**Power and Authority:** *Investigate the political paradigms, processes and structures of power and the implications for individuals, nations and the world.*

**Apply** – *Find relevance or make valid connection.* Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Learning**  **Outcome** | **Consistently exceeding & profound** | **Often exceeding/ insightful** | **Beginning to exceed/ highly-developed** | **Moving toward exceeding/ initiating insight** | **Consistently meeting, relevant and appropriate** | **Occasionally meeting - almost there** | **Beginning to transition away from assistance** | **Seeking and receiving assistance** | **Regularly dependent on assistance** | **Approaching readiness for outcome** | **Developing readiness for outcome** | **Highly challenged by outcome** |
| **EU +** | **EU** | **EU-** | **FM+** | **FM** | **FM-** | **MM+** | **MM** | **MM-** | **NY+** | **NY** | **NY-** |
| 96 – 100 | 92 – 95 | 88 – 91 | 84 – 87 | 80 – 83 | 76 – 79 | 72 – 75 | 65 – 71 | 56- 64 | 45 – 55 | 41 - 45 | 36 - 40 |
| **PA 20.1**  **Apply characteristics of Authoritarian and Totalitarian political paradigms to regimes of the 20th century.** | I have provided an application of the characteristics associated with authoritarian/totalitarian paradigms that reflects a deep understanding. Beyond descriptions that are all well supported, I have provided connections that reveal a knowledge base that goes beyond content covered in class . | | | I have provided an appropriate connection between identified characteristics of authoritarian and totalitarian political paradigms with relevant and clear explanations (details, description and examples) of an identified regime. | | | I have provided an adequate connection between identified characteristics of Authoritarian/Totalitarian paradigms to an identified regime.   * Can I provide more detail, descriptions and examples? * Are my connections between the characteristics of the political paradigms and the regime supported well enough? | | | I am having difficulty providing a connection between identified characteristics of Authoritarian/Totalitarian paradigms to an identified regime.   * Should I revisit my understanding of the characteristics of authoritarian and totalitarian paradigms? * Do I have a firm understanding of the identified regime in questions? *Should I consider revisiting the content?* | | |
| **Essential Question** | Which is superior – authoritarian or democratic style of decision making? | | | | | | | | | | | |

**Power and Authority:** *Investigate the political paradigms, processes and structures of power and the implications for individuals, nations and the world .*

**Analyze** - *To examine methodically by separating into parts and studying their interrelations* Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Learning**  **Outcome** | **Consistently exceeding & profound** | **Often exceeding/ insightful** | **Beginning to exceed/ highly-developed** | **Moving toward exceeding/ initiating insight** | **Consistently meeting, relevant and appropriate** | **Occasionally meeting - almost there** | **Beginning to transition away from assistance** | **Seeking and receiving assistance** | **Regularly dependent on assistance** | **Approaching readiness for outcome** | **Developing readiness for outcome** | **Highly challenged by outcome** |
| **EU +** | **EU** | **EU-** | **FM+** | **FM** | **FM-** | **MM+** | **MM** | **MM-** | **NY+** | **NY** | **NY-** |
| 96 – 100 | 92 – 95 | 88 – 91 | 84 – 87 | 80 – 83 | 76 – 79 | 72 – 75 | 65 – 71 | 56- 64 | 45 – 55 | 41 - 45 | 36 - 40 |
| **PA 20.2**  **Analyze the impact political paradigms have on the relationship between individual rights and collective rights.** | I have provided an **analysis** that reflects insightful understanding of the impact political paradigms have on the relationship between individual and collective rights. My analysis is supported by clear and extensive detail of the political paradigms and the interrelated impact is complex and relevant beyond the content to real world/new situations. | | | I have provided a relevant and appropriate **analysis** of the impact political paradigms have on the relationship between individual and collective rights. I have supported my analysis by identifying and describing political paradigms and using details, descriptions, and examples to support its relation to individual and collective rights. | | | I have provided a basic analysis of the impact political paradigms have on the relationship between individual and collective rights.   * Can your descriptions of the paradigms possess more detail? * Could your explanations used to support the political paradigms relation to individual and collective rights use more detail and description? | | | I am having difficulty analyzing the impact political paradigms have on the relationship between individual and collective rights.   * Are you clear on your understanding of political paradigms? * What is a right? * Can you think of Canadian individual vs. collective rights? | | |
| **Essential Question** | Is there ever times when order and security take precedence over individual rights?  Are there situations in a democratic society where civilian authorities should become subservient to military authorities? | | | | | | | | | | | |

**Power and Authority:** *Investigate the political paradigms, processes and structures of power and the implications for individuals, nations and the world.*

**Analyze** - *To examine methodically by separating into parts and studying their interrelations.* Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Learning**  **Outcome** | **Consistently exceeding & profound** | **Often exceeding/ insightful** | **Beginning to exceed/ highly-developed** | **Moving toward exceeding/ initiating insight** | **Consistently meeting, relevant and appropriate** | **Occasionally meeting - almost there** | **Beginning to transition away from assistance** | **Seeking and receiving assistance** | **Regularly dependent on assistance** | **Approaching readiness for outcome** | **Developing readiness for outcome** | **Highly challenged by outcome** |
| **EU +** | **EU** | **EU-** | **FM+** | **FM** | **FM-** | **MM+** | **MM** | **MM-** | **NY+** | **NY** | **NY-** |
| 96 – 100 | 92 – 95 | 88 – 91 | 84 – 87 | 80 – 83 | 76 – 79 | 72 – 75 | 65 – 71 | 56- 64 | 45 – 55 | 41 - 45 | 36 - 40 |
| **PA 20.3**  **Analyze the delicate political decision- making balance that exists between national and collective security.**   * *Alliances* * *International Organizations* | I have provided an analysis that reflects a deep, insightful understanding based on explanations of political decision that are extensive in detail and the interrelated connections of the delicate balance between national and collective security are complex but clear in their make-up that go beyond content dealt with. | | | I have analyzed the balance between national and collective security and have supported my analysis with relevant and appropriate details, descriptions, and examples of the national or collective security political decisions made by a particular society. I have also developed and supported an analysis of the interplay that each domain (national or collective) has on the other. | | | I have provided a basic analysis of the balance that exists in political decision making between national and collective security interests   * Can my description of the national and collective security domains possessive “more” content related details? * How can I make my “connection” of the interplay between national and collective security decisions more clear? | | | I am having difficulty analying the balance that exists in political decision making between national and collective security interests.   * Do I understand the concept of national vs. collective security? * What types of things are done to gain national security and collective security? * Can you identify factors or circumstances that influence decisions to be made in favor of national security over collective security and vice versa? | | |
| **Essential Question** | Should domestic political and economic considerations significantly influence foreign policy decisions of a nation? | | | | | | | | | | | |

**Power and Authority:** *Investigate the political paradigms, processes and structures of power and the implications for individuals, nations and the world.*

**Assess** - *to determine the importance or value of.* Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **EU +** | **EU** | **EU-** | **FM+** | **FM** | **FM-** | **MM+** | **MM** | **MM-** | **NY+** | **NY** | **NY-** |
| 96 – 100 | 92 – 95 | 88 – 91 | 84 – 87 | 80 – 83 | 76 – 79 | 72 – 75 | 65 – 71 | 56- 64 | 45 – 55 | 41 - 45 | 36 - 40 |
| **PA 20.4**  **Assess the impact of economic and/or political instability of nations to the world.**   * *Rise of radical political movements.* | I have provided an assessment that reflects a deep, insightful understanding. My explanations of economic and/or political instability are extensive in their makeup and lend itself to an overall assessment that reveals an understanding that goes beyond class content and extends to modern day. | | | I have provided a relevant and appropriate assessment of the impact of economic and/or political instability of nations to the world. I have supported my assessment with well-developed explanations (details, descriptions, and examples) relevant to content covered in class and clear connections resulting in sound stance. | | | I have provided an adequate assessment of the impact economic and/or political instability has on the world.   * Are my descriptions of the instabilities detailed enough? * Have I provided a clear enough connection between the instabilities of a nation(s) to the world? | | | I am having difficulty assessing the impact economic and/or political instability has on the world.   * What makes a country economically unstable? * What makes a country politically unstable? * What are the negative impacts that instability has on a country? | | |
| **Essential Question** | What should be determining criteria whether individual or societal/collective rights should be a paramount importance to a society? | | | | | | | | | | | |