

Social Studies Grade 6
Resources and Wealth (RW)

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.
<p>RW6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors.</p>	<ul style="list-style-type: none"> • With help, I can identify needs and wants of Canadian youth and youth in a few countries bordering the Atlantic Ocean. • With help, I can identify a few examples of quality of life in Canada and a few countries bordering the Atlantic Ocean, using a quality of life index, maps, graphs OR charts. • With help, I can identify a few sources of wealth (including natural resources OR industries) in Canada and a few countries bordering the Atlantic Ocean. 	<ul style="list-style-type: none"> • I can identify needs and wants of Canadian youth and youth in some countries bordering the Atlantic Ocean. • I can explain examples of quality of life in Canada and some countries bordering the Atlantic Ocean, using a quality of life index, maps, graphs OR charts. • I can identify some sources of wealth (including natural resources OR industries) in Canada and some countries bordering the Atlantic Ocean. 	<ul style="list-style-type: none"> • I can compare needs and wants of Canadian youth with youth in several countries bordering the Atlantic Ocean. • I can compare and contrast the quality of life in Canada with the quality of life in a selection of countries bordering the Atlantic Ocean, using a quality of life index, maps, graphs AND charts. • I can explain several sources of wealth (including natural resources AND industries) in Canada and a selection of countries bordering the Atlantic Ocean. 	<ul style="list-style-type: none"> • I can draw conclusions about the needs and wants of Canadian youth as they compare to those of youth in a wide variety of countries bordering the Atlantic Ocean. • I can draw conclusions about the quality of life in Canada AND a wide variety of countries bordering the Atlantic Ocean, using a quality of life index, maps, graphs AND charts. • I can compare a wide variety of sources of wealth (including natural resources AND industries) between Canada and a wide variety of countries bordering the Atlantic Ocean.

Comment

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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- Exceeding The student independently demonstrates an in-depth understanding of the concept, and consistently applies this
<p>RW6.2 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.</p>	<p>☐ With help, I can identify how some choices I make every day make affect others in the local OR global community.</p> <p>☐ I can develop a plan, individually OR with others in a group or class initiative, to initiate a change relating to environmental, social OR economic sustainability in the local OR global community, with help.</p>	<p>☐ I can identify how some choices I make every day make affect others in the local OR global community.</p> <p>☐ I can develop a plan, individually OR with others in a group or class initiative, to initiate a change relating to environmental, social OR economic sustainability in the local OR global community.</p>	<p>☐ I can explain how the choices I make every day may affect others in the local AND global community.</p> <p>☐ I can develop a plan, individually OR with others in a group or class initiative, to initiate a change relating to environmental, social OR economic sustainability in the local AND global community.</p>	<p>☐ I can draw conclusions about how the choices I AND others make every day may affect people in the local AND global community.</p> <p>☐ I can show evidence of implementing a plan, individually AND with others in a group or class initiative, to initiate a change relating to environmental, social AND economic sustainability in the local AND global community.</p>
Comments				