



Social Studies Grade 3 Power and Authority (PA)					
Outcome		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence 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.
PA3.1 Compare how decisions are made in the local community and communities studied.	Local Community	<ul style="list-style-type: none"> With help, I can identify a few formal OR informal types of leadership. 	<ul style="list-style-type: none"> I can identify some formal OR informal types of leadership. 	<ul style="list-style-type: none"> I can identify different formal AND informal types of leadership. 	<ul style="list-style-type: none"> I can explain a wide variety of formal and informal types of leadership.
	Community Studied	<ul style="list-style-type: none"> With help, I can identify a few examples of decision making structures where leadership is: inherited, elected, OR communal. 	<ul style="list-style-type: none"> I can identify some examples of decision making structures where leadership is: inherited, elected OR communal. 	<ul style="list-style-type: none"> I can identify many examples of decision-making structures, such as inherited, elected, AND communal leadership. 	<ul style="list-style-type: none"> I can explain different decision making structures, such as inherited, elected, AND communal leadership.
Comments					
PA3.2 Demonstrate awareness that divergent viewpoints may lead to conflict as part of group interactions, and assess various means of conflict resolution.	Awareness	<ul style="list-style-type: none"> With help, I can identify a few different viewpoints as likely or unlikely to create conflict. 	<ul style="list-style-type: none"> I can identify some different viewpoints as likely or unlikely to create conflict. 	<ul style="list-style-type: none"> I can explain many different viewpoints as likely or unlikely to create conflict. 	<ul style="list-style-type: none"> I can compare many different viewpoints, how they create conflict, AND describe how people resolve them.
	Conflict Resolution	<ul style="list-style-type: none"> With help, I can identify a model of conflict resolution in the school OR community. 	<ul style="list-style-type: none"> I can identify some models of conflict resolution in the school AND community. 	<ul style="list-style-type: none"> I can explain models of conflict resolution in the school AND community. 	<ul style="list-style-type: none"> I can compare models of conflict resolution in the school AND the community.



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		<ul style="list-style-type: none"> With help, I can identify one strength or limitation of one model of conflict resolution. 	<ul style="list-style-type: none"> I can identify the strengths and limitations of one model of conflict resolution. 	<ul style="list-style-type: none"> I can describe the strengths and limitations of a few models of conflict resolution. 	<ul style="list-style-type: none"> I can compare the strengths and limitations of several models of conflict resolution.
Comments					
PA3.3 Make generalizations about the purpose and intent of documents that define the rights of children.		<ul style="list-style-type: none"> With help, I can identify a few rights and protections for children in Saskatchewan, Canada OR internationally. With help, I can describe the purpose OR intent of documents that define the rights of children. 	<ul style="list-style-type: none"> I can identify some rights and protections for children in Saskatchewan, Canada AND internationally. I can describe the purpose OR intent of documents that define the rights of children. 	<ul style="list-style-type: none"> I can compare many similarities and differences in the rights and protections for children in Saskatchewan, Canada AND internationally. I can make generalizations about the purpose AND intent of documents that define the rights of children. 	<ul style="list-style-type: none"> I can compare a wide variety of similarities and differences in the rights and protections for children in Saskatchewan, Canada AND internationally. I can draw conclusions about the importance of the purpose AND intent of documents that define the rights of children.
Comments					