**Rubrics For The New BC Curriculum**

**Why were the rubrics created?**

1. As a service, support, and resource for teachers!
	1. Many teachers have expressed confusion around how to assess the curricular competencies in connection with the big ideas and content. Although the rubrics appear to be organized by the big ideas, this is because students need a topic to analyze, evaluate, inquire into, etc. The focus is on the competencies, not the content, but we are using the content as a vehicle for developing the competencies.
2. To support the inclusion of diverse learners
	1. The idea that all students will achieve the exact same competency standards is not realistic given the diversity of our learners. We need to understand the scope and sequence of development so that we can assess where students are, set goals for the next stage of their learning, and teach what our students are ready for.
	2. Competency based IEP’s are important, and at the same time, we still want students with disabilities to have access to general curriculum. The intent here is to show the early stages of competency and conceptual development, so we can see where to start with learners who are not yet ready for the complexity others may be ready for.

**How to Use the Rubrics**

1. The rubrics are for the unit. You do not need a rubric for every activity, that will exhaust teachers. You can use the same rubric all term long. One day you are drawing diagrams, another time completing a written activity, and a third you are having a class discussion. Regardless of how the student demonstrates their learning (i.e. visually, in writing, or orally), they can be assessed on the rubric.
2. Use different colors for each week to track student learning. So you might highlight a student in week one of the unit in the emerging column in yellow, then in week three they demonstrate developing level competencies so you use a blue highlighter, and then by the end of the unit they have achieved proficiency which you might highlight in pink. This tracks a student’s learning across the term. In the end, if they achieved proficiency – their mark reflects this level of mastery – i.e. they would get a B, or a percentage in the 73-85 range. We DO NOT average marks – it doesn’t matter where they started, it’s what they achieved that counts!
3. For students on I.E.P.s in the elementary years, IEP goals might say something like “Jennifer will develop emerging level competencies and understandings in Science”. In the high school years, where even the emerging level may be too complex for students with significant intellectual disabilities, the “Access Point” column has been added to support teachers in recognizing the entry points to learning these students may benefit from. In this case, an IEP goal might say something like “Jennifer will achieve access level competencies and understandings in science”, and the mark would then be related to their IEP, not course credit requirements. NOTE: Students with Learning Disabilities should NEVER be modified – they have the same cognitive abilities as their peers – they just need differentiated opportunities to learn and demonstrate their learning. Their goals should be the same as every one else’s – proficiency! The access point is for students with significant intellectual disabilities, not learning disabilities.

***NOTE: These rubrics are copyrighted. They may be used, adjusted, and reproduced, for classroom use freely. They MAY NOT be repackaged, sold, or substantially altered (e.g. to fit other province’s curricula) without written permission from Dr. Jennifer Katz,*** ***Jennifer.Katz@ubc.ca***

**KINDERGARTEN SOCIAL STUDIES**

<https://curriculum.gov.bc.ca/curriculum/social-studies/k>

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Big Idea** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| Our communities are diverse and made of individuals who have a lot in common  | Identifies different groups living in their community | Describes similarities and differences in people living in their community | Makes connections between ways of life in the community and shared activities, values, and cultural exchanges | Evaluates the benefits of diversity in their community |
| Identifies changes over time in their community | Explores artifacts connected to significant people / events in their local community and describes changes in their local community they observed | Draws conclusions based on explorations of artifacts from the local community and uses the information to compare their lives in the community to that of a child in the past, using appropriate terminology | Predicts future changes in their community, justifies their prediction |
| Stories and traditions about ourselves and our families reflect who we are and where we are from  | Recognizes that stories differ across cultural groups | Describes differences in perspectives on common themes across cultural groups (e.g. creation stories) | Evaluates “truth” – or the idea that multiple perspectives does not mean one perspective is “right” | Appreciates and inquires into other peoples traditions, stories, and identities |
| Identifies traditions in their family | Retells stories related to their family, identifies related family traditions | Makes connections between their own traditions and stories, and identity |
| Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others  | Identifies basic rights (safety, freedom, food, etc.) | Explains how and why respecting others rights helps build healthy relationships | Proposes solutions to social problems involving rights and responsibilities | Shows leadership in assuming responsibility for forming and maintaining positive relationships |
| Identifies important people (firefighter, doctors, etc.) in the community | Infers connections between significant people and events in the community and their own lives | Evaluates the importance of community members roles and responsibilities and their impact on relationships in the community | Considers the rights of others in making decisions related to social interactions |
| Inquiry processes | Poses simple questions | Poses questions, gathers information with a scaffolded process, presents orally | Conducts inquiries, interprets information and evaluates sources, presents in a variety of ways | Conducts inquiries, interprets information and presents information in innovative ways |

**GRADE 1 SOCIAL STUDIES**

<https://curriculum.gov.bc.ca/curriculum/social-studies/1>

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Big Idea** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| We shape the local environment and the local environment shapes who we are and how we live | Identifies characteristics of local environment (weather, living things, geographical features) | Describes basic adaptations (clothing, foods, etc.) made to local environment | Analyzes how the local environment shapes who we are and how we live (identity, culture, lifestyle) | Personally evaluates advantages and disadvantages to living in the local environment |
| Lists ways that humans impact the local environment (e.g. cutting trees, litter, etc.) | Explains how humans impact other living things in the local environment, sequences key events | Analyzes ways in which we shape the local environment (building, farming, gardening, etc.) – considers causes and consequences of our actions | Proposes ways they, as individuals, can help to sustain the local environment |
| Our rights, roles, and responsibilities are important for building strong communities | Identifies important characteristics of a community (people live together, has rules, services, etc.) | Describes rights (safety, education, etc.) and responsibilities (follow laws, contribute to the community) of a good citizen | Evaluates why our rights, roles, and responsibilities are important for building strong communities (e.g. what would happen if…) | Compares the outcomes of historical community decisions on various minorities, including Indigenous peoples, and other living things (e.g. salmon) |
| Recalls classroom rules | Identifies and explains behaviors that impact positively or negatively on the community | Through daily interactions with others, demonstrates behaviour that impacts positively on the community | Poses ethical solutions for issues in the community |
| Healthy communities recognize and respect the diversity of individuals and care for the local environment | Shares their own culture | Recognizes that diverse cultures and lifestyles exist in the local community | Appreciates why and how healthy communities respect diversity | Shows leadership within the classroom or local community in supporting diversity |
| Identifies characteristics of local environment (Living and non-living features) | Describes elements of the local environment in need of stewardship (e.g. sustaining fish stocks, tree planting, etc.) | Assesses efforts of the local community to care for the local environment | Proposes ways they, as individuals, can help to sustain the local environment |
| Shares their own perspective | Listens attentively to others perspectives | Analyzes others’ perspectives, reflects on whether and why it transforms their own (e.g. did that change your mind?) | Synthesizes multiple perspectives |
| Inquiry processes | Poses simple questions | Poses questions, gathers information with a scaffolded process, presents orally | Conducts inquiries, interprets information and evaluates sources, presents in a variety of ways | Conducts inquiries, interprets information and presents information in innovative ways |
| Mapping Skills | Recognizes that maps show us where things are | Draws simple maps of familiar places (e.g. the classroom) | Visualizes using maps to find specific places (it’s over there, it’s far) | Evaluates the use and importance of maps in their lives (e.g. GPS) |

**GRADE 2 SOCIAL STUDIES**

<https://curriculum.gov.bc.ca/curriculum/social-studies/2>

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Big Idea** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| Local actions have global consequences, and global actions have local consequences | Recognizes that Canada helps people in other countries | Explains ways/times Canadians have helped people in other countries | Appreciates that Canada is a wealthy country and considers whether and why we have a responsibility to help people in other countries | Proposes ways they can contribute (in age appropriate ways) to helping people in / from other countries |
| Identifies characteristics of local environment, resources | Recognizes that countries share resources, inquires into and interprets different perspectives about environmental change and concerns | Analyzes how Canada’s stewardship impacts people in other countries, evaluates significance, perspectives, causes and consequences learned from past initiatives | Proposes ways they can contribute (in age appropriate ways) to the environment |
| Understands that many Canadians, and resources (e.g. foods) come from other countries | Conducts inquiries, interprets information related to consistent / changing reasons why people from other countries come to Canada | Analyzes how global actions (such as war, human rights violations, environmental exploitation) have local consequences, evaluates significance to different groups | Compares and contrasts life in a third world country to life in Canada, infers how this influences beliefs, values, and worldviews |
| Canada is made up of many diverse regions and communities | Recognizes that Canada has many different regions | Describes different regions of Canada, and their importance to the diversity of cultures and lifestyles within them | Compares and contrasts cultures and life in different regions of Canada, including Indigenous peoples | Formulates opinions, justifies related to preferences for life in varying regions |
| Identifies needs and wants in their local community | Describes ways communities provide for the needs of their citizens, makes value judgments about ethics | Analyzes challenges to meeting the needs of citizens who require help, and differing perspectives about community responsibility | Proposes ways for the local community to resolve local issues |
| Identifies changes over time in Canada | Explores artifacts connected to significant people / events in Canada and sequences and describes changes they observed | Draws conclusions based on explorations of artifacts and uses the information to compare their lives in the Canada to that of a child in the past, using appropriate terminology | Predicts future changes in Canada, justifies their prediction |
| Individuals have rights and responsibilities as global citizens | Identifies important characteristics of themselves as a citizen (contributes to their community) | Describes the rights of a child in Canada, and who is responsible for providing them | Evaluates the rights of children in Canada and other countries, and reasons why those responsible may not always provide for those rights | Appreciates the importance of global cooperation to meet the needs of children around the world |
| Recognizes that there is more than one way to solve a problem | Selects problem solving methods based on common practice (e.g. we vote) | Selects problem solving methods, justifies reasons for selection (e.g. when to vote versus consensus) | Predicts the results of problems and their solution, considers ethics |
| Inquiry processes | Poses simple questions | Poses questions, gathers information with a scaffolded process, presents orally | Conducts inquiries, interprets information, presents in a variety of ways | Conducts inquiries, interprets information and presents information in innovative ways |
| Mapping Skills | Identifies cardinal directions | Draws simple maps of familiar places (e.g. the classroom), labels with cardinal directions | Visualizes with maps to find specific places using legends | Interprets maps of regions of Canada |

**GRADE 3 SOCIAL STUDIES**

<https://curriculum.gov.bc.ca/curriculum/social-studies/3>

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Big Idea** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| Learning about indigenous peoples nurtures multicultural awareness and respect for diversity. | Recognizes that there are many different cultural groups | Evaluates sources, describes information drawn about unique characteristics of local Indigenous peoples, and their significance | Analyzes why learning about indigenous peoples nurtures multicultural awareness and respect for diversity, and it’s significance for all Canadians | Reflects on personal impacts of learning about Indigenous peoples and respect for diversity, shows insight. |
| Recognizes that cultures and people change over time | Sequences changes in Indigenous peoples ways of life and cultural practices | Evaluates the importance of elements of Indigenous ways of life and cultures that have and have not changed, and why they are significant | Makes connections between historical events and these changes, imagines Canada today if these events had not occurred, and considers ethics and possible methods for cultural healing and preservation |
| Indigenous knowledge is passed down through oral history, traditions, and collective memory | Recognizes that Indigenous knowledge is passed down through stories and celebrations | Describes ways in which Indigenous knowledge is passed down through oral history, traditions, and collective memory. | Infers reasons for why Indigenous knowledge is passed down through oral history, traditions, and collective memory and it’s significance to modern Indigenous people | Proposes multiple possible ways in which Indigenous history, traditions, and collective memory can be shared and appreciated |
| People from diverse cultures and societies share some common experiences and aspects of life | Identifies different cultures and societies basic elements (e.g. families, jobs) | Analyzes common elements of societies and cultures around the world using primary and secondary sources | Evaluates common experiences and values of societies and cultures around the world, presents their thinking in creative ways | Makes connections between their own community and others around the world in terms of shared experiences and values |
| Indigenous societies throughout the world value the well-being of the self, the land, the spirits, and ancestors | Identifies Indigenous societies in their local community | Describes local Indigenous values related to the well-being of the self, the land, the spirits, and ancestors | Infers reasons for why Indigenous societies throughout the world value elders, and the well-being of the self, the land, the spirits, and ancestors | Makes connections between their personal and community’s values regarding the well-being of the self, the land, the spirits, and ancestors and Indigenous cultures, proposes multiple solutions to sustainability |
| Inquiry processes | Poses questions, conducts inquiries, uses provided resources to gather and record information about Indigenous peoples | Poses questions, conducts inquiries, classifies and interprets information | Poses questions, conducts inquiries, interprets patterns of information, evaluates sources from multiple perspectives | Poses sophisticated questions, analyzes and evaluates relevant sources and information, presents information in innovative ways |
| Mapping Skills | Creates or interprets simple maps of familiar places | Creates or interprets simple maps of their community and/or other communities | Creates or interprets maps using map grids, considers symbols and colors | Creates their own symbols to create a map legend |

**GRADE 4 SOCIAL STUDIES**

<https://curriculum.gov.bc.ca/curriculum/social-studies/4>

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Big Idea** | **Emerging** | **Developing** | **Proficient** | **Extending** |
|  The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada | Recognizes that Canada has many natural resources we use | Describes natural resources found across Canada and ways in which the pursuit of natural resources has changed the land, people, and communities of Canada | Analyzes reasons why there was significant economic competition related to control of Canada’s resources, and its impact on the land, people, and communities of Canada | Evaluates possibilities for harmonious economic and political relations between Indigenous peoples and the Federal government in relation to natural resources |
|  Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada’s identity | Recognizes that Indigenous peoples are the first Canadians | Describes how Indigenous people supported new settlers when they arrived in Canada | Values Indigenous peoples role in supporting new immigrants, assesses how and why Indigenous peoples were then exploited in the formation / development of Canada. | Proposes methods for ending exploitation of Indigenous peoples and healing historical injustices |
| Identifies significant events in relation to conflict between Indigenous people and settlers | Describes changes in the relationships between Indigenous peoples and settlers, connects to significant conflicts | Proposes ways in which Canada might be different if relationships had remained cooperative |
| Describes significant events in relation to conflict between Indigenous people and settlers places in temporal sequence | Evaluates the ethics of significant events and decisions made by those in power |
|  Demographic changes in North America created shifts in economic and political power | Recognizes that people from many countries came to Canada | Describes how and why immigrants came to Canada | Examines reasons why immigrants came to Canada, and their role in agriculture and industry , and the shifts in economic and political power that happened as they became the majority | Compares and contrasts diverse cultures in Canada today, and makes connections to influence they hold |
|  British Columbia followed a unique path in becoming a part of Canada | Recognizes that British Columbia is a part of Canada | Explains how BC became a part of Canada | Compares the ways in which BC became a part of Canada to the path taken by other provinces | Infers ways in which BC’s path to joining Canada impact BC today |
| Inquiry processes | Conducts inquiries, gathers and interprets information | Conducts inquiries, gathers and interprets information from multiple sources, credits their sources | Conducts inquiries, interprets information, evaluates sources and methods of representing information from multiple perspectives | Poses sophisticated questions, analyzes and evaluates relevant sources and information, presents information in innovative ways |
| Mapping Skills | Recognizes that maps use symbols and colors to communicate information | Interprets grids, legends, and scales on maps to visualize information | Makes connections between maps and other information – translates back and forth | Infers information from maps and connects to other learning (e.g. why Coastal peoples were fisherman) |
|  | C-: 50-59 | C+: 67-72C: 60-66 | B: 73-85 | A: 86-100 |

**GRADE 5 SOCIAL STUDIES**

<https://curriculum.gov.bc.ca/curriculum/social-studies/5>

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Big Idea** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| Canada’s policies and treatment of minority peoples have negative and positive legacies. | Identify minority groups in the local region | Describes historical examples of policies related to minority groups. | Differentiates between intended and unintended consequences of Canada’s policies and treatment of minority peoples considering negative and positive legacies and multiple perspectives | Infers reasons for historical wrongs based on artifacts and research, imagines a Canada that was built on harmonious relations |
| Identifies and sequences significant events and people in Canada’s history related to human rights and Canadian identity | Recognizes marginalized populations and challenges they have faced related to human rights | Argues the significance of key people, events, and policies/laws (e.g. the charter) for protecting human rights ,considers multiple perspectives | Evaluates the efficacy of key people and policies/laws related to human rights, proposes amendments |
| Natural resources continue to shape the economy and identity of different regions of Canada | Identifies natural resources in different regions of Canada | Describes ways that natural resources continue to shape the economy and identity of Canada. | Evaluates the significance of key events related to resource extraction and economics (e.g. the gold rush, fur trade) in the formation of Canada | Proposes ways to sustain natural resources while maintaining the economy and identity of people in a region of Canada |
| Recognizes that Indigenous nations have their own rights and policies around resource use | Describes Indigenous beliefs and practices related to land and resource use | Analyzes challenges Indigenous people face around land and resource rights, and their economic impact | Makes connections between Indigenous beliefs about land and place and resource use  |
| Immigration and multiculturalism continue to shape Canadian society and identity | Identifies reasons why people have immigrated to Canada | Explains how immigration policies have, and continue to, change the nature and composition of Canadian society | Infers connections between policies and beliefs about multiculturalism and immigration policies, historically and now | Appreciates the impact of multicultural immigration on the development of Canada as a nation |
| Identifies significant groups who have immigrated to BC and Canada | Describes the experiences of immigrants from a variety of places, over periods of time (e.g. the experiences of South Asian immigrants in the past and now) | Makes connections between discriminatory immigration policies, residential schools, and what Canada looks like today | Proposes methods for ending exploitation of Indigenous peoples and other minorty groups and healing historical injustices |
| Canadian institutions and government reflect the challenge of our regional diversity | Identify the three levels of Canadian government | Demonstrate which level of government has the most effect on their daily life | Examine how Canadian institutions and government reflect the challenge of our regional diversity | Propose changes to Canadian institutions and their mandates considering their regional diversity. |
| Describes the roles and responsibilities of each level of government | Evaluates different types of democracies and processes within them |
| Inquiry Processes | States a hypothesis | Tests hypotheses, collects, organizes, and interprets data from multiple sources including mass media, credits their sources |  Draws inferences, uses imagination and pattern analysis to define issues and draw conclusions from data and research | Designs service campaigns based on investigations to resolve social issues |
| Mapping Skills | Recognizes that there are different types of maps | Locates information and places on a variety of maps using tools such as latitude and longitude, keys, and legends | Selects appropriate maps for particular tasks or questions | Creates various types of maps for specific purposes using diverse methods and technologies |
|  | C-: 50-59 | C+: 67-72C: 60-66 | B: 73-85 | A: 86-100 |

**GRADE 6 SOCIAL STUDIES**

<https://curriculum.gov.bc.ca/curriculum/social-studies/6>

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Big Idea** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| Economic self-interest can be a significant cause of conflict among peoples and governments | Recognizes that individuals, groups, and countries have economic self-interests | Describes the impact of the economic self-interest of settlers on Indigenous peoples including short and long term consequences of past decisions | Evaluates arguments surrounding reconciliation (land/resource rights, environmental concerns, self-government, funding, systemic racism) and the balancing of economics, human rights, and ethics between and among individuals, groups, and levels of government | Justifies a proposal for the process of reconciliation in Canada |
| Defines urbanization | Investigates reasons why the majority of people live in urban environments | Evaluates the advantages and disadvantages of urbanization | Proposes solutions to issues arising from urbanization |
| Understands that people and groups strive for economic gain | Explains why individuals and groups may come into conflict regarding the balancing of economic interests and resource management | Analyzes the advantages and disadvantages of various perspectives on the balancing of economics with sustainability nationally and internationally | Predicts outcomes of various plans and perspectives related to the balancing of economics with sustainability nationally and internationally – argues a stance |
| Complex global problems require international cooperation to make difficult choices for the future | Identifies issues that require international cooperation | Sequences and describes the development over time of major issues requiring international cooperation, including short and long term consequences of past decisions | Evaluates the significance of major decisions/events influencing critical issues in modern times, analyzes worldviews and perspectives regarding solutions, including Indigenous peoples | Debates the ethics of a variety of possible solutions to critical global issues, shows insight into ambiguity and multiple worldviews |
| Identifies roles of individuals, government, and NGOs in solving global problems  | Interprets and summarizes research into the roles of individuals, government, and NGOs in solving global problems | Integrates understandings of the different roles into a coherent perspective regarding efforts to resolve global issues | Organizes a campaign to contribute to a global cause |
| Systems of government vary in their respect for human rights and freedoms | Describe differences among local, provincial and national levels ofgovernment. | Explains how organization of local, provincial, and national government structures affects human rights and freedoms. | Compares differing types of governments (eg. Democracies, monarchies, theocracies) and infers implications for rights and freedoms | Designs a system of government that fully addresses the Charter of Rights and Freedoms, and UN declaration of the rights of Indigenous peoples and children |
| Media sources can both positively and negatively affect our understanding of important events and issues | Identifies a variety of media sources | Describes ways in which media sources influence understanding, describes ways to verify sources | Evaluates bias, systemic racism, inaccuracy, omission/silence, and other issues related to media influence on individuals and communities’ understandings | Makes connections related to the interdependence of media and societal values, beliefs, worldviews and actions |
| Inquiry Processes | Selects problems for study | Poses questions, collects, organizes, and interprets data from multiple sources and credits their sources in a well structured bibliography | Draws inferences to define issues and draw conclusions from data and research and presents effectively using a variety of technologies | Designs service campaigns based on investigations to resolve social issues |
| Mapping Skills | Locates relevant geographical information and places on a variety of maps (e.g. Canada, North America) | Locates and illustrates geographical information and places on a variety of maps using tools such as grids, scales, and legends | Compares how graphs, tables, aerial photos, and maps represent information | Creates various types of visual representations for specific purposes using diverse methods and technologies |
|  | C-: 50-59 | C+: 67-72C: 60-66 | B: 73-85 | A: 86-100 |

**GRADE 7 SOCIAL STUDIES**

<https://curriculum.gov.bc.ca/curriculum/social-studies/7>

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Big Idea** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| Geographic conditions shaped the emergence of civilizations | Describes the geographic conditions of a specific civilization | Demonstrates the connection between geographic conditions and the development of a civilization | Analyzes the strategies civilizations used to overcome challenges in the physical environment | Assesses the causes of the fall of civilizations, including both geographic factors and interactions with other civilizations |
| Makes observations regarding changes from old to new maps of an area | Uses maps of early civilizations and the modern era to draw information about changes in geography and human settlement | Analyzes a variety of sources, including maps, charts and graphs to draw inferences about how and why ancient civilizations settled where they did and why and how they interacted with others | Creates a system of classification for eras of time and changes in human civilizations |
| Religious and cultural practices that emerged during this period have endured and continue to influence people | Recognizes that ancient peoples had diverse religions and cultures | Describes religious and cultural practices that emerged during this period that have endured and continue to influence people. | Compare and contrast how religious and cultural practices that emerged during this period have endured and continue to influence people. | Defends an opinion on which ancient religious and/or cultural practice has the most influence on people in present day. |
| Understands that people have different beliefs and values related to spirituality | Discusses differing beliefs around a specific spiritual topic (e.g. creation, afterlife) | Compares values, worldviews, and beliefs across periods of time and cultures  | Infers reasons for changes in values, worldviews and beliefs over time |
| Increasingly complex societies required new systems of laws and government | Understands that rules and laws are needed for people to live together | Explains reasons why as societies grew, they became increasing complex and required new systems of laws | Analyzes the economic, social and political complexity of an ancient civilization | Compares the economic, social and political structures of an ancient civilization  |
| Recognizes that humans have gone through various stages of development | Describes significant changes in early human history and assesses their possible causes | Assesses significant human and technological evolutions in early history and the short and long term consequences of them | Argues the significance of the technological innovations of an ancient society based on their long term impact |
| Economic civilizations and trade networks can lead to conflict and cooperation between societies | Recognizes that economic specializations and trade networks exist | Understands the importance of economic specializations and trade networks within societies | Examines the ways economic specialization and trade networks can lead to conflict and cooperation between societies. | Argues the ethics (positive and negative impact) for the individual as well as the collective identity of a group of a historical conflict |
| Inquiry Processes | Selects areas for inquiry, collects, organizes, and interprets data from multiple sources and credits their sources | Assesses the choices cartographers, historians, and others have made in determining significance including the credibility of their sources | Draws inferences to define issues and draw conclusions from data and research and presents effectively using a variety of technologies | Questions and formulates an opinion regarding the benefits of continuing influence of ancient civilizations on modern times |
| Mapping Skills | Locates relevant geographical information and places on a variety of maps (e.g. Canada, North America) | Interprets scales and legends in graphs, tables, and maps | Compares how graphs, tables, charts, photographs, sketches, and maps represent information | Creates various types of visual representations for specific purposes using diverse methods and technologies |
|  | C-: 50-59 | C+: 67-72C: 60-66 | B: 73-85 | A: 86-100 |

**GRADE 8 SOCIAL STUDIES**

<https://curriculum.gov.bc.ca/curriculum/social-studies/8>

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Big Idea** | **Access Point** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| Contacts and conflicts between peoples stimulated significant cultural, social, and political change | Recognizes that changes happen when cultural groups come in contact | Uses maps of the period and the modern era to draw information about why and how groups interacted with others  | Analyzes how and why contacts and conflicts between peoples stimulated significant cultural, social, political change with supporting examples. | Creates a system of classification for eras of time and significant cultural, social, political change | Formulates, debates and justifies multiple perspectives on the pros and cons of contact. |
| Human and environmental factors shape changes in population and living standards | Identifies reasons why people choose to live in their local community | Can list human and environmental factors that shape changes in population (e.g. availability of resources) | Describes significant human and environmental factors that shape changes in population and living standards, including forced migration of Indigenous people. | Analyzes how and why human and environmental factors shape changes in population and living standards with supporting examples from Canadian history. | Infers and gives opinions about the effects of human actions on population and living standards and the interdependence of humans and the environment. |
| Exploration, expansion, and colonization had varying consequences for different groups | Describes how and why explorers came to Canada | Explains basic concepts of exploration, expansion and colonization | Describes examples of how exploration, expansion and colonization create consequences for different groups related to progress versus decline | Evaluates the significance of major individuals and decisions/events influencing the effects of exploration, expansion and colonization and their consequences for different groups | Evaluates how the ethics of exploration expansion and colonization from the past can connect to our present day world |
| Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions | Identifies traditions in their own culture | Recognizes that society changed over time | Describes significant changes made in societies of the time (e.g. urbanization, gender roles, beliefs about geography and astronomy, etc.)  | Analyzes why changing ideas created tension between people wanting to adopt new ideas and those wanting to preserve established traditions. | Evaluates changing ideologies in light of understandings of the time, and modern worldviews |
| Inquiry processes | Poses simple questions, gathers data | Selects areas for inquiry, collects, organizes, and interprets data from multiple sources and credits their sources | Assesses the choices cartographers, historians, and others have made in determining significance including accuracy and bias | Draws inferences to define issues and draw conclusions from research and presents effectively using a variety of technologies | Questions and formulates an opinion regarding the benefits of continuing influence of ancient civilizations on modern times |
| Mapping Skills | Locates relevant geographical information and places on a variety of maps (e.g. Canada, North America) | Interprets scales and legends in graphs, tables, and maps | Compares how graphs, tables, charts, photographs, sketches, and maps represent information | Creates various types of visual representations for specific purposes using diverse methods and technologies | Creates appropriate forms to represent specific information - innovates |
|  |  | C-: 50-59 | C+: 67-72C: 60-66 | B: 73-85 | A: 86-100 |

**GRADE 9 SOCIAL STUDIES**

<https://curriculum.gov.bc.ca/curriculum/social-studies/9>

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Big Idea** | **Access Point** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| Emerging ideas and ideologies profoundly influenced societies and events | Identifies significant events related to industrialization and transportation, and describes their effects on daily life | Identifies important people, places, events, or developments which had a significant impact on history or a particular group. | Describes emerging ideas and ideologies that profoundly influenced societies and events | Evaluates the historical significance a person, place, event, or development had on a group. | Analyze the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group |
| The physical environment influences the nature of political, social, and economic change | Describes the local physical environment | Recognizes that the physical environment impacts economic change through resource availability | Describes ways in which the physical environment influences political, social, and economic change | Assesses and defends a position related to the ethics of land settlement, and political, social, and economic outcomes at the time | Proposes ways in which Canada can reconcile events of the past related to the environment and land use |
| Disparities in power alter the balance of relationships between individuals and between societies | Describes events related to colonialism and imperialism (e.g. Indigenous people were forced off their land) | Describes power differentials on an individual and societal level | Explains the impact of power differentials on interpersonal relations, individually and collectively, including discriminatory policies and historical wrongs | Examines the significance of extreme power differentials, including rebellions, genocides, and the outcomes of colonialism for Indigenous peoples discriminatory policies and historical wrongs | Designs an awareness campaign related to issues of colonialism and power differentials, including discriminatory policies and historical wrongs based on ethics and human rights |
| Describes differing perspectives related to a historical event | Recognizes the differentperspectives on past or present people, places,issues, policies, or events by considering prevailing norms, values, worldviews, and beliefs | Describes the differentperspectives on past or present people, places,issues, or events by considering prevailing norms, values, worldviews, and beliefs | Critically analyzes the different perspectives on past or present people, places, issues, or events byconsidering prevailing norms, values, worldviews, and beliefs. | Creates a piece that proposes how a specific society would react to aperson, issue, or event from a different period of time based on their own prevailing norms, values, worldviews, and beliefs. |
| Collective identity is constructed and can change overtime | Describes a personal definition of what being Canadian means to them | Define what nationalism and nation-states are | Demonstrate how nationalism and modern nation-states are established | Evaluate the advantages and disadvantages of nationalism and the development of modern nation-states, including Canada | Design a project that investigates the contrast between nationalism and globalism |
|  | Describe how demographics shift and discuss patterns of migration and population growth | Demonstrate how demographics and population change | Evaluate global demographic shifts, including patterns of migration and population growth | Investigate how demographics and population trends affect a country socially and economically |
| Inquiry processes | Poses simple questions | Conducts inquiries, interprets information from a variety of sources including maps, charts, graphs and tables | Conducts inquiries, interprets information, evaluates sources for accuracy, relevance, and bias | Conducts inquiries, interprets information, evaluates sources for accuracy, relevance, and bias, and considers audiences when selecting response modalities | Poses sophisticated questions, analyzes and evaluates relevant sources and information, presents information in innovative ways |
|  |  | C-: 50-59 | C+: 67-72C: 60-66 | B: 73-85 | A: 86-100 |

**GRADE 10 SOCIAL STUDIES**

<https://curriculum.gov.bc.ca/curriculum/social-studies/10/courses>

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Big Idea** | **Access Point** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| Global and regional conflicts have been a powerful force in shaping our contemporary world and identities. | Identifies examples of conflicts in Canada that affected some Canadians | Recognizes that conflict impacts society in a variety of ways | Describes national and international events and eras when conflict and co-operation has united or divided Canadians and their identity | Analyzes how and why global and regional conflicts and co-operation have been a powerful force in shaping our contemporary world and Canadian identity | Evaluates the importance and impact of critical conflicts in Canada’s history, including issues of human rights (eg Japanese internment, refusal of Jewish refugees from the Holocaust, etc.) |
| Recognizes Indigenous people as the First Peoples of Canada | Identifies key events in the history of Indigenous and non-Indigenous conflict and cooperation in Canadian history | Poses questions, investigates, and interprets information, and engages in reasoned discussions related to Indigenous and non-Indigenous conflict and cooperation in Canadian history | Analyzes the ethics and issues surrounding treaties and unceded territories as part of Truth and Reconciliation, and assesses appropriate ways to remember and respond to First Peoples. | Proposes “a way forward” for nation to nation relations in Canada, shows insight regarding differing worldviews and perspectives |
| The development of political institutions is influenced by economic, social, ideological, and geographic factors | Identifies layers of government, major political figures in Canada | Identifies major political institutions | Describes the significance of different economic and geographic factors (e.g. resource use) on the development of political institutions and examines multiple perspectives on these factors. | Draws inferences regarding economic and geographical factors currently influencing political institutions in Canada, compares and contrasts with Indigenous forms of government | Justifies a perspective regarding the importance of economic and geographical factors currently influencing political institutions in Canada |
| Identifies roles and responsibilities of various political institutions | Recognizes that social and ideological factors have an effect on the development of political institutions. | Describes how different worldviews and ideologies influence and change the way that political institutions are developed. | Questions, investigates, and analyzes how underlying conditions and actions influence events, decisions, or developments of political institutions and the possible consequences. | Proposes changes to economic institutions and analyzes their possible long term consequences. |
| Worldviews lead to different perspectives and ideas about developments in Canadian society | Recognizes that different people have varying perspectives | Describes major developments in Canadian society during the time period | Examine and analyze different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews and beliefs | Evaluates how people’s norms, values, worldviews, and beliefs are established and challenged by different perspectives. | Evaluates external factors that influence diverse perspectives, such as society, era, culture, religion, and privilege. |
| Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society | Defines prejudice and discrimination, identifies some examples in Canadian history | Recall a list of significant occurrences in the past and the present of Canadian society related to human rights | Describes the past events that affect the current relationship between Canada and the First Peoples, and between and among other cultural minorities in Canada. | Appraise and justify how the various conceptions of the world constitute the fundamental ideals of Canada as a multicultural society, evaluate the extent to which Canada is an “inclusive” society. | Construct own set of ethics in response to historical events in Canada, as well as current viewpoints, considering the diversity of culture in Canada and its impact upon the construction of Canadian identity in today’s society. |
|  |  | C-: 50-59 | C+: 67-72C: 60-66 | B: 73-85 | A: 86-100 |

**GRADE 11 FRANCOPHONE HISTORY**

<https://curriculum.gov.bc.ca/curriculum/social-studies/11/courses>

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Big Idea** | **Access Point** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| The physical environment influences the nature of demographic, geopolitical, and social change. | Describes the local physical environment | Recognizes that the physical environment influenced the nature of demographic, geopolitical, and social change in Francophone communities | Describes ways in which the physical environment influenced the nature of demographic, geopolitical, and social change in Francophone communities | Assesses and defends a position related to the ethics of land settlement, and demographic, geopolitical, and social outcomes at the time | Proposes ways in which Francophone communities can reconcile events of the past related to the environment and land use |
| Social/collective identity is influenced by language and constantly changes over time. | Connects the language they speak to their personal identity | Explains why the language they speak is important to their identity | Infers the connections between language and social/collective identity in various Francophone communities  | Investigates and evaluates the impacts of language on social/collective identity in various Francophone communities at different times in history | Evaluates the ethics and importance of language laws, their impacts on social/collective identity, and how they have changed over time |
| The survival of a language and its related cultures requires the involvement of multiple stakeholders in the community. | Describes how their family and community promote the use and passing on of their language |  Describes ways in which languages interact with cultural preservations  | Identifies stakeholders involved in language and cultural preservation and describes their roles | Debates issues related to globalization versus language and cultural preservation | Proposes new ways of maintaining language and culture in a global world. |
| Francophone communities influence Canadian society as a whole | Identifies things they have learned or that enrich their lives that originate in Francophone communities | Identifies key historical events and people related to the Francophone community that influenced Canadian society | Describes historical and modern influence of Francophone communities and culture on Canadian society | Assesses and defends a position related to the most significant historical and modern influences of Francophone communities and culture on Canadian society | Debates the importance of maintaining Francophone culture and communities to the future of Canadian society |
| Inquiry processes | Poses simple questions, gathers data | Selects areas for inquiry, collects, organizes, and interprets data from multiple sources and credits their sources | Assesses the justification for competing accounts after investigating points of contention, reliability of sources and the adequacy of evidence | Draws inferences to define issues and draw conclusions from research and presents effectively using a variety of technologies | Questions and formulates an opinion regarding the benefits of continuing influence of ancient civilizations on modern times |
|  |  | C-: 50-59 | C+: 67-72C: 60-66 | B: 73-85 | A: 86-100 |

**GRADE 11 & 12 SOCIAL STUDIES**

<https://curriculum.gov.bc.ca/curriculum/social-studies/11/courses> <https://curriculum.gov.bc.ca/curriculum/social-studies/12/courses>

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Big Idea** | **Access Point** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions | Poses simple questions, gathers data | Selects areas for inquiry, collects, organizes, and interprets data from multiple sources and credits their sources | Assesses the justification for competing accounts after investigating points of contention, reliability of sources and the adequacy of evidence | Draws inferences to define issues and draw conclusions from research and presents effectively using a variety of technologies | Questions and formulates an opinion regarding the benefits of continuing influence of ancient civilizations on modern times |
| Assess the significance of people, places, events, phenomena, ideas, or developments (significance) | Forms opinions related to the significance of key people, places, events, phenomena, ideas, or developments | Identifies key people, places, events, phenomena, ideas, or developments | Describes key people, places, events, phenomena, ideas, or developments | Evaluates key people, places, events, phenomena, ideas, or developments – forms opinions regarding significance with justification | Evaluates key people, places, events, phenomena, ideas, or developments – considers diverse worldviews and perspectives |
| Assess the credibility and justifiability of evidence, data, and interpretations (evidence) | Identifies sources of evidence | Recognizes that sources of data vary in their reliability and validity | Categorizes evidence and data based on reliability and / or validity | Evaluates evidence, data, and interpretations for reliability, validity, and bias | Evaluates evidence, data, and interpretations for reliability, validity, and bias considers diverse worldviews and perspectives |
| Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments (continuity and change) | Compares similarities and differences in familiar people, places, events, phenomena, ideas, or developments | Compares similarities and differences, continuities and changes in familiar people, places, events, phenomena, ideas, or developments | Compares similarities and differences, continuities and changes in familiar people, places, events, phenomena, ideas, or developments | Compares similarities and differences, continuities and changes, trends and patterns in people, places, events, phenomena, ideas, or developments | Compares similarities and differences, continuities and changes, trends and patterns in people, places, events, phenomena, ideas, or developments considers diverse worldviews and perspectives |
| Assess the short- and long-term causes and expected and unexpected consequences of people’s actions, events, phenomena, ideas, or developments (cause and consequence) | Describes causes of major events | Describes the short- and long-term causes consequences of people’s actions, events, phenomena, ideas, or developments | Makes connections between significant events and decisions in the past and current issues and events | Assesses the short- and long-term causes and expected and unexpected consequences of people’s actions, events, phenomena, ideas, or developments | Makes predictions about the short- and long-term causes and expected and unexpected consequences of people’s actions, events, phenomena, ideas, or developments in current times |
| Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective) | Recognizes that people have different perspectives and show interest in learning about others perspectives | Identifies reasons why people have different perspectives on people, places, events, phenomena, ideas, or developments | Describes diverse perspectives on people, places, events, phenomena, ideas, or developments | Infers reasons why there are diverse perspectives on people, places, events, phenomena, ideas, or developments | Assesses the justification for competing accounts after investigating points of contention, reliability of sources and the adequacy of evidence |
| Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond (ethical judgment) | Justifies a solution to a problem as beneficial to all involved | Recognizes that many decisions and events in the past and present have been discriminatory or exploitive | Assesses judgments and events related to people, places, events, phenomena, ideas, or developments from an ethical perspective | Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments and determines appropriate ways to respond | Proposes innovative suggestions for “a way forward” to reconcile unethical judgments or events of the past |
|  |  | C-: 50-59 | C+: 67-72C: 60-66 | B: 73-85 | A: 86-100 |