



Social Studies Grade 8 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.
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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PA8.2 Examine the role of power and authority in the application of diverse decision-making processes in a variety of contexts.	<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.
Comments				
PA8.4 Assess the impact of citizens' willingness and ability to actively engage in the Canadian political processes.	<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.



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	<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.
Comments				