

Student	Subject/Term		Social Studies 10	
Student Number	Teacher	M. Binning		
STANDARDS				
Creating & Communicating	<p>A</p> <p>Communicates confidently in a clear and effective manner and in a variety of different forms.</p> <p>Individually or collaboratively plans, revises and delivers presentations that demonstrate audience awareness.</p>	<p>B</p> <p>Can communicate in a clear and effective manner in a variety of different forms.</p> <p>Individually or collaboratively plans, revises and delivers presentations that demonstrate some audience awareness.</p>	<p>C</p> <p>Communicates in a variety of different forms, but communication may lack clarity in some areas.</p> <p>Individually or collaboratively plans, revises and delivers presentations that demonstrate some awareness of the audience.</p>	<p>NOT YET</p> <p>Has difficulty with communication.</p> <p>May not work well with others when planning, revising, or delivering presentations. Does not demonstrate audience awareness.</p>
Comprehension	<p>Conducts research and effectively collects information from multiple, credible sources.</p> <p>Determines reliability, content, and intended purpose of sophisticated evidence.</p> <p>Fully identifies, explains, and compares different perspectives on past or present peoples, places, issues and events.</p>	<p>Conducts research with minimal guidance and collects information from multiple, credible sources.</p> <p>Usually determines reliability, content, and intended purpose of evidence.</p> <p>Identifies, explains, and compares different perspectives on past or present people, places, issues and events.</p>	<p>With guidance conducts research and is learning to collect information from multiple, credible sources.</p> <p>Beginning to determine reliability, content, and intended purpose of evidence.</p> <p>Identifies and compares different perspectives on past or present peoples, places and issues.</p>	<p>Significant guidance is needed to conduct research and many not use note taking techniques.</p> <p>Is unable to determine reliability, content, and intended purpose of evidence</p> <p>With support identifies and compares different perspectives on past or present peoples, places and issues.</p>
Critical Thinking (Historical Thinking Skills)	<p>Identifies several factors that led to decisions, actions, or events, and can determine their major and minor consequences.</p> <p>Identifies and fully explains key turning points in history; evaluates compares or contrasts complex continuities and changes for different topics during a time period.</p> <p>Links meaningful events in a topic and thoughtfully explains how importance of events can vary between individuals, cultures, and time periods.</p> <p>Thoughtfully discusses why we learn about past injustices, their significance (impact) and society's responsibility to respond.</p>	<p>Identifies the factors that led to decisions, actions, or events, and their major and minor consequences.</p> <p>Identifies and explains different time periods in history including periods of progress and decline; evaluates and compares or contrasts continuities and changes for different topics during a time period.</p> <p>Determines which events are important in a topic (time, place, event, and people) and explains how importance of events can vary between individuals, cultures, and time periods.</p> <p>Discusses why we learn about historical injustices, how they shape the present, and society's responsibility to respond.</p>	<p>Identifies some factors that led to decisions, actions or events, and some of their consequences.</p> <p>With support, identifies different time periods in history including periods of progress and decline; with support, evaluates and compares or contrasts continuities and changes for different topics during a time period.</p> <p>Is learning to determine which events are important in a topic (time, place, event, and people) and is learning how importance of events can vary between individuals, cultures, and time periods.</p> <p>Beginning to understand why we learn about historical injustices, how they shape the present. Provides a basic response about society's responsibility to understand.</p>	<p>Identifies basic/obvious factors that led to decisions, actions or events, and their basic/obvious consequences.</p> <p>Is beginning to identify different time periods in history including periods of progress and decline; may have difficulty evaluating, comparing or contrasting continuities and changes for different topics during a time period.</p> <p>Needs guidance to identify some events as central in a topic (time, place, event, and people) and may have difficulty understanding how importance can vary between individuals, cultures, and time periods</p> <p>Recognizes historical actions and how they exist in the present.</p>
G	<p><input type="checkbox"/> Is always punctual and prepared for class; has 2 or fewer lates.</p> <p><input type="checkbox"/> Is a regular participant in classroom discussions</p> <p><input type="checkbox"/> Is on task and respectful of others (listens when they are speaking)</p> <p><input type="checkbox"/> Collaborates with peers & makes a meaningful contribution</p>			
S	<p><input type="checkbox"/> Is usually punctual and prepared for class; has 3 or fewer lates</p> <p><input type="checkbox"/> Usually participates in class discussions</p> <p><input type="checkbox"/> Is typically on task during work time and is respectful of others</p> <p><input type="checkbox"/> Collaborates with peers during group activities</p>			
N	<p><input type="checkbox"/> Is not always prepared for class; has 3 or more lates</p> <p><input type="checkbox"/> Needs to be called on to participate in classroom discussions</p> <p><input type="checkbox"/> Needs constant reminders to stay on task during work time and is not always respectful of others</p> <p><input type="checkbox"/> Needs encouragement to collaborate with peers during group activities</p>			