

Outcome Correlation: Could It Happen to Us? 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).

Learner Outcomes		Criteria for Evaluation*
General Outcome 9.2 Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity.		Students provide evidence of their learning as they:
Number	Specific Outcomes	
Skills and Processes 9.S.1 9.S.1.1 9.S.7 9.S.7.5	Dimensions of Thinking <i>Students will:</i> develop skills of critical thinking and creative thinking: <ul style="list-style-type: none"> determine the validity of information based on context, bias, source, objectivity, evidence or reliability to broaden understanding of a topic or an issue Research for Deliberative Inquiry apply the research process: <ul style="list-style-type: none"> determine how information serves a variety of purposes and that the accuracy or relevance may need verification 	<ul style="list-style-type: none"> assess reliability of sources
Knowledge and Understanding 9.2.4 9.2.4.1 9.2.4.2 9.2.4.3 9.2.4.4 9.2.4.7	<i>Students will:</i> compare and contrast the principles and practices of market and mixed economies by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> What are the principles of a market economy? Why do governments intervene in a market economy? Why is Canada viewed as having a mixed economy? What is the role of the consumer in market and mixed economies? What are some similarities and differences in the way governments in Canada and the United States intervene in the market economies? 	<ul style="list-style-type: none"> compare market and mixed economies
Skills and Processes 9.S.7 9.S.7.3 9.S.7.4	Research for Deliberative Inquiry <i>Students will:</i> apply the research process: <ul style="list-style-type: none"> develop a position supported by information gathered during research draw conclusions based upon research and evidence 	<ul style="list-style-type: none"> formulate and support position
Skills and Processes 9.S.8 9.S.8.1	Communication <i>Students will:</i> demonstrate skills of oral, written and visual literacy: <ul style="list-style-type: none"> communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration 	<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.