

# Grade 6 Social Studies Unit Assessment Plan

## Addressing a Portion of General Outcome 6.1



*"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](http://www.aac.ab.ca) to access the most recent version of these assessment tasks.

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## **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 then 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: A PORTION OF GENERAL OUTCOME 6.1

## Grade 6 Social Studies Unit Assessment Plan Democracy: Action and Participation

Time Frame: 3 months

### Unit Essential Question

How do governments and citizens work together to engage in the democratic process?

### Summative Assessments

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

#### Summative Assessment #1

##### Local Government: Finding Your Way

(6.1.2, 6.1.4)\*

Students develop an information package to help new Canadians learn about the structure of local government and provide examples of responsible citizenship.

#### Summative Assessment #2

##### You're the Guide!

(6.1.5)

Students develop a training package to help new Legislature tour guides learn about the structure of the provincial government, and the roles and responsibilities of the various participants in the government.

### General Outcome 6.1

Students will demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.

#### Summative Assessment #3

##### Enemies of Injustice (EOI)

(6.1.1, 6.1.2, 6.1.6)\*

As a representative of the EOI organization, students conduct a press conference to announce how EOI plans to influence governments to act on an identified injustice.

#### Summative Assessment #4

Written Response

##### Who Does Your Elected Official Really Represent?

(6.1.6)

Students research a selected issue to determine the extent to which elected officials were accountable to constituents.

#### Summative Assessment #5

Mid-unit Exam Framework

(6.1.4, 6.1.5, 6.1.6)

Open-response items provide students with another way to demonstrate their understanding of the knowledge and skills required by this unit of study.

\*This partial unit assessment plan focuses on Specific Outcomes 6.1.4, 6.1.5, and 6.1.6. Summative Assessments #1 and #3 also assess aspects of Specific Outcomes 6.1.1 and 6.1.2.

## 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 6 Social Studies Outcomes

#### ► Values and Attitudes

*Students will:*

- 6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities:**

#### ► Knowledge and Understanding

*Students will:*

- 6.1.6 analyze how individuals, groups and associations within a community impact decision making of local and provincial governments by exploring and reflecting upon the following questions and issues:**

- 6.1.6.1 • How can individuals, groups and associations within a community participate in the decision-making process regarding current events or issues (i.e. lobbying, petitioning, organizing and attending local meetings and rallies, contacting elected representatives)?

#### ► Skills and Processes

*Students will:*

- 6.S.4 demonstrate skills of decision making and problem solving:**

- 6.S.4.1 • propose and apply new ideas, strategies and options, supported with facts and reasons, to contribute to decision making and problem solving

### #2

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

### #1

When examined in isolation, this specific outcome bullet is at the comprehension 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: Local Government: Finding Your Way (performance assessment)
- #2: You're the Guide! (performance assessment)
- #3: Enemies of Injustice (performance assessment)
- #4: Who Does Your Elected Official *Really* Represent? (written response)
- #5: Mid-unit Exam Framework

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 <i>Students will:</i> 6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities:	Level of Cognition	Summative Assessment				
		#1	#2	#3	#4	#5
	Application			✓		
<ul style="list-style-type: none"> <li>• recognize and respect the democratic rights of all citizens in Canada</li> </ul>	Application			✓		
<ul style="list-style-type: none"> <li>• value the role of the Canadian Charter of Rights and Freedoms in protecting individual and collective rights and freedoms</li> </ul>	Application			✓		

▶ Knowledge and Understanding <i>Students will:</i> 6.1.2 demonstrate an understanding of the fundamental principles of democracy by exploring and reflecting upon the following questions and issues:	Level of Cognition	Summative Assessment				
		#1	#2	#3	#4	#5
	Comprehension			✓		
6.1.2.3	Comprehension	✓				
<ul style="list-style-type: none"> <li>• What are the rights and responsibilities of citizens living in a representative democracy?</li> </ul>						

▶ Knowledge and Understanding <i>Students will:</i> 6.1.4 analyze the structure and functions of local governments in Alberta by exploring and reflecting upon the following questions and issues:	Level of Cognition	Summative Assessment				
		#1	#2	#3	#4	#5
	Analysis					
6.1.4.1	Comprehension	✓				✓
6.1.4.2	Comprehension	✓				✓
6.1.4.3	Analysis					✓
6.1.4.4	Comprehension					✓
<ul style="list-style-type: none"> <li>• How are representatives chosen to form a local government (i.e., electoral process)?</li> <li>• What are the responsibilities of local governments (i.e., bylaws, taxes, services)?</li> <li>• How are local governments structured differently in rural and urban settings?</li> <li>• What role is played by school boards (i.e., public, separate, Francophone) within local communities?</li> </ul>						

Outcome Correlation continued on next page

## OUTCOME CORRELATION (continued)

<b>► Knowledge and Understanding</b> <i>Students will:</i> <b>6.1.5 analyze the structure and functions of Alberta’s provincial government by exploring and reflecting upon the following questions and issues:</b>	<b>Level of Cognition</b>  <b>Analysis</b>	<b>Summative Assessment</b>				
		#1	#2	#3	#4	#5
6.1.5.1 • How is the provincial government structured?	Comprehension		✓			✓
6.1.5.2 • What is the role and status of the Lieutenant Governor within the provincial government?	Comprehension		✓			✓
6.1.5.3 • What are the responsibilities of the provincial government (i.e., laws, taxes, services)?	Comprehension		✓			✓
6.1.5.4 • How are representatives chosen at the provincial level of government (i.e., electoral process)?	Comprehension		✓			✓
6.1.5.5 • What are the differences between the responsibilities of a Member of the Legislative Assembly (MLA) and a cabinet minister?	Analysis		✓			✓

<b>► Knowledge and Understanding</b> <i>Students will:</i> <b>6.1.6 analyze how individuals, groups and associations within a community impact decision making of local and provincial governments by exploring and reflecting upon the following questions and issues:</b>	<b>Level of Cognition</b>  <b>Analysis</b>	<b>Summative Assessment</b>				
		#1	#2	#3	#4	#5
6.1.6.1 • How can individuals, groups and associations within a community participate in the decision-making process regarding current events or issues (i.e., lobbying, petitioning, organizing and attending local meetings and rallies, contacting elected representatives)?	Comprehension			✓		✓
6.1.6.2 • How do associations such as the Association canadienne-française de l’Alberta (ACFA), the Métis Nation of Alberta Association (MNAA) and the First Nations Authorities (FNA) provide their members with a voice, at local and provincial levels, exercising historical and constitutional rights?	Comprehension					✓
6.1.6.3 • In what ways do elected officials demonstrate their accountability to the electorate (e.g., respond to constituents, participate in local events, represent and express in government meetings the concerns of constituents)?	Comprehension				✓	✓

Outcome Correlation continued on next page

## OUTCOME CORRELATION (continued)

► Skills and Processes <i>Students will:</i>	Level of Cognition	Summative Assessment				
		#1	#2	#3	#4	#5
<b>6.S.1 develop skills of critical thinking:</b> 6.S.1.1 <ul style="list-style-type: none"> <li>assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion</li> </ul> 6.S.1.2 <ul style="list-style-type: none"> <li>critically evaluate ideas, information and positions</li> </ul>	Evaluation				✓	
<b>6.S.4 demonstrate skills of decision making and problem solving:</b> 6.S.4.1 <ul style="list-style-type: none"> <li>propose and apply new ideas, strategies and options, supported with facts and reasons, to contribute to decision making and problem solving</li> </ul> 6.S.4.2 <ul style="list-style-type: none"> <li>consider multiple perspectives when dealing with issues, decision making and problem solving</li> </ul>	Synthesis			✓		
	Analysis			✓	✓	
<b>6.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:</b> <ul style="list-style-type: none"> <li>demonstrate commitment to the well-being of their community by drawing attention to situations of injustice where action is needed</li> </ul>	Application			✓		
<b>6.S.7 apply the research process:</b> 6.S.7.3 <ul style="list-style-type: none"> <li>use graphs, tables, charts and Venn diagrams to interpret information</li> </ul> 6.S.7.4 <ul style="list-style-type: none"> <li>draw and support conclusions based on information gathered to answer a research question</li> </ul>					✓	
<b>6.S.8 demonstrate skills of oral, written and visual literacy:</b> 6.S.8.1 <ul style="list-style-type: none"> <li>express opinions and present perspectives and information in a variety of forms such as oral or written presentations, speeches or debates</li> </ul> 6.S.8.2 <ul style="list-style-type: none"> <li>express reasons for their ideas and opinions, in oral or written form</li> </ul> 6.S.8.7 ➤ communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes	Application Synthesis	✓	✓	✓	✓	✓
	Comprehension	✓		✓	✓	
	Application Evaluation	✓	✓			
<b>6.S.9 develop skills of media literacy:</b> 6.S.9.2 <ul style="list-style-type: none"> <li>examine and assess diverse perspectives regarding an issue presented in the media</li> </ul> 6.S.9.3 <ul style="list-style-type: none"> <li>analyze significant current affairs</li> </ul>	Analysis			✓	✓	
	Analysis				✓	



**Grade 6 Social Studies  
Unit Assessment Plan for a Portion of General Outcome 6.1**

**Summative Assessment #1  
Performance Assessment**

**Local Government: Finding Your Way**

Students take on the role of a volunteer with an organization whose purpose is to support new immigrants and prepare materials to help new Canadians understand the structure and function of local government, and understand how citizens can act responsibly in their local community.

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

[Local Government: Finding Your Way](#)

**Grade 6 Social Studies  
Unit Assessment Plan for a Portion of General Outcome 6.1**

**Summative Assessment #2  
Performance Assessment**

**You're the Guide!**

Students take on the role of an experienced tour guide of Alberta's Legislature. Students develop a training package to help new tour guides understand the structure of provincial government, and the roles and responsibilities of various participants in the government.

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

[You're the Guide!](#)

**Grade 6 Social Studies  
Unit Assessment Plan for a Portion of General Outcome 6.1**

**Summative Assessment #3  
Performance Assessment**

**Enemies of Injustice**

Students take on the role of a spokesperson for an active, Alberta-based organization, Enemies of Injustice (EOI). Students will plan and conduct a press conference to announce how the organization will influence the community and both local and provincial government officials to act on an injustice that they have identified.

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

[Enemies of Injustice](#)

**Grade 6 Social Studies  
Unit Assessment Plan for a Portion of General Outcome 6.1**

**Summative Assessment #4  
Written Response**

**Who Does Your Elected Official *Really* Represent?**

Students will research a selected local or provincial issue and respond, in writing, to the question, "To what extent was the elected official accountable to his/her constituents?"

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

[Who Does Your Elected Official \*Really\* Represent?](#)

**Grade 6 Social Studies**  
**Unit Assessment Plan for a Portion of General Outcome 6.1**

**Summative Assessment #5**  
**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 #5**  
**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:*

**6.1.4 analyze the structure and functions of local governments in Alberta by exploring and reflecting upon the following questions and issues:**

<b>Specific Outcome Bullet</b>	<b>Skill Outcomes</b>	<b>Sample Item</b>	<b>Evaluation Tool*</b>
6.1.4.1 <ul style="list-style-type: none"> <li>How are representatives chosen to form a local government (i.e., electoral process)?</li> </ul>	6.S.8.1	Describe the electoral process used to choose representatives for local government.	Generic Rubric (comprehension)
6.1.4.2 <ul style="list-style-type: none"> <li>What are the responsibilities of local governments (i.e., bylaws, taxes, services)?</li> </ul>	6.S.8.1	Describe the responsibilities of a local government.	Generic Rubric (comprehension)
6.1.4.3 <ul style="list-style-type: none"> <li>How are local governments structured differently in rural and urban settings?</li> </ul>	6.S.7.3 6.S.8.1	Use a graphic organizer such as a T-chart or a Venn Diagram to show how local governments are different in rural and urban settings.	Generic Rubric (analysis)
6.1.4.4 <ul style="list-style-type: none"> <li>What role is played by school boards (i.e., public, separate, Francophone) within local communities?</li> </ul>	6.S.1.2 6.S.8.1	What are the major responsibilities of school boards in the local community?	Generic Rubric (evaluation)

sample items continued on next page

\* Generic rubrics are found on 17 – 18 of this unit assessment plan.

**Summative Assessment #5**  
**Unit Exam Framework: Open-response Sample Items (continued)**

► **Knowledge and Understanding**

*Students will:*

**6.1.5 analyze the structure and functions of Alberta’s provincial government by exploring and reflecting upon the following questions and issues:**

<b>Specific Outcome Bullet</b>	<b>Skill Outcomes</b>	<b>Sample Item</b>	<b>Evaluation Tool*</b>
6.1.5.1 • How is the provincial government structured?	6.S.7.3 6.S.8.1	Create a graphic to show the structure of the provincial government.	Generic Rubric (comprehension)
6.1.5.2 • What is the role and status of the Lieutenant Governor within the provincial government?	6.S.8.1	Describe how the Lieutenant Governor’s role contributes to the work of the provincial government.	Generic Rubric (comprehension)
6.1.5.3 • What are the responsibilities of the provincial government (i.e., laws, taxes, services)?	6.S.8.1	Outline the major responsibilities of provincial government in terms of laws, taxes, and services.	Generic Rubric (comprehension)
6.1.5.4 • How are representatives chosen at the provincial level of government (i.e., electoral process)?	6.S.8.1	Describe the electoral process for selecting representatives for provincial government.	Generic Rubric (comprehension)
6.1.5.5 • What are the differences between the responsibilities of a Member of the Legislative Assembly (MLA) and a cabinet minister?	6.S.8.1	Describe how the responsibilities of a Member of the Legislative Assembly (MLA) are different from the responsibilities of a cabinet minister.	Generic Rubric (analysis)

sample items continued on next page

\* Generic rubrics are found on 17 – 18 of this unit assessment plan.

**Summative Assessment #5**  
**Unit Exam Framework: Open-response Sample Items (continued)**

► **Knowledge and Understanding**

*Students will:*

**6.1.6 analyze how individuals, groups and associations within a community impact decision making of local and provincial governments by exploring and reflecting upon the following questions and issues:**

<b>Specific Outcome Bullet</b>	<b>Skill Outcomes</b>	<b>Sample Item</b>	<b>Evaluation Tool*</b>
6.1.6.1 <ul style="list-style-type: none"> <li>How can individuals, groups and associations within a community participate in the decision-making process regarding current events or issues (i.e., lobbying, petitioning, organizing and attending local meetings and rallies, contacting elected representatives)?</li> </ul>	6.S.8.1	Describe a specific example of how an individual, group and association within a community participated in the decision making process regarding an issue.	Generic Rubric (comprehension)
6.1.6.2 <ul style="list-style-type: none"> <li>How do associations such as the Association canadienne-française de l'Alberta (ACFA), the Métis Nation of Alberta Association (MNAA) and the First Nations Authorities (FNA) provide their members with a voice, at local and provincial levels, exercising historical and constitutional rights?</li> </ul>	6.S.8.1	How do associations provide their members with a voice, as well as exercise historical and constitutional rights?	Generic Rubric (comprehension)
6.1.6.3 <ul style="list-style-type: none"> <li>In what ways do elected officials demonstrate their accountability to the electorate (e.g., respond to constituents, participate in local events, represent and express in government meetings the concerns of constituents)?</li> </ul>	6.S.8.1	Describe an example of how an elected official demonstrated accountability to the electorate.	Generic Rubric (comprehension)

\* Generic rubrics are found on pp. 17 – 18 of this unit assessment plan.



## Generic Rubrics

[Download as MS Word](#)

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.

<b>Level</b> <b>Criteria</b>	<b>4</b> <b>Excellent</b>	<b>3</b> <b>Proficient</b>	<b>2</b> <b>Adequate</b>	<b>1</b> <b>Limited *</b>	<b>Insufficient/ Blank *</b>
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.

<b>Level</b> <b>Criteria</b>	<b>4</b> <b>Excellent</b>	<b>3</b> <b>Proficient</b>	<b>2</b> <b>Adequate</b>	<b>1</b> <b>Limited *</b>	<b>Insufficient/ Blank *</b>
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.

## 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.

<b>Level</b> <b>Criteria</b>	<b>4</b> <b>Excellent</b>	<b>3</b> <b>Proficient</b>	<b>2</b> <b>Adequate</b>	<b>1</b> <b>Limited *</b>	<b>Insufficient/ Blank *</b>
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.