

Social Studies Grade 4 Interactions and Interdependence (IN)

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.
IN4.1 Analyze how First Nations and Métis people have shaped and continue to shape Saskatchewan.	<ul style="list-style-type: none"> • With help, I can identify examples of how First Nations and Métis people from Pre-Confederation OR in recent-history have shaped Saskatchewan. • With help, I can identify the significance of dance and music to First Nations OR Métis peoples. 	<ul style="list-style-type: none"> • I can describe examples of how First Nations and Métis people from Pre-Confederation OR in recent history have shaped Saskatchewan. • I can identify the significance of dance and music to First Nations AND Métis peoples. 	<ul style="list-style-type: none"> • I can explain several examples of how First Nations and Métis people from Pre-Confederation AND recent-history have shaped Saskatchewan. • I can explain with examples the significance of dance and music to First Nations AND Métis peoples. 	<ul style="list-style-type: none"> • I can compare and contrast how the contributions of Pre-Confederation AND recent-history First Nations and Métis people have shaped and continue to shape Saskatchewan. • I can compare a wide variety of examples illustrating the significance of dance and music to First Nations AND Métis peoples.
Comments				

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IN4.2 Describe the origins of the cultural diversity in Saskatchewan communities.	First Nations	<ul style="list-style-type: none"> • With help, I can identify a few traditional First Nations territories OR language groups in Saskatchewan prior to European contact. 	<ul style="list-style-type: none"> • I can identify some traditional territories AND language groups in Saskatchewan prior to European contact. 	<ul style="list-style-type: none"> • I can identify many traditional territories AND language groups in Saskatchewan prior to European contact. 	<ul style="list-style-type: none"> • I can identify ALL traditional territories AND language groups in Saskatchewan prior to European contact AND give specific details describing each.
	Immigrants	<ul style="list-style-type: none"> • With help, I can identify a few reasons why cultural groups immigrated to Saskatchewan in the past. • With help, I can identify historic OR current immigration patterns in Saskatchewan. 	<ul style="list-style-type: none"> • I can describe some reasons why European cultural groups immigrated to Saskatchewan in the past. • I can explain historic AND current immigration patterns in Saskatchewan. 	<ul style="list-style-type: none"> • I can explain several reasons why European cultural groups immigrated to Saskatchewan in the past. • I can compare historic immigration patterns in Saskatchewan to the current era. 	<ul style="list-style-type: none"> • I can make comparisons between a wide variety of cultural groups and their reasons for immigrating to Saskatchewan in the past. • I draw conclusions about current and historic immigration patterns in Saskatchewan.
Comments					

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IN4.3 Determine the influence Saskatchewan people and programs have had on a national scale.	People	<ul style="list-style-type: none"> With help, I can identify the influence of Saskatchewan people at a national level. 	<ul style="list-style-type: none"> I can identify the influence of Saskatchewan people at a national level. 	<ul style="list-style-type: none"> I can describe the influence of Saskatchewan people at a national level. 	<ul style="list-style-type: none"> I can explain in detail the accomplishments of Saskatchewan people recognized at a national AND international level.
	Programs	<ul style="list-style-type: none"> With help, I can identify the impact of a few programs originating in Saskatchewan on Canada OR global communities. 	<ul style="list-style-type: none"> I can identify the impact of some programs originating in Saskatchewan on Canada OR global communities. 	<ul style="list-style-type: none"> I can explain the impact of several programs originating in Saskatchewan on Canada AND global communities. 	<ul style="list-style-type: none"> I can compare the impact of a wide variety of programs originating in Saskatchewan to the programs currently in place in other parts of Canada AND global communities.
Comments					