

## Outcome Correlation: R-JEF: Mission Possible! 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 *
<p><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.</p> <p><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.</p>		Students provide evidence of their learning as they:
Number	Specific Outcomes	
<p><b>Knowledge and Understanding</b> <b>6.1.2</b></p> <p>6.1.2.1</p>	<p><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></p> <ul style="list-style-type: none"> <li>What is democracy (i.e., justice, equity, freedoms, and representation)?</li> </ul>	<ul style="list-style-type: none"> <li>provide examples of the 4 pillars of democracy from everyday life</li> </ul>
<p><b>Knowledge and Understanding</b> <b>6.2.3</b></p> <p>6.2.3.1 6.2.3.5</p> <p><b>OR</b></p> <p><b>6.2.4</b></p> <p>6.2.4.1 6.2.4.7</p>	<p><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></p> <ul style="list-style-type: none"> <li>How was the government of ancient Athens structured?</li> <li>To what extent were democratic ideals of equity and fairness part of the structure of government and society in ancient Athens?</li> </ul> <p><i>Students will:</i> <b>analyze the structure and functions of the Iroquois Confederacy by exploring and reflecting upon the following questions and issues:</b></p> <ul style="list-style-type: none"> <li>How was the Iroquois Confederacy structured?</li> <li>To what extent did the decision-making process within the Iroquois Confederacy reflect the democratic ideals of equity and fairness?</li> </ul>	<ul style="list-style-type: none"> <li>provide examples of the 4 pillars of democracy from either ancient Athens <b>or</b> the Iroquois Confederacy</li> </ul>
<p><b>Skills and Processes</b> <b>6.S.1</b></p> <p>6.S.1.2</p> <p><b>6.S.7</b></p> <p>6.S.7.4</p> <p><b>6.S.8</b></p> <p>6.S.8.2</p>	<p><b>Dimensions of Thinking</b> <i>Students will:</i> <b>develop skills of critical thinking and creative thinking:</b></p> <ul style="list-style-type: none"> <li>critically evaluate ideas, information and positions</li> </ul> <p><b>Research for Deliberative Inquiry</b> <i>Students will:</i> <b>apply the research process:</b></p> <ul style="list-style-type: none"> <li>draw and support conclusions based on information gathered to answer a research question</li> </ul> <p><b>Communication</b> <i>Students will:</i> <b>demonstrate skills of oral, written and visual literacy:</b></p> <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>draw and support conclusions</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.