

## Outcome Correlation: Democracy or Not...You Be the Judge Grade Six 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 *
<b>General Outcome 6.2</b> Students will demonstrate an understanding and appreciation of the democratic principles exemplified by ancient Athens and the Iroquois Confederacy.		Students provide evidence of their learning as they:
<b>Number</b>	<b>Specific Outcomes</b>	
<b>Knowledge and Understanding</b> <b>6.2.3</b>  6.2.3.1 6.2.3.2 6.2.3.3  <b>Skills and Processes</b> <b>6.S.2</b> 6.S.2.3	<i>Students will:</i> <b>analyze the structure and functions of the democratic system in ancient Athens by exploring and reflecting upon the following questions and issues:</b> <ul style="list-style-type: none"> <li>How was the government of ancient Athens structured?</li> <li>How did the structure of the government in ancient Athens provide opportunities for citizens to participate in decision making?</li> <li>How did identity, status and class structure impact citizenship in ancient Athens?</li> </ul> <b>Dimensions of Thinking</b> <i>Students will:</i> <b>develop skills of historical thinking:</b> <ul style="list-style-type: none"> <li>explain the historical contexts of key events of a given time period</li> </ul>	<ul style="list-style-type: none"> <li>describe Athenian democracy</li> </ul>
<b>Knowledge and Understanding</b> <b>6.2.3</b>  6.2.3.5  <b>Skills and Processes</b> <b>6.S.7</b> 6.S.7.4  <b>Skills and Processes</b> <b>6.S.8</b> 6.S.8.2	<i>Students will:</i> <b>analyze the structure and functions of the democratic system in ancient Athens by exploring and reflecting upon the following questions and issues:</b> <ul style="list-style-type: none"> <li>To what extent were democratic ideals of equity and fairness part of the structure of government and society in ancient Athens?</li> </ul> <b>Research for Deliberative Inquiry</b> <i>Students will:</i> <b>apply the research process:</b> <ul style="list-style-type: none"> <li>draw and support conclusions based on information gathered to answer a research question</li> </ul> <b>Communication</b> <i>Students will:</i> <b>demonstrate skills of oral, written and visual literacy:</b> <ul style="list-style-type: none"> <li>express reasons for their ideas and opinions, in oral or written form</li> </ul>	<ul style="list-style-type: none"> <li>develop and support position</li> </ul>
<b>Skills and Processes</b> <b>6.S.8</b> 6.S.8.1	<b>Communication</b> <i>Students will:</i> <b>demonstrate skills of oral, written and visual literacy:</b> <ul style="list-style-type: none"> <li>express opinions and present perspectives and information in a variety of forms such as oral or written presentations, speeches or debates</li> </ul>	<ul style="list-style-type: none"> <li>communicate information</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.