

Social Studies – Grade 4

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 [FAQSS42015](#)

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 4 Social Studies Curriculum “Exploration” (e.g., “The Nature of Exploration” encompasses important concepts including: related challenges [outcome 4.2.1], factors that motivate exploration [outcome 4.2.2], and impact of exploration over time [outcome 4.2.3]).</i></p>	<p>Frequently able to: -Demonstrate insightful understanding of key concepts: Exploration; The Nature of Exploration; Exploring our World; Exploring Landscapes of Canada.</p>	<p>Generally able to: -Demonstrate general understanding of key concepts: Exploration; The Nature of Exploration; Exploring our World; Exploring Landscapes of Canada.</p>	<p>At times, with support, able to: -Demonstrate emergent understanding of key concepts: Exploration; The Nature of Exploration; Exploring our World; Exploring Landscapes of Canada.</p>	<p>Rarely able, with support, (or not able) to: -Demonstrate emergent understanding of key concepts: Exploration; The Nature of Exploration; Exploring our World; Exploring Landscapes of Canada.</p>
<p><i>Evidence: individual and/or group presentations, class discussions, writing pieces, projects, peer and self-assessment for group work, etc.</i></p>				

Inquiry/Skills Research/asking questions	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
<p><i>Sample purposes for gathering research: understanding, clarification, comparison, causal explanation.</i></p>	<p>Frequently able to: - Formulate and revise questions for different information gathering purposes including questions to guide very basic library and internet research.</p>	<p>Generally able to: - Formulate and revise questions for different information gathering purposes including questions to guide very basic library and internet research.</p>	<p>At times, with support, able to: - Formulate and revise questions for different information gathering purposes including questions to guide very basic library and internet research.</p>	<p>Rarely able, with support, (or not able) to: - Formulate and revise questions for different information gathering purposes including questions to guide very basic library and internet research.</p>
<p><i>Evidence: class and/or group brainstorming, peer and self-assessments, formal and informal presentations of information, etc.</i></p>				

Inquiry/Skills Evaluating sources	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
<p><i>Example of sets of fictional and non-fictional (factual) options: old newspaper, encyclopedia and a children’s story.</i></p> <p><i>Sample visual and print reading strategies: make and confirm predictions based on evidence from the text, summarize ideas during reading.</i></p> <p><i>Sample text features include (table of contents, subheadings, index, glossary, pictures, captions, sidebars, charts/diagrams, maps, simple keys and legends, boldface type, highlights.</i></p> <p><i>Sample “obvious and less obvious details”: how can change be negative, positive, or both?</i></p>	<p>Frequently able to: - Choose from sets of related fictional and non-fictional (factual) options the most relevant and dependable source of information for various questions. - Use visual and print reading strategies, and an understanding of text features, to identify a number of obvious and less obvious details. Locate the main idea when directly stated in visual, oral and written sources.</p>	<p>Generally able to: - Choose from sets of related fictional and non-fictional options the most relevant and dependable source of information for various questions. - Use visual and print reading strategies, and an understanding of text features, to identify a number of obvious and less obvious details. Locate the main idea when directly stated in visual, oral and written sources.</p>	<p>At times, with support, able to: - Choose from sets of related fictional and non-fictional options the most relevant and dependable source of information for various questions. - Use visual and print reading strategies, and an understanding of text features, to identify a number of obvious and less obvious details. Locate the main idea when directly stated in visual, oral and written sources.</p>	<p>Rarely able, with support, (or not able) to: - Choose from sets of related fictional and non-fictional options the most relevant and dependable source of information for various questions. - Use visual and print reading strategies, and an understanding of text features, to identify a number of obvious and less obvious details. Locate the main idea when directly stated in visual, oral and written sources.</p>

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<i>Sample visual, oral and written sources: simple photographs, labeled diagrams, simple charts, maps, charts, tables, pictographs, and bar graphs.</i>			
<i>Evidence: class, group, and/or individual charts, student self-assessment checklists (based upon assignment rubrics), journals, graphic organizers, projects, class discussions, etc.</i>			

Inquiry/Skills (continued) Drawing conclusions	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
<p><i>Sample comparative relationship: uncover how challenges faced by explorers today are similar and different than those of past explorers.</i></p> <p><i>Sample causal relationship: what are the causes of differences in two oral accounts of the same event?</i></p> <p><i>Sample oral, print and visual sources: oral accounts, basic data, historical photographs.</i></p>	<p>Frequently able to:</p> <ul style="list-style-type: none"> - Paraphrase a few pieces of information, offer interpretations, and identify comparative, causal and chronological relationships from material found in oral, print and visual sources. - Identify several possible options when presented with an issue or decision opportunity. - Identify the pros and cons of each option using provided or self-generated criteria. - Choose a best option, offering plausible reasons for the choice. 	<p>Generally able to:</p> <ul style="list-style-type: none"> - Paraphrase a few pieces of information, offer interpretations, and identify comparative, causal and chronological relationships from material found in oral, print and visual sources. - Identify several possible options when presented with an issue or decision opportunity. - Identify the pros and cons of each option using provided or self-generated criteria. -Choose a best option, offering plausible reasons for the choice. 	<p>At times, with support, able to:</p> <ul style="list-style-type: none"> - Paraphrase a few pieces of information, offer interpretations, and identify comparative, causal and chronological relationships from material found in oral, print and visual sources. - Identify several possible options when presented with an issue or decision opportunity. - Identify the pros and cons of each option using provided or self-generated criteria. -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"> - Paraphrase a few pieces of information, offer interpretations, and identify comparative, causal and chronological relationships from material found in oral, print and visual sources. - Identify several possible options when presented with an issue or decision opportunity. - Identify the pros and cons of each option using provided or self-generated criteria. -Choose a best option, offering plausible reasons for the choice.
<i>Evidence: class, group, and/or individual decision-making, role-playing, debates, work samples, simulations, class discussions, charts (i.e., comparison, pros and cons) etc.</i>				

Reminder: 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. For more information please see the NBED Portal Citizenship Education site: <https://portal.nbed.nb.ca/tr/lr/citizeduc/Pages/default.aspx>