

## Social Studies – Grade 6

**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 [FAQSS62015](#)

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 6 Social Studies Curriculum “World Cultures” (e.g., “Culture” encompasses important concepts including material and non-material culture [outcome 6.1.1], diversity [outcome 6.1.2], and stereotype [outcome 6.1.3]).</i></p>	<p><b>Frequently</b> able to: -Demonstrate insightful understanding of <b>key concepts</b> related to World Cultures: Culture; Environment and Culture; Elements of Culture; Expressions of Culture; World Issues; Canada as a Multicultural Mosaic.</p>	<p><b>Generally</b> able to: -Demonstrate general understanding of <b>key concepts</b> related to World Cultures: Culture; Environment and Culture; Elements of Culture; Expressions of Culture; World Issues; Canada as a Multicultural Mosaic.</p>	<p><b>At times</b>, with support, able to: -Demonstrate emergent understanding of <b>key concepts</b> related to World Cultures: Culture; Environment and Culture; Elements of Culture; Expressions of Culture; World Issues; Canada as a Multicultural Mosaic.</p>	<p><b>Rarely</b> able, with support, (or not able) to: -Demonstrate emergent understanding of <b>key concepts</b> related to World Cultures: Culture; Environment and Culture; Elements of Culture; Expressions of Culture; World Issues; Canada as a Multicultural Mosaic.</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 primary research: interviews, questionnaires, surveys, field studies.</i></p> <p><i>Sample secondary research: library and internet searches.</i></p>	<p><b>Frequently</b> able to: - Formulate and revise questions to gather various kinds of information and respectfully challenge ideas, including development of main questions and a few sub-questions to guide primary and secondary research.</p>	<p><b>Generally</b> able to: - Formulate and revise questions to gather various kinds of information and respectfully challenge ideas, including development of main questions and a few sub-questions to guide primary and secondary research.</p>	<p><b>At times</b>, with support, able to: - Formulate and revise questions to gather various kinds of information and respectfully challenge ideas, including development of main questions and a few sub-questions to guide primary and secondary research.</p>	<p><b>Rarely</b> able, with support, (or not able) to: - Formulate and revise questions to gather various kinds of information and respectfully challenge ideas, including development of main questions and a few sub-questions to guide primary and secondary research.</p>
<p><i>Evidence: class and/or group brainstorming, peer and self-assessments, formal and informal presentations of information, interviews, debates, etc.</i></p>				

Inquiry/Skills Evaluating sources	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
<p><i>Sample onsite and online search strategies: using search parameters.</i></p> <p><i>Sample visual and print reading strategies: make predictions based on knowledge of similar types of sources, reread or read on to confirm or clarify meaning.</i></p> <p><i>Sample text features include: table of contents, index, glossary, subheadings, captions, sidebars, cutaways, charts, diagrams, maps,</i></p>	<p><b>Frequently</b> able to: - 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.</p> <p>- Use visual and print reading strategies, and textual aids, to recognize main ideas. Identify various supporting details, draw obvious inferences, in a range of basic sources, including graphic representations, digital</p>	<p><b>Generally</b> able to: - 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.</p> <p>- Use visual and print reading strategies, and textual aids, to recognize main ideas. Identify various supporting details, draw obvious inferences, in a range of basic sources, including graphic representations, digital and print reference texts and oral reports.</p>	<p><b>At times</b>, with support, able to: - 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.</p> <p>- Use visual and print reading strategies, and textual aids, to recognize main ideas. Identify various supporting details, draw obvious inferences, in a range of basic sources, including graphic representations, digital and print reference texts and oral reports.</p>	<p><b>Rarely</b> able, with support, (or not able) to: - 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.</p> <p>- Use visual and print reading strategies, and textual aids, to recognize main ideas. Identify various supporting details, draw obvious inferences, in a range of basic sources, including graphic representations, digital and print reference texts and oral reports.</p>

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<p><i>keys/legends, and bold type.</i></p> <p><i>Sample obvious inferences: what can we infer about what an author or publisher considers significant by examining what is included and not included in our textbook?</i></p> <p><i>Sample graphic representations: line graphs, timelines, various map projections (Mercator, Peters etc.).</i></p> <p><i>Sample digital and print reference texts: encyclopedia's, atlases, almanacs, and yearbooks.</i></p>	<p>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), writing pieces, graphic organizers, projects, class discussions, etc.</i></p>				

Inquiry/Skills(continued) Drawing conclusions	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
<p><i>Sample comparative relationship: how are expressions of culture in other countries substantially different from those in Canada?</i></p>	<p><b>Frequently</b> able to:</p> <ul style="list-style-type: none"> <li>- Concisely paraphrase a body of information, offer plausible interpretations, recognizing the obvious perspectives represented. Identify comparative, causal and chronological relationships.</li> <li>- When considering an issue or decision opportunity with multiple feasible options, explore in an open-minded way the options and supporting reasons.</li> <li>- Rate the main options in light of agreed upon criteria and choose a best option, supported with several plausible reasons.</li> </ul>	<p><b>Generally</b> able to:</p> <ul style="list-style-type: none"> <li>- Concisely paraphrase a body of information, offer plausible interpretations, recognizing the obvious perspectives represented. Identify comparative, causal and chronological relationships.</li> <li>- When considering an issue or decision opportunity with multiple feasible options, explore in an open-minded way the options and supporting reasons.</li> <li>-Rate the main options in light of agreed upon criteria and choose a best option, supported with several plausible reasons.</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 plausible interpretations, recognizing the obvious perspectives represented. Identify comparative, causal and chronological relationships.</li> <li>- When considering an issue or decision opportunity with multiple feasible options, explore in an open-minded way the options and supporting reasons.</li> <li>-Rate the main options in light of agreed upon criteria and choose a best option, supported with several plausible reasons.</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 plausible interpretations, recognizing the obvious perspectives represented. Identify comparative, causal and chronological relationships.</li> <li>- When considering an issue or decision opportunity with multiple feasible options, explore in an open-minded way the options and supporting reasons.</li> <li>-Rate the main options in light of agreed upon criteria and choose a best option, supported with several plausible reasons.</li> </ul>

*Evidence: class, group, and/or individual decision-making, written pieces, role-playing, debates, work samples, simulations, discussions, charts (i.e., comparison, pros and cons), etc.*

Inquiry/Skills Taking Action	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
<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</i></p>	<p>Applies related knowledge and skills in an <b>insightful</b> way to demonstrate age-appropriate action as an active citizen.</p>	<p>Applies related knowledge and skills in a <b>proficient</b> way to demonstrate age-appropriate action as an active citizen.</p>	<p>Applies (with support) related knowledge and skills in a <b>superficial</b> way to demonstrate age-appropriate action as an active citizen.</p>	<p><b>Unable</b> to apply (with support) related knowledge and skills to demonstrate age-appropriate action as an active citizen.</p>

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*society. Grade 6 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 demonstrate an understanding of responsibilities of global citizens.*

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