

Outcome Correlation: Foundations of Canada: The Defining Moment 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 7.1 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	
Knowledge and Understanding 7.1.6 7.1.6.2 7.1.6.3 7.1.6.5 7.1.6.6 7.1.6.7 7.1.6.8 7.1.6.9	<i>Students will:</i> assess, critically, how political, economic and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> How was the Royal Proclamation of 1763 an attempt to achieve compromise between the Aboriginal peoples, the French and the British? How did the Quebec Act of 1774 contribute to the foundations of Canada as an officially bilingual country? How did the War of 1812 contribute to British identity in Canada? How did the War of 1812 contribute to defining Canada's political boundaries? How was the Great Migration of 1815–1850 in Upper Canada and Lower Canada an attempt to confirm British identity in the Province of Canada? How was the Act of Union of 1840 an attempt to resolve the issues raised by the 1837 and 1838 Rebellions in Lower Canada and Upper Canada? To what extent was Confederation an attempt to provide the populations of Quebec and Ontario with increased control over their own affairs? 	<ul style="list-style-type: none"> explain historical context from multiple perspectives describe impact of events <p>Note: Not all of the outcomes 7.1.6.2 – 7.1.6.9 in the Knowledge and Understanding section will be addressed through the assessment task, but only the ones that relate to the topics the student has selected.</p>
Skills and Processes 7.S.1 7.S.1.2 7.S.2 7.S.2.3 7.S.2.4	Dimensions of Thinking <i>Students will:</i> develop skills of critical thinking and creative thinking: <ul style="list-style-type: none"> evaluate, critically, ideas, information and positions from multiple perspectives develop skills of historical thinking: <ul style="list-style-type: none"> explain the historical contexts of key events of a given time period distinguish cause, effect, sequence and correlation in historical events, including the long-and short-term causal relations of events 	
Skills and Processes 7.S.2 7.S.2.1 7.S.7 7.S.7.1 7.S.7.4	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 apply the research process: <ul style="list-style-type: none"> develop a position that is supported by information gathered through research organize and synthesize researched information 	<ul style="list-style-type: none"> formulate 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.