**SS 90 Student Self-Directed Study Assessment Rubric – Interactions and Interdependence**

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| Student Name: | \_\_\_\_\_\_\_\_\_\_ | **Insufficient Evidence****MUST REDO** | **Developing** | **Growing** | **Proficient** | **Exceptional** |
| **Focus:** To examine the local, indigenous and global interactions and independence of individuals, societies, cultures, and nations. |  | Student has **not demonstrated** the criteria for achieving this outcome, group of outcomes, or learning area despite opportunity to do so | Student has **rarely** demonstrated the criteria for achieving this outcome, group of outcomes, or learning area | Student has **inconsistently** demonstrated the criteria for achieving this outcome, group of outcomes, or learning area | Student has **consistently** demonstrated the criteria for achieving this outcome, group of outcomes, or learning area | Student has shown their understanding of this outcome, group of outcomes, or learning area in **novel situations** or **at a level of thinking beyond what is expected by the defined criteria.** |
| **Outcomes** | **IE** | **D-** | **D** | **G-** | **G** | **G+** | **P-** | **P** | **P+** | **E-** | **E** | **E+** |
| **IN9.1 -**  . Relate the functions and services of institutions in the community (e.g., schools, churches, local governments, parents, Elders, traditional knowledge keepers) to the needs of the people in that community. |  | -The explanation of functions, as it relates to the chosen project, is incomplete-Any explanation of the relationships is confusing here | Specific criteria here | -The connections and services are **clearly and concisely** described in a way that gives evidence of the student’s deep understanding here |  |
| **IN9.3** - Analyze the ways a worldview is expressed in the daily life of a society. Examine the role of education (institutions) in perpetuating the worldview of a society studied. Investigate the worldview of the local community as represented through features of literature, the arts, cultural celebrations and traditions, education, and architecture as applicable. |  | -The institutions are defined, but the explanation of them in our society is confusing or incomplete |  | -The institutions are clearly defined and their effects in our society are explained in a way that can clearly be understood by other students |  |
| **Learning Context** | **IE** | **D-** | **D** | **G-** | **G** | **G+** | **P-** | **P** | **P+** | **E-** | **E** | **E+** |
| **INQUIRY**1. Use critical & creative thinking to focus on an appropriate technology to research2. Research what is already known & critique it in light of experimental evidence & rational arguments3. Plan and carry out an investigation of the development of this technology and the societal infrastructure to support it (parties involved)4. Use tools to gather, analyze & interpret the data5. Communicate the results (ex: video, song, presentation, book, lab report, another creative idea)rea or outcome details (ex] description, key qu |  | -The topic is chosen.-Some research has been completed on existing knowledge-The investigation lacks organization and thoughtful planning-The topic presentation does not reflect the results clearly-The connections to our society are not communicated clearly  |  | - The technology chosen is thoughtful and meaningful-It is evident that extensive research has been completed on existing knowledge-The investigation is planned well and executed in an organized manner with no errors or oversights-The results are communicated in a clear & creative way that engages others |  |

**SS 90 Student Self-Directed Study Assessment Rubric – Dynamic Relationships**

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| Student Name: | \_\_\_\_\_\_\_\_\_\_ | **Insufficient Evidence****MUST REDO** | **Developing** | **Growing** | **Proficient** | **Exceptional** |
| **Focus:** To analyze the dynamic relationships of people with land, environments events and ideas as they have affected the past, shape the present and influence the future. |  | Student has **not demonstrated** the criteria for achieving this outcome, group of outcomes, or learning area despite opportunity to do so | Student has **rarely** demonstrated the criteria for achieving this outcome, group of outcomes, or learning area | Student has **inconsistently** demonstrated the criteria for achieving this outcome, group of outcomes, or learning area | Student has **consistently** demonstrated the criteria for achieving this outcome, group of outcomes, or learning area | Student has shown their understanding of this outcome, group of outcomes, or learning area in **novel situations** or **at a level of thinking beyond what is expected by the defined criteria.** |
|  |
| **Outcomes** | **IE** | **D-** | **D** | **G-** | **G** | **G+** | **P-** | **P** | **P+** | **E-** | **E** | **E+** |
| **DR9.2** - Synthesize the significance of key historical events in societies studied: Represent in a timeline the key historical events in the technology studied. Judge the importance of an event in the history of the technology studied to the people in the society, in historical context as well as to the current era. |  | -The explanation of the history of the development of this technology, as it relates to the chosen project, is incomplete-Any explanation of the history that is present is incomplete +/or confusing here | Specific criteria here | -The history and development are clearly and concisely described in a way that gives evidence of the student’s deep understanding re |  |
| **DR9.3** - Assess the relationship of the natural environment in the development of a society: Give examples of ways in which the natural environment influenced technological development in the societies studied. Analyze the effects of colonization, territorial expansion, and empire-building on the natural environment. |  | -The technology and environmental impacts from it are defined, but the explanation of effects on society, past and present, is confusing or incomplete |  | -The technology and environmental impacts are clearly defined & its effects on the society, past and present, can clearly be understood by other students |  |
| **Learning Context** | **IE** | **D-** | **D** | **G-** | **G** | **G+** | **P-** | **P** | **P+** | **E-** | **E** | **E+** |
| **INQUIRY** 1. Identify how the need for this technology arose and when2. Research what is already known in relation to the technology3. Identify possible environmental impacts from the production to the use of your technology4. Reflect on the usefulness of the technology in our society as a whole5. Communicate the results (ex: video, song, presentation, book, lab report, another creative idea)rea or outcome |  | -The history is included-Some research has been completed on existing knowledge- environmental impacts are general and not linked well-The usefulness to society is mentioned, but not explained-It is unlikely that others would have a clear understanding of the results  |  | - The history is concise and detailed-It is evident that extensive research has been completed on existing knowledge-The usefulness to society is explained in depth-The mode chosen for communicating results is clear, engaging & aids in understanding |  |

**SS 90 Student Self-Directed Study Assessment Rubric – Power and Authority**

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| Student Name: | \_\_\_\_\_\_\_\_\_\_ | **Insufficient Evidence****MUST REDO** | **Developing** | **Growing** | **Proficient** | **Exceptional** |
| **Focus:** To investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations. |  | Student has **not demonstrated** the criteria for achieving this outcome, group of outcomes, or learning area despite opportunity to do so | Student has **rarely** demonstrated the criteria for achieving this outcome, group of outcomes, or learning area | Student has **inconsistently** demonstrated the criteria for achieving this outcome, group of outcomes, or learning area | Student has **consistently** demonstrated the criteria for achieving this outcome, group of outcomes, or learning area | Student has shown their understanding of this outcome, group of outcomes, or learning area in **novel situations** or **at a level of thinking beyond what is expected by the defined criteria.** |
| **Outcomes** | **IE** | **D-** | **D** | **G-** | **G** | **G+** | **P-** | **P** | **P+** | **E-** | **E** | **E+** |
| **PA9.1** - Examine concepts of power and authority in the governance of the societies studied. Draw conclusions about the effect of the rule of law on the worldview of the societies studied. Compare the distribution of power and the application of authority of a society studied to contemporary Canadian society. |  | -The connection between government policy and education, as it relates to the chosen project, is incomplete-Any explanation of the connections are confusing- connection to market needs is present, but not clear | Specific criteria here | -The connection between government policy and education to this technology are clearly and concisely described in a way that gives evidence of the student’s deep understanding - connection to market needs is clearly explained and linked |  |
| **PA9.3** - Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada.Compile an inventory of the diverse roles and responsibilities of people within the societies studied. |  | -The businesses, partners, and manufacturers are defined, but the connections are confusing or incomplete |  | -The businesses, partners, and manufacturers are clearly defined and their roles are explained in a way that can clearly be understood by other students |  |
| **Learning Context** | **IE** | **D-** | **D** | **G-** | **G** | **G+** | **P-** | **P** | **P+** | **E-** | **E** | **E+** |
| **INQUIRY**1. Identify the authorities in our society that provided incentive, scientists, producers, investors, etc. to create this technology2. Research how they are all connected to benefit our society in some way3. For each viewpoint, evaluate the pros and cons joining to create this technology4. Make a thoughtful decision on the issue whether this technology is a benefit to our society |  | -The powers in society are defined generally-Some research has been completed on connections-Some pros and cons of viewpoints are considered-The decision on the issue is stated, but the process of decision making is not communicated clearly or explained well |  | - The powers in society are stated clearly - connections are completed and concise -Many pros and cons are stated and evaluated for each viewpoint on the issues-The decision making process is explained and communicated in a clear & creative way that engages others |  |

**SS 90 Student Self-Directed Study Assessment Rubric – CULTURAL PERSPECTIVES**

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| Student Name: | \_\_\_\_\_\_\_\_\_\_ | **Insufficient Evidence****MUST REDO** | **Developing** | **Growing** | **Proficient** | **Exceptional** |
|  |  | **< 50** | **50** | **55** | **60** | **65** | **70** | **75** | **80** | **85** | **90** | **95** | **100** |
| **Focus:** To examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment and contribute to sustainable development. |  | Student has **not demonstrated** the criteria for achieving this outcome, group of outcomes, or learning area despite opportunity to do so | Student has **rarely** demonstrated the criteria for achieving this outcome, group of outcomes, or learning area | Student has **inconsistently** demonstrated the criteria for achieving this outcome, group of outcomes, or learning area | Student has **consistently** demonstrated the criteria for achieving this outcome, group of outcomes, or learning area | Student has shown their understanding of this outcome, group of outcomes, or learning area in **novel situations** or **at a level of thinking beyond what is expected by the defined criteria.** |
|  |
| **Outcomes** | **IE** | **D-** | **D** | **G-** | **G** | **G+** | **P-** | **P** | **P+** | **E-** | **E** | **E+** |
| **RW9.1** - Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied: Investigate the strategies used to acquire and distribute resources in the societies studied. Infer the values of the societies studied according to categories of acquisition and distribution of resources and wealth. |  | -The explanation of the resources and wealth, as it relates to the chosen project, is incomplete-Any explanation of the resources used for this technology is confusing | Specific criteria here | -The connections to the resources and wealth are clearly and concisely described in a way that gives evidence of the student’s deep understanding ere |  |
| **RW9.3** - Determine the influence of technologies of past societies studied on contemporary society: Represent achievements and technologies of the contemporary world that have their origins in the achievements and technologies of societies studied. |  | -There are connections between past technology and your chosen topic, but the explanation of the connections are confusing or incomplete |  | -The connections are clearly defined and are explained in a way that can clearly be understood by other students |  |
| **Learning Context** | **IE** | **D-** | **D** | **G-** | **G** | **G+** | **P-** | **P** | **P+** | **E-** | **E** | **E+** |
| **INQUIRY**1. Research how the decision to invest in your topic were approved as well as why there was a need to invest in it.2. Consider the history of the technology and relate it to our contemporary needs today.3. Communicate your findings (ex: video, song, presentation, book, report, another creative idea)rea |  | -Research has been completed to investigate the sources of resources and wealth-The history of the technology used is generally explained-The findings are communicated, but lack clarity  |  | -It is evident that extensive research has been completed on the resources and wealth origins-The history of the technology is thoroughly explained-The findings are communicated in a clear & creative way  |  |