

Social Studies 10: Evaluation

Student Name: _____ Teacher: _____ Date: _____

4	I am confident I have mastered this (Fully Meeting learning outcomes)
3	I have a good understanding of this (Meeting learning outcomes)
2	I have a basic understanding of this (Minimally Meeting learning outcomes)
1	I am still just learning this (Not Yet Meeting learning outcomes)

Big Ideas: What I UNDERSTAND

	1	2	3	4
Collective identity is constructed and can change over time				
The physical environment influences the nature of political, social and economic change				
Emerging ideas and ideologies profoundly influence societies and events				
Disparities in power alter the balance of relationships between individuals and between societies				

Content: What I KNOW (25%)

	1	2	3	4
Political, social economic, and technological revolutions (e.g. Red River Resistance, railway, advances in technology)				
The continuing effects of imperialism and colonialism on Indigenous peoples in Canada and the world (treaties, Indian Act, etc.)				
Global demographic shifts, including patterns of migration and population growth (immigration: challenges, influences on Canada's identity)				
Nationalism and the development of modern nation-states, including Canada (Confederation, National Policy, CPR)				
Local, regional, and global conflicts (e.g. Chilcotin War, Fraser Canyon War)				
Discriminatory policies, attitudes, and historical wrongs (e.g. head tax, attitudes towards minorities, Indian Act)				
Physiographic features of Canada and geological processes				

Curricular Competencies: What I can DO

COMMUNICATION (30%)				
	1	2	3	4
I can connect and engage with others by participating in discussions and group work				
I can collaborate with others to plan, carry out, and review activities				
I can acquire, interpret and present information (inquiry)				
I can reflect on my own learning				
I can share and present what I have learned				
I can give and receive feedback				

THINKING (30%)				
Critical Thinking (15%)	1	2	3	4
I can examine evidence from various perspectives				
I can assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence.				
I can question and investigate (inquiry)				
I can analyze and critique information (inquiry)				
I can assess the significance of people, places, events, and developments, and compare varying perspectives on their historical significance at particular times and places				
I can compare and contrast continuities and change for different groups during a specific time period				
I can explain the change from one time period to another in history and identify key turning points that mark periods of change				
I can determine what factors led to particular decisions, actions, and events, and assess their short and long-term consequences				
I can assess how prevailing conditions and the actions of individuals or groups affect events, decisions and developments				
I can explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs				
I can recognize implicit and explicit ethical judgments in a variety of sources				
Creative Thinking (15%)	1	2	3	4
I can get new ideas or reinterpret others' ideas				
I can make my ideas work within the constraints of a given form, problem, or materials				
PERSONAL AND SOCIAL RESPONSIBILITY (15%)				
Positive Personal and Cultural Identity	1	2	3	4
I can identify how my life experiences have contributed to my identity				
I can describe and represent my personal values and am aware that they shape my choices				
I can identify how my challenges can be opportunities for growth				
Personal Awareness & Responsibility	1	2	3	4
I can take ownership of my goals, learning, and behaviour (self-regulation)				
I can find internal motivation and act on opportunities for self-growth				
I can identify my strengths and abilities				
Social Responsibility	1	2	3	4
I can consider others' views and express a different opinion in a peaceful way				
I can initiate positive, sustainable change for others and the environment				
I can analyze complex social or environmental issues from multiple perspectives				
I can make reasoned ethical judgments about controversial actions in the past and present, and whether we have a responsibility to respond				