

Outcome Correlation: Expanding a Nation Grade Seven 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 7.2 Students will demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.		Students provide evidence of their learning as they:
Number	Specific Outcomes	
Knowledge and Understanding 7.2.5 7.2.5.13 7.2.5.14	<i>Students will:</i> evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> What factors led to British Columbia's joining Confederation? What factors led to Prince Edward Island's joining Confederation? <i>Students will:</i> 7.2.6 assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918 by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> What were the reasons for, and the consequences of, Newfoundland's joining Confederation? 	<ul style="list-style-type: none"> explain key factors for and against Confederation Note: Not all of the outcomes 7.2.5.13, 7.2.5.14 and 7.2.6.1 in the Knowledge and Understanding section will be addressed through the assessment task, but only the one that relates to the topics the student has selected.
Skills and Processes 7.S.2 7.S.2.3	Dimensions of Thinking <i>Students will:</i> develop skills of historical thinking: <ul style="list-style-type: none"> explain the historical contexts of key events of a given time period 	
Skills and Processes 7.S.2 7.S.2.1	Dimensions of Thinking <i>Students will:</i> develop skills of historical thinking: <ul style="list-style-type: none"> analyze historical issues to form or support an opinion Research for Deliberative Inquiry <i>Students will:</i> apply the research process: <ul style="list-style-type: none"> develop a position that is supported by information gathered through research 	<ul style="list-style-type: none"> develop and support position
Skills and Processes 7.S.8 7.S.8.1	Communication <i>Students will:</i> demonstrate skills of oral, written and visual literacy: <ul style="list-style-type: none"> communicate information in a clear, persuasive and engaging manner, through written and oral means 	<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.