

SS8 – Objective 1. Primary and Secondary Resource Analysis Skills

Scoring Scale

4.0 Advanced	In addition to Score 3.0 performance, student goes beyond what was taught by applying skills and ideas to similar situations (for example, analysing editorial cartoons in class after reading or watching a news story to develop background information)	
Approaching	3.5	In addition to Score 3.0 performance, partial successes with analysis and inferences that go beyond what was taught.
3.0 Proficient	Student is able to - select and summarize information from primary and secondary sources (for example, interpret the meaning of a political cartoon by identifying the message of the artists) - assess the reliability, currency, and objectivity of primary and secondary sources (for example, identify the purpose of a propaganda piece like the Bayeux Tapestry) The student exhibits no major errors or omissions.	
Approaching	2.5	No major errors or omissions regarding the score 2.0 elements and partial knowledge of the score 3.0 elements
2.0 Basic	The student makes no major errors or omissions regarding the simpler details such as - identifying the elements of primary and secondary sources (for example, compare and contrast a primary and secondary source and identify elements such as when the source was produced) - explain why a source should be assessed for reliability and objectivity (for example, explain why a writer would use propaganda to influence people) However, the student exhibits major errors or omissions with score 3.0 elements	
Approaching	1.5	Partial understanding of the score 2.0 elements but major errors or omissions on the score 3.0 elements
1.0 Below Basic	With help, the student demonstrates a partial understanding of some of the score 2.0 elements and some of the 3.0 elements	
Approaching	0.5	With help, a partial understanding of some of the score 2.0 elements but not score 3.0 elements
0	Even with help, no understanding or skill demonstrated	

SS8 – Objective 2. Analytical Thinking

Scoring Scale

4.0 Advanced	In addition to Score 3.0 performance, student goes beyond what was taught by applying skills and ideas to similar situations (for example, defending an opinion the student disagrees with OR choosing a topic to defend which is not taught in class)	
Approaching	3.5	In addition to Score 3.0 performance, partial successes with analysis and inferences that go beyond what was taught.
3.0 Proficient	Student is able to - defend a position on a controversial issue after considering a variety of perspectives (for example, analyse the combination of internal and external forces that led to the fall of Rome, or defend or oppose the role the Catholic Church played in the dark ages) - plan, revise, and deliver formal written presentations (for example, develop a multi-paragraph essay that defends a thesis) The student exhibits no major errors or omissions.	
Approaching	2.5	No major errors or omissions regarding the score 2.0 elements and partial knowledge of the score 3.0 elements
2.0 Basic	The student makes no major errors or omissions regarding the simpler details such as - explain counter-arguments related to a controversial issue (for example, explain the internal and external forces that led to the fall of Rome) - plan, revise, and deliver basic written presentations (for example, a basic thesis statement and basic facts in a multi-paragraph essay) However, the student exhibits major errors or omissions with score 3.0 elements	
Approaching	1.5	Partial understanding of the score 2.0 elements but major errors or omissions on the score 3.0 elements
1.0 Below Basic	With help, the student demonstrates a partial understanding of some of the score 2.0 elements and some of the 3.0 elements	
Approaching	0.5	With help, a partial understanding of some of the score 2.0 elements but not score 3.0 elements
0	Even with help, no understanding or skill demonstrated	

SS8 – Objective 3. Geographic Skills and Data Skills

Scoring Scale

4.0 Advanced	In addition to Score 3.0 performance, student goes beyond what was taught by applying skills and ideas to similar situations (for example, analysing data which is not directly related to what was taught in class)	
Approaching	3.5	In addition to Score 3.0 performance, partial successes with analysis and inferences that go beyond what was taught.
3.0 Proficient	Student is able to - construct, interpret, and use graphs, tables, grids, scales, legends, and various types of maps (for example, identify the relationship between location and climate graphs such as proximity to the equator and bodies of water) - locate and describe major world landforms, bodies of water and political landforms on maps (for example all items are appropriately and accurately mapped including almost all mapping conventions) - describe how physical geography influenced patterns of settlement, trade, and exploration (for example identify the relationship between settlement and how geographic features can be exploited by a civilization to help it grow) The student exhibits no major errors or omissions.	
Approaching	2.5	No major errors or omissions regarding the score 2.0 elements and partial knowledge of the score 3.0 elements
2.0 Basic	The student makes no major errors or omissions regarding the simpler details such as - use graphs, tables, grids, scales, legends, and various types of maps (for example, reading a climate graph and identifying the temperature or precipitation for a given month, or calculating the deficit of the French government prior to the revolution, - locate and describe major world landforms, bodies of water and political landforms on maps (for example almost all items are appropriately and accurately mapped including almost all mapping conventions) - describe how physical geography influenced patterns of settlement, trade, and exploration (for example, identify those physical features that are necessary to support a large civilization) However, the student exhibits major errors or omissions with score 3.0 elements	
Approaching	1.5	Partial understanding of the score 2.0 elements but major errors or omissions on the score 3.0 elements
1.0 Below Basic	With help, the student demonstrates a partial understanding of some of the score 2.0 elements and some of the 3.0 elements	
Approaching	0.5	With help, a partial understanding of some of the score 2.0 elements but not score 3.0 elements
0	Even with help, no understanding or skill demonstrated	

SS8 – Objective 4. Society and Culture: Civilizations (500-1600)

Scoring Scale

4.0 Advanced	In addition to Score 3.0 performance, student goes beyond what was taught by applying skills and ideas to similar situations	
Approaching	3.5	In addition to Score 3.0 performance, partial successes with analysis and inferences that go beyond what was taught.
3.0 Proficient	Student is able to - identify factors that influence the development and decline of civilizations (for example, assess the impact poor leadership and corruption in the Roman Empire) - assess how identity is shaped by a variety of factors such as social structure and gender (for example, assess the impact the Feudal system on European society such as equality or lack of equality OR compare and contrast the role of women in Roman society to the changing role of women in Medieval society) The student exhibits no major errors or omissions.	
Approaching	2.5	No major errors or omissions regarding the score 2.0 elements and partial knowledge of the score 3.0 elements
2.0 Basic	The student makes no major errors or omissions regarding the simpler details such as - identify factors that influence the development and decline of civilizations (for example, describe the groups that invaded Rome and identify reasons why Rome could not defend itself) - identify and describe changes in Social classes (for example, describe the Heraldic code and a knight's role in it.) However, the student exhibits major errors or omissions with score 3.0 elements	
Approaching	1.5	Partial understanding of the score 2.0 elements but major errors or omissions on the score 3.0 elements
1.0 Below Basic	With help, the student demonstrates a partial understanding of some of the score 2.0 elements and some of the 3.0 elements	
Approaching	0.5	With help, a partial understanding of some of the score 2.0 elements but not score 3.0 elements
0	Even with help, no understanding or skill demonstrated	

SS8 – Objective 5. Politics and Law: Civilizations (500 TO 1600)

Scoring Scale

4.0 Advanced	In addition to Score 3.0 performance, student goes beyond what was taught by applying skills and ideas to similar situations (for example, identify and explain reasons for conflict between Christians and Muslims in the Holy Land making reference to modern day)	
Approaching	3.5	In addition to Score 3.0 performance, partial successes with analysis and inferences that go beyond what was taught.
3.0 Proficient	Student is able to • assess the impact of contact, conflict and conquest on civilizations (for example, identify and explain how the Greek culture was reflected in the Roman culture during the height of the Roman Empire) • explain the development and importance of government systems • describe various ways individuals and groups can influence legal systems and political structures (for example, identify and assess how guilds were used to control and influence trade and commerce) The student exhibits no major errors or omissions.	
Approaching	2.5	No major errors or omissions regarding the score 2.0 elements and partial knowledge of the score 3.0 elements
2.0 Basic	The student makes no major errors or omissions regarding the simpler details such as • assess the impact of contact, conflict and conquest on civilizations (for example, explain how conflict with the Romans in Palestine helped spread Christianity) • explain the development and importance of government systems • describe various ways individuals and groups can influence legal systems and political structures (for example, explain how Kings gained power from their barons and the Catholic Church) However, the student exhibits major errors or omissions with score 3.0 elements	
Approaching	1.5	Partial understanding of the score 2.0 elements but major errors or omissions on the score 3.0 elements
1.0 Below Basic	With help, the student demonstrates a partial understanding of some of the score 2.0 elements and some of the 3.0 elements	
Approaching	0.5	With help, a partial understanding of some of the score 2.0 elements but not score 3.0 elements
0	Even with help, no understanding or skill demonstrated	

SS8 – Objective 6. Economy: Civilizations (500 TO 1600)

Scoring Scale

4.0 Advanced	In addition to Score 3.0 performance, student goes beyond what was taught by applying skills and ideas to similar situations (for example, assess how trade was beneficial to colonial nations and detrimental to colonized nations)	
Approaching	3.5	In addition to Score 3.0 performance, partial successes with analysis and inferences that go beyond what was taught.
3.0 Proficient	Student is able to - Compare basic economic systems and different forms of exchange (for example, identify and assess how the development of larger towns encouraged a move from a barter to a monetary economy) - Analyse the effect of commerce on, trade routes, settlement patterns and cultural exchanges (for example, assess how the economic power of the Byzantine Empire lead to conflict in western Europe) The student exhibits no major errors or omissions.	
Approaching	2.5	No major errors or omissions regarding the score 2.0 elements and partial knowledge of the score 3.0 elements
2.0 Basic	The student makes no major errors or omissions regarding the simpler details such as - Compare basic economic systems and different forms of exchange (for example, compare and contrast barter and monetary economies) - Analyse the effect of commerce on, trade routes, settlement patterns and cultural exchanges (for example, explain how the decline in feudal warfare lead trade to prosper) However, the student exhibits major errors or omissions with score 3.0 elements	
Approaching	1.5	Partial understanding of the score 2.0 elements but major errors or omissions on the score 3.0 elements
1.0 Below Basic	With help, the student demonstrates a partial understanding of some of the score 2.0 elements and some of the 3.0 elements	
Approaching	0.5	With help, a partial understanding of some of the score 2.0 elements but not score 3.0 elements
0	Even with help, no understanding or skill demonstrated	

SS9 – Objective 7. Technology (500 – 1600)

Scoring Scale

4.0 Advanced	In addition to Score 3.0 performance, student goes beyond what was taught by applying skills and ideas to similar situations (for example, compare and contrast how the printing press and the internet helped lead to social change)	
Approaching	3.5	In addition to Score 3.0 performance, partial successes with analysis and inferences that go beyond what was taught.
3.0 Proficient	Student is able to Describe the impact of technological innovation and science on political, social and economic structures (for example, identify and assess how contact with the Islamic world influenced western civilization in mathematics, science and medicine) The student exhibits no major errors or omissions.	
Approaching	2.5	No major errors or omissions regarding the score 2.0 elements and partial knowledge of the score 3.0 elements
2.0 Basic	The student makes no major errors or omissions regarding the simpler details such as Describe the impact of technological innovation and science on political, social and economic structures (for example, explain how improved navigational equipment and shipbuilding techniques allowed exploration of new areas) However, the student exhibits major errors or omissions with score 3.0 elements	
Approaching	1.5	Partial understanding of the score 2.0 elements but major errors or omissions on the score 3.0 elements
1.0 Below Basic	With help, the student demonstrates a partial understanding of some of the score 2.0 elements and some of the 3.0 elements	
Approaching	0.5	With help, a partial understanding of some of the score 2.0 elements but not score 3.0 elements
0	Even with help, no understanding or skill demonstrated	

SS9 – Objective 8. Fur trade and development		
Scoring Scale		
4.0 Advanced	In addition to Score 3.0 performance, student goes beyond what was taught by applying skills and ideas to similar situations	
Approaching	3.5	In addition to Score 3.0 performance, partial successes with analysis and inferences that go beyond what was taught.

3.0 Proficient	Student is able to • assess the impact of the fur trade on exploration and settlement (for example, explain the connection between French settlement locations and trade with the First Nations) • explain the role of Aboriginal people in the fur trade and in the exploration of North America (for example, compare successful European explorations with unsuccessful explorations and analyse the role of Aboriginals on both explorations) • assess the role of geographical factors in the development of trade and settlement in Canada and other colonies (for example, explain the influence the Canadian Shield had on settlement patterns) The student exhibits no major errors or omissions.	
Approaching	2.5	No major errors or omissions regarding the score 2.0 elements and partial knowledge of the score 3.0 elements
2.0 Basic	The student makes no major errors or omissions regarding the simpler details such as • identify the impact of the fur trade on exploration and settlement (for example, identify the location of English fur trading settlements) • identify the role of Aboriginal people in the fur trade and in the exploration of North America (for example, identify that First Nations travelled to Hudson Bay with furs for the British) • identify the role of geographical factors in the development of trade and settlement in Canada and other colonies (for example, identify the Canadian Shield and identify which First Nations groups trapped fur in this region) However, the student exhibits major errors or omissions with score 3.0 elements	
Approaching	1.5	Partial understanding of the score 2.0 elements but major errors or omissions on the score 3.0 elements
1.0 Below Basic	With help, the student demonstrates a partial understanding of some of the score 2.0 elements and some of the 3.0 elements	
Approaching	0.5	With help, a partial understanding of some of the score 2.0 elements but not score 3.0 elements
0	Even with help, no understanding or skill demonstrated	

SS9 – Objective 9. Industrial Revolution		
Scoring Scale		
4.0 Advanced	In addition to Score 3.0 performance, student goes beyond what was taught by applying skills and ideas to similar situations	
Approaching	3.5	In addition to Score 3.0 performance, partial successes with analysis and inferences that go

		beyond what was taught.
3.0 Proficient		Student is able to • assess factors that influenced growth and development of industry such as enclosures, farming techniques geography, medicine, empire, social classes (for example, compare and contrast the rural to urban population shift which resulted from evolving and/or improved farming techniques) • evaluate the effects of the Industrial Revolution on society and the changing nature of work such as child and female labour, the factory system, the transportation system, etc. (for example, explain the cause and effect between the factory system and improvements in transportation OR compare and contrast the living standards of the cottage system and the factory system) The student exhibits no major errors or omissions.
Approaching	2.5	No major errors or omissions regarding the score 2.0 elements and partial knowledge of the score 3.0 elements
2.0 Basic		The student makes no major errors or omissions regarding the simpler details such as • identify factors that influenced growth and development of industry (define and explain terms such as enclosures, four field system, labour, capital, market) • identify the effects of the Industrial Revolution on society and the changing nature of work (for example, define and explain cottage industry, factory system, urbanization, rural life, class systems) However, the student exhibits major errors or omissions with score 3.0 elements
Approaching	1.5	Partial understanding of the score 2.0 elements but major errors or omissions on the score 3.0 elements
1.0 Below Basic		With help, the student demonstrates a partial understanding of some of the score 2.0 elements and some of the 3.0 elements
Approaching	0.5	With help, a partial understanding of some of the score 2.0 elements but not score 3.0 elements
0		Even with help, no understanding or skill demonstrated