



Social Studies Grade 4

Interactions and Interdependence (IN)

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.
IN4.1 Analyze how First Nations and Métis people have shaped and continue to shape Saskatchewan.	<ul style="list-style-type: none"> • With help, I can identify examples of how First Nations and Métis people from Pre-Confederation OR in recent-history have shaped Saskatchewan. • With help, I can identify the significance of dance and music to First Nations OR Métis peoples. 	<ul style="list-style-type: none"> • I can describe examples of how First Nations and Métis people from Pre-Confederation OR in recent-history have shaped Saskatchewan. • I can identify the significance of dance and music to First Nations AND Métis peoples. 	<ul style="list-style-type: none"> • I can explain several examples of how First Nations and Métis people from Pre-Confederation AND recent-history have shaped Saskatchewan. • I can explain with examples the significance of dance and music to First Nations AND Métis peoples. 	<ul style="list-style-type: none"> • I can compare and contrast how the contributions of Pre-Confederation AND recent-history First Nations and Métis people have shaped and continue to shape Saskatchewan. • I can compare a wide variety of examples illustrating the significance of dance and music to First Nations AND Métis peoples.
Comments				



Social Studies Grade 4 Interactions and Interdependence (IN)					
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.
IN4.2 Describe the origins of the cultural diversity in Saskatchewan communities.	First Nations	<ul style="list-style-type: none"> With help, I can identify a few traditional First Nations territories OR language groups in Saskatchewan prior to European contact. 	<ul style="list-style-type: none"> I can identify some traditional territories AND language groups in Saskatchewan prior to European contact. 	<ul style="list-style-type: none"> I can identify many traditional territories AND language groups in Saskatchewan prior to European contact. 	<ul style="list-style-type: none"> I can identify ALL traditional territories AND language groups in Saskatchewan prior to European contact AND give specific details describing each.
	Immigrants	<ul style="list-style-type: none"> With help, I can identify a few reasons why cultural groups immigrated to Saskatchewan in the past. With help, I can identify historic OR current immigration patterns in Saskatchewan. 	<ul style="list-style-type: none"> I can describe some reasons why European cultural groups immigrated to Saskatchewan in the past. I can explain historic AND current immigration patterns in Saskatchewan. 	<ul style="list-style-type: none"> I can explain several reasons why European cultural groups immigrated to Saskatchewan in the past. I can compare historic immigration patterns in Saskatchewan to the current era. 	<ul style="list-style-type: none"> I can make comparisons between a wide variety of cultural groups and their reasons for immigrating to Saskatchewan in the past. I draw conclusions about current and historic immigration patterns in Saskatchewan.
Comments					



Social Studies Grade 4 Interactions and Interdependence (IN)					
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.
IN4.3 Determine the influence Saskatchewan people and programs have had on a national scale.	People	<ul style="list-style-type: none"> With help, I can identify the influence of Saskatchewan people at a national level. 	<ul style="list-style-type: none"> I can identify the influence of Saskatchewan people at a national level. 	<ul style="list-style-type: none"> I can describe the influence of Saskatchewan people at a national level. 	<ul style="list-style-type: none"> I can explain in detail the accomplishments of Saskatchewan people recognized at a national AND international level.
	Programs	<ul style="list-style-type: none"> With help, I can identify the impact of a few programs originating in Saskatchewan on Canada OR global communities. 	<ul style="list-style-type: none"> I can identify the impact of some programs originating in Saskatchewan on Canada OR global communities. 	<ul style="list-style-type: none"> I can explain the impact of several programs originating in Saskatchewan on Canada AND global communities. 	<ul style="list-style-type: none"> I can compare the impact of a wide variety of programs originating in Saskatchewan to the programs currently in place in other parts of Canada AND global communities.
Comments					