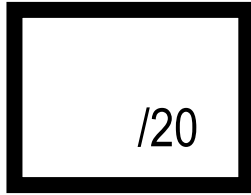


# Ideology Rubric

## Inquiry-Based Learning

[www.waterdowncivics.org](http://www.waterdowncivics.org)



Overall Expectations addressed by this assignment:

A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance;

A2. Developing Transferable Skills: apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset.

B1. Civic Issues, Democratic Values: describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues

Big Idea: In a democratic society, people have different beliefs, which influence their position and actions with respect to issues of civic importance.

	Below Expectations	Level 1	Level 2	Level 3	Level 4
<b>Connecting the "Big Idea":</b> Understanding your feelings concerning human beings, and seeing how that impacts how you think they should be governed.	<p>The work submitted by the student needs to be revised.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student needs to state what they think of human beings</li> <li><input type="checkbox"/> More examples needed</li> <li><input type="checkbox"/> Concrete Examples needed</li> <li><input type="checkbox"/> The grammar and syntax needs to be improved before it can be resubmitted</li> <li><input type="checkbox"/> Please type your final draft</li> <li><input type="checkbox"/> Other:</li> </ul>	<p>Student is able to state their belief that human beings are good and/or bad using examples from their lives, the news, or the historical record.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> More examples needed</li> <li><input type="checkbox"/> Concrete Examples needed</li> <li><input type="checkbox"/> Other:</li> </ul>	<p>Student is able to state their belief that human beings are good and/or bad using examples from their lives, the news, or the historical record.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> More examples needed</li> <li><input type="checkbox"/> Concrete Examples needed</li> <li><input type="checkbox"/> Other:</li> </ul>	<p><b>Student is able to state their belief that human beings are good and/or bad using at least three concrete examples from their lives, the news, or the historical record.</b></p>	<p>Student is able to state their belief that human beings are good and/or bad, connecting them with either John Locke or Thomas Hobbes, using at least three concrete examples from their lives, the news, or the historical record.</p>
<i>Mark</i> /20	0-9	10-11.5	12-13.5	<b>14-15.5</b>	16-20

### Writing Style Checklist:

- Answer is in complete sentences.
- Each sentence begins with a capital letter and ends with a period.
- Spelling and grammar have been checked over before submitting final draft.
- If handwritten, student's work is legible.
- Assignment is at least 250 words in length.
- The student's assignment is well presented, demonstrating pride in their work (the paper is crisp and not crumpled, the student's name is written legibly, etc.)

Based on their writing style, does this student need to resubmit their assignment?

Yes

No