

# Ontario Junior **Social Studies** Report Card Comment Bank



- **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: Understand the “Big Ideas”

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.

Subject: Social Studies – Strand A First Nations							
<b>Big Idea:</b> Interactions between people have consequences that can be positive for some people and negative for others. <b>Task:</b> Debate Participation <b>Topic:</b> Were the First Nations people better or worse off because of their participation in the fur trade? <b>Note:</b> The first part of each box contains a student’s strength (star), while the second part contains a need (wish). I might use some of these comments when creating a report card comment. The resulting comment for “Conner” might be something like this: <i>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.</i>							
<b>Riker – 3</b> Identified that some FN groups were better off than others because of the fur trade. Some trouble beginning a variety of positive effects	<b>Natalie – 2</b> Explored how intermingling negatively affected the family structure. Needs to consider what FN women may have felt when they were taken from their homes	<b>Colby – 4</b> Able to support his argument that European technology helped FN needs to consider how the introduction of items such as alcohol changed FN families	<b>Sarah – 2</b> Acknowledged that some European FN relationships were stronger than others. Needs to consider how this might be the case	<b>Brice – 1</b> Stated that FN people were “lucky” that the Europeans brought FN a chance to become wealthy. Could not respond to the issue of how FN land was affected	<b>Skyler – 3</b> Described how FN people began to lose connection with the land as men were often hunting for fur trade. Needs to consider how FN men & women may have been affected differently	<b>Clay – 3</b> Argued that some FN groups were better off than others because of the fur trade. Some trouble beginning a variety of positive effects	<b>Tanner – 2</b> Stated that some FN groups were better off than others because of the fur trade. Some trouble beginning a variety of positive effects
<b>Emily – 3</b> Argued that some FN groups were better off than others because of the fur trade. Some trouble beginning a variety of positive effects	<b>Douglas – 1</b> Stated that some FN groups were better off than others because of the fur trade. Some trouble beginning a variety of positive effects	<b>Emily – 3</b> Argued that some FN groups were better off than others because of the fur trade. Some trouble beginning a variety of positive effects	<b>Allysha – 2</b> Stated that some FN groups were better off than others because of the fur trade. Some trouble beginning a variety of positive effects	<b>David – 2</b> Stated that some FN groups were better off than others because of the fur trade. Some trouble beginning a variety of positive effects	<b>Conner – 2</b> Stated that some FN groups were better off than others because of the fur trade. Some trouble beginning a variety of positive effects	<b>Jade – 4</b> Well prepared arguments AND related to support idea that FN were worse off because of the fur trade. Some trouble beginning a variety of positive effects	<b>Andrea – 3</b> Explored how intermingling negatively affected the family structure. Needs to consider what FN women may have felt when they were taken from their homes
<b>Clark – 2</b> Explored how intermingling negatively affected the family structure. Needs to consider what FN women may have felt when they were taken from their homes	<b>Griffin – 4</b> Able to support his argument that European technology helped FN needs to consider how the introduction of items such as alcohol changed FN families	<b>Conner – 2</b> Stated that some FN groups were better off than others because of the fur trade. Some trouble beginning a variety of positive effects	<b>Kennedy – 4</b> Well prepared arguments AND related to support idea that FN were worse off because of the fur trade. Some trouble beginning a variety of positive effects				

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.

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

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

**Task:** Debate Participation. **Topic:** Were the First Nations people better or worse off because of their participation in the fur trade?

**Note:** The first part of each box contains a student's strength (star) while the second part contains a next step ("wish"). I might use some of these comments when creating a report card comment. The result and comment for "Conner" might be something like this:

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

# ANECDOTAL COMMENT EXAMPLES

<b>Riker - 3</b> Identified that some FN groups were better off than others because of fur trade; some trouble explaining a variety of positive effects	<b>Natalie - 2</b> Explained how intermarriage had negative effects on family structure to consider when women were intermarried positive effects	<b>Brice - 1</b> Stated that FN people "lost" that the fur trade brought FN a "bad" thing to become a "good" thing. FN could not see the issue of a "bad" thing becoming a "good" thing.	<b>Skylar - 3</b> Described how FN people began to lose connection with the land as men were often out hunting for fur trade; needs to consider how FN men & women may have been affected differently
<b>Clay - 3</b> Argued in favour of trade, citing new technology; difficulty rebutting concept of disruption of family structures	<b>Clay - 2</b> Stated that FN people had negative effects on family structure because of fur trade; needs to consider how FN men & women may have been affected differently	<b>David - 2</b> Stated that FN people had negative effects on family structure because of fur trade; needs to consider how FN men & women may have been affected differently	<b>David - 2</b> Good rebuttal for neg. position when citing effect of disease on FN during early fur trade; needs support understanding the positive role that FN medicine had for Europeans!
<b>Jade - 4</b> Well prepared arguments AND rebuttals to support idea that FN were worse off; needs to consider why FN may have been naïve in their participation of trade	<b>Andreas - 3</b> Focused on positive relationships between voyageurs/couriers and FN hunters; some trouble with rebuttal about possible discrimination of children that resulted from intermarriages	<b>Conner - 2</b> Stated that the FN people "lost" that the fur trade brought FN a "bad" thing to become a "good" thing. FN could not see the issue of a "bad" thing becoming a "good" thing.	<b>Kennedy - 4</b> Stated that it's actually a "good" thing that came to a "bad" thing since the perspective since the fur trade; needs to consider how FN men & women may have been affected differently

THIS IS AN EXAMPLE OF THE KIND OF COMMENTS I MAKE AFTER EACH MAJOR ACTIVITY.

<b>Learning Goal</b> I often apply one learning goal to <u>every</u> student in the class, with the exception of students modified in this subjects	<b>STRENGTHS</b>	<b>NEXT STEPS</b>
N is learning to understand the ways in which the environment affected daily life in early societies. N is learning to understand the ways in which the environment affected daily life in early societies.	<ul style="list-style-type: none"> <li>For example, s/he created 2 simple pictures showing the similarities between the techniques of</li> </ul>	<ul style="list-style-type: none"> <li>S/he is encouraged to consider why some farming practices have remained the same</li> </ul>
N is learning to understand the ways in which the environment affected daily life in early societies. N is learning to understand the ways in which the environment affected daily life in early societies.	N is learning to understand the ways in which the environment affected daily life in early societies. N is learning to understand the ways in which the environment affected daily life in early societies.	N is learning to understand the ways in which the environment affected daily life in early societies. N is learning to understand the ways in which the environment affected daily life in early societies.
In social studies N is learning that not all early societies were the same. In social studies N is learning that not all early societies were the same.	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	S/he created these pieces, and how their interpretations may have been different from other citizens within those societies.

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

## EXAMPLE OF A COMPLETE REPORT CARD COMMENT

The first sentence might be a learning goal to assign to everyone, and therefore be copied to every report card.. Sentence 2 gives an example of how student met that goal. Sentence 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.



# Grade 4 Strand A: Early Societies to 1500 CE

## Learning Goal

I often apply one learning goal to every student in the class except for modified students.

## STRENGTHS

## NEXT STEPS

N is learning to understand that not all early societies were the same. In order to fully understand modern-day life.

N is learning to investigate the ways in which the environment affected daily life in early societies.

In social studies N is learning that not all early societies were the same.

## 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

- 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.

The first sentence should be a learning goal that is assigned to everyone and can therefore be copied to every report card. Sentence 2 is an example of how the student met that goal. Sentence 3 offers a next step related to the task.

### EXAMPLE OF A COMPLETE REPORT CARD COMMENT

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.

## Grade 5 Strand A: Interactions of Indigenous Peoples and Europeans Prior to 1713

### Learning Goal

I often apply one learning goal to every student in the class, with the intention of students meeting that goal by the end of the subject.

In social studies, I often apply one learning goal to every student in the class, with the intention of students meeting that goal by the end of the subject.

### STRENGTHS

- For example, s/he created a simple "photo album" of photographs and illustrations showing the positive and negative consequences of the

### NEXT STEPS

- S/he is encouraged to consider why consequences for various First Nations groups may have been different from

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

### Learning Goal

I often apply one learning goal to every student in the class, with the intention of students meeting that goal by the end of the subject.

When studying Canada, I often apply one learning goal to every student in the class, with the intention of students meeting that goal by the end of the subject.

In social studies, I often apply one learning goal to every student in the class, with the intention of students meeting that goal by the end of the subject.

### STRENGTHS

(EXAMPLE OF HOW STUDENT MET LEARNING GOAL)

- For example, s/he chose a current local issue and explored how the municipal government and community groups could address it.

### NEXT STEPS

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

**EACH GRADE LEVEL  
CONTAINS  
COMMENTS FOR  
BOTH SOCIAL  
STUDIES STRANDS.**

The first sentence of the learning goal everyone can be copied to card. Sentence 2 gives an example of how the student met that goal. Sentence 3 offers a next step related to the task.

The first sentence of the learning goal everyone can be copied to every report card.. Sentence 2 gives an example of how the student met that goal. Sentence 3 offers a next step related to the task.

### REPORT CARD COMMENT

...different perspectives on community issues. For example, I interviewed 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.