|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Big Idea** | **Emerging** | **Developing** | **Proficient** | **Extending** |

**Rights, Roles, & Responsibilities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others  | Identifies basic rights (safety, freedom, food, etc.) | Explains how and why respecting others rights helps build healthy relationships | Proposes solutions to social problems involving rights and responsibilities | Shows leadership in assuming responsibility for forming and maintaining positive relationships |
| Identifies important people (firefighter, doctors, etc.) in the community | Infers connections between significant people and events in the community and their own lives | Evaluates the importance of community members roles and responsibilities and their impact on relationships in the community | Considers the rights of others in making decisions related to social interactions |
| 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 |
| Individuals have rights and responsibilities as global citizens | Identifies important characteristics of themselves as a citizen (contributes to their community) | Describes the rights of a child in Canada, and who is responsible for providing them | Evaluates the rights of children in Canada and other countries, and reasons why those responsible may not always provide for those rights | Appreciates the importance of global cooperation to meet the needs of children around the world |
| Recognizes that there is more than one way to solve a problem | Selects problem solving methods based on common practice (e.g. we vote) | Selects problem solving methods, justifies reasons for selection (e.g. when to vote versus consensus) | Predicts the results of problems and their solution, considers ethics |