

Social Studies Grade 9 Power and Authority (PA)				
Outcome	1 – Beginning With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 - Approaching I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Meeting I understand the more complex ideas and can master the complex skills that are taught in class. I <b>achieve the outcome.</b>	4- Exemplary 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>PA9.1</b> <b>Examine concepts of power and authority in the governance of the societies studied.</b>	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>identify a few</b> characteristics of systems of government, including democracy, consensus, monarchy, autocracy, <b>OR</b> military regime.</li> <li>• <b>With help</b>, I can <b>identify</b> the effect of systems of government on the power, authority, OR worldview of <b>a few</b> societies studied.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>explain some</b> characteristics of systems of government, including democracy, consensus, monarchy, autocracy, <b>OR</b> military regime.</li> <li>• I can <b>identify</b> the effect of systems of government on power, authority OR worldview of <b>some</b> societies studied.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>compare several</b> essential characteristics of systems of government, including democracy, consensus, monarchy, autocracy, <b>AND</b> military regime.</li> <li>• I can <b>explain</b> the effect of systems of government on the power, authority, AND worldview of <b>several</b> societies studied.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>draw conclusions</b> about the effectiveness of systems of government, including democracy, consensus, monarchy, autocracy, <b>AND</b> military regime.</li> <li>• I can <b>compare</b> the effect of systems of government on the power, authority, AND worldview of <b>a variety</b> of societies.</li> </ul>
Comments				

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Outcome	<p><b>1 – Beginning</b> With help, I understand parts of the simpler ideas and do a few of the simpler skills.</p>	<p><b>2 – Approaching</b> I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.</p>	<p><b>3 – Meeting</b> I understand the more complex ideas and can master the complex skills that are taught in class. <b>I achieve the outcome.</b></p>	<p><b>4- Exemplary</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.</p>
<p><b>PA9.2</b> <b>Analyze the impact of empire-building and territorial expansion on indigenous populations and other groups in the societies studied.</b></p>	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>identify</b> the effect of empire- building <b>OR</b> territorial expansion on indigenous populations <b>OR</b> other groups in some societies studied.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>explain</b> the effects of empire- building <b>OR</b> territorial expansion on indigenous populations <b>OR</b> other groups in some societies studied.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>compare</b> the effects of empire- building <b>AND</b> territorial expansion on indigenous populations <b>AND</b> other groups in several societies studied.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>draw conclusions</b> about a variety of effects of empire- building <b>AND</b> territorial expansion on indigenous populations <b>AND</b> other groups in a <b>wide variety</b> of societies.</li> </ul>
<p>Comments</p>				

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<b>PA9.3</b> <b>Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada.</b>	Members of Societies studied	<ul style="list-style-type: none"> <li>With help, I can carry out simple processes to identify the roles and responsibilities of a few members of the societies studied.</li> </ul>	<ul style="list-style-type: none"> <li>I can carry out simple processes with some accuracy to identify the roles and responsibilities of some members of the societies studied.</li> </ul>	<ul style="list-style-type: none"> <li>I can carry out processes accurately to describe the roles and responsibilities of several members of the societies studied.</li> </ul>	<ul style="list-style-type: none"> <li>I can design and carry out an accurate investigation to explain the roles and responsibilities of a wide variety of members of the societies studied.</li> </ul>
	Citizens in contemporary Canada	<ul style="list-style-type: none"> <li>I can carry out simple processes to identify the roles and responsibilities of a few citizens in contemporary Canada.</li> <li>With help, I can compare the roles, rights OR responsibilities of people as they existed within a few societies studied with contemporary Canadian society.</li> </ul>	<ul style="list-style-type: none"> <li>I can carry out simple processes with some accuracy to identify the roles and responsibilities of some citizens in contemporary Canada.</li> <li>I can compare the roles, rights, OR responsibilities of people as they existed within some societies studied with contemporary Canadian society.</li> </ul>	<ul style="list-style-type: none"> <li>I can carry out processes accurately to describe the roles and responsibilities of several citizens in contemporary Canada.</li> <li>I can compare the roles, rights, AND responsibilities of people as they existed within several societies studied with contemporary Canadian society.</li> </ul>	<ul style="list-style-type: none"> <li>I can design and carry out an accurate investigation to explain the roles and responsibilities of a wide variety of citizens in contemporary Canada.</li> <li>I can assess the impact of the roles, rights, AND responsibilities of people as they existed within a wide variety of societies on contemporary Canadian society.</li> </ul>
Comments					