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

**Diversity & Community**

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| Healthy communities recognize and respect the diversity of individuals  | 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 |
| 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 |
| Canada is made up of many diverse regions and communities | Recognizes that Canada has many different regions | Describes different regions of Canada, and their importance to the diversity of cultures and lifestyles within them | Compares and contrasts cultures and life in different regions of Canada, including Indigenous peoples | Formulates opinions, justifies related to preferences for life in varying regions |
| Identifies needs and wants in their local community | Describes ways communities provide for the needs of their citizens, makes value judgments about ethics | Analyzes challenges to meeting the needs of citizens who require help, and differing perspectives about community responsibility | Proposes ways for the local community to resolve local issues |
| Identifies changes over time in Canada | Explores artifacts connected to significant people / events in Canada and sequences and describes changes they observed | Draws conclusions based on explorations of artifacts and uses the information to compare their lives in the Canada to that of a child in the past, using appropriate terminology | Predicts future changes in Canada, justifies their prediction |
| Immigration and multiculturalism continue to shape Canadian society and identity | Identifies reasons why people have immigrated to Canada | Explains how immigration policies have, and continue to, change the nature and composition of Canadian society | Infers connections between policies and beliefs about multiculturalism and immigration policies, historically and now | Appreciates the impact of multicultural immigration on the development of Canada as a nation |
| Identifies significant groups who have immigrated to BC and Canada | Describes the experiences of immigrants from a variety of places, over periods of time (e.g. the experiences of South Asian immigrants in the past and now) | Makes connections between discriminatory immigration policies, residential schools, and what Canada looks like today | Proposes methods for ending exploitation of Indigenous peoples and other minorty groups and healing historical injustices |