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| **Big Idea** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| Our communities are diverse and made of individuals who have a lot in common | Identifies different groups living in their community | Describes similarities and differences in people living in their community | Makes connections between ways of life in the community and shared activities, values, and cultural exchanges | Evaluates the benefits of diversity in their community |
| Identifies changes over time in their community | Explores artifacts connected to significant people / events in their local community and describes changes in their local community they observed | Draws conclusions based on explorations of artifacts from the local community and uses the information to compare their lives in the community to that of a child in the past, using appropriate terminology | Predicts future changes in their community, justifies their prediction |
| Our rights, roles, and responsibilities are important for building strong communities | Identifies important characteristics of a community (people live together, has rules, services, etc.) | Describes rights (safety, education, etc.) and responsibilities (follow laws, contribute to the community) of a good citizen | Evaluates why our rights, roles, and responsibilities are important for building strong communities (e.g. what would happen if…) | Compares the outcomes of historical community decisions on various minorities, including Indigenous peoples, and other living things (e.g. salmon) |
| Recalls classroom rules | Identifies and explains behaviors that impact positively or negatively on the community | Through daily interactions with others, demonstrates behaviour that impacts positively on the community | Poses ethical solutions for issues in the community |
| Healthy communities recognize and respect the diversity of individuals and care for the local environment | Shares their own culture | Recognizes that diverse cultures and lifestyles exist in the local community | Appreciates why and how healthy communities respect diversity | Shows leadership within the classroom or local community in supporting diversity |
| Identifies characteristics of local environment (Living and non-living features) | Describes elements of the local environment in need of stewardship (e.g. sustaining fish stocks, tree planting, etc.) | Assesses efforts of the local community to care for the local environment | Proposes ways they, as individuals, can help to sustain the local environment |
| Shares their own perspective | Listens attentively to others perspectives | Analyzes others’ perspectives, reflects on whether and why it transforms their own (e.g. did that change your mind?) | Synthesizes multiple perspectives |

**Communities**