

**Social Studies Grade 4
Dynamic Relationships (DR)**

Outcome		1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
		DR4.1 Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.	Lifestyles	<ul style="list-style-type: none"> • With help, I can identify a few impacts of land on lifestyle. 	<ul style="list-style-type: none"> • I can identify some impacts of land on lifestyle.
Settlement patterns	<ul style="list-style-type: none"> • With help, I can identify reasons for the settlement patterns of the people of Saskatchewan using a map. 		<ul style="list-style-type: none"> • I can identify reasons for the settlement patterns of the people of Saskatchewan using a map. 	<ul style="list-style-type: none"> • I can explain reasons for the settlement patterns of the people of Saskatchewan using several kinds of maps. 	<ul style="list-style-type: none"> • I can explain in detail the reasons for the settlement patterns of the people of Saskatchewan using a wide variety of maps.
Comments					

<p style="text-align: center;">Social Studies Grade 4 Dynamic Relationships (DR)</p>				
Outcome	1 - Beginning	2 – Approaching	3 – Meeting	4- Exemplary
	The student is having difficulty demonstrating an understanding of the concept.	The student is developing an understanding of the concept.	The student consistently demonstrates an understanding of the concept or has achieved the concept.	The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
DR4.2 Explain the relationship of First Nations and Métis peoples with the land.	<ul style="list-style-type: none"> • With help, I can describe the relationship of First Nations OR Métis people with the land using a few examples from the past OR present. 	<ul style="list-style-type: none"> • I can describe the relationship of First Nations OR Métis people with the land using some examples from the past OR present. 	<ul style="list-style-type: none"> • I can explain the relationship of First Nations AND Métis people with the land using several examples from the past AND present. 	<ul style="list-style-type: none"> • I can compare and contrast the relationship of First Nations AND Métis people with the land, providing a wide variety of examples from the past AND present.
Comments				

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<p>DR4.3 Analyze the implications of the Treaty relationship in Saskatchewan.</p>	<ul style="list-style-type: none"> • With help, I can identify a few of the Treaty areas within Saskatchewan AND a reserve within the Treaty area of my school. • With help, I can identify a few Treaty benefits for First Nations OR Saskatchewan people. 	<ul style="list-style-type: none"> • I can identify some of the Treaty areas within Saskatchewan AND some reserves with in the Treaty area of my school. • I can identify some Treaty benefits for First Nations AND Saskatchewan people. 	<ul style="list-style-type: none"> • I can represent many of the Treaty areas within Saskatchewan AND several reserves within the Treaty area of my school. • I can explain many Treaty benefits for First Nations AND Saskatchewan people. 	<ul style="list-style-type: none"> • I can represent ALL of the Treaty areas within Saskatchewan AND many reserves within the Treaty area of my school AND within Saskatchewan. • I can compare and contrast Treaty benefits for First Nations AND Saskatchewan people.
<p>Comments</p>				