

## Social Studies - Grade 5

**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 [FAQSS52015](#)

**\*\*\*It is important to note that English Prime students cover a reduced number of outcomes given their engagement in the Intensive French program**

(see "DRAFT Compacted Curricula: Grade 5" on the NBED Portal:

<https://portal.nbed.nb.ca/tr/cd/Documents/Social%20Studies%20Grade%205%20Compacted%20Curriculum%20DRAFT.pdf> ). French Immersion students cover all outcomes.

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 5 Social Studies Curriculum "Investigating Past Societies" (e.g., "Understanding the past" encompasses important concepts including archeology, primary sources, and oral history [outcome 5.1.1]). <b>Note:</b> In addition to the 3 key concepts listed, FI students cover Environment, Social Structure, and My Society.</i></p>	<p><b>Frequently</b> able to: -Demonstrate insightful understanding of <b>key concepts</b> related to past societies: Understanding the past; Decision-Making; Interactions.</p>	<p><b>Generally</b> able to: -Demonstrate general understanding of <b>key concepts</b> related to past societies: Understanding the past; Decision-Making; Interactions.</p>	<p><b>At times</b>, with support, able to: -Demonstrate emergent understanding of <b>key concepts</b> related to past societies: Understanding the past; Decision-Making; Interactions.</p>	<p><b>Rarely</b> able, with support, (or not able) to: -Demonstrate emergent understanding of <b>key concepts</b> related to past societies: Understanding the past; Decision-Making; Interactions.</p>
<p>Evidence: individual and/or group presentations, class discussions, writing pieces, projects, peer and self-assessment for group work, etc.</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, determining cause or consequence, etc.</i></p>	<p><b>Frequently</b> able to: - Formulate and revise questions for different information gathering purposes including development of main questions and a few sub-questions to guide basic library and internet research.</p>	<p><b>Generally</b> able to: - Formulate and revise questions for different information gathering purposes including development of main questions and a few sub-questions to guide basic library and internet research.</p>	<p><b>At times</b>, with support, able to: - Formulate and revise questions for different information gathering purposes including development of main questions and a few sub-questions to guide basic library and internet research.</p>	<p><b>Rarely</b> able, with support, (or not able) to: - Formulate and revise questions for different information gathering purposes including development of main questions and a few sub-questions to guide basic library and internet research.</p>
<p>Evidence: class and/or group brainstorming, peer and self-assessments, formal and informal presentations of information, etc.</p>				

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Inquiry/Skills (continued) Evaluating sources	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
<p><i>Sample onsite and online search strategies: book cover, key word search.</i></p> <p><i>Sample visual and print reading strategies: reread to confirm or clarify meaning, make predictions based on reasoning and related reading.</i></p> <p><i>Sample text features include: table of contents, subheadings, index, glossary, captions, sidebars, charts/diagrams, maps and simple keys/ legends, and bold type).</i></p> <p><i>Sample of very simple clues: headings, key words, visual organization.</i></p> <p><i>Sample visual, oral and written sources: photographs, non-fiction books, oral presentations, basic maps and websites.</i></p>	<p><b>Frequently</b> able to:</p> <ul style="list-style-type: none"> <li>- Use onsite and online search strategies on easily accessible topics to locate and reference several sources of information using a simple citation; choosing the more relevant sources.</li> <li>- Use visual and print reading strategies, and simple textual aids to locate main ideas and various supporting details.</li> </ul> <p>-Identify obvious conclusions in a range of sources, including graphic representations, digital and print reference texts and oral reports.</p>	<p><b>Generally</b> able to:</p> <ul style="list-style-type: none"> <li>- Use onsite and online search strategies on easily accessible topics to locate and reference several sources of information using a simple citation; choosing the more relevant sources.</li> <li>- Use visual and print reading strategies, and simple textual aids to locate main ideas and various supporting details.</li> </ul> <p>-Identify obvious conclusions in a range of sources, including graphic representations, digital and print reference texts and oral reports</p>	<p><b>At times</b>, with support, able to:</p> <ul style="list-style-type: none"> <li>- Use onsite and online search strategies on easily accessible topics to locate and reference several sources of information using a simple citation; choosing the more relevant sources.</li> <li>- Use visual and print reading strategies, and simple textual aids to locate main ideas and various supporting details.</li> </ul> <p>-Identify obvious conclusions in a range of sources, including graphic representations, digital and print reference texts and oral reports.</p>	<p><b>Rarely</b> able, with support, (or not able) to:</p> <ul style="list-style-type: none"> <li>- Use onsite and online search strategies on easily accessible topics to locate and reference several sources of information using a simple citation; choosing the more relevant sources.</li> <li>- Use visual and print reading strategies, and simple textual aids to locate main ideas and various supporting details.</li> </ul> <p>-Identify obvious conclusions in a range of sources, including graphic representations, digital and print reference texts and oral reports.</p>
<p><i>Evidence: class, group, and or individual charts, student self-assessment checklists (based upon assignment rubrics), journals, graphic organizers, projects, class discussions, etc.</i></p>				

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Inquiry/Skills(continued) Drawing conclusions	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
<p><i>Sample comparative relationship: how does the decision making process of First Nations society compare to the decision making process of British society in the 18<sup>th</sup> century? How is social structure different now compared to medieval times?</i></p> <p><i>Sample causal relationship: how did the environment influence the choice of clothing, dwellings, food, and tools of First Nation and Inuit societies? How did environment impact ancient society?</i></p> <p><i>Sample oral, print and visual sources*: oral accounts, and data including double bar graphs, first and second hand data, a textbook chapter, historical photographs, etc.</i></p> <p><i>*Note: Refer to Literacy Standards for Grade 5 for non-fiction texts <a href="#">standards guide</a>.</i></p>	<p><b>Frequently</b> able to:</p> <ul style="list-style-type: none"> <li>- Concisely paraphrase a body of information, offer interpretations, and identify simple comparative, causal and chronological relationships from material *found in oral, print, and visual sources.</li> <li>- Identify several possible options when presented with a basic issue or decision opportunity. Identify the pros and cons of each option using provided or self-generated criteria; and choose a best option, offering plausible reasons for the choice and for not choosing the other options.</li> </ul>	<p><b>Generally</b> able to:</p> <ul style="list-style-type: none"> <li>- Concisely paraphrase a body of information, offer interpretations, and identify simple comparative, causal and chronological relationships from material *found in oral, print, and visual sources.</li> <li>- Identify several possible options when presented with a basic issue or decision opportunity. Identify the pros and cons of each option using provided or self-generated criteria; and choose a best option, offering plausible reasons for the choice and for not choosing the other options.</li> </ul>	<p><b>At times</b>, with support, able to:</p> <ul style="list-style-type: none"> <li>- Concisely paraphrase a body of information, offer interpretations, and identify simple comparative, causal and chronological relationships from material *found in oral, print, and visual sources.</li> <li>- Identify several possible options when presented with a basic issue or decision opportunity. Identify the pros and cons of each option using provided or self-generated criteria; and choose a best option, offering plausible reasons for the choice and for not choosing the other options.</li> </ul>	<p><b>Rarely</b> able, with support, (or not able) to:</p> <ul style="list-style-type: none"> <li>- Concisely paraphrase a body of information, offer interpretations, and identify simple comparative, causal and chronological relationships from material *found in oral, print, and visual sources.</li> <li>- Identify several possible options when presented with a basic issue or decision opportunity. Identify the pros and cons of each option using provided or self-generated criteria; and choose a best option, offering plausible reasons for the choice and for not choosing the other options.</li> </ul>
<p>Evidence: <i>written pieces, class, group, and/or individual decision-making, role-playing, debates, work samples, simulations, discussions, charts (i.e., comparison, pros and cons) etc.</i></p>				

*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>*