

Manitoba Report Card Grade Scale—Social Studies Achievement Profiles (Grades 1 to 8)
Subject Category: Critical Thinking and Citizenship

Category indicator	Extent to which the student is meeting grade-level* learning outcomes across the provincial report card grading scale				
	Not demonstrated (ND)	Limited (1)	Basic (2)	Good (3)	Very good to excellent (4)
Assesses the impact of individual and collective actions on the larger community.	Does not yet demonstrate the required understanding and application of concepts and skills.	Requires considerable, ongoing teacher support to <ul style="list-style-type: none"> consider the impacts of human decisions or actions regarding a social issue recognize and give examples of human interdependence 	Requires occasional teacher or peer support to <ul style="list-style-type: none"> consider the impacts of human decisions or actions regarding a social issue recognize and give examples of human interdependence 	Considers and questions the actions and decisions undertaken by individuals and groups. Recognizes and understands human interdependence at the local, regional, national, and global levels.	Critically and innovatively analyzes social actions and decisions undertaken by individuals and groups. Purposefully considers human interdependence at the local, regional, national, and global levels when making decisions.
Proposes alternative approaches to social issues. Takes an informed and ethically defensible stand on social issues.		Requires considerable, ongoing teacher support to <ul style="list-style-type: none"> explore new approaches to social issues take an informed and ethically defensible position on social issues 	Requires occasional teacher or peer support to <ul style="list-style-type: none"> explore new approaches to social issues take an informed and ethically defensible position on social issues 	Recognizes and responds to alternative approaches to social issues. Uses information to take an informed and ethically defensible position on a social issue.	Innovatively analyzes alternative approaches to social issues. Critically generates an informed and ethically defensible stand on a social issue.
Supports democratic values, fairness, and human rights in daily life. Accepts diversity and recognizes human commonalities in a changing and complex world.		Requires considerable, ongoing teacher support to <ul style="list-style-type: none"> consider democratic values, fairness, and human rights in actions and decisions consider and recognize diversity and commonality among societies in a changing and complex world 	Requires occasional teacher or peer support to <ul style="list-style-type: none"> consider democratic values, fairness, and human rights in actions and decisions consider and recognize diversity and commonality among societies in a changing and complex world 	Recognizes and supports democratic values, fairness, and human rights in actions and decisions. Considers and recognizes diversity and commonality among societies in a changing and complex world.	Demonstrates critical and purposeful support of democratic values, fairness, and human rights in daily life. Analyzes and reflects on issues of diversity and commonality among societies in a changing and complex world.

*Grades are based on what is developmentally appropriate for the time of year toward attaining end-of-grade learning outcomes or learning outcomes described in an individual education plan. References in the table to “teacher support,” “peer support,” et cetera, do **not** refer to adaptations defined as “a change in the teaching process, materials, assignments or pupil products to assist a pupil to achieve the expected learning outcomes” (Manitoba Education and Training, www.edu.gov.mb.ca/k12/specedu/programming/adaptation.html).