

## Outcome Correlation: Exploring the Impact of the Charter of Rights and Freedoms Grade Nine 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).

**Note:** Where text is grey, that portion of the outcome is not specifically addressed in this task.

Learner Outcomes		Criteria for Evaluation*
<b>General Outcome 9.1</b> Students will demonstrate an understanding and appreciation of how Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians.		Students provide evidence of their learning as they:
Number	Specific Outcomes	
<b>Values and Attitudes</b> <b>9.1.1</b>	<i>Students will:</i> <b>appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada</b>	<ul style="list-style-type: none"> <li>explain impact of Charter</li> </ul>
<b>Knowledge and Understanding</b> <b>9.1.6</b> 9.1.6.1 9.1.6.2 9.1.6.3 9.1.6.4	<i>Students will:</i> <b>assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada by exploring and reflecting upon the following questions and issues:</b> <ul style="list-style-type: none"> <li>In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of individual rights in Canada?)</li> <li>How does the Canadian Charter of Rights and Freedoms support individuals in exercising their rights?</li> <li>In what ways has the Canadian Charter of Rights and Freedoms affected conditions in the workplace (i.e., issues of gender, age, race, religion)?</li> <li>What is the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens?</li> </ul>	
<b>Skills and Processes</b> <b>9.S.1</b> 9.S.1.2	<b>Dimensions of Thinking</b> <i>Students will:</i> <b>develop critical and creative thinking:</b> <ul style="list-style-type: none"> <li>evaluate, critically, ideas, information and positions from multiple perspectives</li> </ul>	<ul style="list-style-type: none"> <li>formulate and support position</li> </ul>
<b>Knowledge and Understanding</b> <b>9.1.6</b>	<i>Students will:</i> <b>assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada by exploring and reflecting upon the following questions and issues:</b>	
<b>Skills and Processes</b> <b>9.S.7</b> 9.S.7.2 9.S.7.3 9.S.7.4 9.S.7.6	<b>Research for Deliberative Inquiry</b> <i>Students will:</i> <b>apply the research process:</b> <ul style="list-style-type: none"> <li>integrate and synthesize concepts to provide an informed point of view on a research question or an issue</li> <li>develop a position supported by information gathered during research</li> <li>draw conclusions based upon research and evidence</li> <li>organize and synthesize researched information</li> </ul>	<ul style="list-style-type: none"> <li>communicate information</li> </ul>
<b>Skills and Processes</b> <b>9.S.8</b> 9.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 in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration</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.