

<b>Social Studies Grade 5</b> <b>Interactions and Interdependence (IN)</b>				
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.
<b>IN5.1</b> <b>Demonstrate an understanding of the Aboriginal heritage of Canada.</b>	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>locate</b> on a map <b>a few</b> of the following traditional First Nations and Inuit habitation areas: Northwest Pacific Coast, Interior Plateau, Plains, Eastern Woodland, Sub Arctic, <b>OR</b> Arctic.</li> <li>• <b>With help</b> I can <b>identify</b> similarities <b>OR</b> differences in the ways of life of First Nations and Inuit communities prior to European contact.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>locate</b> on a map <b>several</b> of the following traditional First Nations and Inuit habitation areas: Northwest Pacific Coast, Interior Plateau, Plains, Eastern Woodland, Sub Arctic, <b>OR</b> Arctic.</li> <li>• I can <b>identify</b> similarities <b>OR</b> differences in the ways of life of First Nations and Inuit communities prior to European contact.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>locate</b> on a map the traditional First Nations and Inuit habitation areas, including: Northwest Pacific Coast, Interior Plateau, Plains, Eastern Woodland, Sub Arctic, <b>AND</b> Arctic.</li> <li>• I can <b>describe</b> similarities <b>AND</b> differences in the ways of life of First Nations and Inuit communities prior to European contact.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>make comparisons between</b> the current map of Canada <b>AND</b> traditional First Nations and Inuit habitation areas, including: Northwest Pacific Coast, Interior Plateau, Plains, Eastern Woodland, Sub Arctic, <b>AND</b> Arctic.</li> <li>• I can <b>draw conclusions</b> about the similarities and differences in the ways of life of First Nations and Inuit communities prior to European contact.</li> </ul>

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	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>identify</b> the origins, language <b>OR a few</b> major historical events of the Métis in Canada.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>identify</b> the origins, language <b>OR some</b> major historical events of the Métis in Canada.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>represent</b> the origins, language, <b>AND several</b> major historical events of the Métis in Canada.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>create a detailed</b> representation of the origins, language, <b>AND a wide variety of</b> major historical events of the Métis in Canada.</li> </ul>
Comments				

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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.
<b>IN5.2</b> <b>Analyze the evolution of Canada as a multicultural nation.</b>	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>identify</b> Canada’s historical <b>OR</b> current demographics, including population numbers, age, <b>OR</b> location.</li> <li>• <b>With help</b> I can <b>identify a few</b> motivations for newcomers to move to Canada.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>identify</b> Canada’s historical <b>OR</b> current demographics, including population numbers, age, <b>OR</b> location.</li> <li>• I can <b>identify some</b> motivations for newcomers to move to Canada.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>describe</b> Canada’s historical <b>AND</b> current demographics, including population numbers, age, <b>AND</b> location.</li> <li>• I can <b>explain many</b> motivations for newcomers to move to Canada.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>explain in detail</b> Canada’s historical <b>AND</b> current demographics, including population numbers, age <b>AND</b> location. I can <b>compare a wide variety</b> of motivations for newcomers to move to Canada with conditions in their country of origin.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With help</b> I can <b>identify</b> current <b>OR</b> historic immigration policies <b>AND a few</b> results of those policies on the treatment of immigrants to Canada.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>explain</b> current <b>OR</b> historic immigration policies <b>AND some</b> results of those policies on the treatment of immigrants to Canada.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>compare</b> current <b>AND</b> historic immigration policies <b>AND several</b> results of those policies on the treatment of immigrants to Canada.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>draw conclusions</b> about the formation of current <b>AND</b> historic immigration policies <b>AND</b> how they have impacted Canadian national identity.</li> </ul>
Comments				