or a negative effect for First Nations on a sticky note. At the end of the activity collect all sticky notes on 2 class posters labelled "Positive" and "Negative". Observe and discuss which poster has more sticky notes. Use the negative side to have students do a short bit of writing using sentence starters such as, "This could have been different for Indigenous people if..." or "After learning and understanding that there were negative consequences to historical events, what I think should have happened was..."

<i>Example</i>	<p>Student can do a matching activity that matches reasons for Confederation with each province with prompting. "Which one of these 2 provinces joined Confederation because they were promised a railroad?"</p> <p>Writing: They can answer simple questions with prompting. "Do you think it was a negative thing that the CPR was built on land that was taken from the Indigenous people?"</p>	<p>Student can do the matching activity mostly independently.</p> <p>Writing: The student can write a short sentence stating whether the event was good or bad for the Indigenous people. "I think the CPR was negative for the Indigenous people because it used their land without asking."</p>	<p>Student is able to write either a positive or negative effect, depending on the event.</p> <p>Writing: "The railroad was a negative thing for the Indigenous people because it was built on their land. Their land was taken from them to build it. If the government listened more to the Indigenous people maybe they could have decided how to do it together."</p>	<p>Student is able to write either a positive or negative effect, depending on the event.</p> <p>Writing: "Not only did the railroad use Indigenous land without permission, but it also broke the trust of their people towards the white Canadians. This was done because of the difference in power that still exists today."</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.
Construct narratives that capture the attitudes, values, and worldviews commonly held by people at	-I can listen to simple stories about people from the past or another place.	-I can communicate a story that shows the attitudes, values, and worldviews of people.	-I can create a clear story that shows the attitudes, values, and worldviews of people in the past or another place.	-I can create a detailed and thoughtful story that fully captures the attitudes, values, and worldviews of people in

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different times or places Student friendly: Tell stories that show what people thought, valued, and believed in different times or places.	-I can choose an explanation from a list provided to me why people thought or acted the way they did	-I can give an explanation to why people thought or acted the way they did.	-I can explain why people thought or acted the way they did, based on their time and place. -I can include details that show what was important to them and how they saw the world.	the past or another place. -I can clearly explain why people thought or acted the way they did, using evidence and examples to support my ideas. -I can include many rich details that show a deep understanding of what was important to those people and how they saw the world.
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EXAMPLES IN CONTEXT: *Thinking of the question, “Who benefited most from the west coast fur trade: First peoples or Europeans?” Students will each receive a packet with 3 of the same illustrated cards representing something of value to either the First people or Europeans. Instructions can be given that they are allowed to trade or not trade their card with anyone in the class. One card could be traded for 3, if that is agreed upon. Discussions can take place after about which cards were most sought after and why? Which cards were difficult to trade and why? Did students notice that sometimes 3 cards were needed in order to get one?*
Descriptor

<i>Example</i>	The student can put an illustrated card under a T chart with prompting. “Who owned guns, the Europeans or the Indigenous people? Do you think Indigenous people wanted guns?”	The student matches the cards independently. “I think the guns came from the Europeans, maybe the Indigenous people wanted them for hunting.”	“I think the guns were wanted by more people because they made hunting easier. They were more valuable than a bow and arrow because it took less effort to hunt. Because it was easier, it was worth more.”	“I know the Europeans wanted the beaver pelts and they were something that was valuable to them. However, I had to trade 3 of my beaver pelts for just one gun. I think that is because the Europeans felt like Indigenous people were much less important and not intelligent enough to make a good trade. They felt like they could make an unfair trade and they wouldn’t know any different.
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Ethical Judgement	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
Snapshot	I can learn about life in the past and understand the	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	I can deeply understand and explain past life, determine and thoroughly explain right

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	difference between right and wrong.		describe different viewpoints.	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>
<p>EXAMPLES IN CONTEXT: <i>Students will understand the early contact between First Peoples and European explorers, focusing on the voyages of Captain James Cook and Captain George Vancouver. They will make ethical judgments about the events, decisions, and actions during these explorations by considering the conditions of that time and place. After looking at 2 different maps, one being George Vancouver's detailed mapping of the Pacific Northwest and the the other being a map showing the traditional territories of Indigenous peoples of the Pacific Northwest, students answer one of two questions: (1) Was Captain Cook's approach to interacting with First Peoples ethical? Why or why not? (2) How did Captain Vancouver's mapping of the coast impact First Peoples? Was it justified?</i></p>				
<p><i>Example</i></p>	<p>"Captain Cook met the Nuu-chah-nulth people. He traded with them. I think trading is good because it helps people get what they need."</p>	<p>"Captain Cook traded with the Nuu-chah-nulth people. Sometimes, he took things without asking, which was wrong because it was disrespectful."</p>	<p>"Captain Cook's approach was sometimes respectful, like when he traded fairly. However, taking things without permission was wrong because it showed a lack of respect for the Nuu-chah-nulth people's property. Some people might argue that he was under pressure to bring back goods, but that doesn't justify his actions."</p>	<p>"Captain Cook's interactions with the Nuu-chah-nulth people were complex. While he engaged in fair trade, he also took items without consent, which was unethical. This behaviour disregarded the Nuu-chah-nulth's rights and autonomy.</p> <p>From Cook's perspective, he might have felt justified due to the pressures of his mission. However, from the Nuu-chah-nulth's viewpoint, this was a clear violation of their sovereignty. Comparing these perspectives highlights the ethical</p>

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