



Social Studies Grade 6 Resources and Wealth (RW)				
Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
RW6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors.	<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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RW6.2 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.	<ul style="list-style-type: none"> • With help, I can identify how some choices I make every day make affect others in the local OR global community. • 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. 	<ul style="list-style-type: none"> • I can identify how some choices I make every day make affect others in the local OR global community. • 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. 	<ul style="list-style-type: none"> • I can explain how the choices I make every day may affect others in the local AND global community. • 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. 	<ul style="list-style-type: none"> • I can draw conclusions about how the choices I AND others make every day may affect people in the local AND global community. • 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.
Comments				