

Social Studies Grade 5 Dynamic Relationships (DR)					
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.
DR5.1 Analyze the historic and contemporary relationship of people to land in Canada.	Historic	<ul style="list-style-type: none"> • With help I can describe the relationship between Canada’s physical geographic features and the population distribution. • I can identify the meaning of a few Canadian symbols. 	<ul style="list-style-type: none"> • I can describe the relationship between Canada’s physical geographic features and the population distribution. • I can identify the meaning OR origin of some Canadian symbols. 	<ul style="list-style-type: none"> • I can compare the relationship between Canada’s physical geographic features and the population distribution. • I can explain the meaning AND origin of many Canadian symbols. 	<ul style="list-style-type: none"> • I can analyze the effect of Canada’s physical geographic features on the historic AND contemporary population distribution. • I can compare the meaning AND origin of a wide variety Canadian symbols.
	Contemporary	<ul style="list-style-type: none"> • With help I can identify a few physical features of the regions of Canada, including: the Western Cordillera, Interior Plains, Canadian Shield, Great Lakes/St. Lawrence Lowlands, Appalachian, OR Arctic/Innuitian regions. 	<ul style="list-style-type: none"> • I can identify some physical features of the regions of Canada, including: the Western Cordillera, Interior Plains, Canadian Shield, Great Lakes/St. Lawrence Lowlands, Appalachian, OR Arctic/Innuitian regions. 	<ul style="list-style-type: none"> • I can identify many physical features of the regions of Canada, including: the Western Cordillera, Interior Plains, Canadian Shield, Great Lakes/St. Lawrence Lowlands, Appalachian, AND Arctic/Innuitian regions. 	<ul style="list-style-type: none"> • I can compare a wide variety of physical features of the regions of Canada, including: the Western Cordillera, Interior Plains, Canadian Shield, Great Lakes/St. Lawrence Lowlands, Appalachian, AND Arctic/Innuitian regions.
Comments					

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<p>DR5.2 Assess the impact of the environment on the lives of people living in Canada.</p>	<ul style="list-style-type: none"> • With help, I can make a few connections between population distribution in Canada and climate, resources, OR topographical features. • With help, I can describe a few traditional worldviews of Earth and how they affect the use of resources in Canada. 	<ul style="list-style-type: none"> • I can make some connections between population distribution in Canada and climate, resources, OR topographical features. • I can describe some traditional worldviews of Earth and how they affect the use of resources in Canada. 	<ul style="list-style-type: none"> • I can make many connections between population distribution in Canada and climate, resources, AND topographical features. • I can explain how traditional worldviews of Earth affect the use of resources in Canada. 	<ul style="list-style-type: none"> • I can draw conclusions about population distribution in Canada based on climate, resources, AND topographical features AND how these impact my family. • I can compare a wide variety of traditional European and Aboriginal worldviews of Earth and detailed effects on the use of resources in Canada.
<p>Comments</p>				

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<p>DR5.3</p> <p>Identify the European influence on pre-confederation Canadian society.</p>	<ul style="list-style-type: none"> • With help, I can identify the main voyages and experiences of a few of the first European explorers who came to Canada. • With help, I can identify ways these voyages of the first European explorers impacted the societies encountered. • With help I can identify a few of the major events during the transition from French rule to British rule in what is now Canada. 	<ul style="list-style-type: none"> • I can identify the main voyages and experiences of some of the first European explorers who came to Canada. • I can identify ways these voyages of the first European explorers impacted the societies encountered. • I can identify some of the major events during the transition from French rule to British rule in what is now Canada. 	<ul style="list-style-type: none"> • I can represent the main voyages and experiences of many of the first European explorers who came to Canada. • I can explain ways these voyages of the first European explorers impacted the societies encountered. • I can describe several of the major events during the transition from French rule to British rule in what is now Canada. 	<ul style="list-style-type: none"> • I can create a detailed representation of the main voyages and experiences of a wide variety of the first European explorers who came to Canada. • I can compare ways these voyages of the first European explorers impacted the societies encountered. • I can explain a wide variety of the major events during the transition from French rule to British rule in what is now Canada.

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	<ul style="list-style-type: none"> • With help, I can describe a few ways that the fur trade effected the people OR the formation of the first communities in Canada. • With help, I can identify details of the relationship between the British, First Nations, OR the French between 1760 and 1867, including cultural influences, governance OR the imperial relationship with Britain. 	<ul style="list-style-type: none"> • I can describe some ways that the fur trade effected the people OR the formation of the first communities in Canada. • I can identify details of the relationship between the British, First Nations, AND the French between 1760 and 1867, including cultural influences, governance OR the imperial relationship with Britain. 	<ul style="list-style-type: none"> • I can represent many ways that the fur trade influenced the people AND the formation of the first communities in Canada. • I can describe details of the relationship between the British, First Nations, AND the French between 1760 and 1867, including cultural influences, governance, AND the imperial relationship with Britain. 	<ul style="list-style-type: none"> • I can create a detailed representation of a wide variety of ways that the fur trade effected the people AND the formation of the first communities in Canada. • I can compare details of the relationship between the British, First Nations, AND the French between 1760 and 1867, including cultural influences, governance, AND the imperial relationship with Britain.
Comments				



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