



- > ALIGNED WITH ONTARIO SOCIAL STUDIES CURRICULUM
- > GRADES 4, 5 AND 6 COMMENTS
- Examples of Both Strand A and Strand B comments

Ontario Junior Social Studies Report Card Comments: Points to Ponder

While I do not in any way consider myself as an "expert" in report card writing, I HAVE written more report cards than I would ever care to admit. In the years since the 2013 Ontario Social Studies Curriculum was introduced, I have taken the time to come to the understanding that I'm meant to help my students develop into critical thinkers and engaged citizens as they become historians and geographers. This understanding helped me focus my report comments in such a way as to reflect the journey of my students towards this goal.

Step 1: <u>Understand the "Big Ideas"</u>

Read the strand chart that precedes the curriculum expectations.

Commit to keeping the identified "big ideas" in mind as you assess.



Step 2: Plan the Final Assessment Task

Gather appropriate & engaging resources for the unit.

Decide upon what type of final task/s to use to assess students' understanding of the big ideas.



Step 3: Create Comments Related to Big Ideas

As you assess various tasks, keep track of the "stars & wishes" you give students.

Write a 3 sentence comment based upon the big ideas AND your assessment notes.

Conner is learning to un others. For example, du shared resource was no "L-chart" to help him org	ig a report card commen derstand that interactions ring our debate on the of t respected during that til sanize his thoughts when	It's strength (star), while to t. The resulting common between people can his fects of the fur trade on it ne period, and that the foonsidering positive and	he second part contains if for "Conner" might be a we positive consequence first Nations people he st ur trade left them in wors negative consequences.	es for some and negative ated that the First Nation ie off than before. He is o of an event.	th use some of the e-consequences for s view of land as a incouraged to use
Riker = 3 Identified that some FN groups were better off than others because of fur trade; some trouble explaining a variety of positive effects	Natalie = 2 Explained how intermantages negatively affected FN family structure; needs to consider WHY FN women may have felt intermantage was a positive event for them	Colby = 4 Able to support his argument that European technology holped FN: needs to consider how introduction of items such as alcohol changed FN families	Sarah – 2 Acknowledged that some European/FN relationships were stronger than others: difficulty explaining WHY this might be the case	Brice = 1 Stated that FM people were "lucky" that the Europeans brought FN a chance to become wealthy; could not respond to the issue of loss of land at all	Skylar = 3 Described how FN people began to it connection with th land as men were out hunting for fur t needs to consider FN men & women have been affects viitfonenth
Clay = 3 Argued in favour of trade, citing new technology; difficulty rebutting concept of disruption of family structures.	Tanner = 2 Stated that more normadic Pils were worse off because land use was now restricted: troutile considering the ideas of other students	Douglas = 1 Would not participate in debate but instead drow 2 pictures to show a positive and a negative effect of fur trade, needs to listen more carefully to ideas of others as he was unable to arrive at a decision when it came time to vote.	Focused on how females (both Fit & European) were affected by fur trade; needs to consider the idea that some Fit groups were matrianchal and others weren't, & how this affected their outlook on fur trade	Referred to Canada: A Peoples History episodes to discuss differing perspectives on fur trade; struggled with lasting effects of trade such as current tand issues in Canada	David = 2 Good rebuttel for r position when cities effect of disease o during early fur tra- needs support understanding the positive role that Fi medicine had for Europeans!
Veil propered arguments AND rebuttles to support idea that FN were worse off: needs to corridor why FN may have been naive in their participation of trade	Andrea - 3 Focused on positive relationships between voyageun/coursurs de bois and FN hunters some trouble with rebuttal about possible discrimination of children that resulted from intermantages	Clark = 2 Looked at how deplotion of beaver pets left many FN groups with little food or access to fars for their own use; needs to consider some of the positive changes for FN groups as a result of fur trade	Griffin = 4 Changed his own views on this issue as a result of careful fistering and participation in debates, & could explain WHY his views changed; needs to consider how custent perspectives on fur trade are likely very different from those of the fur hards are	Conner = 2 Stated that the FN view of land as a shared respected during the fur trade; would benefit from using a "1-Chair" to help him view both positive and negative effects while preparing for diabate	Kennedy = Stated that it's act, hard to come to a balanced perspect on this issue, since t primary sources available tend to b European rather th indigenous; needs t identify the sources her own informatio

Conner is learning to understand that interactions between people can have positive consequences for some and negative consequences for others. For example, during our debate on the effects of the fur trade on First Nations people, he stated that the First Nations view of land as a shared resource was not respected during that time period, and that the fur trade left them in worse off than before. He is encouraged to use a "t-chart" to help him organize his thoughts when considering positive and negative

consequences of an event.

Social Studies - Interactions of Indigenous Peoples and Europeans Prior to 1713.... **Subject:**

BBig Idea: Interactions between people have consequences that can be positive for some people and negative for others.

acond part contains a next step ("wish). I might use some of these **Task:** Debate Participation. **Topic:** Were the First Nations people better or worse off because of their participation in the fur trade? onner" might be something like this: Note: The first part of each box contains a student's strength (comments when creating a report card comment.

auences for some and negative conseguences for Conner is learning to understand that interactions

off than before. He is encouraged to use a e stated that the First Nations view of land as a an event. others. For example, during our debate on the e shared resource was not respected during t-chart" to help him organize his though

Riker – 3

than others because of dentified that some FN fur trade; some trouble groups were better off explaining a variety of positive effects

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echnology; difficulty rebutting concept of Argued in favour of disruption of family Clay – 3 trade, citing new structures

Was 2 Ψo

Jade -

Natalie Explained family stru negative ntermarr to cop wom inter

rebuttals to support idea that FN were worse off; needs to consider why participation of trade FN may have been arguments AND Well prepared naïve in their

discrimination of children rebuttal about possible bois and FN hunters some trouble with voyageurs/coure hat resulted from relationships bet Focused on pos ntermarriages And

groups as a result of fur positive chang hade

Ctives on fur trade

are likely very different from those of the fur

trade era

land as men were often people began to lose connection with the

sue of

Skylar – 3

Described how FN

of FM people

Brice -

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rought FN a

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out hunting for fur trade; needs to consider how FN men & women may have been affected differently

David – 2

ANECDO

socies

effect of disease on FN Good rebuttal for neg. during early fur trade; position when citing positive role that FN understanding the medicine had for needs support Europeans!

that it's actually (ennedy – 4

That the FM ner -

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ome to a

perspective e sources of since the ther than needs to from using of MAKE AFTER EACH MAJOR and to be ninformation 900 HIS IS AN EXAMPLE OF THE KIND OF COMMENTS ! ACTIVITY. effects while pre Surce was positive and spected d trade; would help him vie for debate

Learning Goal

I often apply one learning goal to <u>every</u> student in the class, with the exception of students modified in this subjects

STRENGTHS

NEXT STEPS

N is learning t understand t consider the to fully unders, modern-day lif



 For example, s/he created 2 simple pictures showing the similarities S/he is encouraged to consider why some farming practices because ained the

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N is learning to i the ways in whic environment aff daily life in early

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COMMENTS BASED ON THE "BIG IDEAS" OF SOCIAL STUDIES THINKING

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of art works from both Medieval France and early First Nations groups to analyse how these early societies were alike and different

these pieces, and how their interpretations may have been different from other citizens within those societies.

EXAMPLE OF A COMPLETE REPORT CARD COMMENT

The first senter learning goal everyone, and be copied to e card. Sentend example of ho met that goal. offers a next stethe task.

ight be a assign to therefore report ives an student ence 3 ated to

In social studies Sophie is learning that not all early societies were the same. For example, she examined a set of art works from both Medieval France and early First Nations groups to analyse how these early societies were alike and different. She would benefit from thinking about what type of citizens may have created these pieces, and how their interpretations may have been different from other citizens within those societies.

Learning Goal

I often apply one learning goal to <u>every</u> strain the class ex modified s

STRENGTHS

NEXT STEPS

N is learning to understand tha consider the pa order to fully un modern-day life

N is learning to investigate the w which the enviror affected daily life societies

In social studies N learning that not a societies were the

ly

COMMENTS
BASED ON THE
2023 ONTARIO
SOCIAL STUDIES
CURRICULUM

descriptions of two of them showing how they were created from the local environment

- For example, s/he created two mock journal entries from children in Ancient Greece and Medieval England, showing the differences in family life, education and leisure time
- For example, s/he examined a set of art works from both Medieval France and early First Nations groups to analyse how these early societies were alike and different

icouraged to why some farming have remained while others have

s to ensure that ation s/he has m a reliable

couraged to which ental features significant to the a society. ouraged to ask tions about h as these, in ake inferences

- S/he is encouraged to consider the causes that may have led these two societies to grow in different ways.
- S/he would benefit from thinking about what type of citizens may have created these pieces, and how their interpretations may have been different from other citizens within those societies.

Example of a Complete Report Card Comment

The first sentence ht be a learning goal tha sign to everyone and ca refore be copied to eve port card. Sentence 2 es an example of how t udent met that goal. Sel nce 3 offers a next step related to the task.

In social studies Sophie is learning that not all early societies were the same. For example, she examined a set of art works from both Medieval France and early First Nations groups to analyse how these early societies were alike and different. She would benefit from thinking about what type of citizens may have created these pieces, and how their interpretations may have been different from other citizens within those societies.

(c) Coach's Corne

Grade 5 Strand A: Interactions of Indigenous Peoples and Europeans Prior to 1713 Learning Gool l often apply a goal +-Next Steps STRENGTHS mo In social For example, s/he created a S/he is encouraged to simple "photo album" of learnii consider why the I photographs and illustrations consequences for various s of ter showing the positive and First Nations groups may negative consequences of the have been different from

Grade 5 Strand B: The Role of Government and Responsible Citizenship

Learning Goal

often apply one learning goal to every student in "e class, with the "n of students" subject

Strengths

example of how student met Learning Goal)

Next Steps

When studying Canada, N inv the various pe of Indigenous and European interacted with another.

gover is address important social and environmental issues effectively and fairly.

For example, s/he chose a current local issue and explored how the municipal povernment and murrent seconds.

- S/he is encouraged to consider which level of government is best suited to address a particular issue.
- er the reliability of rces s/he uses in standards.

In social studie explored exan conflict and cooperation b Indigenous gra Europeans in e Canada.

The first sente learning god everyone an be copied to card. Senter example of I met that god offers a next the task.

EACH GRADE LEVEL

CONTAINS

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The first sentence r be a learning goa assign to everyone can therefore be copto every report card.. Sentence 2 gives an

Sentence 2 gives an example of how the student met that goal. Sentence 3 offers a next step related to the task. RD COMMENT

erent perspectives

ommunity issues. For amplifier terms a several local senior citizens on their views about possible cutbacks to public transportation in the community. She is encouraged to consider whose "voices" may be absent from any

formal discussions about an issue.

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