Grade 9 Social Studies
Unit Assessment Plan for General Outcome 9.1

"A partnership to nurture continuing educational excellence"

everyday assessment tools to support student learning

This unit assessment plan was developed by the Southern Alberta Professional Development Consortium (SADPC) and the Alberta Assessment Consortium (AAC) as a result of a grant from Alberta Education to support implementation.

The performance assessments in the unit assessment plan are part of the AAC collection. All AAC materials are reviewed and updated on a regular basis. While this printable version is provided for convenience, please check the AAC website www.aac.ab.ca to access the most recent version of these assessment tasks.

TABLE OF CONTENTS

INTRODUCTION

This unit assessment plan uses a variety of summative assessment strategies to gather information about student learning. The process of creating an assessment plan begins with a close examination of the level of cognition inherent in the learner outcomes. An appropriate assessment strategy must them be selected. For example, selected response or short answer are appropriate strategies for outcomes written at the knowledge level but would not be suitable for outcomes written at the evaluation level. Other assessment strategies such as performance assessment and written response would be required in order for students to demonstrate their ability to evaluate.

Although each outcome must be analyzed separately to determine the appropriate level of cognition, only in a test situation would they be assessed individually. Robust assessment tasks cluster Knowledge and Understanding outcomes with Skills and Processes outcomes within an authentic context that simulates how people in the real world use the information and skills being assessed. The real world context has the potential to increase student engagement and motivation.

The performance assessment tasks in this unit assessment plan model an important link between formative assessment (assessment for learning) and summative assessment (assessment of learning). When the performance task is presented to students at an early stage during the unit of instruction, students are able to make connections between what they are learning on a daily basis and the information and skills they will need to successfully complete the task.

Another important feature of these tasks is the collection of tools designed to be used for student self-reflection, peer coaching and/or teacher feedback. These tools are not intended to generate marks, but rather to provide feedback to students while the work is in progress. Based on the feedback, students then take time to make adjustments before the work is submitted for marking. Not all students will require the same amount of scaffolding, thus allowing teachers to differentiate to meet a range of student learning needs.

The research on the benefits of assessment for learning clearly shows that purposeful use of assessment for learning strategies has a positive impact on student learning. The summative assessment tasks in this unit plan provide an opportunity for students to demonstrate what they know and can do relative to the big ideas of the Social Studies Program of Studies.

UNIT ASSESSMENT PLAN OVERVIEW: GENERAL OUTCOME 9.1

Grade 9 Social Studies Unit Assessment Plan
Issues for Canadians: Governance and Rights   **Time Frame: 6 months**

Unit Essential Question
How do Canada's political processes impact citizenship and identity?

Summative Assessments
This unit assessment plan uses a variety of summative assessment strategies to gather information about student learning.

Summative Assessment #1
Want to Be a Page?
(9.1.4)
Students take on the role of an individual applying for the position of parliamentary page and create a visual representation of the Canadian political system.

Summative Assessment #2
Lobbyist: Molding Public Perception
(9.1.4, 9.1.5)
Students take on the role of a lobbyist to advocate either for or against modifications to the *Youth Criminal Justice Act.*

Summative Assessment #3
Mid-unit Exam Framework
(9.1.4, 9.1.5)
Open-response items provide students with another way to demonstrate their understanding of the knowledge and skills required by this unit of study.

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.

Summative Assessment #4
Written Response
Examining Implications of the Charter of Rights and Freedoms
(9.1.6)
Students use sources to explore the relationship between quality of life and the Canadian Charter of Rights and Freedoms.

Summative Assessment #5
Papaschase Land Claim
(9.1.7)
Students take the role of researcher and explore Treaty 6 and the Indian Act as both an historical and contemporary issue for the Papaschase First Nations.

Summative Assessment #6
Mid-unit Exam Framework
(9.1.6, 9.1.7)
Open-response items provide students with another way to demonstrate their understanding of the knowledge and skills required by this unit of study.

Summative Assessment #7
Canadian: To Be or Not to Be
(9.1.8)
Students take on the role of a government employee and provide a recommendation in regard to potential Haitian immigration to Canada.

Summative Assessment #8
Mid-unit Exam Framework
(9.1.8)
Open-response items provide students with another way to demonstrate their understanding of the knowledge and skills required by this unit of study.

Summative Assessment #9
Written Response
Meeting the Needs of Canadians
(9.1.4)
Students examine the extent to which the federal political and legislative processes meet the needs of all Canadians.

INTERPRETING LEARNER OUTCOMES THROUGH THE LENS OF ASSESSMENT

Assessment is the process of gathering information about what students *know* and *can do*. As such, it is the verbs of the learner outcomes that specify the student action that leads to evidence of learning.

While learner outcomes can be analyzed individually according to the Bloom's Taxonomy levels of cognition, they are rarely assessed in isolation. It is critical to understand the relationships among the various levels of learner outcomes in order to design assessment tasks that will facilitate gathering the required evidence of learning.

Excerpt from Grade 9 Social Studies Outcomes

▸ **Values and Attitudes**
Students will:
9.1.1   appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada

▸ **Knowledge and Understanding**
Students will:
9.1.6   assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada by exploring and reflecting upon the following questions and issues:
9.1.6.4   • What is the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens?

▸ **Skills and Processes**
Students will:
9.S.1   develop skills of critical thinking and creative thinking:
9.S.1.2   • evaluate, critically, ideas, information and positions from multiple perspectives

#2
When the bullet is combined with the specific outcome, the content from the bullet (analysis) becomes embedded within the higher level of cognition (analysis and evaluation) of the specific outcome.

#1
When examined in isolation, this specific outcome bullet is at the analysis level of Bloom's Taxonomy.

#3
When Values and Attitudes Knowledge and Understanding, and Skills and Processes outcomes are combined in an assessment task, the content outcomes from the lower levels of the taxonomy cease to stand alone, but rather are in service to the higher levels of cognition. The clustering of outcomes allows a focus on the big ideas, and is in keeping with the foundations of the curriculum as outlined in the Front Matter.

OUTCOME CORRELATION

Key to Summative Assessments

#1: Want to Be a Page? (performance assessment)
#2: Lobbyist (performance assessment)
#3: Mid-unit Exam Framework
#4: Exploring the Impact of the Charter (written response)
#5: Papaschase Land Claim (performance assessment)

#6: Mid-unit Exam Framework
#7: Canadian: To Be or Not to Be (performance assessment)
#8: Mid-unit Exam Framework
#9: Meeting the Needs of Canadians (written response)

This unit assessment plan identifies the specific learner outcomes that have been targeted for summative assessment. Learner outcomes are shown in Times New Roman font.

Specific Outcomes
‣ **Values and Attitudes**
Students will:
9.1.1 appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada
9.1.2 appreciate the various effects of government policies on citizenship and on Canadian society
9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada

‣ **Knowledge and Understanding** *Students will:*	Level of Cognition	Summative Assessment								
		#1	**#2**	**#3**	**#4**	**#5**	**#6**	**#7**	**#8**	**#9**
9.1.4 examine the structure of Canada's federal political system by exploring and reflecting upon the following questions and issues:	**Analysis**	✔								
9.1.4.1 • How are laws passed in the federal political system?	Knowledge	✔		✔						
9.1.4.2 • What is the relationship between the executive, legislative and judicial branches of Canada's federal political system?	Analysis	✔		✔						
9.1.4.3 • What processes are used to determine Members of Parliament (MPs) and Senators?	Knowledge	✔		✔						
9.1.4.4 • To whom are Members of Parliament and Senators accountable?	Comprehension	✔		✔						
9.1.4.5 • What is the role of political parties within Canada's federal political system?	Comprehension			✔						
9.1.4.6 • What is the role of the media in relation to political issues?	Knowledge		✔	✔						
9.1.4.7 • How do lobby groups impact government decision making?	Comprehension		✔	✔						
9.1.4.8 • To what extent do political and legislative processes meet the needs of all Canadians?	Evaluation									✔

OUTCOME CORRELATION (continued)

‣ Knowledge and Understanding *Students will:* **9.1.5 analyze the role that citizens and organizations play in Canada's justice system by exploring and reflecting upon the following questions and issues:**	Level of Cognition	Summative Assessment								
		#1	#2	#3	#4	#5	#6	#7	#8	#9
	Analysis									
9.5.1.1 • How do citizens and organizations participate in Canada's justice system (i.e., jury duty, knowing the law, advocacy, John Howard Society, Elizabeth Fry Society)?	Comprehension			✓						
9.1.5.2 • What are citizens' legal roles and their responsibilities?	Knowledge			✓						
9.1.5.3 • What is the intention of the *Youth Criminal* Justice *Act*?	Comprehension		✓	✓						

‣ Knowledge and Understanding *Students will:* **9.1.6 assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada by exploring and reflecting upon the following questions and issues:**	Level of Cognition	Summative Assessment								
		#1	#2	#3	#4	#5	#6	#7	#8	#9
	Analysis				✓					
9.1.6.1 • In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of individual rights in Canada?	Comprehension				✓		✓			
9.1.6.2 • How does the Canadian Charter of Rights and Freedoms support individuals in exercising their rights?	Comprehension				✓		✓			
9.1.6.3 • In what ways has the Canadian Charter of Rights and Freedoms affected conditions in the workplace (i.e., issues of gender, age, race, religion)?	Comprehension				✓		✓			
9.1.6.4 • What is the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens?	Analysis				✓		✓			

OUTCOME CORRELATION (continued)

▸ **Knowledge and Understanding** *Students will:* **9.1.7 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:**	**Level of Cognition**	**Summative Assessment**								
		#1	**#2**	**#3**	**#4**	**#5**	**#6**	**#7**	**#8**	**#9**
	Analysis					✔				
9.1.7.1 • In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of collective rights in Canada?	Comprehension						✔			
9.1.7.2 • In what ways does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in minority settings?	Comprehension						✔			
9.1.7.3 • To what extent does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in Québec?	Evaluation						✔			
9.1.7.4 • To what extent should federal and provincial governments support and promote the rights of official language minorities in Canada?	Evaluation						✔			
9.1.7.5 • How does the *Indian Act* recognize the status and identity of Aboriginal peoples?	Comprehension					✔	✔			
9.1.7.6 • How does legislation such as Treaty 6, Treaty 7 and Treaty 8 recognize the status and identity of Aboriginal peoples?	Comprehension					✔	✔			
9.1.7.7 • How do governments recognize Métis cultures and rights through legislation (i.e., treaties, governance, land claims, Métis Settlements in Alberta)?	Comprehension						✔			

OUTCOME CORRELATION (continued)

▸ **Knowledge and Understanding** *Students will:*	Level of Cognition	Summative Assessment								
		#1	**#2**	**#3**	**#4**	**#5**	**#6**	**#7**	**#8**	**#9**
9.1.8 assess, critically, how legislative processes attempt to address emerging issues of immigration by exploring and reflecting upon the following questions and issues:	**Analysis**							✔		
9.1.8.1 • What factors influence immigration policies in Canada (i.e., economic, political, health, security)?	Knowledge							✔	✔	
9.1.8.2 • How are changes to Canadian policies on immigration and refugees a reflection of world issues?	Analysis							✔	✔	
9.1.8.3 • What impact does increasing immigration have on Aboriginal peoples and communities?	Analysis								✔	
9.1.8.4 • How are provincial governments able to influence and implement immigration policies?	Comprehension								✔	
9.1.8.5 • How is the implementation of immigration policies in Québec an attempt to strengthen the French language in North America?	Comprehension								✔	
9.1.8.6 • What is the relationship between immigration policies in Canada and the rights guaranteed in the Canadian Charter of Rights and Freedoms?	Analysis								✔	
9.1.8.7 • To what extent does Canada benefit from immigration?	Evaluation								✔	

Grade 9 Social Studies Unit Assessment Plan for General Outcome 9.1
Southern Alberta Professional Development Consortium (SAPDC) and Alberta Assessment Consortium (AAC) 2010

9

OUTCOME CORRELATION (continued)

▸ **Skills and Processes** *Students will:*	**Level of Cognition**	**Summative Assessment**								
		#1	**#2**	**#3**	**#4**	**#5**	**#6**	**#7**	**#8**	**#9**
9.S.1 develop skills of critical thinking: 9.S.1.2 • evaluate, critically, ideas, information and positions from multiple perspectives	Evaluation		✔		✔					✔
9.S.2 develop skills of historical thinking: 9.S.2.1 • analyze selected issues and problems from the past, placing people and events in a context of time and place	Analysis					✔		✔		
9.S.2.2 • distinguish cause, effect, sequence and correlation in historical events and issues, including the long- and short-term causal relations	Analysis					✔				
9.S.2.4 • analyze the historical contexts of key events of a given time period	Analysis					✔				
9.S.7 apply the research process: 9.S.7.2 • integrate and synthesize concepts to provide an informed point of view on a research question or an issue	Synthesis			✔	✔		✔	✔	✔	✔
9.S.7.3 • develop a position supported by information gathered during research	Evaluation		✔		✔	✔	✔	✔	✔	✔
9.S.7.4 • draw conclusions based upon research and evidence	Evaluation				✔	✔	✔	✔	✔	✔
9.S.7.6 • organize and synthesize researched information	Synthesis	✔			✔		✔			✔
9.S.8 demonstrate skills of oral, written and visual literacy: 9.S.8.1 • communicate in an engaging and persuasive manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration	Application Evaluation	✔	✔	✔	✔		✔		✔	✔
9.S.9 develop skills of media literacy: 9.S.9.1 • examine techniques used to enhance the authority and authenticity of media messages	Evaluation		✔							

Grade 9 Social Studies
Unit Assessment Plan for General Outcome 9.1

Summative Assessment #1
Performance Assessment

Want to Be a Page?

Students take on the role of an individual applying for the position of parliamentary page and create a visual representation of the Canadian political system.

To access the student task and related teacher support materials click on the link provided below.

Want to Be a Page?

Grade 9 Social Studies
Unit Assessment Plan for General Outcome 9.1

Summative Assessment #2
Performance Assessment

Lobbyist: Molding Public Perception

Students take on the role of a lobbyist to advocate either for or against modifications to the *Youth Criminal Justice Act*.

To access the student task and related teacher support materials click on the link provided below.

[Lobbyist: Molding Public Perception](#)

Grade 9 Social Studies
Unit Assessment Plan for General Outcome 9.1

Summative Assessment #3
Mid-unit Exam Framework: Open-response Sample Items

When correctly aligned, tests can be a credible form of summative assessment. As with all summative assessment, it is essential that appropriate instruction and coaching/feedback (assessment for learning) precede the administration of the test. When instruction is centered on outcomes, daily opportunities exist for teachers and students to develop a shared understanding of criteria and the specific content understanding and skills required to demonstrate attainment of the outcome.

Generic rubrics are provided. It should be noted, however, that generic rubrics always need to be contextualized so students will be aware of the learning target. This occurs on an ongoing basis during instruction and formative assessment.

Summative Assessment #3
Unit Exam Framework: Open-response Sample Items

The use of Times New Roman font indicates excerpts from the Program of Studies.

▸ **Knowledge and Understanding**
Students will:
9.1.4 examine the structure of Canada's federal political system by exploring and reflecting upon the following questions and issues:

Specific Outcome Bullet	Skill Outcomes	Sample Item	Evaluation Tool*
9.1.4.1 • How are laws passed in the federal political system?	9.S.8.1	Describe the process for passing a law in the federal political system.	Generic Rubric (comprehension)
9.1.4.2 • What is the relationship between the executive, legislative and judicial branches of Canada's federal political system?	9.S.7.2 9.S.8.1	Canada's federal political system includes the executive, legislative and judicial branches. What might be the possible consequence if one of the branches ceased to exist? For example, What would the consequences to the Canadian political system be if the legislative branch ceased to exist?	Generic Rubric (evaluation)
9.1.4.3 • What processes are used to determine Members of Parliament (MPs) and Senators?	9.S.8.1	Explain how the process for becoming a Member of Parliament is different from the process for becoming a Senator.	Generic Rubric (comprehension)
9.1.4.4 • To whom are Members of Parliament and Senators accountable?	9.S.8.1	To whom are Members of Parliament and Senators accountable?	Generic Rubric (comprehension)
9.1.4.5 • What is the role of political parties within Canada's federal political system?	9.S.8.1	Explain the role of political parties within Canada's federal political system.	Generic Rubric (comprehension)
9.1.4.6 • What is the role of the media in relation to political issues?	9.S.8.1	Describe how the media can impact political processes in Canada.	Generic Rubric (comprehension)
9.1.4.7 • How do lobby groups impact government decision making?	9.S.8.1	Explain how lobby groups impact government decision making.	Generic Rubric (comprehension)
9.1.4.8 • To what extent do political and legislative processes meet the needs of all Canadians?	This outcome can be assessed at the end of the unit through the Written Response, Meeting the Needs of Canadians.		

* Generic rubrics are found on pp. 25 – 26 of this unit assessment plan.

Summative Assessment #3
Unit Exam Framework: Open-response Sample Items (continued)

▸ **Knowledge and Understanding**
Students will:
9.1.5 analyze the role that citizens and organizations play in Canada's justice system by exploring and reflecting upon the following questions and issues:

Specific Outcome Bullet	Skill Outcomes	Sample Item	Evaluation Tool*
9.1.5.1 • How do citizens and organizations participate in Canada's justice system (i.e., jury duty, knowing the law, advocacy, John Howard Society, Elizabeth Fry Society)?	9.S.8.1	Explain how citizens and organizations participate in Canada's justice system.	Generic Rubric (comprehension)
9.1.5.2 • What are citizens' legal roles and their responsibilities?	9.S.8.1	What are citizens' legal roles and responsibilities in Canada's justice system?	Generic Rubric (comprehension)
9.1.5.3 • What is the intention of the *Youth Criminal Justice Act*?	9.S.8.1 9.S.7.2	Explain why the *Youth Criminal Justice Act* was developed to treat young offenders separately from adult offenders.	Generic Rubric (comprehension)

* Generic rubrics are found on pp. 25 – 26 of this unit assessment plan.

Grade 9 Social Studies Unit Assessment Plan for General Outcome 9.1
Southern Alberta Professional Development Consortium (SAPDC) and Alberta Assessment Consortium (AAC) 2010

15

Grade 9 Social Studies
Unit Assessment Plan for General Outcome 9.1

Summative Assessment #4
Written Response

Examining the Implications of the Charter of Rights and Freedoms

Students use sources to explore the relationship between quality of life and the Canadian Charter of Rights and Freedoms.

To access the student task and related teacher support materials click on the link provided below.

[Examining Implications of the Charter of Rights and Freedoms](#)

Grade 9 Social Studies
Unit Assessment Plan for General Outcome 9.1

Summative Assessment #5
Performance Assessment

Papaschase Land Claim

Students take on the role of researcher and explore Treaty 6 and the Indian Act as both an historical and contemporary issue for the Papaschase First Nations.

To access the student task and related teacher support materials click on the link provided below.

Papaschase Land Claim

Grade 9 Social Studies
Unit Assessment Plan for General Outcome 9.1

Summative Assessment #6
Mid-unit Exam Framework: Open-response Sample Items

When correctly aligned, tests can be a credible form of summative assessment. As with all summative assessment, it is essential that appropriate instruction and coaching/feedback (assessment for learning) precede the administration of the test. When instruction is centered on outcomes, daily opportunities exist for teachers and students to develop a shared understanding of criteria and the specific content understanding and skills required to demonstrate attainment of the outcome.

Generic rubrics are provided. It should be noted, however, that generic rubrics always need to be contextualized so students will be aware of the learning target. This occurs on an ongoing basis during instruction and formative assessment.

Summative Assessment #6
Unit Exam Framework: Open-response Sample Items

The use of Times New Roman font indicates excerpts from the Program of Studies.

▸**Knowledge and Understanding**
Students will:
9.1.6   assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada by exploring and reflecting upon the following questions and issues:

Specific Outcome Bullet	Skill Outcomes	Sample Item	Evaluation Tool*
9.1.6.1 • In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of individual rights in Canada?	9.S.8.1	List important ways that the Canadian Charter of Rights and Freedoms recognizes the rights of individuals.	Generic Rubric (comprehension)
9.1.6.2 • How does the Canadian Charter of Rights and Freedoms support individuals in exercising their rights?	9.S.8.1 9.S.7.6	Describe an example of how the Canadian Charter of Rights and Freedoms has supported an individual in exercising his/her rights.	Generic Rubric (comprehension)
9.1.6.3 • In what ways has the Canadian Charter of Rights and Freedoms affected conditions in the workplace (i.e., issues of gender, age, race, religion)?	9.S.8.1 9.S.7.6	Describe an example of how the Canadian Charter of Rights and Freedoms has impacted conditions in the workplace.	Generic Rubric (comprehension)
9.1.6.4 • What is the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens?	9.S.8.1 9.S.7.2 9.S.7.6	The Charter of Rights of Freedoms describes very clearly the rights guaranteed to Canadians. Should the Charter go further and also describe the corresponding responsibilities of citizens? Provide support for your opinion.	Generic Rubric (evaluation)

* Generic rubrics are found on pp. 25 – 26 of this unit assessment plan.

Summative Assessment #6
Unit Exam Framework: Open-response Sample Items (continued)

▸ **Knowledge and Understanding**

Students will:

9.1.7 **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:**

Specific Outcome Bullet	Skill Outcomes	Sample Item	Evaluation Tool*
9.1.7.1 • In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of collective rights in Canada?	9.S.8.1	List important ways that the Canadian Charter of Rights and Freedoms recognizes the rights of the collective.	Generic Rubric (comprehension)
9.1.7.2 • In what ways does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in minority settings?	9.S.8.1	Describe an example of how the Canadian Charter of Rights and Freedoms meets the needs of Francophones in Alberta.	Generic Rubric (comprehension)
9.1.7.3 • To what extent does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in Québec?	9.S.8.1 9.S.7.2 9.S.7.3 9.S.7.4	To what extent do you believe the Charter meets the needs of Francophones in Quebec? Provide support for your opinion.	Generic Rubric (evaluation)
9.1.7.4 • To what extent should federal and provincial governments support and promote the rights of official language minorities in Canada?	9.S.8.1 9.S.7.2 9.S.7.3 9.S.7.4	In Canada, federal and provincial governments support and promote the rights of official language minorities. Some individuals have voiced the opinion that this is too costly to maintain. Others believe it is essential that these rights be protected. To what extent should federal and provincial governments support and promote the rights of official language minorities in Canada? Provide support for your opinion.	Generic Rubric (evaluation)
9.1.7.5 • How does the *Indian Act* recognize the status and identity of Aboriginal peoples?	9.S.8.1	Describe an example of how the *Indian Act* recognizes the status and identity of Aboriginal peoples.	Generic Rubric (comprehension)
9.1.7.6 • How does legislation such as Treaty 6, Treaty 7 and Treaty 8 recognize the status and identity of Aboriginal peoples?	9.S.8.1	Explain how Treaty 6, Treaty 7 and Treaty 8 recognize and limit the status and identity of Aboriginal peoples.	Generic Rubric (comprehension)
9.1.7.7 • How do governments recognize Métis cultures and rights through legislation (i.e., treaties, governance, land claims, Métis Settlements in Alberta)?	9.S.8.1	How do governments recognize Métis cultures and rights through legislation in Alberta?	Generic Rubric (comprehension)

* Generic rubrics are found on pp. 25 – 26 of this unit assessment plan.

Grade 9 Social Studies
Unit Assessment Plan for General Outcome 9.1

Summative Assessment #7
Performance Assessment

Canadian: To Be or Not to Be

Students take on the role of a government employee and provide a recommendation in regard to potential Haitian immigration to Canada

To access the student task and related teacher support materials click on the link provided below.

Canadian: To Be or Not to Be

Summative Assessment #8
Mid-unit Exam Framework: Open-response Sample Items

When correctly aligned, tests can be a credible form of summative assessment. As with all summative assessment, it is essential that appropriate instruction and coaching/feedback (assessment for learning) precede the administration of the test. When instruction is centered on outcomes, daily opportunities exist for teachers and students to develop a shared understanding of criteria and the specific content understanding and skills required to demonstrate attainment of the outcome.

Generic rubrics are provided. It should be noted, however, that generic rubrics always need to be contextualized so students will be aware of the learning target. This occurs on an ongoing basis during instruction and formative assessment.

Summative Assessment #8
Unit Exam Framework: Open-response Sample Items

The use of Times New Roman font indicates excerpts from the Program of Studies.

▸ **Knowledge and Understanding**
Students will:
9.1.8 assess, critically, how legislative processes attempt to address emerging issues of immigration by exploring and reflecting upon the following questions and issues:

Specific Outcome Bullet	Skill Outcomes	Sample Item	Evaluation Tool*
9.1.8.1 What factors influence immigration policies in Canada (i.e., economic, political, health, security)?	9.S.8.1	Immigration policies in Canada are influenced by a number of factors, such as economic, political, health, and security. Provide a specific example of why each factor is important in influencing immigration policies in Canada.	Generic Rubric (comprehension)
9.1.8.2 How are changes to Canadian policies on immigration and refugees a reflection of world issues?	9.S.8.1	Describe an example of how Canadian immigration policy changed in response to a world issue.	Generic Rubric (analysis)
9.1.8.3 What impact does increasing immigration have on Aboriginal peoples and communities?	9.S.8.1 9.S.7.2 9.S.7.3	Why might Aboriginal peoples be concerned about increased immigration in Canada?	Generic Rubric (analysis)
9.1.8.4 How are provincial governments able to influence and implement immigration policies?	9.S.8.1	In what ways are provincial governments able to influence and implement immigration policies?	Generic Rubric (comprehension)
9.1.8.5 How is the implementation of immigration policies in Québec an attempt to strengthen the French language in North America?	9.S.8.1	Describe immigration policies in Quebec, and explain how these policies are designed to strengthen the French language in North America.	Generic Rubric (comprehension)
9.1.8.6 What is the relationship between immigration policies in Canada and the rights guaranteed in the Canadian Charter of Rights and Freedoms?	9.S.8.1	Describe an immigration policy that was impacted by the Canadian Charter of Rights and Freedoms.	Generic Rubric (analysis)
9.1.8.7 To what extent does Canada benefit from immigration?	9.S.8.1 9.S.7.2 9.S.7.3 9.S.7.4	Some Canadians feel that Canada should encourage immigration while others feel that immigration may negatively impact aspects of our society. Develop a position with respect to the extent Canada benefits from immigration and support your position with specific examples.	Generic Rubric (evaluation)

* Generic rubrics are found on pp. 25 – 26 of this unit assessment plan.

Grade 9 Social Studies
Unit Assessment Plan for General Outcome 9.1

Summative Assessment #9
Written Response

Meeting the Needs of Canadians

Students examine the extent to which the federal political and legislative processes meet the nees of all Canadians.

To access the student task and related teacher support materials click on the link provided below.

Meeting the Needs of Canadians

Generic Rubrics

The generic rubrics on this page are provided as tools for supporting student learning and assessing student performance on the open-response sample items in this unit plan. In order to be most effective, generic rubrics need to be contextualized on an ongoing basis during instruction and formative assessment so that the learning target will be evident to students.

Generic Rubric for Knowledge/Comprehension Questions

When evaluating student responses, consider the extent to which students are providing
- enough information to demonstrate understanding; and
- information that is correct and focused.

Level ⟍ Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited *	Insufficient/ Blank *
Creates a response that is...	comprehensive and pertinent	thorough and relevant	simplistic and predictable	undeveloped and superficial	No score is awarded because there is insufficient evidence of student performance

∗ When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

Generic Rubric for Analysis Questions

When evaluating student responses, consider the extent to which students are
- providing background information that is correct and focused;
- identifying and explaining relationships among various elements.

Level ⟍ Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited *	Insufficient/ Blank *
Provides background information that is...	comprehensive and pertinent	thorough and relevant	simplistic and predictable	undeveloped and superficial	No score is awarded because there is insufficient evidence of student performance
Identifies and explains relationships among various elements in a manner that is...	explicit and precise	logical and credible	appropriate and reasonable	inaccurate and/or unsupported	

∗ When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

Teachers have the ability to modify these materials in response to the specific learning needs of their students. Please visit www.aac.ab.ca to access the most recent version of these materials.

Generic Rubrics (continued)

Generic Rubric for Evaluation Questions
When evaluating student responses, consider the extent to which students are
- providing background information that is correct and focused;
- stating a position; and
- providing specific and appropriate support for the position.

Level — Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited *	Insufficient/ Blank *
Provides background information that is…	comprehensive and pertinent	thorough and relevant	simplistic and predictable	undeveloped and superficial	No score is awarded because there is insufficient evidence of student performance
States and supports position by providing information and examples that are…	perceptive and persuasive	logical and credible	basic and reasonable	unfocused and unsupported	

* When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.