

## Outcome Correlation: Making a Difference Grade Three Social Studies

### ASSESSMENT AND EVALUATION OF STUDENT LEARNING

This performance task is designed to gather assessment evidence for the following learner outcomes (shown in Times New Roman font) from the Alberta Social Studies Program of Studies (2005).

Learner Outcomes		Criteria for Evaluation *
<b>General Outcome 3.2</b> Students will demonstrate an understanding and appreciation of Canada's roles and responsibilities in global citizenship in relationship to communities in India, Tunisia, Ukraine and Peru.		Students provide evidence of their learning as they:
Number	Specific Outcomes	
<b>Knowledge and Understanding</b> <b>3.2.2</b> 3.2.2.3 3.2.2.4 3.2.2.5  <b>Skills and Processes</b> <b>3.S.7</b> 3.S.7.1	<i>Students will:</i> <b>explore the concept of global citizenship by reflecting upon the following questions for inquiry:</b> <ul style="list-style-type: none"> <li>In what ways can individuals and groups contribute to positive change in the world?</li> <li>How do international organizations support communities in need throughout the world (e.g., UNICEF, Red Cross, Development and Peace)?</li> <li>What are examples of international organizations formed by individuals (e.g., Free the Children, Médecins sans frontières (Doctors Without Borders))?</li> </ul> <i>Students will:</i> <b>apply the research process:</b> <ul style="list-style-type: none"> <li>make connections between cause-and-effect relationships from information gathered from varied sources</li> </ul>	<ul style="list-style-type: none"> <li>describe contributions and explain impact</li> </ul>
<b>Skills and Processes</b> <b>3.S.7</b> 3.S.7.3	<i>Students will:</i> <b>apply the research process:</b> <ul style="list-style-type: none"> <li>develop questions that reflect a personal information need</li> </ul>	<ul style="list-style-type: none"> <li>develop questions</li> </ul>
<b>Values and Attitudes</b> <b>3.2.1</b> 3.2.1.1 <b>Skills and Processes</b> <b>3.S.1</b> 3.S.1.2	<i>Students will:</i> <b>appreciate elements of global citizenship:</b> <ul style="list-style-type: none"> <li>recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them</li> </ul> <i>Students will:</i> <b>develop skills of critical thinking and creative thinking:</b> <ul style="list-style-type: none"> <li>choose and justify a course of action</li> </ul>	<ul style="list-style-type: none"> <li>evaluate possible results of personal involvement</li> </ul>

\* Criteria statements appear again in the first column of the evaluation tools (checklists, rating scales and/or rubrics) and are the basis on which student evaluation is made relative to the learner outcomes.