

Assessment Guide

Guiding Questions	Indicators	← Developing →				
Indicators used to help learner/teacher better specify the nature of learning within each competency.	Questions to help guide formative and summative assessment when discussing the learning process.	← Expanding →			← Fluent →	
		← Proficient →				
<p>Has an understanding of the history of racial and gender discrimination in the salmon canning industry and how this history of discrimination has shaped contemporary society</p> <p>Uses evidence to challenge the narrative and identity of Canada as an inclusive, multicultural society.</p> <p>Compares and contrast the varying experiences of people with different identities within the salmon canning industry over time.</p> <p>Understands how the salmon canning industry, as a primary resource-based economy, has contributed to colonialism and shaped policy and institutions in British Columbia.</p>	<p>What kind of divisions of labour existed in the canneries? What did you notice about the working conditions for different jobs within the cannery? How did this change over time? Are there jobs that are still relatively gendered or racialized today?</p> <p>Was the work being done by different groups of people valued differently? How can you tell? Who had power in the canneries? How did attitudes toward people categorized as different 'races' change over time?</p> <p>How were the experiences of Indigenous people in the canneries different than those of settlers? How did they change over time? How were experiences different based on 'race' and gender?</p> <p>How did the canneries further colonization? How did the salmon canning industry impact Indigenous ways of life? What were the environmental impacts of the canneries? Can we see any of the environmental or economic impacts of the canneries today?</p>	<p>Knowledge: arrange, define, describe, identify, label, recognize, recall, reproduce, select, repeat, duplicate, list, order, name, match</p>	<p>Comprehension: explain, convert, summarize, paraphrase, illustrate, classify, estimate, express, give examples, infer, locate, select, rewrite, review, translate, discuss</p>	<p>Application and Analysis: use, compute, solve, demonstrate, apply, construct, dramatize, interpret, manipulate, predict, produce, relate, show, analyze, categorize, compare, contrast, modify, interpret, change, illustrate, sketch, rewrite</p>	<p>Synthesis: create, design, hypothesize, invent, develop, arrange, assemble, rewrite, synthesize, collect & categorize, combine, compose, construct, combine, devise, formulate, reconstruct, revise</p>	<p>Evaluation: judge, recommend, critique, justify, appraise, argue, conclude, defend, discriminate, evaluate, interpret, predict, value, rate</p>

<p>Assesses how underlying working conditions and the actions of organized labour have influenced contemporary society.</p> <p>Assesses the significance of racism and racial division on the canning industry labour movement.</p>	<p>What were the working conditions in the salmon canning industry? How were the working conditions related to labour organizing? What was the history of labour organizing in the salmon canning industry? What did strikes achieve?</p> <p>How did 'race' and racism factor in to labour organizing? What were the roots of racial tension? What was the role of mechanization in the salmon canning industry? How did this impact workers, cannery owners, and the economy?</p>					
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