

Outcome Correlation: The Great Depression: Changing Ways of Life Grade Five 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 (2007).

Learner Outcomes		Criteria for Evaluation *
General Outcome 5.3 Students will demonstrate an understanding of the events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.		Students provide evidence of their learning as they:
Number	Specific Outcomes	
Knowledge and Understanding 5.3.4 5.3.4.2 Skills and Processes 5.S.2 5.S.2.3	<i>Students will:</i> assess, critically, how economic booms and crashes affected ways of life in Canada by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> In what ways did the Great Depression of the 1930s affect ways of life in urban and rural communities? Dimensions of Thinking <i>Students will:</i> develop skills of historical thinking: <ul style="list-style-type: none"> explain the historical context of key events of a given time period 	<ul style="list-style-type: none"> explain impact of economy on ways of life
Skills and Processes 5.S.2 5.S.2.1 5.S.7 5.S.7.4	Dimensions of Thinking <i>Students will:</i> develop skills of historical thinking: <ul style="list-style-type: none"> use photographs and interviews to make meaning of historical information Research for Deliberative Inquiry <i>Students will:</i> apply the research process: <ul style="list-style-type: none"> cite references as part of research 	<ul style="list-style-type: none"> select photographs to make meaning
Skills and Processes 5.S.8 5.S.8.1	Communication <i>Students will:</i> demonstrate skills of oral, written and visual literacy: <ul style="list-style-type: none"> select appropriate forms of delivery for written and oral information, taking particular audiences and purposes into consideration 	<ul style="list-style-type: none"> communicate 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.