



Social Studies Grade 4 Dynamic Relationships (DR)					
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.
DR4.1 Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.	Lifestyles	<ul style="list-style-type: none"> With help, I can identify a few impacts of land on lifestyle. 	<ul style="list-style-type: none"> I can identify some impacts of land on lifestyle. 	<ul style="list-style-type: none"> I can explain several impacts of land on lifestyle. 	<ul style="list-style-type: none"> I can compare and contrast a wide variety of impacts of land on lifestyle.
	Settlement patterns	<ul style="list-style-type: none"> With help, I can identify reasons for the settlement patterns of the people of Saskatchewan using a map. 	<ul style="list-style-type: none"> I can identify reasons for the settlement patterns of the people of Saskatchewan using a map. 	<ul style="list-style-type: none"> I can explain reasons for the settlement patterns of the people of Saskatchewan using several kinds of maps. 	<ul style="list-style-type: none"> I can explain in detail the reasons for the settlement patterns of the people of Saskatchewan using a wide variety of maps.
Comments <div></div>					



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DR4.2 Explain the relationship of First Nations and Métis peoples with the land.	<ul style="list-style-type: none"> With help, I can describe the relationship of First Nations OR Métis people with the land using a few examples from the past OR present. 	<ul style="list-style-type: none"> I can describe the relationship of First Nations OR Métis people with the land using some examples from the past OR present. 	<ul style="list-style-type: none"> I can explain the relationship of First Nations AND Métis people with the land using several examples from the past AND present. 	<ul style="list-style-type: none"> I can compare and contrast the relationship of First Nations AND Métis people with the land, providing a wide variety of examples from the past AND present.
Comments				
DR4.3 Analyze the implications of the Treaty relationship in Saskatchewan.	<ul style="list-style-type: none"> With help, I can identify a few of the Treaty areas within Saskatchewan AND a reserve within the Treaty area of my school. 	<ul style="list-style-type: none"> I can identify some of the Treaty areas within Saskatchewan AND some reserves within the Treaty area of my school. 	<ul style="list-style-type: none"> I can represent many of the Treaty areas within Saskatchewan AND several reserves within the Treaty area of my school. 	<ul style="list-style-type: none"> I can represent ALL of the Treaty areas within Saskatchewan AND many reserves within the Treaty area of my school AND within Saskatchewan.



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	<ul style="list-style-type: none"> With help, I can identify a few Treaty benefits for First Nations OR Saskatchewan people. 	<ul style="list-style-type: none"> I can identify some Treaty benefits for First Nations AND Saskatchewan people. 	<ul style="list-style-type: none"> I can explain many Treaty benefits for First Nations AND Saskatchewan people. 	<ul style="list-style-type: none"> I can compare and contrast Treaty benefits for First Nations AND Saskatchewan people.
Comments				