

Social Studies – Grade 7

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 [FAQSS72015](#)

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 7 Social Studies Curriculum “Empowerment” (e.g., “Political Empowerment” encompasses important concepts including responsible government [outcome 7.3.2] and democracy [outcome 7.3.3]).</i></p>	<p>Frequently able to: -Demonstrate insightful understanding of key concepts related to Empowerment: Economic; Political; Cultural; Societal and National Empowerment.</p>	<p>Generally able to: -Demonstrate general understanding of key concepts related to Empowerment: Economic; Political; Cultural; Societal and National Empowerment.</p>	<p>At times, with support, able to: -Demonstrate emergent understanding of key concepts related to Empowerment: Economic; Political; Cultural; Societal and National Empowerment.</p>	<p>Rarely able, with support, (or not able) to: -Demonstrate emergent understanding of key concepts related to Empowerment: Economic; Political; Cultural; Societal and National Empowerment.</p>
<p><i>Evidence: individual and/or group presentations, brainstorming, class discussions, writing pieces, projects, peer and self-assessment for group work, charts (i.e., comparison) etc.</i></p>				

Inquiry/Skills Research/asking questions	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
<p><i>Criteria for effective questions: relevant, focused, important, powerful, and feasible given available resources.</i></p> <p><i>Sample primary research: interviews, questionnaires, surveys, field studies.</i></p> <p><i>Sample secondary research: library and internet searches.</i></p>	<p>Frequently able to: - Formulate effective questions to gather needed information. - Respectfully challenge ideas, including development of questions and sub-questions to guide basic primary and secondary research.</p>	<p>Generally able to: - Formulate effective questions to gather needed information. - Respectfully challenge ideas, including development of questions and sub-questions to guide basic primary and secondary research.</p>	<p>At times, with support, able to: - Formulate effective questions to gather needed information. - Respectfully challenge ideas, including development of questions and sub-questions to guide basic primary and secondary research.</p>	<p>Rarely able, with support, (or not able) to: - Formulate effective questions to gather needed information. - Respectfully challenge ideas, including development of questions and sub-questions to guide basic primary and secondary research.</p>
<p><i>Evidence: class and/or group brainstorming, peer and self-assessments, interviews, document analysis, formal and informal presentations of information, debates, etc.</i></p>				

Inquiry/Skills Evaluating sources	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
<p><i>Sample textual and reference aids, including appropriate digital technologies: bibliographies, index, multiple search engines.</i></p> <p><i>Sample visual and print reading strategies: activate prior knowledge through dialogue and</i></p>	<p>Frequently able to: - Use various textual and reference aids, including appropriate digital technologies, to locate and reference using a citation from several sources of information; choosing the more relevant sources. - Use visual and print reading</p>	<p>Generally able to: - Use various textual and reference aids, including appropriate digital technologies, to locate and reference using a citation from several sources of information; choosing the more relevant sources. - Use visual and print reading</p>	<p>At times, with support, able to: - Use various textual and reference aids, including appropriate digital technologies, to locate and reference using a citation from several sources of information; choosing the more relevant sources. - Use visual and print reading strategies, and textual aids, to locate main ideas and various</p>	<p>Rarely able, with support, (or not able) to: - Use various textual and reference aids, including appropriate digital technologies, to locate and reference using a citation from several sources of information; choosing the more relevant sources. - Use visual and print reading</p>

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<p><i>discussion, ask questions to monitor understanding; summarize sections during reading.</i></p> <p><i>Sample text features include: table of contents, index, glossary, subheadings, captions, sidebars, cutaways, charts, diagrams, maps, keys/legends, bold type.</i></p> <p><i>Sample obvious inferences: What can we infer about the purpose of this text, photograph or map by examining its key features?</i></p> <p><i>Sample graphic representations: topographic and thematic maps.</i></p> <p><i>Sample digital and print resources and documents: local newspapers, Internet resources.</i></p> <p><i>Sample simple multimedia presentations: videos clips, computer-assisted presentations.</i></p>	<p>strategies, and textual aids, to locate main ideas and various supporting details and identify obvious conclusions in a wide range of basic sources, including graphic representations, digital and print resources and documents, oral reports, and simple multimedia presentations.</p>	<p>strategies, and textual aids, to locate main ideas and various supporting details and identify obvious conclusions in a wide range of basic sources, including graphic representations, digital and print resources and documents, oral reports, and simple multimedia presentations.</p>	<p>supporting details and identify obvious conclusions in a wide range of basic sources, including graphic representations, digital and print resources and documents, oral reports, and simple multimedia presentations.</p>	<p>strategies, and textual aids, to locate main ideas and various supporting details and identify obvious conclusions in a wide range of basic sources, including graphic representations, digital and print resources and documents, oral reports, and simple multimedia presentations.</p>
<p><i>Evidence: document and/or photograph analysis, presentations, student self-assessment checklists (based upon assignment rubrics), writing pieces, projects, class discussions, etc.</i></p>				

Inquiry/Skills (continued)	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
<p>Drawing conclusions</p> <p><i>Sample: If students are asked to determine if Confederation was a democratic process by today's standards (see outcome 7.3.3) "drawing conclusions" skills will be required to formulate an answer (as will the previous Inquiry/Skills included in this document and applicable Knowledge concepts).</i></p>	<p>Frequently able to:</p> <ul style="list-style-type: none"> - Concisely paraphrase a body of information, evaluate the significance or importance of key details or events, and offer plausible interpretations, recognizing the obvious perspectives represented. - Explain basic comparative, causal and chronological relationships. - When considering an issue or decision opportunity with multiple feasible options, explore 	<p>Generally able to:</p> <ul style="list-style-type: none"> - Concisely paraphrase a body of information, evaluate the significance or importance of key details or events, and offer plausible interpretations, recognizing the obvious perspectives represented. - Explain basic comparative, causal and chronological relationships. - When considering an issue or decision opportunity with multiple feasible options, explore 	<p>At times, with support, able to:</p> <ul style="list-style-type: none"> - Concisely paraphrase a body of information, evaluate the significance or importance of key details or events, and offer plausible interpretations, recognizing the obvious perspectives represented. - Explain basic comparative, causal and chronological relationships. - When considering an issue or decision opportunity with multiple feasible options, explore in an open-minded way the options and 	<p>Rarely able, with support, (or not able) to:</p> <ul style="list-style-type: none"> - Concisely paraphrase a body of information, evaluate the significance or importance of key details or events, and offer plausible interpretations, recognizing the obvious perspectives represented. - Explain basic comparative, causal and chronological relationships. - When considering an issue or decision opportunity with multiple feasible options, explore in an open-minded way the options and

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	<p>in an open-minded way the options and supporting reasons.</p> <p>- Rate the main options in light of agreed upon criteria.</p> <p>-Offer a reasoned position that fairly acknowledges the competing claims and is supported with several plausible reasons and basic counter arguments.</p>	<p>in an open-minded way the options and supporting reasons.</p> <p>- Rate the main options in light of agreed upon criteria.</p> <p>-Offer a reasoned position that fairly acknowledges the competing claims and is supported with several plausible reasons and basic counter arguments.</p>	<p>supporting reasons.</p> <p>- Rate the main options in light of agreed upon criteria.</p> <p>-Offer a reasoned position that fairly acknowledges the competing claims and is supported with several plausible reasons and basic counter arguments. .</p>	<p>supporting reasons.</p> <p>- Rate the main options in light of agreed upon criteria.</p> <p>-Offer a reasoned position that fairly acknowledges the competing claims and is supported with several plausible reasons and basic counter arguments.</p>
<p>Evidence: <i>class, group, and/or individual decision-making, written pieces (i.e., summary), role-playing, debates, simulations, projects, 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>