

Social Studies - Grade 3

Important: Social studies outcomes are usually specific in terms of concepts to be learned at each Grade level, but generalized in terms of required skills. Since Inquiry has been identified as a critical process underlying all NB social studies curricula, the report card rubrics are designed to include both *Knowledge* and *Inquiry/Skills* as strands.

Teachers: Answers to Frequently Asked Questions (FAQ) such as: “Why are skills included?” are available at this link [FAQSS32015](#)

Knowledge	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
<p><i>For an explanation of key concepts and related ideas please see the Grade 3 Social Studies Curriculum “My Province” (e.g., “Citizenship” encompasses important related concepts including governments in NB [outcome 3.3.1], and rights and responsibilities of citizens [outcome 3.3.2].)</i></p>	<p>Frequently able to: --Demonstrate insightful understanding of key concepts: Place; Peoples; Citizenship.</p>	<p>Generally able to: --Demonstrate general understanding of key concepts: Place; Peoples; Citizenship.</p>	<p>At times, with support, able to: --Demonstrate emergent understanding of key concepts: Place; Peoples; Citizenship.</p>	<p>Rarely able, with support, (or not able) to: --Demonstrate emergent understanding of key concepts: Place; Peoples; Citizenship.</p>
<p>Evidence: <i>individual and/or group presentations, class discussions, writing pieces, projects, etc.</i></p>				

Inquiry/Skills Research/asking questions	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
	<p>Frequently able to: - Generate and ask more complex versions of 5W questions to gain information, and verify understanding from sources that extend beyond home and school i.e. community.</p>	<p>Generally able to: - Generate and ask more complex versions of 5W questions to gain information, and verify understanding from sources that extend beyond home and school i.e. community.</p>	<p>At times, with support, able to: - Generate and ask more complex versions of 5W questions to gain information, and verify understanding from sources that extend beyond home and school i.e. community.</p>	<p>Rarely able, with support, (or not able) to: - Generate and ask more complex versions of 5W questions to gain information, and verify understanding from sources that extend beyond home and school i.e. community.</p>
<p>Evidence: <i>class and/or group brainstorming, peer and self-assessments, portfolios, formal and informal presentations of information, graphic organizers, etc.</i></p>				

Inquiry/Skills Evaluating sources	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
<p><i>Example of sets of relevant options: a dictionary, a deep-sea fisherman, and an article in a children’s magazine about whales.</i></p> <p><i>Sample text features include: headings/subheadings, captions, charts/diagrams, cutaways, index, glossaries, sidebars, and maps which add information important to understanding.</i></p> <p><i>Sample simple visual, oral and written sources: pictures accompanied by text, short oral presentations, basic maps</i></p> <p><i>Sample “obvious and less obvious details”: what aspects of life, in different</i></p>	<p>Frequently able to: - Choose from sets of relevant options to determine the most useful visual, textual or human source of information to answer various questions.</p> <p>- Use visual and print reading strategies, and an understanding of text features, to identify a number of obvious and less obvious details in simple visual, oral and written sources.</p>	<p>Generally able to: - Choose from sets of relevant options to determine the most useful visual, textual or human source of information to answer various questions.</p> <p>- Use visual and print reading strategies, and an understanding of text features, to identify a number of obvious and less obvious details in visual, oral and written sources.</p>	<p>At times, with support, able to: - Choose from sets of relevant options to determine the most useful visual, textual or human source of information to answer various questions.</p> <p>- Use visual and print reading strategies, and an understanding of very simple text features, to identify a number of obvious and less obvious details in visual, oral and written sources.</p>	<p>Rarely able, with support, (or not able) to: - Choose from sets of relevant options to determine the most useful visual, textual or human source of information to answer various questions.</p> <p>- Use visual and print reading strategies, and an understanding of text features, to identify a number of obvious and less obvious details in visual, oral and written sources.</p>

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<i>parts of the province, seem most similar or most different to mine (e.g., as portrayed in photographs of where people live and work in our province)?</i>				
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Evidence: class, group, and or individual charts, student self-assessment checklists (based upon assignment rubrics), journals, graphic organizers, projects, class discussions, etc.

	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
<p>Inquiry/Skills (continued) Drawing conclusions</p> <p><i>Sample: interpretations based upon a map need only involve the cardinal directions and very basic grid systems (see the elaboration for curriculum outcome 3.1.1 for further information).</i></p> <p><i>Sample familiar print, visual or oral sources*: cartoon, advertisement, calendar, pictures, instructions, lists, charts, tally marks, line plots, and bar graphs.</i></p> <p><i>*Note: Refer to Literacy Standards for Grade 3 for non-fiction texts standards guide.</i></p>	<p>Frequently able to:</p> <ul style="list-style-type: none"> - Restate a few pieces of information or offer one or more interpretations based on direct clues gathered from a range of familiar print, visual and oral sources. - Identify two or more possible options when presented with an issue or decision opportunity. - Identify the merits of each option in light of provided criteria. - Choose a best option, offering plausible reasons for the choice. 	<p>Generally able to:</p> <ul style="list-style-type: none"> - Restate a few pieces of information or offer one or more interpretations based on direct clues gathered from a range of familiar print, visual and oral sources. - Identify two or more possible options when presented with an issue or decision opportunity. -Identify the merits of each option in light of provided criteria and choose a best option, offering plausible reasons for the choice. 	<p>At times, with support, able to:</p> <ul style="list-style-type: none"> - Restate a few pieces of information or offer one or more interpretations based on direct clues gathered from a range of familiar print, visual and oral sources. - Identify two or more possible options when presented with a basic issue or decision opportunity. -Identify the merits of each option in light of provided criteria and choose a best option, offering plausible reasons for the choice. 	<p>Rarely able, with support, (or not able) to:</p> <ul style="list-style-type: none"> - Restate a few pieces of information or offer one or more interpretations based on direct clues gathered from a range of familiar print, visual and oral sources. - Identify two or more possible options when presented with a basic issue or decision opportunity. -Identify the merits of each option in light of provided criteria and choose a best option, offering plausible reasons for the choice.

Evidence: class, group, and/or individual decision-making, role-playing, debates, work samples, simulations, class or group displays, class discussions, comparison charts.

	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
<p>Inquiry/Skills Taking Action</p> <p><i>The primary goal of social studies education is to prepare students to be active citizens who have the knowledge, skills, and disposition to participate in democratic society. Grade 3 includes a specific outcome requiring students (whether as an individual or as part of a group) to take age-appropriate action (within established parameters) to promote positive interactions among people.</i></p>	<p>Applies related knowledge and skills in an insightful way to demonstrate age-appropriate action as an active citizen.</p>	<p>Applies related knowledge and skills in a proficient way to demonstrate age-appropriate action as an active citizen.</p>	<p>Applies (with support) related knowledge and skills in a superficial way to demonstrate age-appropriate action as an active citizen.</p>	<p>Unable to apply (with support) related knowledge and skills to demonstrate age-appropriate action as an active citizen.</p>

Evidence: brochures, public service announcements, posters, class or school event, decision-making (class, group, and/or individual), class discussions, projects, etc.