

## Outcome Correlation: Enemies of Injustice 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 6.1</b> Students will demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.		Students provide evidence of their learning as they:
<b>Number</b>	<b>Specific Outcomes</b>	
<b>Values and Attitudes</b> <b>6.1.1</b> 6.1.1.1 6.1.1.2  <b>Knowledge and Understanding</b> <b>6.1.2</b>  <b>Skills and Processes</b> <b>6.S.6</b> 6.S.6.1	<i>Students will:</i> <b>recognize how individuals and governments interact and bring about change within their local and national communities:</b> <ul style="list-style-type: none"> <li>recognize and respect the democratic rights of all citizens in Canada</li> <li>value the role of the Canadian Charter of Rights and Freedoms in protecting individual and collective rights and freedoms</li> </ul> <i>Students will:</i> <b>demonstrate an understanding of the fundamental principles of democracy by exploring and reflecting upon the following questions and issues:...</b> 6.1.2.1 through 6.1.2.4 <b>Social Participation as a Democratic Practice</b> <i>Students will:</i> <b>develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:</b> <ul style="list-style-type: none"> <li>demonstrate commitment to the well-being of their community by drawing attention to situations of injustice where action is needed</li> </ul>	<ul style="list-style-type: none"> <li>identify and describe an injustice</li> </ul>
<b>Skills and Processes</b> <b>6.S.4</b> 6.S.4.2  <b>6.S.9</b> 6.S.9.2	<b>Dimensions of Thinking</b> <i>Students will:</i> <b>demonstrate skills of decision making and problem solving:</b> <ul style="list-style-type: none"> <li>consider multiple perspectives when dealing with issues, decision making and problem solving</li> </ul> <b>Communication</b> <i>Students will:</i> <b>develop skills of media literacy:</b> <ul style="list-style-type: none"> <li>examine and assess diverse perspectives regarding an issue presented in the media</li> </ul>	<ul style="list-style-type: none"> <li>describe diverse perspectives</li> </ul>
<b>Knowledge and Understanding</b> <b>6.1.6</b>  6.1.6.1  <b>Skills and Processes</b> <b>6.S.4</b> 6.S.4.1	<i>Students will:</i> <b>analyze how individuals, groups and associations within a community impact decision making of local and provincial governments by exploring and reflecting upon the following questions and issues:</b> <ul style="list-style-type: none"> <li>How can individuals, groups and associations within a community participate in the decision-making process regarding current events or issues (i.e., lobbying, petitioning, organizing and attending local meetings and rallies, contacting elected representatives)?</li> </ul> <b>Dimensions of Thinking</b> <i>Students will:</i> <b>demonstrate skills of decision making and problem solving:</b> <ul style="list-style-type: none"> <li>propose and apply new ideas, strategies and options, supported with facts and reasons, to contribute to decision making and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>develop an action plan</li> </ul>
<b>Skills and Processes</b> <b>6.S.8</b> 6.S.8.1  6.S.8.2	<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> <li>express reasons for their ideas and opinions, in oral or written form</li> </ul>	<ul style="list-style-type: none"> <li>present recommendations</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.