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
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]).	Frequently able to: -Demonstrate insightful understanding of key concepts: Exploration; The Nature of Exploration; Exploring our World; Exploring Landscapes of Canada.	Generally able to: -Demonstrate general understanding of key concepts: Exploration; The Nature of Exploration; Exploring our World; Exploring Landscapes of Canada.	At times, with support, able to: -Demonstrate emergent understanding of key concepts: Exploration; The Nature of Exploration; Exploring our World; Exploring Landscapes of Canada.	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.
Evidence: individual and/or group presentations, class discussions, writing pieces, projects, peer and self-assessment for group work, etc.				

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

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

Page 1 August 2015

sources.

Social Studies - Grade 4

Sample visual, oral and written sources:

simple photographs, labeled diagrams, simple charts, maps, charts, tables,				
pictographs, and bar graphs.	1			
Evidence: class, group, and or individual	dual charts, student self-asses	ssment checklists (based upon assigi	nment rubrics), journals, graphic orgai	nizers, projects, class discussions, etc.
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Inquiry/Skills (continued)	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
Drawing conclusions	Frequently able to:	Generally able to:	At times, with support, able to:	Rarely able, with support, (or not able) to:
0 1 " 1" 1"	- Paraphrase a few pieces	- Paraphrase a few pieces of	- Paraphrase a few pieces of	- Paraphrase a few pieces of information,
Sample comparative relationship:	of information, offer	information, offer interpretations,	information, offer interpretations,	offer interpretations, and identify
uncover how challenges faced by explorers today are similar and different	interpretations, and	and identify comparative, causal	and identify comparative, causal	comparative, causal and chronological
than those of past explorers.	identify comparative,	and chronological relationships	and chronological relationships	relationships from material found in oral,
and a mode of pact explorers.	causal and chronological	from material found in oral, print	from material found in oral, print	print and visual sources.
Sample causal relationship: what are	relationships from material	and visual sources.	and visual sources.	
the causes of differences in two oral	found in oral, print and			- Identify several possible options when
accounts of the same event?	visual sources.	- Identify several possible options	- Identify several possible options	presented with an issue or decision
		when presented with an issue or	when presented with an issue or	opportunity.
Sample oral, print and visual sources: oral accounts, basic data, historical	- Identify several possible	decision opportunity.	decision opportunity.	
photographs.	options when presented			- Identify the pros and cons of each option
priotographis.	with an issue or decision	- Identify the pros and cons of	 Identify the pros and cons of 	using provided or self-generated criteria.
	opportunity.	each option using provided or	each option using provided or self-	
		self-generated criteria.	generated criteria.	-Choose a best option, offering plausible
	- Identify the pros and			reasons for the choice.
	cons of each option using	-Choose a best option, offering	-Choose a best option, offering	
	provided or self-generated	plausible reasons for the choice.	plausible reasons for the choice.	
	criteria.			
	- 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 discussions, charts (i.e., comparison, pros and cons) etc.				

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/citzeduc/Pages/default.aspx

August 2015 Page 2