



<b>Social Studies Grade 6</b> <b>Power and Authority (PA)</b>				
<b>Outcome</b>	<b>1 – Little Evidence</b> With help, I understand parts of the simpler ideas and do a few of the simpler skills.	<b>2 – Partial Evidence</b> I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	<b>3 – Sufficient Evidence</b> I understand the more complex ideas and can master the complex skills that are taught in class. <b>I achieve the outcome.</b>	<b>4- Extensive Evidence</b> I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
<b>PA6.1</b>  <b>Examine the relationship between an individual's power and authority and the power and authority of others.</b>	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>identify ONE</b> form of power (force, authority <b>OR</b> influence) in my personal life <b>OR</b> in the local community.</li> <li>• <b>With help</b>, I can <b>identify a few</b> traits common to individuals who are perceived as effective leaders.</li> <li>• <b>With help</b>, I can <b>identify a few</b> ways groups deal with competing claims for power.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>represent some</b> forms of power (force, authority <b>OR</b> influence) in my personal life <b>OR</b> in the local community.</li> <li>• I can <b>identify some</b> traits common to individuals who are perceived as effective leaders in <b>some</b> contexts.</li> <li>• I can <b>identify some</b> ways groups deal with competing claims for power.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>represent</b> the forms of power (force, authority <b>AND</b> influence) in my personal life <b>AND</b> in the local community.</li> <li>• I can <b>explain several</b> traits common to individuals who are perceived as effective leaders in <b>several</b> contexts.</li> <li>• I can <b>explain several</b> ways groups involving young people deal with competing claims for power.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>represent a comparison</b> of forms of power: force, authority <b>AND</b> influence, in my personal life <b>AND</b> the local community.</li> <li>• I can <b>compare a wide variety</b> of traits among individuals who are perceived as effective leaders in <b>a variety</b> of contexts.</li> <li>• I can <b>compare a wide variety</b> of ways groups involving young people deal with competing claims for power.</li> </ul>
Comments				



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<b>PA6.2</b>  <b>Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean.</b>	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>identify a few</b> reasons for economic differences among the regions in Canada <b>OR a few countries</b> bordering the Atlantic Ocean, using data from <b>a few</b> print or electronic sources.</li> <li>• <b>With help</b>, I can <b>identify a few</b> examples of white privilege in Canada <b>OR a few countries</b> bordering the Atlantic Ocean.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>propose some</b> reasons for economic differences among the regions in Canada <b>OR some countries</b> bordering the Atlantic Ocean, using data from <b>some</b> print or electronic sources.</li> <li>• I can <b>describe</b> the personal <b>OR</b> societal impacts of white privilege in Canada <b>OR some countries</b> bordering the Atlantic Ocean.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>propose several</b> reasons for economic differences among the regions in Canada <b>AND several countries</b> bordering the Atlantic Ocean, using data from <b>several</b> print and electronic sources.</li> <li>• I can <b>describe</b> personal <b>AND</b> societal impacts of white privilege in Canada <b>AND several</b> countries bordering the Atlantic Ocean.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>draw conclusions</b> about <b>a wide variety</b> of reasons for economic differences among the regions in Canada <b>AND a wide variety of countries</b> bordering the Atlantic Ocean, using data from <b>various</b> print and electronic sources.</li> <li>• I can <b>compare</b> the personal <b>AND</b> societal impacts of white privilege in Canada <b>AND a wide variety of</b> countries bordering the Atlantic Ocean.</li> </ul>
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<b>PA6.3</b> <b>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.</b>	<ul style="list-style-type: none"> <li>I can <b>recognize</b> incidents of the abuse of power in ethnic minority groups, the disabled, youth <b>OR</b> the elderly.</li> <li><b>With help</b>, I can <b>identify</b> the role of <b>ONE</b> of the following:               <ul style="list-style-type: none"> <li>- Human rights</li> <li>- Treatment of minorities</li> <li>- History with indigenous peoples</li> <li>- Infrastructure for health</li> <li>- Education on the relationship between people and their governments in Canada <b>AND</b> in <b>one</b> country bordering the Atlantic Ocean.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can <b>describe</b> incidents of the abuse of power in ethnic minority groups, the disabled, youth <b>OR</b> the elderly.</li> <li>I can <b>explain</b> the influence of <b>some</b> of the following:               <ul style="list-style-type: none"> <li>- Human rights</li> <li>- Treatment of minorities</li> <li>- History with indigenous peoples</li> <li>- Infrastructure for health</li> <li>- Education on the relationship between people and their governments in Canada <b>AND some</b> countries bordering the Atlantic Ocean.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can <b>describe</b> incidents of the abuse of power in ethnic minority groups, the disabled, youth <b>AND</b> the elderly.</li> <li>I can <b>explain</b> the influence of <b>several</b> of the following:               <ul style="list-style-type: none"> <li>- Human rights</li> <li>- Treatment of minorities</li> <li>- History with indigenous peoples</li> <li>- Infrastructure for health</li> <li>- Education on the relationship between people and their governments in Canada <b>AND in several</b> countries bordering the Atlantic Ocean</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can <b>propose the affects</b> of the abuse of power in ethnic minority groups, the disabled, youth <b>AND</b> the elderly.</li> <li>I can <b>compare</b> the influence of <b>most</b> of the following:               <ul style="list-style-type: none"> <li>- Human rights</li> <li>- Treatment of minorities</li> <li>- History with indigenous peoples</li> <li>- Infrastructure for health</li> <li>- Education on the relationship between people and their governments in Canada <b>AND in a wide variety</b> of countries bordering the Atlantic.</li> </ul> </li> </ul>
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