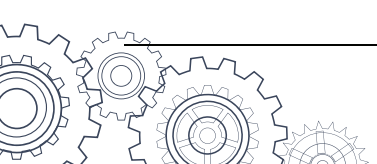
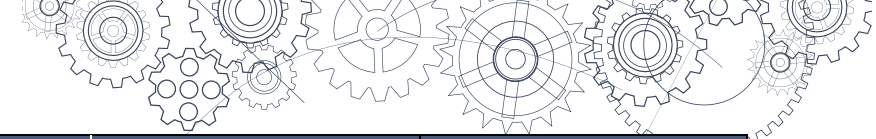


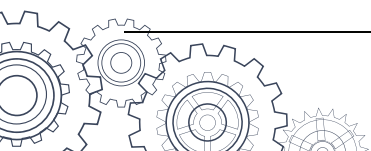
## Criteria Categories and Criteria for Social Studies K-9

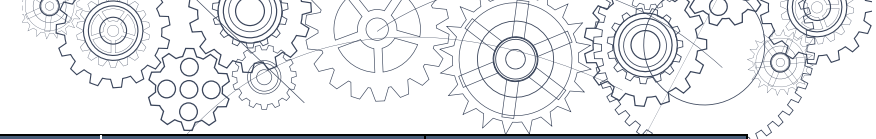
Curricular Competencies	Criteria category	Grades K-1	Grades 2-3	Grade 4	Grades 5-6	Grade 7-8	Grade 9
<b>Significance</b>  <b>Evidence</b>  <b>Continuity and change</b>  <b>Cause and consequence</b>  <b>Perspective</b>  <b>Ethical judgment</b>	<b>Inquiry and Questioning</b>	<ul style="list-style-type: none"> <li>Share ideas in a guided inquiry</li> <li>Ask questions</li> </ul>	<ul style="list-style-type: none"> <li>Share ideas in a guided inquiry</li> <li>Ask questions</li> </ul>	<ul style="list-style-type: none"> <li>Share ideas in a guided or structured inquiry</li> <li>Ask questions</li> <li>Identify a problem or issue</li> </ul>	<ul style="list-style-type: none"> <li>Share ideas in a guided or structured inquiry</li> <li>Ask questions</li> <li>Identify a problem or issue and develop an action plan</li> </ul>	<ul style="list-style-type: none"> <li>Share ideas in a guided, structured, or independent inquiry</li> <li>Ask questions</li> <li>Identify a problem or issue and develop an inquiry plan, with support</li> <li>Search for information from a variety of sources</li> </ul>	<ul style="list-style-type: none"> <li>Share ideas in a guided, structured, or independent inquiry</li> <li>Ask questions</li> <li>Develop a question that they can address in an inquiry</li> <li>Conduct independent research with guidance</li> </ul>
	<b>Evidence and Interpretation</b>	<ul style="list-style-type: none"> <li>Ask questions, make predictions, and make inferences about objects and familiar images</li> <li>Recognize that people have different points of view</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions, make predictions, and make inferences about objects and images</li> <li>Tell a story about an image or object</li> <li>Explain why people have different points of view</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions and make inferences about the origin and content of images, objects, and text</li> <li>Tell a story about a historical object, image, or text</li> <li>Identify perspectives in sources</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions and make inferences about the origin, content, and purpose of a variety of sources, including mass media</li> <li>Tell a story about an object, image, or text in the past or present</li> <li>Make inferences to identify and take the perspective of different stakeholders</li> <li>Consider the impact of time and place in the creation of a source</li> </ul>	<ul style="list-style-type: none"> <li>Assess the credibility of sources by examining the origin, content, and purpose of a variety of sources</li> <li>Assess whether evidence supports conclusions</li> <li>Describe how people's perspectives are influenced by the context in which they live</li> <li>Consider the context in which a source was created</li> </ul>	<ul style="list-style-type: none"> <li>Assess the value and credibility of sources and the adequacy of evidence when comparing differing accounts</li> <li>Assess what can and cannot be answered by particular primary sources</li> <li>Recognize implicit and explicit judgments in sources</li> <li>Consider prevailing world norms, values, and beliefs in interpreting evidence and perspectives</li> </ul>



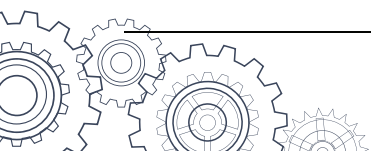


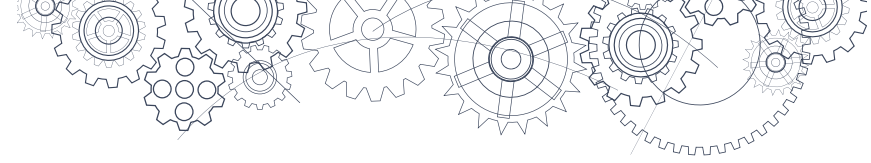
Curricular Competencies	Criteria category	Grades K-1	Grades 2-3	Grade 4	Grades 5-6	Grade 7-8	Grade 9
Significance	Analysis	<ul style="list-style-type: none"> <li>Identify causes and/or consequences of something they see or something in their life</li> </ul>	<ul style="list-style-type: none"> <li>Identify causes and/or consequences</li> </ul>	<ul style="list-style-type: none"> <li>Identify things that stay the same and things that change</li> </ul>	<ul style="list-style-type: none"> <li>Recognize negative and positive changes and continuities</li> </ul>	<ul style="list-style-type: none"> <li>Compare perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast changes and continuities</li> </ul>
Evidence		<ul style="list-style-type: none"> <li>Sequence objects and familiar images or events and identify what has changed and what has stayed the same</li> </ul>	<ul style="list-style-type: none"> <li>Sequence objects and images or events and identify what has changed and what has stayed the same</li> </ul>	<ul style="list-style-type: none"> <li>Infer which consequences were expected and which were unexpected</li> </ul>	<ul style="list-style-type: none"> <li>Explain which consequences were expected and which were unexpected</li> </ul>	<ul style="list-style-type: none"> <li>Assess the impacts of consequences</li> </ul>	<ul style="list-style-type: none"> <li>Assess the influence of underlying conditions</li> </ul>
Continuity and change		<ul style="list-style-type: none"> <li>Explain why something is important or significant to them or to their family</li> </ul>	<ul style="list-style-type: none"> <li>Explain why something is important to them</li> </ul>	<ul style="list-style-type: none"> <li>Speculate about different possible outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Speculate about different possible outcomes (5)</li> </ul>	<ul style="list-style-type: none"> <li>Identify turning points</li> </ul>	<ul style="list-style-type: none"> <li>Compare varying perspectives on the significance of someone or something</li> </ul>
Cause and consequence			<ul style="list-style-type: none"> <li>Identify when something is important to someone else</li> </ul>	<ul style="list-style-type: none"> <li>Sequence historical events</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between short- and long-term causes (6)</li> </ul>	<ul style="list-style-type: none"> <li>Characterize a time period in history</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how an event, person, or development is significant</li> </ul>
Perspective				<ul style="list-style-type: none"> <li>Argue why something/someone is significant</li> </ul>	<ul style="list-style-type: none"> <li>Sequence historic events</li> </ul>	<ul style="list-style-type: none"> <li>Apply criteria to determine significance and identify what other people have determined is significant</li> </ul>	<ul style="list-style-type: none"> <li>Argue the extent to which something is significant, using criteria</li> </ul>
Ethical judgment				<ul style="list-style-type: none"> <li>Determine why something is significant to someone else in a different time or place</li> </ul>	<ul style="list-style-type: none"> <li>Argue why something or someone is significant to different people in different times or places</li> </ul>	<ul style="list-style-type: none"> <li>Argue why something should be considered significant, using criteria</li> </ul>	<ul style="list-style-type: none"> <li>Explain how and why historical significance varies over time and from group to group</li> </ul>





Curricular Competencies	Criteria category	Grades K-1	Grades 2-3	Grade 4	Grades 5-6	Grade 7-8	Grade 9
<b>Significance</b>  <b>Evidence</b>  <b>Continuity and change</b>  <b>Cause and consequence</b>  <b>Perspective</b>  <b>Ethical judgment</b>	<b>Ethics and Decision-making</b>	<ul style="list-style-type: none"> <li>Identify fair and unfair things in their lives</li> <li>Decide what to do to make things fair</li> <li>Draw conclusions with support</li> </ul>	<ul style="list-style-type: none"> <li>Make a judgment</li> <li>Suggest a lesson that can be learned from an event, action, or person</li> <li>Draw conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Make an ethical judgment</li> <li>Consider context when making an ethical judgment</li> <li>Draw conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the role of ethics in decisions made by others</li> <li>Make ethical judgments about events, decisions, or actions</li> <li>Assess appropriate responses</li> <li>Draw reasoned conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the role of ethics in decisions made by others</li> <li>Make ethical judgments about events, decisions, or actions</li> <li>Assess the limitations of drawing lessons from the past</li> <li>Assess the significance of something or someone</li> <li>Assess the credibility of sources</li> <li>Assess whether evidence supports conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the complexity of the role of ethics in historical and current decisions made by others</li> <li>Make ethical judgments about events, decisions, or actions</li> <li>Assess appropriate responses</li> <li>Assess the influences of underlying conditions</li> <li>Assess the significance of something or someone</li> <li>Assess the credibility of sources and the adequacy of evidence to decide which account is more plausible</li> </ul>
	<b>Communication and Justification</b>	<ul style="list-style-type: none"> <li>Share ideas and work through images and explanations</li> </ul>	<ul style="list-style-type: none"> <li>Share ideas and work through images, explanations, and text</li> </ul>	<ul style="list-style-type: none"> <li>Share ideas and work through images, explanations, and text</li> <li>Form narratives and arguments</li> <li>Create a narrative that reflects a perspective</li> </ul>	<ul style="list-style-type: none"> <li>Share ideas, narratives, arguments, and narratives through a variety of media including images, text, and speech</li> <li>Write or speak from a stakeholder's perspective</li> </ul>	<ul style="list-style-type: none"> <li>Determine the most effective way of communicating information and sharing ideas</li> <li>Communicate using the most appropriate or effective form, including images, text, speech, and media</li> <li>Form narratives and arguments and communicate with others who have different narratives and arguments</li> </ul>	<ul style="list-style-type: none"> <li>Determine the most effective way of communicating information and sharing ideas</li> <li>Communicate using the most appropriate or effective form, including images, text, speech, and media</li> <li>Form narratives and arguments and communicate with others who have different narratives and arguments</li> </ul>





## Sample Application for Kindergarten Social Studies

**Curricular Competencies:** Evidence, Continuity and Change

Criteria category	Criteria
Evidence and Interpretation	<ul style="list-style-type: none"><li>• Ask questions, make predictions, and make inferences about objects and familiar images</li></ul>
Analysis	<ul style="list-style-type: none"><li>• Sequence objects and familiar images or events and identify what has changed and what has stayed the same</li></ul>

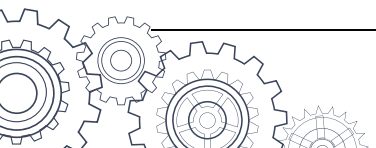
**Content:** Personal and Family History and Traditions

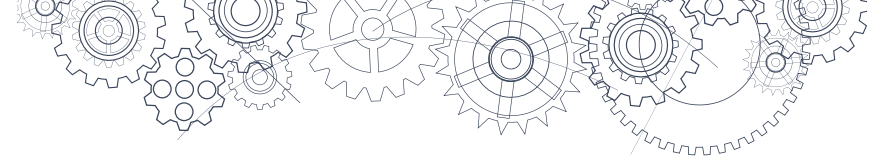
**Task:** As part of a unit related to family history and traditions, students are asked to bring a series of three or four photos from home, showing a member or members of their family in different years. The teacher models a sequencing photo with the whole class or small groups, using the teacher’s family photos: “Can we put the photos in chronological order? What clues can we see in the photos to help us sequence them? Do people look older? Is there a new member of the family or a different pet? What has changed from one photo to the next? What has stayed the same?” Students then try to sequence their own photos. In an interview with the teacher, students will talk about the clues they see in the photos and what has changed and what has stayed the same.

**Using the application:**

The rubric provides a detailed description of possible performance levels for each competency. It can be used:

- as is, based on an interview with each student
- a second time, using a different colour highlighter and another set of familiar images
- just as background guidance to support observations

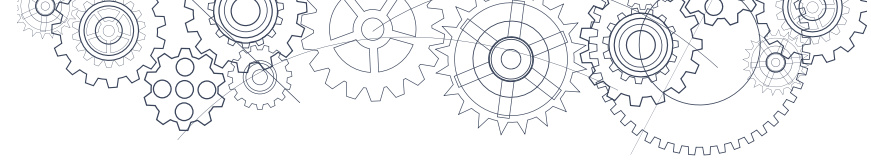




Criteria	Emerging	Developing	Proficient	Extending
<b>Evidence and Interpretation:</b> Ask questions, make predictions, and make inferences about objects and familiar images	Sees a “clue” in the photos when shown	Finds a clue in the photos with support	Independently finds a clue in the photos that is useful to the task	Acts as a detective, finding clues and explaining why they are important
<b>Analysis:</b> Sequence objects and familiar images or events and identify what has changed and what has stayed the same	Organizes photos randomly	Sequences photos with support	Sequences photos correctly with confirmation	Sequences photos independently Explains sequencing choices
	Identifies something that is the same or something that is different with support	Identifies some similarities and differences with support	Independently identifies changes and continuities across three photos	Independently identifies both key and subtle changes and continuities across three photos

Feedback is welcomed at [studentprogress@gov.bc.ca](mailto:studentprogress@gov.bc.ca)





## Sample Application for Grade 5/6 Social Studies

### Self-assessment to support an inquiry on a historical or current issue

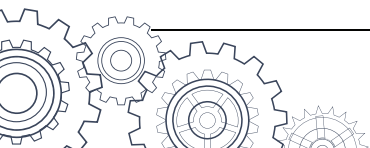
**Background:** There are tremendous opportunities in Grades 5 and 6 Social Studies for students to conduct critical inquiries into historical or current local, regional, national, or global issues. The concept of “stakeholder” appears in perspective-taking in these grades as well, as does the creation of an action plan for addressing an issue.

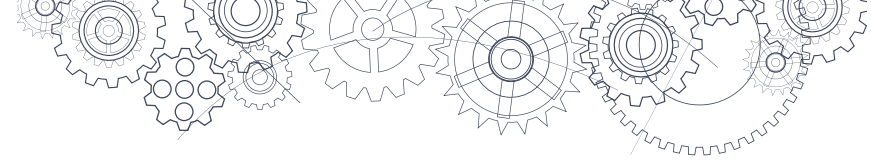
**Task:** Students engage in a structured or guided inquiry on a local, regional, national, or global issue, gathering and interpreting information from a number of sources and identifying stakeholder positions before drawing a reasoned conclusion, supported by evidence. This self-assessment will be completed by students in order to have them determine their readiness to make a reasoned judgement or conclusion, and to help them identify what they still need to investigate if they are not yet ready to do so.

#### Curricular Competencies developed with this task:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)
- Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)

Criteria category	Criteria
<b>Inquiry and Questioning</b>	<ul style="list-style-type: none"><li>• Share ideas in a guided or structured inquiry</li><li>• Ask questions</li><li>• Identify a problem or issue and develop an action plan</li></ul>
<b>Evidence and Interpretation</b>	<ul style="list-style-type: none"><li>• Ask questions and make inferences about the origin, content, and purpose of a variety of sources, including mass media</li><li>• Make inferences to identify and take perspectives of stakeholders</li></ul>
<b>Analysis</b>	<ul style="list-style-type: none"><li>• Argue why something or someone is significant to different people in different times or places</li></ul>
<b>Ethics and Decision-making</b>	<ul style="list-style-type: none"><li>• Draw reasoned conclusions</li></ul>
<b>Communication and Justification</b>	<ul style="list-style-type: none"><li>• Write or speak from a stakeholder’s perspective</li></ul>



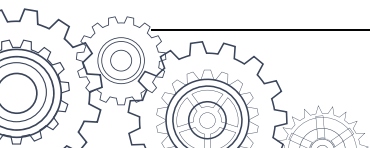


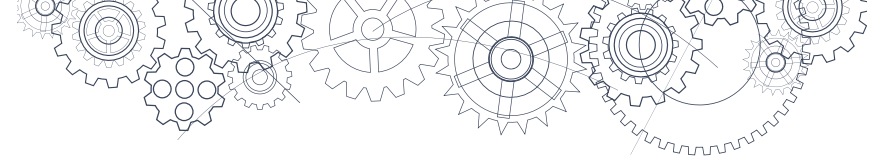
## Self-assessment to support an inquiry on a historical or current issue

This formative self-assessment tool is designed to help students determine whether they have collected sufficient evidence and have understood stakeholder positions before making a reasoned judgement on an issue. It also prompts students to identify actions they can take to extend their learning.

Criteria category	Criteria
<b>Evidence and Interpretation</b>	<ul style="list-style-type: none"> <li>• Ask questions and make inferences about the origin, content, and purpose of a variety of sources, including mass media</li> <li>• Make inferences to identify and take perspectives of stakeholders</li> </ul>
<b>Ethics and Decision-making</b>	<ul style="list-style-type: none"> <li>• Draw reasoned conclusions</li> </ul>

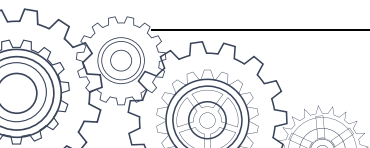
		On my way	Ready
<b>I am ready to move on to the last step – making a reasoned judgment.</b>	<b>On my way or Ready</b>	<b>I'm on my way, but I need to find out more about this. My plan is:</b>	<b>I'm ready to make a reasoned judgement and I'm extending my learning in these ways:</b>
I understand this issue well enough to explain it to someone using accurate details.			
I can explain the origin and purpose of the sources of information that I am using.			
Stakeholder #1 _____ <b>I can explain the perspective of stakeholder #1:</b> I can explain: <ul style="list-style-type: none"> <li>• who they are</li> <li>• why they are a stakeholder</li> <li>• what they have experienced in relation to the issue</li> </ul> I can infer why they believe what they believe			



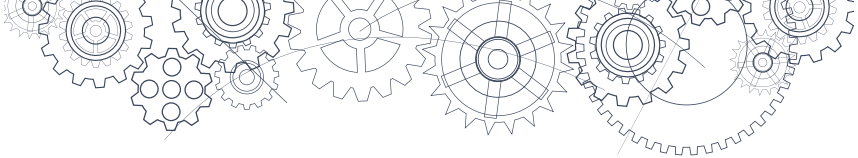


		On my way	Ready
I am ready to move on to the last step – making a reasoned judgment.	On my way or Ready	I'm on my way, but I need to find out more about this. My plan is:	I'm ready to make a reasoned judgement and I'm extending my learning in these ways:
Stakeholder #2 <hr/> <b>I can explain the perspective of stakeholder #2:</b> I can explain: <ul style="list-style-type: none"> <li>• who they are</li> <li>• why they are a stakeholder</li> <li>• what they have experienced in relation to the issue</li> </ul> I can infer why they believe what they believe			
Stakeholder #3 <hr/> <b>I can explain the perspective of stakeholder #3:</b> I can explain: <ul style="list-style-type: none"> <li>• who they are</li> <li>• why they are a stakeholder</li> <li>• what they have experienced in relation to the issue</li> </ul> I can infer why they believe what they believe			
I can draw a reasoned conclusion that is supported by evidence I have collected.			

Feedback is welcomed at [studentprogress@gov.bc.ca](mailto:studentprogress@gov.bc.ca)







## Sample Application for Grade 7-9 Social Studies

### Competency-Based Test: Significance/Perspective

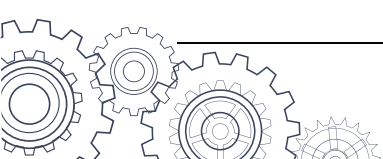
**Background:** This is a sample of a competency-based test. Students perform a competency-based exercise that requires them to apply and explain criteria for historical significance and demonstrate their competency in recognizing and taking historical perspectives. Through this process, they also demonstrate content knowledge and understanding.

#### Curricular Competencies developed with this task:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess the significance of people, places, events, or developments and compare varying perspectives in their historical significance at particular times and places, and from group to group (significance)
- Explain different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspectives)

This task addresses the following criteria categories and criteria in Grades 7-9 Social Studies:

Criteria category	Grade 7/8 criteria	Grade 9 criteria
<b>Analysis</b>	<ul style="list-style-type: none"><li>• Compare perspectives</li><li>• Apply criteria to determine significance and identify what other people have determined is significant</li><li>• Argue why something should be considered significant, using criteria</li></ul>	<ul style="list-style-type: none"><li>• Compare varying perspectives on the significance of someone or something</li><li>• Demonstrate how an event, person, or development is significant</li><li>• Argue the extent to which something is significant, using criteria</li></ul>
<b>Communication and Justification</b>	<ul style="list-style-type: none"><li>• Determine the most effective way of communicating information and sharing ideas</li><li>• Communicate using the most appropriate or effective form, including images, text, speech, and media</li></ul>	<ul style="list-style-type: none"><li>• Determine the most effective way of communicating information and sharing ideas</li><li>• Communicate using the most appropriate or effective form, including images, text, speech, and media</li></ul>





## Textbook Writer Test

Name:

Date:

**Challenge:** You have been hired by a textbook company to write part of a new textbook for B.C. Social Studies students.

You have been given one two-page spread for your topic, which is:

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Create a proposal for the two-page layout by **answering the questions below** and drawing a **sketch** of what the two pages would look like and how you would organize the information. Make sure you include elements that are **significant** enough that it's reasonable to expect that B.C. Social Studies students should read about them.

### Assessment criteria

- I can compare perspectives
- I can apply criteria and demonstrate how someone or something is significant
- I can argue why something should be considered significant, using criteria
- I can determine the most effective way of communicating information and sharing ideas
- I can communicate using the most appropriate or effective form, including images, text, speech, and media

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1. Identify and briefly describe **only 5** key events, people, or concepts that are significant enough to include in this spread.

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2. Why are these 5 elements (events, people, or concepts) significant enough to **include** in this textbook? Explain why they are significant.

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3. What are **2** examples of events, people, or concepts that you chose to **leave out** of the textbook? Explain why you chose to leave them out.

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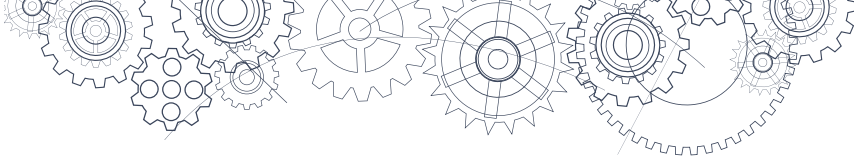
4. What are **2** images (maps, photos, cartoons, etc.) that you would include on the spread? Why are they significant enough to include?

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5. What is one change that someone who has a different **perspective** on this period in history might make? Explain your choice and how it might relate to their perspective.

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6. Why did you organize the information the way you did in your layout? How will it help readers understand this history?



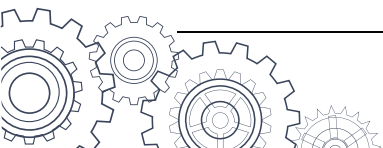
## Proficiency Rubric

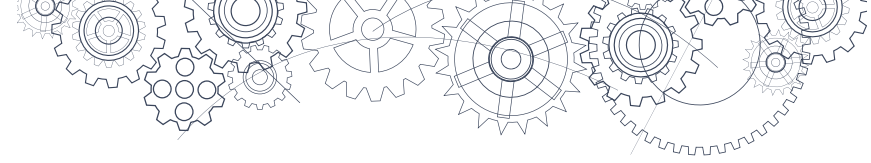
Criteria category	Curricular competency	Emerging	Developing	Proficient	Extending
Analysis	Significance	Includes an event, concept, or person (element) that relates to the topic	Selects elements that are related to the topic  Expresses an opinion about the significance of an event, concept, or person	Selects elements that are historically significant  Can argue why an element should be considered significant using at least one criterion	Selects elements that are all historically significant  Accurately uses various criteria for judging the significance of each element
Analysis	Significance and Perspective	Sees an additional perspective with support	Offers but does not support an additional perspective	Generates and defends a plausible alternative perspective on the significance of an element	Compares varying perspectives of the significance of different elements
Communication and Justification		Can list elements in a random order	Can provide and explain some organization of the elements in the layout	Can determine the most effective way of communicating information and sharing ideas, and organizes layout in a logical manner that would aid the reader in understanding the era	Can determine the most effective way of communicating ideas and defend the logic of an appropriate and well-planned layout

### Teacher feedback:

- Two descriptions of what student can do or is doing well, using strength-based language
- One specific goal to help student extend their learning in this area

Feedback is welcomed at [studentprogress@gov.bc.ca](mailto:studentprogress@gov.bc.ca)





# Sample Application for Grade 9 Social Studies

## Suggested activities and guiding questions for Evidence and Interpretation

**Background:** Social Studies 9 is focused on modern history. Students have many opportunities to interpret evidence from primary and secondary source text documents, political and geographic data, images and recordings, and so on. Every day, more of these sources become available digitally. Many useful materials can be found in freely accessible archives online, including specially curated collections designed for classroom use in BC schools by educational publishers and organizations.

The following suggested activities and guiding questions are designed to support students’ development of the Curricular Competencies.

### Criteria Category: Evidence and Interpretation

Criteria	Suggested activity	Guiding questions
<ul style="list-style-type: none"> <li>Assess what can and cannot be answered by particular primary sources</li> <li>Recognize implicit and explicit judgments in sources</li> </ul>	Analysis of a primary source: <ul style="list-style-type: none"> <li>letter</li> <li>diary or journal entry</li> <li>contemporary media article</li> <li>editorial cartoon</li> <li>government document</li> <li>contemporary advertisement</li> <li>photo, painting, or other image</li> </ul>	<ul style="list-style-type: none"> <li>What is this?</li> <li>What do we know about the person or body that created this (in a position to know, expertise, perspective)</li> <li>What was the intended audience?</li> <li>Purpose?</li> <li>What do we know? What can we infer? What can't we know based just on this source?</li> <li>How do language choices convey perspective?</li> </ul>
<ul style="list-style-type: none"> <li>Assess the value and credibility of sources and the adequacy of evidence when comparing differing accounts</li> </ul>	Document-based question (DBQ) using a curated collection of sources  Self-assessment of the quality of their account	<ul style="list-style-type: none"> <li>How do sources corroborate or contradict each other?</li> <li>What are the value, limitations, and/or adequacy of specific sources?</li> <li>How valid or reliable are these sources?</li> <li>What aspects of my account do I have most confidence in?</li> <li>What aspects of my account were more difficult to write?</li> <li>How did my language change...?</li> </ul>
<ul style="list-style-type: none"> <li>Consider prevailing world norms, values, and beliefs in interpreting evidence and perspectives</li> </ul>	Writing of an original account of a historical event based on critical use of primary source evidence	<ul style="list-style-type: none"> <li>How would the prevailing world norms have influenced this person’s perspective?</li> <li>What values and beliefs would this person likely of held?</li> </ul>

Feedback is welcomed at [studentprogress@gov.bc.ca](mailto:studentprogress@gov.bc.ca)

