

## Outcome Correlation: Lobbyist: Molding Public Perception 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*
<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>Knowledge and Understanding</b> <b>9.1.5</b>  9.1.5.3	<i>Students will:</i> <b>analyze the role that citizens and organizations play in Canada's justice system by exploring and reflecting upon the following questions and issues:</b> <ul style="list-style-type: none"> <li>What is the intention of the <i>Youth Criminal Justice Act</i>?</li> </ul>	<ul style="list-style-type: none"> <li>explain the purpose of the <i>Youth Criminal Justice Act</i></li> </ul>
<b>Knowledge and Understanding</b> <b>9.1.4</b> 9.1.4.7 <b>Skills and Processes</b> <b>9.S.8</b> 9.S.8.1	<i>Students will:</i> <b>examine the structure of Canada's federal political system by exploring and reflecting upon the following questions and issues:</b> <ul style="list-style-type: none"> <li>How do lobby groups impact government decision making?</li> </ul> <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>	<ul style="list-style-type: none"> <li>identify strategies to influence politicians</li> </ul>
<b>Knowledge and Understanding</b> <b>9.1.4</b> 9.1.4.6 <b>Skills and Processes</b> <b>9.S.9</b> 9.S.9.1	<i>Students will:</i> <b>examine the structure of Canada's federal political system by exploring and reflecting upon the following questions and issues:</b> <ul style="list-style-type: none"> <li>What is the role of the media in relation to political issues?</li> </ul> <b>Communication</b> <i>Students will:</i> <b>demonstrate skills of media literacy:</b> <ul style="list-style-type: none"> <li>examine techniques used to enhance the authority and authenticity of media messages</li> </ul>	<ul style="list-style-type: none"> <li>describe role of media</li> </ul>
<b>Skills and Processes</b> <b>9.S.1</b> 9.S.1.2  <b>9.S.7</b> 9.S.7.3	<b>Dimensions of Thinking</b> <i>Students will:</i> <b>develop skills of critical thinking and creative thinking:</b> <ul style="list-style-type: none"> <li>evaluate, critically, ideas, information and positions from multiple perspectives</li> </ul> <b>Research for Deliberative Inquiry</b> <i>Students will:</i> <b>apply the research process:</b> <ul style="list-style-type: none"> <li>develop a position supported by information gathered during research</li> </ul>	<ul style="list-style-type: none"> <li>anticipate and counteract opposite point of view</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.