

Outcome Correlation: Papaschase Land Claim 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 9.1 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	
Knowledge and Understanding 9.1.7	<i>Students will:</i> assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> analyze historical context
9.1.7.5	<ul style="list-style-type: none"> How does the <i>Indian Act</i> recognize the status and identity of Aboriginal peoples? 	
9.1.7.6	<ul style="list-style-type: none"> How does legislation such as Treaty 6, Treaty 7 and Treaty 8 recognize the status and identity of Aboriginal peoples? 	
Skills and Processes 9.S.2	Dimensions of Thinking <i>Students will:</i> develop skills of historical thinking:	
9.S.2.2	<ul style="list-style-type: none"> distinguish cause, effect, sequence and correlation in historical events and issues, including the long- and short-term causal relations 	
9.S.2.4	<ul style="list-style-type: none"> analyze the historical contexts of key events of a given time period 	
Knowledge and Understanding 9.1.7	<i>Students will:</i> assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> explain benefits and limitations
9.1.7.5	<ul style="list-style-type: none"> How does the <i>Indian Act</i> recognize the status and identity of Aboriginal peoples? 	
9.1.7.6	<ul style="list-style-type: none"> How does legislation such as Treaty 6, Treaty 7 and Treaty 8 recognize the status and identity of Aboriginal peoples? 	
Skills and Processes 9.S.2	Dimensions of Thinking <i>Students will:</i> develop skills of historical thinking:	
9.S.2.1	<ul style="list-style-type: none"> analyze selected issues and problems from the past, placing people and events in a context of time and place 	
Knowledge and Understanding 9.1.7	<i>Students will:</i> assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> support Papaschase position
Skills and Processes 9.S.7	Research for Deliberative Inquiry <i>Students will:</i> apply the research process:	
9.S.7.3	<ul style="list-style-type: none"> develop a position supported by information gathered during research 	
9.S.7.4	<ul style="list-style-type: none"> draw conclusions based upon research and evidence 	

* 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.