

## Chapter 8 Outcomes Checklist

Include a valid example or definition for each *I Can* outcome.

I can . . .	Not Really	Somewhat	Yes, Very Well	Example or Definition
. . . describe democracy using terms such as <i>justice, equity, freedom, and representation</i> .				
. . . explain the things people are entitled to (rights) and the things people are expected to do (responsibilities) when they live in a representative democracy.				
. . . explain how the Charter of Rights and Freedoms protects the rights of all people in Canada.				
. . . explain how the Charter of Rights and Freedoms protects the rights of all groups in Canada.				
. . . describe what areas (e.g., bylaws, taxes, services) local governments have the authority to make decisions about.				
. . . list the various duties of a Member of the Legislative Assembly.				

. . . explain how people and groups can get involved and have a say in decisions about current events or issues that may affect them.				
. . . explain how organizations that represent specific groups of people (ACFA, the MNAA, and the FNA) speak for their members and stand up for the rights they have been and still are entitled to.				
. . . describe how people in government show that they listen to and work for the interests of those they represent.				
. . . appreciate and explain that because Canada is a democracy, all Canadians have rights.				
. . . appreciate and explain the important role of the Charter of Rights and Freedoms in protecting both group and individual rights.				
. . . appreciate and explain how laws, government decisions, and events from the past affect how decisions are made in the Canadian government today.				
. . . appreciate and explain why it is important for people to be actively involved in their community.				

. . . appreciate and explain how elected representatives contribute to democratic decision making.				
. . . recognize the difference between fact and opinion and recognize bias when examining local and current affairs.				
. . . think about different ideas and opinions and evaluate them.				
. . . re-evaluate my own opinion to better understand a topic or issue.				
. . . work with others or by myself to think of new ideas.				
. . . use technology to access what experts have to say about an issue.				
. . . suggest new ideas to help come to a decision and support my ideas with facts or reasons.				
. . . consider the perspectives of other people when dealing with an issue or problem.				

. . . work with others to create strategies for dealing with problems and issues.				
. . . use technology to access information about a specific problem.				
. . . use a variety of technological tools to help me sort, organize, classify, and extend data.				
. . . use technology to involve others when solving issue-related problems.				
. . . use technology to help find alternative solutions to problems.				
. . . co-operate with others in order to reach agreement.				
. . . work with, listen to, and share with others in order to complete a task.				
. . . use communication technologies both to gather and to share information with individuals outside the classroom.				

. . . recognize when a situation in my community is unfair, and I know who to contact to bring attention to the situation.				
. . . determine if information is trustworthy, and can identify point of view and bias.				
. . . create questions to assist with the research process.				
. . . use a variety of methods to organize and interpret information.				
. . . correctly cite references that I have used to gather information.				
. . . use technology to create a plan to answer a research question, and I can follow the plan, adjusting it as required.				
. . . use technology to access a given URL and retrieve information from the Internet about an assigned topic.				
. . . identify the technological tools that were effective in helping me complete a project, as well as those that caused me problems.				

. . . select appropriate ways to present opinions, perspectives, and information to meet the needs of my audience.				
. . . provide reasons for my opinions both orally and in writing.				
. . . discuss differing points of view about an issue in order to persuade my audience.				
. . . demonstrate respect for differences when responding to comments or answering questions.				
. . . listen courteously to others in order to understand their thoughts and ideas.				
. . . use technological tools to effectively share information with different audiences.				
. . . determine when bias is present in the media (e.g., television, newspaper, radio).				
. . . recognize and evaluate different points of view on a topic that has been presented in the media.				

. . . explore and evaluate important current affairs.				
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