

Social Studies Grade 6 Power and Authority (PA)

Outcome	1 - Beginning	2 – Approaching	3 – Meeting	4- Exemplary
	The student is having difficulty demonstrating an understanding of the concept.	The student is developing an understanding of the concept.	The student consistently demonstrates an understanding of the concept or has achieved the concept.	The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
<p>PA6.1</p> <p>Examine the relationship between an individual’s power and authority and the power and authority of others.</p>	<ul style="list-style-type: none"> • With help, I can identify ONE form of power (force, authority OR influence) in my personal life OR in the local community. • With help, I can identify a few traits common to individuals who are perceived as effective leaders. • With help, I can identify a few ways groups deal with competing claims for power. 	<ul style="list-style-type: none"> • I can represent some forms of power (force, authority OR influence) in my personal life OR in the local community. • I can identify some traits common to individuals who are perceived as effective leaders in some contexts. • I can identify some ways groups deal with competing claims for power. 	<ul style="list-style-type: none"> • I can represent the forms of power (force, authority AND influence) in my personal life AND in the local community. • I can explain several traits common to individuals who are perceived as effective leaders in several contexts. • I can explain several ways groups involving young people deal with competing claims for power. 	<ul style="list-style-type: none"> • I can represent a comparison of forms of power: force, authority AND influence, in my personal life AND the local community. • I can compare a wide variety of traits among individuals who are perceived as effective leaders in a variety of contexts. • I can compare a wide variety of ways groups involving young people deal with competing claims for power.
Comments				

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<p>PA6.2</p> <p>Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean.</p>	<ul style="list-style-type: none"> • With help, I can identify a few reasons for economic differences among the regions in Canada OR a few countries bordering the Atlantic Ocean, using data from a few print or electronic sources. • With help, I can identify a few examples of white privilege in Canada OR a few countries bordering the Atlantic Ocean. 	<ul style="list-style-type: none"> • I can propose some reasons for economic differences among the regions in Canada OR some countries bordering the Atlantic Ocean, using data from some print or electronic sources. • I can describe the personal OR societal impacts of white privilege in Canada OR some countries bordering the Atlantic Ocean. 	<ul style="list-style-type: none"> • I can propose several reasons for economic differences among the regions in Canada AND several countries bordering the Atlantic Ocean, using data from several print and electronic sources. • I can describe personal AND societal impacts of white privilege in Canada AND several countries bordering the Atlantic Ocean. 	<ul style="list-style-type: none"> • I can draw conclusions about a wide variety of reasons for economic differences among the regions in Canada AND a wide variety of countries bordering the Atlantic Ocean, using data from various print and electronic sources. • I can compare the personal AND societal impacts of white privilege in Canada AND a wide variety of countries bordering the Atlantic Ocean.
<p>Comments</p>				

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<p>PA6.3 Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.</p>	<ul style="list-style-type: none"> • I can recognize incidents of the abuse of power in ethnic minority groups, the disabled, youth OR the elderly. • With help, I can identify the role of ONE of the following: <ul style="list-style-type: none"> - Human rights - Treatment of minorities - History with indigenous peoples - Infrastructure for health - Education on the relationship between people and their governments in Canada AND in one country bordering the Atlantic Ocean. 	<ul style="list-style-type: none"> • I can describe incidents of the abuse of power in ethnic minority groups, the disabled, youth OR the elderly. • I can explain the influence of some of the following: <ul style="list-style-type: none"> - Human rights - Treatment of minorities - History with indigenous peoples - Infrastructure for health - Education on the relationship between people and their governments in Canada AND some countries bordering the Atlantic Ocean. 	<ul style="list-style-type: none"> • I can describe incidents of the abuse of power in ethnic minority groups, the disabled, youth AND the elderly. • I can explain the influence of several of the following: <ul style="list-style-type: none"> - Human rights - Treatment of minorities - History with indigenous peoples - Infrastructure for health - Education on the relationship between people and their governments in Canada AND in several countries bordering the Atlantic Ocean 	<ul style="list-style-type: none"> • I can propose the affects of the abuse of power in ethnic minority groups, the disabled, youth AND the elderly. • I can compare the influence of most of the following: <ul style="list-style-type: none"> - Human rights - Treatment of minorities - History with indigenous peoples - Infrastructure for health - Education on the relationship between people and their governments in Canada AND in a wide variety of countries bordering the Atlantic.
<p>Comments</p>				