

It Could Happen to Us?

CARC Social Studies

Enduring Understanding:

Students take on the role of author for a Canadian financial magazine and write an opinion article exploring whether or not Canada could experience a global economic crisis to the same extent as the United States.

This task provides students with the opportunity to engage in critical and creative thinking. In critical thinking, students are involved in a "...process of inquiry, analysis and evaluation resulting in reasoned judgment...Through creative thinking, students generate an inventory of possibilities; anticipate outcomes; and combine logical, intuitive and divergent thought" (Social Studies Program of Studies, 2005, p. 8).

This performance task addresses the following learner outcomes from the Alberta Social Studies Program of Studies.

General Outcome 9.2		
Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity.		
Specific Outcomes		
Number	Heading and Outcome (and bullet where applicable)	Criteria
9.S.1 9.S.1.1	develop skills of critical thinking and creative thinking: <ul style="list-style-type: none"> determine the validity of information based on context, bias, source, objectivity, evidence or reliability to broaden understanding of a topic or an issue 	assess reliability of sources
9.S.7 9.S.7.5	apply the research process: <ul style="list-style-type: none"> determine how information serves a variety of purposes and that the accuracy or relevance may need verification 	
9.2.4 9.2.4.1 9.2.4.2 9.2.4.3 9.2.4.4 9.2.4.7	compare and contrast the principles and practices of market and mixed economies by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> What are the principles of a market economy? Why do governments intervene in a market economy? Why is Canada viewed as having a mixed economy? What is the role of the consumer in market and mixed economies? What are some similarities and differences in the way governments in Canada and the United States intervene in the market economies? 	compare market and mixed economies
9.S.7 9.S.7.3 9.S.7.4	apply the research process: <ul style="list-style-type: none"> develop a position supported by information gathered during research draw conclusions based upon research and evidence 	formulate and support position
9.S.8 9.S.8.1	demonstrate skills of oral, written and visual literacy: <ul style="list-style-type: none"> communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration 	communicate information

This task was developed through a partnership between the Central Alberta Regional Consortium (CARC) and the Alberta Assessment Consortium (AAC) as a result of a grant from Alberta Education to support implementation.

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

Template adapted from Alberta Assessment Consortium, January 2008

**Grade 9 Social Studies
Performance Assessment: Student Task**

It Could Happen to Us?

The impact of the 2008 global economic meltdown continues to affect people of all walks of life, all over the world, to differing degrees.

You are a writer for a prominent financial magazine in Canada. For your next assignment, your editor has assigned you the task of exploring the economic meltdown and writing an opinion article about whether Canada could ever experience a crisis as severe as what occurred in the United States. To comply with the magazine's editorial standards, you will need to complete the following.

Create an annotated bibliography to assess the reliability of sources

Use the template provided to examine your sources of information for reliability, bias, perspective and context.

Compare the principles and practices of market and mixed economies

As background information for your article, consider the following questions.

- What are the principles of a market economy?
- Why do governments intervene in a market economy?
- Why is Canada viewed as having a mixed economy?
- What is the role of the consumer in market and mixed economies?
- What are some similarities and differences in the way governments in Canada and the United States intervene in the market economies?

Develop a position

Respond to the question: Could an economic crisis occur in Canada to the magnitude of the American experience?

Support position

Provide concrete examples of how the Canadian implementation of a mixed economy may or may not shield Canada from international economic meltdowns.

Since this will be the magazine's featured cover article, ensure that your work is well supported and polished.

This task was developed through a partnership between the Central Alberta Regional Consortium (CARC) and the Alberta Assessment Consortium (AAC) as a result of a grant from Alberta Education to support implementation.

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

Template adapted from Alberta Assessment Consortium, January 2008

It Could Happen to Us? Rubric

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited	Insufficient/ Blank*
Assesses reliability of sources (9.S.1.1, 9.S.7.5)	Provides an astute examination of sources to assess the reliability of information.	Provides a credible examination of sources to assess the reliability of information.	Provides a simplistic examination of sources to assess the reliability of information.	Provides a flawed examination of sources to assess the reliability of information.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Compares market and mixed economies (9.2.4.1, 9.2.4.2, 9.2.4.3, 9.2.4.4, 9.2.4.7)	Provides a perceptive analysis of the similarities and differences between market and mixed economies.	Provides a thoughtful analysis of the similarities and differences between market and mixed economies.	Provides a predictable analysis of the similarities and differences between market and mixed economies.	Provides a superficial analysis of the similarities and differences between market and mixed economies.	
Formulates and supports position (9.S.7.3, 9.S.7.4)	Uses specific examples in a compelling manner to support position.	Uses specific examples in a convincing manner to support position.	Uses specific examples in a simplistic manner to support position.	Uses specific examples in an inconclusive manner to support position.	
Communicates information (9.S.8.1)	Communicates information in a persuasive manner to inform and engage the audience.	Communicates information in a convincing manner to inform and engage the audience.	Communicates information in a believable manner to inform and engage the audience.	Communicates information in an unconvincing manner that does little to inform or engage the audience.	

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

This task was developed through a partnership between the Central Alberta Regional Consortium (CARC) and the Alberta Assessment Consortium (AAC) as a result of a grant from Alberta Education to support implementation.

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

Template adapted from Alberta Assessment Consortium, January 2008

Grade 9 Social Studies
Performance Assessment: For Best Results

It Could Happen to Us?

FOR BEST RESULTS

This section provides suggestions for **additional instruction** and **assessment for learning support**. A variety of student self-reflection and peer coaching tools have been provided in this package. These tools are **not** intended to be used for grading purposes, but rather to scaffold students along the way to successful completion of the performance task. As not all students will require the same type and/or amount of scaffolding, teachers make instructional and coaching decisions based on student needs.

After initial suggestions on preparing for the task, the information in this section is organized around the criteria for evaluation as found on the rubric. Thus, teachers can target the areas where they feel students require additional support and guidance.

To help **prepare students for the task...**

Assessment for Learning Support

- ✓ Share the assessment task and criteria with students at the beginning of the unit to help focus their learning during the unit of study.
- ✓ Introduce the rubric to the students and discuss the various levels of quality described. Help the students understand the language of the rubric or adapt the language as necessary for your students. Refer to the AAC Rubric Wordwall or use the assessment for learning tools provided in this document.
- ✓ Exemplars are a powerful way to help students understand the expected standard of performance by viewing work at a variety of levels of proficiency. However, exemplars are currently not available for this task. [Contact AAC](#) for information on how to submit exemplars for publication.

To help students **assess reliability of sources (criterion #1)...**

- Using a related website, model for students how to use the graphic organizer (**Student p. 3**) to assess the credibility of a website. Some words/concepts students may need assistance with include:
 - o affiliated
 - o recognizing perspective/bias
 - o credible
 - o citing sources

In particular, some students may need support with how to use their gathered information to draw a conclusion about the usefulness of a website.

Assessment for Learning Support

Peer Coaching Tool #1 (p. 6 of this document)

- ✓ Students exchange work with a peer who has accessed the same or similar websites.
- ✓ Encourage the peer coach to develop specific descriptive notes about areas of agreement and areas of disagreement.
- ✓ Provide time for the students to engage in conversation with their peer coach to discuss the results of the peer feedback and consider what adjustments might be made.

This task was developed through a partnership between the Central Alberta Regional Consortium (CARC) and the Alberta Assessment Consortium (AAC) as a result of a grant from Alberta Education to support implementation.

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

Template adapted from Alberta Assessment Consortium, January 2008

Grade 9 Social Studies
Performance Assessment: For Best Results

It Could Happen to Us?

To help students **compare market and mixed economies (criterion #2)**...

- Brainstorm elements for comparison. Students may wish to consider elements such as:
 - o taxation
 - o government regulation [laws]
 - o government intervention [e.g. bailouts in 2008-2009]
 - o philosophical ideals
- As a class, develop a graphic organizer to record and organize this information.
- Model for students how to find similarities and differences within gathered information. One strategy would be to use one colour of highlighter to identify similarities and another colour of highlighter to identify differences.
- Share with students how finding the similarities and differences needs to be communicated by creating a comparison.
- Show students exemplars that illustrate how to structure a comparison.

Assessment for Learning Support

Peer Coaching Tool #2 (p. 7 of this document)

- ✓ Students share their work with a peer and use the questions prompts on the tool to provide feedback.
- ✓ Encourage the peer coach to develop specific descriptive notes to help the student decide what adjustments to make in his/her work.

To help students **formulate and support a position (criterion #3)**...

- Discuss the importance of having a definite position when answering the question. Share with the students the qualities of a position. It is
 - o clearly stated
 - o answers the question
 - o relates to the evidence available.
- Remind students that it is not enough to simply arrive at a position; they also need to provide specific pieces of information that act as evidence to support their position. It is also important to explain how that evidence supports the position they have taken.
- Provide a template to assist students in stating an opinion.
Canada would or would not suffer an economic crisis to the same magnitude as the United States because_____.

e.g.

Canada would not suffer an economic crisis to the same magnitude as the United States because Canada has stringent government enacted banking laws to protect consumers.

Assessment for Learning Support

Peer Coaching Tool #3 (p. 8 of this document)

- ✓ Model how to use the question prompts on the tool to focus the feedback.
- ✓ After the coach has provided feedback, students should consider the question prompts at the bottom of the page as they consider adjustments they want to make to their work in progress.

This task was developed through a partnership between the Central Alberta Regional Consortium (CARC) and the Alberta Assessment Consortium (AAC) as a result of a grant from Alberta Education to support implementation.

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

Template adapted from Alberta Assessment Consortium, January 2008

**Grade 9 Social Studies
Performance Assessment: For Best Results**

It Could Happen to Us?

To help students **communicate information (criterion #4)**...

- Discuss with students the difference between the expectations for every written assignment and the specific qualities that will be assessed for this writing assignment.

Assessment for Learning Support

Student Self-reflection Tool (p. 9 of this document)

- ✓ Model how students could use the tool to reflect on their work to identify areas of strength and areas in need of further attention.
- ✓ Provide time for students to make the changes to their written response before submitting the final product for marking.

This task was developed through a partnership between the Central Alberta Regional Consortium (CARC) and the Alberta Assessment Consortium (AAC) as a result of a grant from Alberta Education to support implementation.

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

Template adapted from Alberta Assessment Consortium, January 2008

Grade 9 Social Studies
Peer Coaching Tool #1: Assess Reliability of Sources
Could It Happen to Us?

Student _____ **Coach** _____

Meet with a peer who reviewed websites on the same topic. Use the criteria from the *Assess Reliability of Sources* graphic organizer to provide specific feedback about your peer's assessment of the websites.

How well did I assess the websites?

Website	I agree with your website assessment because...	I disagree with your website assessment because...

Grade 9 Social Studies
Peer Coaching Tool #2: Compare Market and Mixed Economies
Could It Happen to Us?

Student _____

Coach _____

Examine the comparison and use the following prompts to help you provide suggestions for improvement.

Student

Coach

In my comparison , did I:	Yes	Not Yet	Here are my suggestions to help you make your comparison stronger:
<input type="checkbox"/> provide sufficient background information about the different economies?			
<input type="checkbox"/> provide accurate information?			
<input type="checkbox"/> explain the similarities between the different economies?			
<input type="checkbox"/> explain the differences between the different economies?			

Grade 9 Social Studies
Peer Coaching Tool #3: Formulate and Support Position
Could It Happen to Us?

Student _____

Coach _____

Use this tool examine the quality of the evidence provided to support the position.

Student

Coach

In my selection of supporting evidence, did I...		To make the supporting evidence stronger, consider...
<ul style="list-style-type: none"> provide focused evidence? 	<p>The evidence is focused when it provides specific support for the position.</p>	
<ul style="list-style-type: none"> gather accurate evidence? 	<p>The evidence is accurate when two different reputable sources corroborate information.</p>	
<ul style="list-style-type: none"> provide enough evidence? 	<p>Enough information has been provided so someone who previously did not know about this topic will be able to understand it.</p>	

After you have received feedback on your work, use these two questions to guide your revisions.

- What information do I need to add, remove or correct?
- What questions do I need to ask to further my understanding of how to support my position?

Grade 9 Social Studies
Student Self-reflection Tool: Communicate Information
Could It Happen to Us?

Student _____

Basic Expectations for Any Written Assignment

- logically organized
- grammar and conventions do not detract from the message

Qualities to be Assessed in this Assignment

How well did I **communicate information**?

Student	Yes, I showed this when I...	Not yet, but here's how I can make it stronger...
In my written response did I persuade my audience by... <ul style="list-style-type: none"> • presenting compelling information • using convincing language 		
In my written response did I engage my audience by... <ul style="list-style-type: none"> • presenting evidence succinctly • using language skillfully 		