

IDENTITY, SOCIETY, AND CULTURE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>B1 identify changes that can occur in communities over time</p>	<ul style="list-style-type: none"> <input type="checkbox"/> give examples of challenges faced by communities (e.g., natural disasters, climate, resource use and availability, decision making) <input checked="" type="checkbox"/> conduct research (e.g., interview an elder, visit a museum) to identify changes that have occurred in their community <input checked="" type="checkbox"/> give examples of traditions and practices that have endured over time in communities studied <input type="checkbox"/> make simple predictions about how communities might change in the future (e.g., new stores, playgrounds, roads)
<p>B2 describe the importance of communities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> give examples to explain how identities are shaped by living in Canada as well as by living in a particular region, province, or territory <input checked="" type="checkbox"/> describe characteristics of daily life in communities studied (e.g., housing, tools, work, use of the land, games, education) <input type="checkbox"/> use specific examples to demonstrate knowledge that all members of communities have roles and responsibilities in common (e.g., to recycle, to work peacefully with others, to follow rules and laws, to pay taxes) as well as roles and responsibilities specific to individuals (e.g., related to work, family, or volunteer commitments) <input type="checkbox"/> create a personal representation of what "community" means to them
<p>B3 identify cultural similarities and differences</p>	<ul style="list-style-type: none"> <input type="checkbox"/> give examples of how culture is reflected in daily life (e.g., language, traditions, recreation, arts, food, clothing) <input type="checkbox"/> give examples of cultural diversity within their own or other communities <input type="checkbox"/> compare life in their own community to life in other communities studied (e.g., own community past and present, own community and another community in Canada, own community and a community in another country)
<p>B4 identify characteristics of Canadian society</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate knowledge that Aboriginal groups constituted Canada's original communities <input checked="" type="checkbox"/> give examples of how diverse cultural influences are represented in Canadian society (e.g., community gathering places, languages spoken, celebrations, symbols, food, music) <input type="checkbox"/> create a representation (e.g., collage, diorama, poster) to communicate information about a selected culture in Canada <input type="checkbox"/> show on a map of the world the countries of origin of various groups who have come to Canada as immigrants <input type="checkbox"/> identify the significance of symbols of British Columbia and their local community (e.g., flag, floral emblem, bird, coat of arms)