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.

<u>Teachers:</u> Answers to Frequently Asked Questions (FAQ) such as: "Why are skills included?" are available at this link <u>FAQSS62015</u>

Evidence: class and/or group brainstorming, peer and self-assessments, formal and informal presentations of information, interviews, debates, etc.

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Knowledge	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
	Frequently able to:	Generally able to:	At times, with support, able to:	Rarely able, with support, (or not able) to:
For an explanation of key	-Demonstrate insightful	-Demonstrate general	-Demonstrate emergent	-Demonstrate emergent understanding of
concepts and related ideas please	understanding of key concepts	understanding of key concepts	understanding of key concepts	key concepts related to World Cultures:
see the Grade 6 Social Studies Curriculum "World Cultures" (e.g.,	related to World Cultures:	related to World Cultures:	related to World Cultures:	Culture; Environment and Culture;
"Culture" encompasses important	Culture; Environment and	Culture; Environment and	Culture; Environment and Culture;	Elements of Culture; Expressions of
concepts including material and	Culture; Elements of Culture;	Culture; Elements of Culture;	Elements of Culture; Expressions	Culture; World Issues; Canada as a
non-material culture [outcome	Expressions of Culture; World	Expressions of Culture; World	of Culture; World Issues; Canada	Multicultural Mosaic.
6.1.1], diversity [outcome 6.1.2],	Issues; Canada as a	Issues; Canada as a Multicultural	as a Multicultural Mosaic.	
and stereotype [outcome 6.1.3]).	Multicultural Mosaic.	Mosaic.		
Evidence: individual and/or group presentations, class discussions, writing pieces, projects, peer and self-assessment for group work, etc.				

Inquiry/Skills		3- MEETING	2- APPROACHING	1- WORKING BELOW
Research/asking questions Frequ	quently able to:	Generally able to:	At times, with support, able to:	Rarely able, with support, (or not able) to:
Sample primary research: questi		- Formulate and revise questions to gather various kinds of	 Formulate and revise questions to gather various kinds of 	- Formulate and revise questions to gather various kinds of information and
aumiaua fiald atudiaa		information and respectfully challenge ideas, including	information and respectfully challenge ideas, including	respectfully challenge ideas, including development of main questions and a few
library and internet searches. questi	stions and a few sub-	development of main questions and a few sub-questions to guide primary and secondary research.	development of main questions and a few sub-questions to guide primary and secondary research.	sub-questions to guide primary and secondary research.

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: - Use onsite and online search strategies Sample onsite and online search strategies on easily accessible strategies on easily accessible strategies on easily accessible on easily accessible topics to locate and strategies: using search topics to locate and reference topics to locate and reference topics to locate and reference reference several sources of information parameters. several sources of information several sources of information several sources of information using a simple citation; choosing the more using a simple citation; using a simple citation; choosing using a simple citation; choosing relevant sources. Sample visual and print reading the more relevant sources. choosing the more relevant the more relevant sources. strategies: make predictions based - Use visual and print reading strategies, sources. on knowledge of similar types of and textual aids, to recognize main ideas. - Use visual and print reading - Use visual and print reading sources, reread or read on to - Use visual and print reading strategies, and textual aids, to strategies, and textual aids, to Identify various supporting details, draw confirm or clarify meaning. obvious inferences, in a range of basic strategies, and textual aids, to recognize main ideas. Identify recognize main ideas. Identify Sample text features include: recognize main ideas. Identify various supporting details, draw various supporting details, draw sources, including graphic representations, table of contents, index, glossary, various supporting details, draw obvious inferences, in a range of obvious inferences, in a range of digital and print reference texts and oral subheadings, captions, sidebars, obvious inferences, in a range basic sources, including graphic basic sources, including graphic reports. cutaways, charts, diagrams, maps, of basic sources, including representations, digital and print representations, digital and print graphic representations, digital reference texts and oral reports. reference texts and oral reports.

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keys/legends, and bold type.	and print reference texts and oral reports.			
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?	·			
Sample graphic representations: line graphs, timelines, various map projections (Mercator, Peters etc.).				
Sample digital and print reference texts: encyclopedia's, atlases, almanacs, and yearbooks.				
Evidence: class, group, and or in	ndividual charts, student self-assessn	nent checklists (based upon assigr	nment rubrics), writing pieces, graphic	organizers, projects, class discussions, e

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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:
	- Concisely paraphrase a body	- Concisely paraphrase a body of	- Concisely paraphrase a body of	- Concisely paraphrase a body of
Sample comparative relationship:	of information, offer plausible	information, offer plausible	information, offer plausible	information, offer plausible interpretations,
how are expressions of culture in	interpretations, recognizing the	interpretations, recognizing the	interpretations, recognizing the	recognizing the obvious perspectives
other countries substantially different from those in Canada?	obvious perspectives	obvious perspectives	obvious perspectives represented.	represented. Identify comparative, causal
different from those in Canada?	represented. Identify	represented. Identify	Identify comparative, causal and	and chronological relationships.
	comparative, causal and	comparative, causal and	chronological relationships.	
	chronological relationships.	chronological relationships.		- When considering an issue or decision
			- When considering an issue or	opportunity with multiple feasible options,
	- When considering an issue or	- When considering an issue or	decision opportunity with multiple	explore in an open-minded way the options
	decision opportunity with	decision opportunity with multiple	feasible options, explore in an	and supporting reasons.
	multiple feasible options,	feasible options, explore in an	open-minded way the options and	
	explore in an open-minded way	open-minded way the options	supporting reasons.	-Rate the main options in light of agreed
	the options and supporting	and supporting reasons.		upon criteria and choose a best option,
	reasons.		-Rate the main options in light of	supported with several plausible reasons.
		-Rate the main options in light of	agreed upon criteria and choose a	
	- Rate the main options in light	agreed upon criteria and choose	best option, supported with	
	of agreed upon criteria and	a best option, supported with	several plausible reasons.	
	choose a best option,	several plausible reasons.	,	
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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.

supported with several plausible reasons.

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

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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 ageappropriate 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.				

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