

KINDERGARTEN TO GRADE 5

Aboriginal Learning Outcomes
(updated June 2010)



Ministry of
Education

KINDERGARTEN - SOCIAL STUDIES

IDENTITY, SOCIETY, AND CULTURE

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| B2 identify groups and places that are part of their lives | <ul style="list-style-type: none"><input type="checkbox"/> identify a variety of groups to which they belong (e.g., family, friends, clan, class, sports teams, Sparks/Beavers)<input type="checkbox"/> give examples of ways in which people co-operate in order to live together peacefully (e.g., sharing, taking turns, following rules, being polite)<input type="checkbox"/> state that they live in Canada<input type="checkbox"/> identify familiar places and landmarks in their school and community (e.g., Aboriginal friendship centres, recreation centres, war memorials, murals, libraries, fire halls, corner stores, places of worship, playgrounds) |

GRADE 1 - SCIENCE

EARTH AND SPACE SCIENCE: DAILY AND SEASONAL CHANGES

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <i>It is expected that students will:</i> | <i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i> <i>Students who have fully met the Prescribed Learning Outcome are able to:</i> |
| <ul style="list-style-type: none">• describe activities of Aboriginal peoples in BC in each seasonal cycle | <ul style="list-style-type: none">□ give several examples that show how activities of Aboriginal peoples differ according to seasonal cycles and regions (e.g., differences between activities in the Interior/coast; north/south)□ prepare a detailed list of local Aboriginal activities in the<ul style="list-style-type: none">– fall (e.g., berry picking, freezing, and drying; equipment readied for hunting season; firewood stacked)– winter (e.g., sports activities, feasts, potlatches)– spring (e.g., planting)– summer (e.g., picnics, baking bannock, preparing fishing nets) |

GRADE 2 - SCIENCE

LIFE SCIENCE: ANIMAL GROWTH AND CHANGES

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <i>It is expected that students will:</i> | <i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i> <i>Students who have fully met the Prescribed Learning Outcome are able to:</i> |
| <ul style="list-style-type: none">describe some changes that affect animals (e.g., hibernation, migration) and describe how animals are important in the lives of Aboriginal peoples in BC | <ul style="list-style-type: none"><input type="checkbox"/> accurately list a group of animals that hibernate, migrate, or change coat to respond to the conditions encountered in the different seasons<input type="checkbox"/> identify the effects of a decline in a specific animal population (e.g., species extinction) |
| <ul style="list-style-type: none">describe how animals are important in the lives of Aboriginal peoples in BC | <ul style="list-style-type: none"><input type="checkbox"/> identify from historical sources how animals were part of the lives of Aboriginal peoples (e.g., bear: fur for warmth during the winter; grease for cooking and personal care; bones for tools)<input type="checkbox"/> illustrate in detail how animals help to meet the needs of local Aboriginal peoples (e.g., seal oil and meat on the West Coast; eagle feathers in ceremonies) |

PHYSICAL SCIENCE: PROPERTIES OF MATTER

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| <ul style="list-style-type: none">describe applications of simple and compound machines used in daily life in BC communities | <ul style="list-style-type: none"><input type="checkbox"/> give several examples of some common heavy machines that contain simple machines (e.g., fork-lift, grader, crane, log-loader)<input type="checkbox"/> illustrate in detail how a combination of simple machines can be used to solve various problems in daily life<input type="checkbox"/> describe the various ways in which Aboriginal peoples in BC have used machines to meet basic and artistic needs in their daily lives |
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GRADE 3 – ENGLISH LANGUAGE ARTS

READING AND VIEWING (PURPOSES)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <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 read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, such as</p> <ul style="list-style-type: none"> - stories from various Aboriginal and other cultures - stories from a variety of genres (e.g., folktales, legends, adventure, humour, biographies, mysteries) - series and chapter books - picture books - poems | <ul style="list-style-type: none"> <input type="checkbox"/> read grade-appropriate literary texts independently and collectively (e.g., choral reading and readers' theatre), with accuracy, comprehension, and fluency, including expression and phrasing <input type="checkbox"/> summarize major points from fiction and retell events in the correct general sequence <input type="checkbox"/> make inferences (e.g., about characters or situations) <input type="checkbox"/> describe similarities and differences among texts and among <input type="checkbox"/> genres make text-to-text, text-to-self, and text-to-world connections <input type="checkbox"/> demonstrate comprehension by sketching, completing a cloze <input type="checkbox"/> activity, or acting out the text <input type="checkbox"/> identify images, rhythmic patterns, and themes in poems, citing <input type="checkbox"/> specific words or phrases |

GRADE 3 – SCIENCE

LIFE SCIENCE: PLANT GROWTH AND CHANGES

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <i>It is expected that students will:</i> | <i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i> <i>Students who have fully met the Prescribed Learning Outcome are able to:</i> |
| <ul style="list-style-type: none">describe how plants are harvested and used throughout the seasons | <ul style="list-style-type: none"><input type="checkbox"/> identify and illustrate different methods of harvesting (e.g., mechanized, by hand)<input type="checkbox"/> research and report on how B.C. Aboriginal peoples use plants for food, medicine, and products |

EARTH AND SPACE SCIENCE: STARS AND PLANETS

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <ul style="list-style-type: none">demonstrate awareness of the special significance of celestial objects for Aboriginal peoples | <ul style="list-style-type: none"><input type="checkbox"/> generate specific questions in response to an Aboriginal story focusing on celestial objects (e.g., stars, moon, planets, comets, eclipses) and illustrate answers using detailed drawings<input type="checkbox"/> write their own stories, complete with picture, on a celestial object (e.g., how the moon came to be; why the sun is so hot) |

GRADE 3 – SOCIAL STUDIES

IDENTITY, SOCIETY, AND CULTURE

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <i>It is expected that students will:</i> | <i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i> <i>Students who have fully met the Prescribed Learning Outcome are able to:</i> |
| B4 identify characteristics of Canadian society | <ul style="list-style-type: none"><input type="checkbox"/> demonstrate knowledge that Aboriginal groups constituted Canada's original communities<input 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) |

GRADE 4 – ENGLISH LANGUAGE ARTS

ORAL LANGUAGE (*Thinking*)

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| <i>It is expected that students will:</i> | <i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. By the end of Grade 4, students who have fully met the Prescribed Learning Outcome are able to:</i> |
| A9 use speaking and listening to improve and extend thinking, by <ul style="list-style-type: none">– acquiring new ideas– making connections and asking questions– comparing and analysing ideas– developing explanations– considering alternative viewpoints– investigating problems and creating solutions | <ul style="list-style-type: none"><input type="checkbox"/> identify logical connections between new information and prior knowledge<input type="checkbox"/> explain how new information or ideas have changed their thinking (e.g., “I used to believe BC Aboriginal cultures were much the same, but now I can name several traditional differences between the Haida and the Okanagan peoples.”)<input type="checkbox"/> ask a question and consider new possibilities (e.g., “I wonder if...,” “What would happen if...”)<input type="checkbox"/> engage in structured class discussion about similarities and differences in two viewpoints<input type="checkbox"/> provide possible solutions to problems<input type="checkbox"/> offer a simple, reasonable interpretation of the author’s message<input type="checkbox"/> in structured situations (e.g., role play, A/B partners), suggest alternative ways to use language to resolve problems and explain the impact of the various choices |

GRADE 4 – ENGLISH LANGUAGE ARTS (continued)

READING AND VIEWING (*Purposes*)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 4, students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B1 read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, including</p> <ul style="list-style-type: none"> – stories from various Aboriginal and other cultures – stories from a variety of genres (e.g., folktales, legends, autobiography, historical fiction) – poems that make obvious use of literary devices | <ul style="list-style-type: none"> <input type="checkbox"/> read grade-appropriate literary texts independently and collectively (e.g., choral reading, readers’ theatre), with accuracy, comprehension, and fluency, including expression and phrasing <input type="checkbox"/> demonstrate comprehension by making comparisons and personal connections (text-to-text, text-to-self, and/or text-to-world) <input type="checkbox"/> generate and respond accurately to what they read and/or view (orally and/or in writing), providing detail and support for their reactions and opinions (e.g., reader response) <input type="checkbox"/> demonstrate comprehension of a selection by retelling main events in the correct sequence, describing the setting, accurately describing characters in some detail, and identifying the main theme <input type="checkbox"/> begin to question the author’s viewpoint, position, or purpose <input type="checkbox"/> demonstrate comprehension by sketching, completing a cloze activity, or acting out the text <input type="checkbox"/> make reasonable inferences about characters or situations <input type="checkbox"/> describe similarities and differences among texts (text-to-text) and among genres <input type="checkbox"/> identify how rhyme schemes and rhythmic patterns contribute to effective fluency <input type="checkbox"/> explain how specific words, phrases, or images help create meaning in poetry |

GRADE 4 – SCIENCE

LIFE SCIENCE: HABITATS AND COMMUNITIES

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <i>It is expected that students will:</i> | <i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i> <i>Students who have fully met the Prescribed Learning Outcome are able to:</i> |
| <ul style="list-style-type: none">demonstrate awareness of the Aboriginal concept of respect for the environment | <ul style="list-style-type: none"><input type="checkbox"/> describe in detail how to show respect for the environment (e.g., clean up school yard, recycle, weed garden)<input type="checkbox"/> create accurate, detailed drawings to illustrate stories that demonstrate the relationship Aboriginal peoples have with the land, water, animals, plants, and sky (e.g., respect for water, earth) |

GRADE 4 – SOCIAL STUDIES

SKILLS AND PROCESSES OF SOCIAL STUDIES

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <i>It is expected that students will:</i> | <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> |
| A4 identify alternative perspectives on a selected event or issue | <input type="checkbox"/> identify and discuss differing points of view on a selected historical event or issue (e.g., Aboriginal and European perspectives of a first contact meeting, a trade exchange, or residential schools) |

IDENTITY, SOCIETY, AND CULTURE

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <i>It is expected that students will:</i> | <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> |
| B1 distinguish characteristics of various Aboriginal cultures in BC and Canada | <input type="checkbox"/> use appropriate terminology to describe Aboriginal cultures and people (e.g., First Nations, Métis, Inuit, band, clan, elder, chief) <input type="checkbox"/> describe and compare characteristics of two or more Aboriginal cultures in BC (e.g., local cultures, BC coastal cultures, interior region cultures) <input type="checkbox"/> describe and compare characteristics of two or more Aboriginal cultures in other regions of Canada (e.g., plains, Inuit, Athabaskan, Iroquoian, eastern woodlands, Métis) <input type="checkbox"/> model ways in which Aboriginal peoples preserve identity and culture (e.g., oral tradition, teachings of elders) <input type="checkbox"/> give examples of how specific Aboriginal stories incorporate the natural and the supernatural <input type="checkbox"/> examine a variety of Aboriginal art forms (e.g., masks, paintings, carvings, baskets, textiles, dances, stories) <input type="checkbox"/> explain the significance of symbols in specific Aboriginal cultures in Canada (e.g., as represented in totem poles, masks, blankets, dwellings) <input type="checkbox"/> compare characteristics of selected Aboriginal cultures with other selected cultures represented in Canada |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| B3 identify effects of early contact between Aboriginal societies and European explorers and settlers | <ul style="list-style-type: none"> <input type="checkbox"/> describe some of the effects of early contact on Aboriginal cultures and societies (e.g., new materials and technologies such as metal, glass, and textiles; disease; introduction of Christianity) <input type="checkbox"/> describe some of the effects of early contact on European explorers and settlers (e.g., Aboriginal guides and mapping helped explorers; Aboriginal peoples provided clothing, food, medicine, and other materials for survival in an unfamiliar environment) <input type="checkbox"/> compare the “discovery” and “exploration” of North America from European and Aboriginal peoples’ perspectives <input type="checkbox"/> give examples of how differences in cultures led to conflict between Aboriginal and European societies |

GOVERNANCE

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <i>It is expected that students will:</i> | <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> |
| C1 compare governance in Aboriginal cultures with governance in early European settlements in BC and Canada | <ul style="list-style-type: none"> <input type="checkbox"/> use appropriate terminology to describe leadership and governance (e.g., chief, elder, band, Chief Factor, Governor) <input type="checkbox"/> describe leadership and governance structures in Aboriginal cultures (e.g., family, clan, chief, elder, council; supported by oral tradition) <input type="checkbox"/> describe how fur trade forts and early European settlements in Canada were governed (e.g., Chief Factor, representatives of the monarchy) <input type="checkbox"/> describe the roles of Britain and France in establishing government in early European settlements in Canada <input type="checkbox"/> using accounts of life in Aboriginal societies, identify rights and responsibilities of individuals <input type="checkbox"/> compare the rights and responsibilities of individuals in early European settlements in Canada with those in Aboriginal cultures |
| C2 identify the impact of Canadian governance on Aboriginal people’s rights | <ul style="list-style-type: none"> <input type="checkbox"/> describe the importance of protecting minority rights in a democracy <input type="checkbox"/> identify key events and issues in Aboriginal peoples’ rights and interactions with early governments in Canada (e.g., the <i>Indian Act</i>, banning potlatches, reserve system, treaties) |

ECONOMY AND TECHNOLOGY

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <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>D1 compare bartering and monetary systems of exchange</p> | <ul style="list-style-type: none"> <input type="checkbox"/> accurately define <i>barter</i> and <i>monetary</i> systems of exchange <input type="checkbox"/> use a T-chart or Venn diagram to compare the advantages and disadvantages of bartering and monetary systems of exchange <input type="checkbox"/> describe systems of exchange used among Aboriginal peoples |
| <p>D2 describe technologies used by Aboriginal people in BC and Canada</p> | <ul style="list-style-type: none"> <input type="checkbox"/> use appropriate terminology to describe Aboriginal technologies (e.g., travois, hide scraper, adze, weir) <input type="checkbox"/> give examples technologies used to meet needs and wants in Aboriginal cultures, including those used for food acquisition and preparation, shelter, clothing, and transportation <input type="checkbox"/> demonstrate knowledge (e.g., create a model, present an oral report) of how a selected technology was used in Aboriginal cultures <input type="checkbox"/> give examples of technologies used by Aboriginal cultures today |
| <p>D5 describe economic and technological exchanges between explorers and Aboriginal people</p> | <ul style="list-style-type: none"> <input type="checkbox"/> describe the need for explorers to acquire new technologies to survive in an unfamiliar environment and climate <input type="checkbox"/> describe examples of specific technologies exchanged between Aboriginal and explorer cultures, including technologies related to <ul style="list-style-type: none"> transportation shelter defence and security food acquisition and preparation (e.g., hunting, fishing, gathering, cooking, storing) clothing production <input type="checkbox"/> describe the ongoing trade that was established between Aboriginal peoples and explorers, with reference to <ul style="list-style-type: none"> specific goods exchanged changes over time in the value of specific barter goods effect of trade on Aboriginal societies |

HUMAN AND PHYSICAL ENVIRONMENT

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <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>E1 use maps and globes to locate</p> <ul style="list-style-type: none"> – the world’s hemispheres – the world’s continents and oceans – Aboriginal groups studied | <ul style="list-style-type: none"> <input type="checkbox"/> locate and map continents and oceans of the world <input type="checkbox"/> identify the northern, southern, eastern, and western hemispheres on a globe or map of the world <input type="checkbox"/> on maps of BC and Canada, locate traditional territories of Aboriginal groups studied |
| <p>E2 identify the significance of selected place names in BC and Canada</p> | <ul style="list-style-type: none"> <input type="checkbox"/> give examples of places in BC and Canada named after explorers and other prominent individuals <input type="checkbox"/> give examples of Aboriginal place names in BC and Canada <input type="checkbox"/> make connections between Aboriginal place names and their non-Aboriginal counterparts as applicable (e.g., Haida Gwaii – Queen Charlotte Islands, Lil’wat – Lillooet, Hochelaga – Montreal) <input type="checkbox"/> give examples of other significant place names (e.g., named after geographic features) |
| <p>E3 describe Aboriginal peoples’ relationship with the land and natural resources</p> | <ul style="list-style-type: none"> <input type="checkbox"/> compare how the activities of Aboriginal peoples differ according to regional differences in physical environment and resources (e.g., regions within BC, regions in Canada; cultures dependent on locally available living resources such as salmon, caribou, bison, seal, cedar) <input type="checkbox"/> create a representation of the seasonal cycle of activities in a selected Aboriginal group <input type="checkbox"/> give examples of how Aboriginal cultures are closely aligned with the natural environment (e.g., natural elements represented in stories and beliefs, use of materials for art, ceremonies and rituals related to resources) <input type="checkbox"/> describe selected Aboriginal methods of harvesting fish, animal, or forest resources (e.g., hand logging, single plank removal, subsistence hunting and gathering, trapping, spear fishing, dip-net fishing) <input type="checkbox"/> compare two or more resource harvesting methods in terms of characteristics such as efficiency, safety, and sustainability |

GRADE 5 – ENGLISH LANGUAGE ARTS

READING AND VIEWING (*Purposes*)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <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 read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, including</p> <ul style="list-style-type: none"> – stories from various Aboriginal and other cultures – literature from Canada and other countries – stories from a variety of genres (e.g., myths, fantasy) – poems that make use of literary devices | <ul style="list-style-type: none"> <input type="checkbox"/> read grade-appropriate literary texts independently and collectively (e.g., choral reading, readers’ theatre), with accuracy, comprehension, and fluency, including expression and phrasing <input type="checkbox"/> demonstrate comprehension by making comparisons and connections (text-to-text, text-to-self, and/or text-to-world) <input type="checkbox"/> describe the setting, main characters, plot, events, and conflict with some detail, and discuss reasons for the inclusion of specific plot events and details in a text <input type="checkbox"/> make logical inferences about characters or situations <input type="checkbox"/> draw comparisons among texts and among genres <input type="checkbox"/> identify and discuss, citing specific words or phrases, how images, rhyme schemes, rhythmic patterns, and themes contribute to effective poetry <input type="checkbox"/> engage in choral reading and readers’ theatre with fluency, expression, and comprehension <input type="checkbox"/> use ‘text features’ (e.g., punctuation, dialogue, phrasing) as an aid when reading aloud <input type="checkbox"/> begin to question the author’s viewpoint, position, or purpose (i.e., critical literacy) <input type="checkbox"/> demonstrate comprehension by sketching, completing a cloze activity, or acting out the text |

GRADE 5 – SCIENCE

PHYSICAL SCIENCE: FORCES AND SIMPLE MACHINES

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <i>It is expected that students will:</i> | <i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i> <i>Students who have fully met the Prescribed Learning Outcome are able to:</i> |
| <ul style="list-style-type: none">describe applications of simple and compound machines used in daily life in BC communities | <ul style="list-style-type: none"><input type="checkbox"/> give several examples of some common heavy machines that contain simple machines (e.g., fork-lift, grader, crane, log-loader)<input type="checkbox"/> illustrate in detail how a combination of simple machines can be used to solve various problems in daily life<input type="checkbox"/> describe the various ways in which Aboriginal peoples in BC have used machines to meet basic and artistic needs in their daily lives |

EARTH AND SPACE SCIENCE: RENEWABLE AND NON-RENEWABLE RESOURCES

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <i>It is expected that students will:</i> | <i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i> <i>Students who have fully met the Prescribed Learning Outcome are able to:</i> |
| <ul style="list-style-type: none">analyse how the Aboriginal concept of interconnectedness of the environment is reflected in responsibility for and caretaking of resources | <ul style="list-style-type: none"><input type="checkbox"/> illustrate in detail various ways in which Aboriginal peoples take care of the land and the resources<input type="checkbox"/> explain, citing examples, how and why Aboriginal peoples' unique relationship with the environment demonstrates responsibility for the land and resources |

GRADE 5 – SOCIAL STUDIES

IDENTITY, SOCIETY, AND CULTURE

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <i>It is expected that students will:</i> | <i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i> <i>Students who have fully met the Prescribed Learning Outcome are able to:</i> |
| B3 describe the contributions of significant individuals to the development of Canada's identity | <input type="checkbox"/> identify significant individuals who have contributed to the development of Canada's identity in various areas (e.g., the arts, literature, science and medicine, government, military, explorers, law and order, public service) <input type="checkbox"/> represent the roles of Aboriginal peoples, the British, and the French in key events in Canadian history <input type="checkbox"/> present a report to describe the contributions of one or more significant individuals to the history of Canada (e.g., in the artistic, scientific/technological, business, or military fields) |