

Social Studies – Grade 8

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 [FAQSS82015](#)

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 8 Social Studies Curriculum “Atlantic Canada in the Global Community” (e.g., “Culture” encompasses important concepts including prejudice, social justice [outcome 2.5.1] and cross-cultural understanding [outcome 2.5.9]).</i></p>	<p>Frequently able to: -Demonstrate insightful understanding of key concepts related to Atlantic Canada in the Global Community: Physical Setting; Culture; Economics; Technology; Interdependence.</p>	<p>Generally able to: -Demonstrate general understanding of key concepts related to Atlantic Canada in the Global Community: Physical Setting; Culture; Economics; Technology; Interdependence.</p>	<p>At times, with support, able to: -Demonstrate emergent understanding of key concepts related to Atlantic Canada in the Global Community: Physical Setting; Culture; Economics; Technology; Interdependence.</p>	<p>Rarely able, with support, (or not able) to: -Demonstrate emergent understanding of key concepts related to Atlantic Canada in the Global Community: Physical Setting; Culture; Economics; Technology; Interdependence.</p>
<p>Evidence: individual and/or group presentations, brainstorming, class discussions, writing pieces, projects, peer and self-assessment for group work, charts (i.e., comparison) etc.</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, feasible given available resources.</i></p> <p><i>Sample stages of formal primary and secondary research: initial brainstorming, initial refinement of research question, after preliminary secondary research; after more focused secondary research, after preliminary primary research, after the completion of research and reporting to suggest further areas to be researched.</i></p>	<p>Frequently able to: - Formulate effective questions to gather needed information.</p> <p>- Respectfully challenge ideas, including development and editing of guiding questions and sub-questions at various stages of formal primary and secondary research.</p>	<p>Generally able to: - Formulate effective questions to gather needed information.</p> <p>- Respectfully challenge ideas, including development and editing of guiding questions and sub-questions at various stages of formal primary and secondary research.</p>	<p>At times, with support, able to: - Formulate effective questions to gather needed information.</p> <p>-Respectfully challenge ideas, including development and editing of guiding questions and sub-questions at various stages of formal primary and secondary research.</p>	<p>Rarely able, with support, (or not able) to: - Formulate effective questions to gather needed information.</p> <p>- Respectfully challenge ideas, including development and editing of guiding questions and sub-questions at various stages of formal primary and secondary research.</p>

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

Inquiry/Skills (continued) 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 simple visual and print reading strategies: activate prior knowledge through dialogue and 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, graphic organizers, tables, endnotes, "Works Cited" or "References" lists.</i></p> <p><i>Sample basic text structures: paragraph organization, sentence types.</i></p> <p><i>Sample obvious inferences: What can we infer about the speaker, author or artist's message?</i></p> <p><i>Sample complex graphic representations: historic maps, political cartoons.</i></p> <p><i>Sample digital and print resources and documents:</i></p>	<p>Frequently able to:</p> <ul style="list-style-type: none"> - Use various textual and reference aids, including appropriate digital technologies, to efficiently locate, properly reference, and select multiple sources that are relevant and credible. - Use a range of visual and print reading strategies including understanding of text structures to locate main ideas and various supporting details and identify obvious conclusions in a range of complex graphic representations, digital and print resources and documents, oral and multimedia presentations and statistical tables. 	<p>Generally able to:</p> <ul style="list-style-type: none"> - Use various textual and reference aids, including appropriate digital technologies, to efficiently locate, properly reference, and select multiple sources that are relevant and credible. - Use a range of visual and print reading strategies including understanding of text structures to locate main ideas and various supporting details and identify obvious conclusions in a range of complex graphic representations, digital and print resources and documents, oral and multimedia presentations and statistical tables. 	<p>At times, with support, able to:</p> <ul style="list-style-type: none"> - Use various textual and reference aids, including appropriate digital technologies, to efficiently locate, properly reference, and select multiple sources that are relevant and credible. - Use a range of visual and print reading strategies including understanding of text structures to locate main ideas and various supporting details and identify obvious conclusions in a range of complex graphic representations, digital and print resources and documents, oral and multimedia presentations and statistical tables. 	<p>Rarely able, with support, (or not able) to:</p> <ul style="list-style-type: none"> - Use various textual and reference aids, including appropriate digital technologies, to efficiently locate, properly reference, and select multiple sources that are relevant and credible. - Use a range of visual and print reading strategies including understanding of text structures to locate main ideas and various supporting details and identify obvious conclusions in a range of complex graphic representations, digital and print resources and documents, oral and multimedia presentations and statistical tables.

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<p>government publications, primary historical documents.</p> <p>Sample multimedia presentations: digital video; social media, short documentaries.</p> <p>Sample statistical table: simple survey results.</p>				
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Evidence: document and/or photograph analysis, presentations, student self-assessment checklists (based upon assignment rubrics), writing pieces, projects, class discussions, etc.

Inquiry/Skills (continued)	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
<p>Drawing conclusions</p> <p><i>Sample considerations related to significance or importance: how deeply felt or profound was the impact? Did it result in dramatic or minor changes?</i></p> <p><i>Sample: If students are asked to determine if technology has improved people’s lifestyles and standard of living OR if technology has contributed to societal problems (see outcomes 4.1.8 and 4.1.9)] “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 and effectively paraphrase a body of information. - Evaluate the significance or importance of various details or events, and offer plausible interpretations, recognizing the perspectives and potential bias represented. - Explain comparative, causal and chronological relationships. - When considering an issue or decision opportunity with multiple feasible options, identify and explore possible options from two or more group’s perspectives. - Rate the main options in light of agreed upon criteria and offer a reasoned position that fairly accommodates various groups’ perspectives and is supported with several plausible reasons and basic counter arguments. 	<p>Generally able to:</p> <ul style="list-style-type: none"> - Concisely and effectively paraphrase a body of information. - Evaluate the significance or importance of various details or events, and offer plausible interpretations, recognizing the perspectives and potential bias represented. - Explain comparative, causal and chronological relationships. - When considering an issue or decision opportunity with multiple feasible options, identify and explore possible options from two or more group’s perspectives. - Rate the main options in light of agreed upon criteria and offer a reasoned position that fairly accommodates various groups’ perspectives and is supported with several plausible reasons and basic counter arguments. 	<p>At times, with support, able to:</p> <ul style="list-style-type: none"> - Concisely and effectively paraphrase a body of information. - Evaluate the significance or importance of various details or events, and offer plausible interpretations, recognizing the perspectives and potential bias represented. - Explain comparative, causal and chronological relationships. - When considering an issue or decision opportunity with multiple feasible options, identify and explore possible options from two or more group’s perspectives. - Rate the main options in light of agreed upon criteria and offer a reasoned position that fairly accommodates various groups’ perspectives and is supported with several plausible reasons and basic counter arguments. 	<p>Rarely able, with support, (or not able) to:</p> <ul style="list-style-type: none"> - Concisely and effectively paraphrase a body of information. - Evaluate the significance or importance of various details or events, and offer plausible interpretations, recognizing the perspectives and potential bias represented. - Explain comparative, causal and chronological relationships. - When considering an issue or decision opportunity with multiple feasible options, identify and explore possible options from two or more group’s perspectives. - Rate the main options in light of agreed upon criteria and offer a reasoned position that fairly accommodates various groups’ perspectives and is supported with several plausible reasons and basic counter arguments.

Evidence: 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.

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>