

# Social Studies 9: Evaluation

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

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

## Big Ideas: What I UNDERSTAND

	1	2	3	4
Exploration, expansion, and colonization had varying consequences for different groups.				
Disparities in power alter the balance of relationships between individuals and between societies.				
The physical environment influence the nature of political, social, and economic change.				
Human and environmental factors shape changes in population and living standards.				

## Content: What I KNOW (25%)

	1	2	3	4
I can describe the social, political, economic systems and structure of one Indigenous group in Canada				
I can identify the motives behind exploration, expansion, and colonization				
I can explain the continuing effects of colonialism on indigenous peoples in Canada (Indian Act, reservations, residential schools)				
I can describe social, economic, and technological revolutions (Industrial Revolution)				
I can describe who has power in a society, how they maintain it, and how groups have resisted government power (political revolutions)				
I can describe the impact that changes in technology and population have had on living standards and the environment (industrialization, urbanization, environmental impact, disease and health)				

## Core & Curricular Competencies: What I can DO

<b>COMMUNICATION (30%)</b>				
	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				

<b>THINKING (30%)</b>				
<b>Critical Thinking</b>	1	2	3	4
I can examine evidence from various perspectives				
I can assess the reliability of sources				
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				
<b>Creative Thinking</b>	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				
<b>PERSONAL AND SOCIAL RESPONSIBILITY (15%)</b>				
<b>Positive Personal and Cultural Identity</b>	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				
<b>Personal Awareness &amp; Responsibility</b>	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				
<b>Social Responsibility</b>	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				