

Outcome Correlation: Banff's Future: What Will We Decide? Grade Four 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 (2006).

Learner Outcomes		Criteria for Evaluation *
General Outcome 4.1 Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology and paleontology are integral to the landscapes and environment of Alberta. General Outcome 4.3 Students will demonstrate an understanding and appreciation of how Alberta has grown and changed culturally, economically and socially since 1905.		Students provide evidence of their learning as they:
Number	Specific Outcomes	
Knowledge and Understanding 4.1.3 4.1.3.2	<i>Students will:</i> examine, critically, how geology and paleontology contribute to knowledge of Alberta's physical geography by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> What geological features make Alberta unique (e.g., hoodoos, Rocky Mountains, foothills, oil sands)? 	<ul style="list-style-type: none"> identify unique geological features
Values and Attitudes 4.1.1 4.1.1.4 Knowledge and Understanding 4.1.2 4.1.2.5	<i>Students will:</i> value Alberta's physical geography and natural environment: <ul style="list-style-type: none"> appreciate the environmental significance of national and provincial parks and protected areas in Alberta <i>Students will:</i> examine, critically, the physical geography of Alberta by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> How are Alberta's provincial parks and protected areas and the national parks in Alberta important to the sustainability of Alberta's natural environment? 	<ul style="list-style-type: none"> explain value of national parks and protected areas
Values and Attitudes 4.1.1 4.1.1.6 Knowledge and Understanding 4.1.4 4.1.4.3 4.3.4 4.3.4.4 Skills and Processes 4.S.4 4.S.4.1	<i>Students will:</i> value Alberta's physical geography and natural environment: <ul style="list-style-type: none"> demonstrate care and concern for the environment through their choices and actions <i>Students will:</i> analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> How do Albertans deal with competing demands on land use (e.g., conservation, solar and wind power, recreation, agriculture, oil exploration, forestry)? examine recreation and tourism in Alberta by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> In what ways do interests concerning tourism and the natural environment conflict? Dimensions of Thinking <i>Students will:</i> demonstrate skills of decision making and problem solving: <ul style="list-style-type: none"> contribute and apply new ideas and strategies, supported with facts and reasons, to decision making and problem solving 	<ul style="list-style-type: none"> propose a solution
Skills and Processes 4.S.8 4.S.8.6	Communication <i>Students will:</i> demonstrate skills of oral, written and visual literacy: <ul style="list-style-type: none"> communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes 	<ul style="list-style-type: none"> present information

* 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.