**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. These skills are often bulleted in the "Processes and Skills" section of social studies curricula. Since Inquiry has been identified as a critical process underlying all NB social studies curricula, the report card pilot and rubrics are designed in a scope and sequence that includes both Knowledge and Inquiry/Skills. These will appear on the report card as strands, rather than listing units or outcomes for each grade level. It was decided this approach would allow flexibility for how and when teachers introduce the subject matter and best facilitate consistency across grades.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Knowledge**  *The organizing concept for this curriculum is “Exploration”, including exploration of places, people, and ideas. For an explanation of key concepts and related ideas please see the Grade 4 Social Studies Curriculum.* | | **EXCEEDING** | **MEETING** | **APPROACHING** | **WORKING BELOW** |
| **Frequently** able to demonstrate insightful understanding of **key concepts**: Exploration; The Nature of Exploration; Exploring our World; Exploring Landscapes of Canada. | **Generally** able to demonstrate general understanding of **key concepts**: Exploration; The Nature of Exploration; Exploring our World; Exploring Landscapes of Canada. | **At times**, with support, able to demonstrate emergent understanding of **key concepts**: Exploration; The Nature of Exploration; Exploring our World; Exploring Landscapes of Canada. | **Rarely** able, with support, (or not able) to demonstrate emergent understanding of **key concepts**: Exploration; The Nature of Exploration; Exploring our World; Exploring Landscapes of Canada. |
|  | |  |  |  |  |
| **Inquiry/Skills**  **Research/asking questions** | | **EXCEEDING** | **MEETING** | **APPROACHING** | **WORKING BELOW** |
| **Frequently** able to:  -Formulate and revise questions for different information gathering purposes including questions to guide very simple library and internet research.  *Sample purposes for gathering research: clarification, comparison, causal explanation* | **Generally** able to:  -Formulate and revise questions for different information gathering purposes including questions to guide very simple library and internet research.  *Sample purposes for gathering research: clarification, comparison, causal explanation* | **At times**, with support, able to:  -Formulate and revise questions for different information gathering purposes including questions to guide very simple library and internet research.  *Sample purposes for gathering research: clarification, comparison, causal explanation* | **Rarely** able, with support, (or not able) to:  -Formulate and revise questions for different information gathering purposes including questions to guide very simple library and internet research.  *Sample purposes for gathering research: clarification, comparison, causal explanation* |
|  |  |  |  |  |  |
| **Inquiry/Skills (continued)**  **Evaluating sources**  **Inquiry/Skills (continued)**  **Evaluating sources (continued)** | | **EXCEEDING** | **MEETING** | **APPROACHING** | **WORKING BELOW** |
| **Frequently** able to: - Choose from simple sets of related fictional and non-fictional (factual) options the most relevant and dependable source of information for various questions. *Example of simple sets of fictional and non-fictional (factual) options: old newspaper, encyclopedia and a children’s story* - Use simple visual and print reading strategies, and an understanding of simple text features, to identify a number of obvious and less obvious details. Locate the main idea when directly stated in basic visual, oral and written sources. *Sample visual and print reading strategies: make and confirm predictions based on evidence from the text, summarize ideas during reading*  *Sample text features: back cover copy, titles, subtitles*  *Sample “obvious and less obvious details”: How can change be negative, positive, or both?*  *Sample basic visual, oral and written sources: simple photographs, labeled diagrams, simple charts and maps* | **Generally** able to: - Choose from simple sets of related fictional and non-fictional (factual) options the most relevant and dependable source of information for various questions. *Example of simple sets of fictional and non-fictional (factual) options: old newspaper, encyclopedia and a children’s story* - Use simple visual and print reading strategies, and an understanding of simple text features, to identify a number of obvious and less obvious details. Locate the main idea when directly stated in basic visual, oral and written sources. *Sample visual and print reading strategies: make and confirm predictions based on evidence from the text, summarize ideas during reading*  *Sample text features: back cover copy, titles, subtitles*  *Sample “obvious and less obvious details”: How can change be negative, positive, or both?*  *Sample basic visual, oral and written sources: simple photographs, labeled diagrams, simple charts and maps* | **At times**, with support, able to: - Choose from simple sets of related fictional and non-fictional (factual) options the most relevant and dependable source of information for various questions. *Example of simple sets of fictional and non-fictional (factual) options: old newspaper, encyclopedia and a children’s story* - Use simple visual and print reading strategies, and an understanding of simple text features, to identify a number of obvious and less obvious details. Locate the main idea when directly stated in basic visual, oral and written sources. *Sample visual and print reading strategies: make and confirm predictions based on evidence from the text, summarize ideas during reading*  *Sample text features: back cover copy, titles, subtitles*  *Sample “obvious and less obvious details”: How can change be negative, positive, or both?*  *Sample basic visual, oral and written sources: simple photographs, labeled diagrams, simple charts and maps* | **Rarely** able, with support, (or not able) to: - Choose from simple sets of related fictional and non-fictional (factual) options the most relevant and dependable source of information for various questions. *Example of simple sets of fictional and non-fictional (factual) options: old newspaper, encyclopedia and a children’s story* - Use simple visual and print reading strategies, and an understanding of simple text features, to identify a number of obvious and less obvious details. Locate the main idea when directly stated in basic visual, oral and written sources. *Sample visual and print reading strategies: make and confirm predictions based on evidence from the text, summarize ideas during reading*  *Sample text features: back cover copy, titles, subtitles*  *Sample “obvious and less obvious details”: How can change be negative, positive, or both?*  *Sample basic visual, oral and written sources: simple photographs, labeled diagrams, simple charts and maps* |
|  |  |  |  |  |  |
| **Inquiry/Skills (continued)**  **Drawing conclusions**  **Inquiry/Skills (continued)**  **Drawing conclusions (continued)** | | **EXCEEDING** | **MEETING** | **APPROACHING** | **WORKING BELOW** |
| **Frequently** able to:  -Paraphrase a few pieces of information, offer interpretations, and identify simple comparative, causal and chronological relationships from material found in basic oral, print and visual sources.  *Sample simple comparative relationship: Uncover how challenges faced by explorers today are similar and different than those of past explorers.*  *Sample simple causal relationship: What are the causes of differences in two oral accounts of the same event?*  *Sample basic oral, print and visual sources: oral accounts, basic data, historical photographs*  - 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. | **Generally** able to:  -Paraphrase a few pieces of information, offer interpretations, and identify simple comparative, causal and chronological relationships from material found in basic oral, print and visual sources.  *Sample simple comparative relationship: Uncover how challenges faced by explorers today are similar and different than those of past explorers.*  *Sample simple causal relationship: What are the causes of differences in two oral accounts of the same event?*  *Sample basic oral, print and visual sources: oral accounts, basic data, historical photographs*  - 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. | **At times**, with support, able to:  -Paraphrase a few pieces of information, offer interpretations, and identify simple comparative, causal and chronological relationships from material found in basic oral, print and visual sources.  *Sample simple comparative relationship: Uncover how challenges faced by explorers today are similar and different than those of past explorers.*  *Sample simple causal relationship: What are the causes of differences in two oral accounts of the same event?*  *Sample basic oral, print and visual sources: oral accounts, basic data, historical photographs*  - 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. | **Rarely** able, with support, (or not able) to:  -Paraphrase a few pieces of information, offer interpretations, and identify simple comparative, causal and chronological relationships from material found in basic oral, print and visual sources.  *Sample simple comparative relationship: Uncover how challenges faced by explorers today are similar and different than those of past explorers.*  *Sample simple causal relationship: What are the causes of differences in two oral accounts of the same event?*  *Sample basic oral, print and visual sources: oral accounts, basic data, historical photographs*  - 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. |

*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. The Social Studies Gr 4 Report Card Rubric does not include a sub-section of Inquiry/Skills labeled “Taking Action.” Social Studies curricula that include a specific outcome requiring students to apply* related knowledge and skills in a way to demonstrate age-appropriate action as an active citizen include this sub-section.