**Social Studies Processes**

Early Elementary

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| **Big Idea** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| 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) |
| 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 |

Upper Elementary

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| **Big Idea** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| Inquiry processes | Selects problems for study, poses questions,  | Selects problems for study, poses questions  | Draws inferences and uses imagination and pattern analysis to define issues, pose questions | Poses sophisticated questions based on significance, critique of previous investigations (own or others) |
| Conducts inquiries, gathers and interprets information | Tests hypotheses, gathers and interprets information from multiple sources, credits their sources | Conducts inquiries, draws inferences and uses imagination and pattern analysis to draw conclusions from data and research, evaluates sources from multiple perspectives | Analyzes and evaluates relevant sources and information, Assesses the choices cartographers, historians, and others have made in determining significance including the credibility of their sources |
| Presents information in simple ways | Presents effectively using a variety of technologies | Presents effectively using a variety of technologies, considers audience, purpose | Designs service campaigns based on investigations to resolve social issues |
| 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, Compares how graphs, tables, charts, photographs, sketches, and maps represent information | Creates their own symbols to create a map legend |
| 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) |
| Recognizes that there are different types of maps, locates relevant geographical information and places on a variety of maps (e.g. Canada, North America) | Locates information and illustrates geographical information and places on a variety of maps using tools such as latitude and longitude, grids, scales, and legends | Selects appropriate maps for particular tasks or questions | Creates various types of maps for specific purposes using diverse methods and technologies |

High School

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| **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 |