

Dear Families/Parents/Guardians,

This report is based on the student's current proficiency in social studies 10 so far.

- Part 1: Work Habits, goal setting (This document) ***Caregivers - please read, sign, & return this with comments!**
- Part 2: Samples of student work with task-specific rubrics (attached)

Recent learning endeavors have included...

- Learning about common Logical Fallacies and faulty rhetoric
- Civics: → Canadian Federal Elections and Canadian Federal Political Parties from the leader's debate
→ Surrey Municipal Elections: Student Vote program
- Significant events in the 20th century: Survey of family members, Infographic to show results.
- Inquiry skill-builders: Researching the Truth & Reconciliation Commissions 94 Calls to Action
- World War One: Intro powerpoint, MANIA lesson, Analysis of primary sources (MANIA propaganda / Images, Documentary: *They Shall Not Grow Old*) and Secondary Sources (photo books, film: *1917*)
- Skill Builders for Cause and Consequence, Significance

Academic progress so far in Mme Jarvis's Social Studies 10 course has been based on some 'practice tasks' (formative skill-building Historical Thinking practice tasks, assignments) and in-class discussions. We have not yet done 'performance tasks' (More formal assessments). Some are on paper, some are verbal, and some are in Microsoft 365. For further information about expectations, activities, and assessment for this course, please ask your child to show you our class Team online, the course curriculum, and rubrics.

Progress assessment in this class is **formative** (in-class work, homework, practice tasks, observations), **summative** (assignments/tests/quizzes/ projects/labs), and **self-reflective** (auto-evaluations, reflections, goal-setting). Proficiency encompasses what a student can demonstrate that they can **do, know, and understand** in relation to the curricular area.

EMERGING	DEVELOPING	PROFICIENT	EXTENDING
Demonstrates an initial understanding of the concept & an initial ability or attempt to enact the competencies relevant to the expected learning	Demonstrates a partial understanding of the concepts & an initial ability to enact the competencies relevant to the expected learning	Demonstrates a complete understanding of the concepts & an ability to fully enact the competencies relevant to the expected learning	Demonstrates a sophisticated understanding of the concepts & a sophisticated ability to enact the competencies relevant to the expected learning

*Based on the graphic above, most students at this point in the course will fall somewhere between emerging and proficient. It is too soon to be truly 'extending' because we have not yet practiced or performed all of the course skills.

"So far, this course has helped me to develop and improve the following skills" (Pick at least 3 and explain)

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions
- Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group
- Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data
- Compare and contrast continuities and changes for different groups at particular times and places
- Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences
- Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs
- Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond

Explain here, with reference to specific examples of class activities & Evidence that I have developed these skills / "What I did to get better at these skills"

WORK HABIT SELF-ASSESSMENT:				
A successful learner consistently...		G always	S mostly	N sometimes
Prepares	● is on time for class			
	● reviews what is posted on Teams & OneNote every week			
	● comes to class ready to learn, aware of what's going on			
	● organizes for class (maintain a binder, brings all materials necessary each day)			
... Participates	● uses class time wisely and efficiently			
	● contributes in class			
	● checks in via Microsoft Teams & OneNote in the case of any absences			
	● listens to others (teacher & peers) in a respectful way			
	● works productively with peers			
... Perseveres	● makes a strong effort in class			
	● completes assignments on time			
	● reflects on quality of work			
	● curbs phone urges (snapchat, tiktok, games, etc)			
	● perseveres when facing difficulties			
... Takes Positive Action	● asks questions to help understanding			
	● completes all tasks thoughtfully and fully			
	● seeks feedback and uses it to improve learning			
	● seeks help when needed			
	● uses learning supports or strategies when needed			

OVERALL WORK HABIT: _____ **ATTENDANCE:** _____ excused **ABSENCES** _____ unexcused **ABSENCES** _____ unexcused **LATES**

My goal(s) so far in this course have been to...	The steps I have taken to meet my goal(s) in Social Studies 10 so far:
What I'm most proud of in Social Studies 10 so far OR what I have found to be most interesting/rewarding:	What Madame Jarvis can START doing or KEEP doing to help me in my learning and growth:
My next goal in terms of my learning in social studies:	The steps I will take to meet my next goal(s):

- This student has shown that they are being thoughtful and using critical thinking skills through assignments and/or discussions thus far. All work to date is complete. As of now, I have no concerns about the progress of this student.
- This student is showing understanding of the basic concepts through assignments and/or discussions thus far. They are demonstrating at least a consistent level skill for enacted competencies so far. This student has completed all assignments to date. I encourage the student to follow the instructions and criteria for each activity thoughtfully, and ask some clarifying questions.
- This student is struggling to demonstrate their understanding of basic concepts through assignments and/or discussions so far. Work may be inconsistent, missing or incomplete. They are not yet demonstrating a consistent level of skill for competencies enacted thus far in the course. Participation may be somewhat inconsistent or reluctant. I encourage this student to seek extra help, ask clarifying questions, and develop some strategies for self-regulation.

Individualized teacher comments:	CAREGIVER Comments / Questions
Kind regards, Madame Nicole Jarvis jarvis_n@surreyschools.ca mmejarvis.weebly.com	CAREGIVER SIGNATURE