

Social Studies Grade 8 Power and Authority (PA)				
Outcome	1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
PA8.1 Contemplate the implications of Canadian citizenship on the life of Canadians.	<ul style="list-style-type: none"> • With help, I can identify effects of the Canadian Charter of Rights and Freedoms on individual Canadians OR on a few Canadian cultural groups. • With help, I can identify the effects that a few of the provisions of the Indian Act had on people of Aboriginal ancestry. 	<ul style="list-style-type: none"> • I can identify effects of the Canadian Charter of Rights and Freedoms on individual Canadians AND on some Canadian cultural groups. • I can identify the effects that some provisions of the Indian Act had on people of Aboriginal ancestry. 	<ul style="list-style-type: none"> • I can explain effects of the Canadian Charter of Rights and Freedoms on individual Canadians AND on many Canadian cultural groups. • I can explain the effects that several provisions of the Indian Act had on people of Aboriginal ancestry. 	<ul style="list-style-type: none"> • I can compare and contrast effects of the Canadian Charter of Rights and Freedoms on individual Canadians AND on a wide variety of Canadian cultural groups. • I can compare the effects that many of the provisions of the Indian Act had on people of Aboriginal ancestry.
Comments				

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<p>PA8.2 Examine the role of power and authority in the application of diverse decision-making processes in a variety of contexts.</p>	<ul style="list-style-type: none"> • With help, I can identify traditional First Nation, Inuit OR Metis models of governance. • With help, I can identify a few contexts when the majority-rule model for decision-making would be effective. • With help, I can identify a few contexts when the consensus model for decision-making would be effective. 	<ul style="list-style-type: none"> • I can identify traditional First Nations, Inuit OR Metis models of governance. • I can identify some contexts when the majority-rule model for decision-making would be effective. • I can identify some contexts when the consensus model for decision-making would be effective. 	<ul style="list-style-type: none"> • I can explain traditional First Nations, Inuit AND Metis models of governance. • I can explain several contexts when the majority-rule model for decision-making would be effective. • I can explain several contexts when the consensus model for decision-making would be effective. 	<ul style="list-style-type: none"> • I can compare traditional First Nations, Inuit AND Metis models of governance. • I can compare and contrast a wide variety of contexts when the majority-rule decision making model in action AND its effectiveness. • I can compare and contrast a wide variety of contexts when the consensus decision-making model in action AND its effectiveness.
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PA8.3 Present the evolution of a piece of legislation, from its conception to its implementation.	<ul style="list-style-type: none"> With help, I can make a presentation that identifies the evolution of a piece of legislation with a few supporting details about the roles and responsibilities of people in executive government. 	<ul style="list-style-type: none"> I can make a presentation that describes the evolution of a piece of legislation with some supporting details about the roles and responsibilities of people in executive government. 	<ul style="list-style-type: none"> I can make a presentation that clearly explains the evolution of a piece of legislation with several supporting details about the roles and responsibilities of people in executive government. 	<ul style="list-style-type: none"> I can create a presentation that clearly emphasizes the evolution of a piece of legislation with a wide variety of supporting details about the roles and responsibilities of people in executive government.
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<p>PA8.4 Assess the impact of citizens’ willingness and ability to actively engage in the Canadian political processes.</p>	<ul style="list-style-type: none"> I can identify why a person would get involved in the Canadian political system. 	<ul style="list-style-type: none"> I can explain several reasons why a person would get involved in the Canadian political system. 	<ul style="list-style-type: none"> I can explain many reasons why a person would get involved in the Canadian political system AND several of the possible actions which might be taken. 	<ul style="list-style-type: none"> I can compare a wide variety of reasons why a person would get involved in the Canadian political system AND provide a wide variety of the possible actions which might be taken.
	<ul style="list-style-type: none"> With help, I can identify a few obstacles to the political involvement of people living in Canada. 	<ul style="list-style-type: none"> I can identify some obstacles to the political involvement of people living in Canada. 	<ul style="list-style-type: none"> I can explain several obstacles to the political involvement of people living in Canada. 	<ul style="list-style-type: none"> I can compare a wide variety of obstacles to the political involvement of people living in Canada.
<p>Comments</p>				