

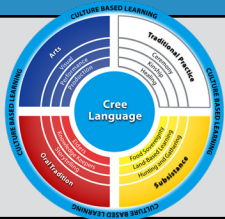
CULTURE BASED LEARNING One-Point Rubric

ORGANIZING IDEA: Systems

GRADE/SUBJECT/SPECIFIC AREA: Grade Four Social Studies: Fur Trade

LEARNING OUTCOME: Students examine how the fur trade contributed to the development of Canada.

O1: Systems



Does the student Show Understanding of the essential KSPS?

Feedback For Guidance
Specifically explain why the Learning outcome met or did not meet this objective

Understanding: Interactions through the fur trade contributed to economic growth in the land now known as Canada.

First Nations, Métis and Europeans interacted with each other and took on roles in the fur trade; for example,

- Hunters and trappers
- Interpreters and guides
- Clerks

Yes, completely

A little but could be more

Not evident

First Nations and Métis women contributed to the fur trade and carried out a variety of roles

- Interpreters
- Fur processors
- Trappers
- Negotiators
- Guides

Yes, completely

A little but could be more

Not evident

ORGANIZING IDEA: Systems

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LEARNING OUTCOME: Students examine how the fur trade contributed to the development of Canada.

COMMENTS

Any additional comments?