

Social Studies

Grade 6

Mrs.Weiser

History Inquiry

LG: Use the historical inquiry process to investigate different perspectives on the historical or current experience of a community of people who have settled in Canada

| | Level 4 | Level 3 | Level 2 | Level 1 |
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| Formulate Questions | Questions were all level three questions that directly related to our learning goal and reflect historical thinking. | Questions were all level two or three questions that mostly related to our learning goal and reflected historical thinking. | Questions were level one or two questions that somewhat related to our learning goal and reflected some historical thinking. | Questions were all level one questions. |
| Gather and Organize | More than 4 credible primary and secondary sources were used that thoroughly answered the questions. | 3 credible primary and/or secondary sources were used to answer questions. | 2 credible primary and/or secondary sources were used to answer the questions. | 1 somewhat credible source was used to answer questions. |
| Interpret and Analyze | Student was always able to accurately analyse their research information and correctly select which information to include in their inquiry independently. | Student was able to analyse their research information and correctly select which information to include in their inquiry independently most of the time. | Student was able to somewhat accurately analyse their research information and correctly select which information to include in their inquiry with assistance. | Student was unable to analyse their research information or select which information to include in their inquiry. |
| Evaluate and Draw Conclusions | Student was able to successfully synthesize their information to discover some key economic, social and cultural aspects of their community, how their community contributed to Canada's development, some significant events in their community, significant changes over time to their community and why their community came | Student was able to mostly successfully synthesize their information to discover some key economic, social and cultural aspects of their community, how their community contributed to Canada's development, some significant events in their community, significant changes over time to their community and why their | Student was able to somewhat synthesize their information to discover some key economic, social and cultural aspects of their community, how their community contributed to Canada's development, some significant events in their community, significant changes over time to their community and why their community came | Student was unable to synthesize their information to discover some key economic, social and cultural aspects of their community, how their community contributed to Canada's development, some significant events in their community, significant changes over |

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| | to Canada. | community came to Canada. | to Canada. | time to their community and why their community came to Canada. |
| Communicate findings | Student selected exceptionally appropriate presentation form (oral, visual, written, kinaesthetic) for their audience and could communicate their findings exceptionally clearly and logically. All sources were cited, grammar and spelling were correct, and historical terminology was used effectively. | Student selected appropriate presentation form (oral, visual, written, kinaesthetic) for their audience and could communicate their findings clearly and logically. Most sources were cited, grammar and spelling were mostly correct, and historical terminology was used. | Student selected a somewhat appropriate presentation form (oral, visual, written, kinaesthetic) for their audience and could somewhat communicate their findings. Few sources were cited, grammar and spelling were somewhat correct, and historical terminology was used somewhat. | Student did not select an appropriate presentation form (oral, visual, written, kinaesthetic) for their audience and struggled to communicate their findings. Sources were not cited, grammar and spelling were mostly incorrect, and historical terminology was not used. |

Inquiry due Monday, November 13th.