



<b>Social Studies Grade 5</b> <b>Dynamic Relationships (DR)</b>					
<b>Outcome</b>		<b>1 – Little Evidence</b> With help, I understand parts of the simpler ideas and do a few of the simpler skills.	<b>2 – Partial Evidence</b> I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	<b>3 – Sufficient Evidence</b> I understand the more complex ideas and can master the complex skills that are taught in class. <b>I achieve the outcome.</b>	<b>4- Extensive Evidence</b> 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.
<b>DR5.1</b> <b>Analyze the historic and contemporary relationship of people to land in Canada.</b>	Historic	<ul style="list-style-type: none"> <li>• <b>With help</b> I can <b>describe</b> the relationship between Canada's physical geographic features and the population distribution.</li> <li>• I can <b>identify</b> the meaning of <b>a few</b> Canadian symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>describe</b> the relationship between Canada's physical geographic features and the population distribution.</li> <li>• I can <b>identify</b> the meaning <b>OR</b> origin of <b>some</b> Canadian symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>compare</b> the relationship between Canada's physical geographic features and the population distribution.</li> <li>• I can <b>explain</b> the meaning <b>AND</b> origin of <b>many</b> Canadian symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>analyze the effect</b> of Canada's physical geographic features on the historic <b>AND</b> contemporary population distribution.</li> <li>• I can <b>compare</b> the meaning <b>AND</b> origin of <b>a wide variety</b> Canadian symbols.</li> </ul>
	Contemporary	<ul style="list-style-type: none"> <li>• <b>With help</b> I can <b>identify a few</b> physical features of the regions of Canada, including: the Western Cordilleran, Interior Plains, Canadian Shield, Great Lakes/St. Lawrence Lowlands, Appalachian, <b>OR</b> Arctic/Innuitian regions.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>identify some</b> physical features of the regions of Canada, including: the Western Cordilleran, Interior Plains, Canadian Shield, Great Lakes/St. Lawrence Lowlands, Appalachian, <b>OR</b> Arctic/Innuitian regions.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>identify many</b> physical features of the regions of Canada, including: the Western Cordilleran, Interior Plains, Canadian Shield, Great Lakes/St. Lawrence Lowlands, Appalachian, <b>AND</b> Arctic/Innuitian regions.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>compare a wide variety of</b> physical features of the regions of Canada, including: the Western Cordilleran, Interior Plains, Canadian Shield, Great Lakes/St. Lawrence Lowlands, Appalachian, <b>AND</b> Arctic/Innuitian regions.</li> </ul>
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<b>DR5.2</b> <b>Assess the impact of the environment on the lives of people living in Canada.</b>	<ul style="list-style-type: none"> <li>• <b>With help, I can make a few connections</b> between population distribution in Canada and climate, resources, <b>OR</b> topographical features.</li> <li>• <b>With help, I can describe a few</b> traditional worldviews of Earth and how they affect the use of resources in Canada.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>make some connections</b> between population distribution in Canada and climate, resources, <b>OR</b> topographical features.</li> <li>• I can <b>describe some</b> traditional worldviews of Earth and how they affect the use of resources in Canada.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>make many connections</b> between population distribution in Canada and climate, resources, <b>AND</b> topographical features.</li> <li>• I can <b>explain how</b> traditional worldviews of Earth affect the use of resources in Canada.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>draw conclusions about</b> population distribution in Canada based on climate, resources, <b>AND</b> topographical features <b>AND</b> how these impact my family.</li> <li>• I can <b>compare a wide variety</b> of traditional European and Aboriginal worldviews of Earth and detailed effects on the use of resources in Canada.</li> </ul>
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<b>DR5.3</b> <b>Identify the European influence on pre-confederation Canadian society.</b>	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>identify</b> the main voyages and experiences of <b>a few</b> of the first European explorers who came to Canada.</li> <li>• <b>With help</b>, I can <b>identify</b> ways these voyages of the first European explorers impacted the societies encountered.</li> <li>• <b>With help</b> I can <b>identify a few</b> of the major events during the transition from French rule to British rule in what is now Canada.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>identify</b> the main voyages and experiences of <b>some</b> of the first European explorers who came to Canada.</li> <li>• I can <b>identify</b> ways these voyages of the first European explorers impacted the societies encountered.</li> <li>• I can <b>identify some</b> of the major events during the transition from French rule to British rule in what is now Canada.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>represent</b> the main voyages and experiences of <b>many</b> of the first European explorers who came to Canada.</li> <li>• I can <b>explain</b> ways these voyages of the first European explorers impacted the societies encountered.</li> <li>• I can <b>describe several</b> of the major events during the transition from French rule to British rule in what is now Canada.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>create a detailed representation</b> of the main voyages and experiences of a <b>wide variety</b> of the first European explorers who came to Canada.</li> <li>• I can <b>compare</b> ways these voyages of the first European explorers impacted the societies encountered.</li> <li>• I can <b>explain a wide variety</b> of the major events during the transition from French rule to British rule in what is now Canada.</li> </ul>



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