

## Outcome Correlation: Footprints of Exploration 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 *
<b>General Outcome 7.1</b> Students will demonstrate an understanding and appreciation of the distinct roles of and the relationships among the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation.		Students provide evidence of their learning as they:
Number	Specific Outcomes	
<b>Knowledge and Understanding</b> 7.1.3  7.1.3.6  7.1.3.8  <b>Skills and Processes</b> 7.S.2 7.S.2.3	<i>Students will:</i> <b>compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon the following questions and issues:</b> <ul style="list-style-type: none"> <li>Who were the key figures in the French exploration and settlement of North America?</li> <li>Who were key figures in the British exploration and settlement in North America?</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 historical context</li> </ul>
<b>Knowledge and Understanding</b> 7.1.3  7.1.3.3  7.1.3.4  7.1.3.5	<i>Students will:</i> <b>compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon the following questions and issues:</b> <ul style="list-style-type: none"> <li>What were the social and economic factors of European imperialism?</li> <li>In what ways did European imperialism impact the social and economic structures of Aboriginal societies?</li> <li>How was European imperialism responsible for the development of Acadian, New France and British settlements?</li> </ul>	<ul style="list-style-type: none"> <li>analyze imperialism</li> </ul>
<b>Skills and Processes</b> 7.S.1 7.S.1.1  7.S.7 7.S.7.8	<i>Students will:</i> <b>Dimensions of Thinking</b> <b>develop skills of critical thinking and creative thinking:</b> <ul style="list-style-type: none"> <li>determine the validity of information based on context, bias, source, objectivity, evidence and/or reliability to broaden understanding of a topic or an issue</li> </ul> <b>Research for Deliberative Inquiry</b> <b>apply the research process</b> <ul style="list-style-type: none"> <li>include and organize references as part of research</li> </ul>	<ul style="list-style-type: none"> <li>evaluate sources</li> </ul>
<b>Skills and Processes</b> 7.S.8 7.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>communicate information in a clear, persuasive and engaging manner, through written and oral means</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.