**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.*

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| **Knowledge***For an explanation of key concepts and related ideas please see the Grade 3 Social Studies Curriculum “My Province” (e.g., “Citizenship” encompasses important citizenship education concepts i.e., governments in NB, rights and responsibilities of citizens, and citizen participation in public decision making.)* | **EXCEEDING** | **MEETING** | **APPROACHING** | **WORKING BELOW** |
| **Frequently** able to demonstrate insightful understanding of **key concepts**: Place; Peoples; Citizenship. | **Generally** able to demonstrate general understanding of **key concepts**: Place; Peoples; Citizenship. | **At times**, with support, able to demonstrate emergent understanding of **key concepts**: Place; Peoples; Citizenship. | **Rarely** able, with support, (or not able) to demonstrate emergent understanding of **key concepts**: Place; Peoples; Citizenship. |
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| **Inquiry/Skills****Research/asking questions** | **EXCEEDING** | **MEETING** | **APPROACHING** | **WORKING BELOW** |
| **Frequently** able to:-Generate and ask more complex versions of 5W questions to gain information, and verify understanding from sources that extend beyond home and school i.e. community. | **Generally** able to:- Generate and ask more complex versions of 5W questions to gain information, and verify understanding from sources that extend beyond home and school i.e. community. | **At times**, with support, able to:- Generate and ask more complex versions of 5W questions to gain information, and verify understanding from sources that extend beyond home and school i.e. community. | **Rarely** able, with support, (or not able) to:- Generate and ask more complex versions of 5W questions to gain information, and verify understanding from sources that extend beyond home and school i.e. community. |
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| **Inquiry/Skills (continued)****Evaluating sources****Inquiry/Skills (continued)****Evaluating sources (continued)** | **EXCEEDING** | **MEETING** | **APPROACHING** | **WORKING BELOW** |
| **Frequently** able to:- Choose from simple sets of relevant options the most useful visual, textual or human source of information to answer various questions.*Example of simple sets of relevant options: A dictionary, a deep-sea fisherman and an article in a children’s magazine about whales*- Use very simple visual and print reading strategies, and an understanding of very simple text features, to identify a number of obvious and less obvious details in simple visual, oral and written sources.*Sample visual and print reading strategies: activate prior knowledge through brainstorming, ask questions to clarify understanding, use visualization to clarify details**Sample text features: table of contents, charts and chart titles, graphs, diagrams, hyperlinks, a menu**Sample simple visual, oral and written sources: pictures accompanied by text, short oral presentations, basic maps**Sample “obvious and less obvious details”: what aspects of life, in different parts of the province, seem most similar or most different to mine (e.g., as portrayed in photographs of where people live and work in our province)* | **Generally** able to:- Choose from simple sets of relevant options the most useful visual, textual or human source of information to answer various questions.*Example of simple sets of relevant options: A dictionary, a deep-sea fisherman and an article in a children’s magazine about whales*- Use very simple visual and print reading strategies, and an understanding of very simple text features, to identify a number of obvious and less obvious details in simple visual, oral and written sources.*Sample visual and print reading strategies: activate prior knowledge through brainstorming, ask questions to clarify understanding, use visualization to clarify details**Sample text features: table of contents, charts and chart titles, graphs, diagrams, hyperlinks, a menu**Sample simple visual, oral and written sources: pictures accompanied by text, short oral presentations, basic maps**Sample “obvious and less obvious details”: what aspects of life, in different parts of the province, seem most similar or most different to mine (e.g., as portrayed in photographs of where people live and work in our province)* | **At times**, with support, able to:- Choose from simple sets of relevant options the most useful visual, textual or human source of information to answer various questions.*Example of simple sets of relevant options: A dictionary, a deep-sea fisherman and an article in a children’s magazine about whales*- Use very simple visual and print reading strategies, and an understanding of very simple text features, to identify a number of obvious and less obvious details in simple visual, oral and written sources.*Sample visual and print reading strategies: activate prior knowledge through brainstorming, ask questions to clarify understanding, use visualization to clarify details**Sample text features: table of contents, charts and chart titles, graphs, diagrams, hyperlinks, a menu**Sample simple visual, oral and written sources: pictures accompanied by text, short oral presentations, basic maps**Sample “obvious and less obvious details”: what aspects of life, in different parts of the province, seem most similar or most different to mine (e.g., as portrayed in photographs of where people live and work in our province)* | **Rarely** able, with support, (or not able) to:- Choose from simple sets of relevant options the most useful visual, textual or human source of information to answer various questions.*Example of simple sets of relevant options: A dictionary, a deep-sea fisherman and an article in a children’s magazine about whales*- Use very simple visual and print reading strategies, and an understanding of very simple text features, to identify a number of obvious and less obvious details in simple visual, oral and written sources.*Sample visual and print reading strategies: activate prior knowledge through brainstorming, ask questions to clarify understanding, use visualization to clarify details**Sample text features: table of contents, charts and chart titles, graphs, diagrams, hyperlinks, a menu**Sample simple visual, oral and written sources: pictures accompanied by text, short oral presentations, basic maps**Sample “obvious and less obvious details”: what aspects of life, in different parts of the province, seem most similar or most different to mine (e.g., as portrayed in photographs of where people live and work in our province)* |
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| **Inquiry/Skills (continued)****Drawing conclusions****Inquiry/Skills (continued)****Drawing conclusions (continued)** | **EXCEEDING** | **MEETING** | **APPROACHING** | **WORKING BELOW** |
| **Frequently** able to:-Restate a few pieces of information or offer one or more simple interpretations based on direct clues gathered from a range of familiar print, visual and oral sources.*Sample simple interpretation: using necessary map elements (title, legend, cardinal directions, symbols) to identify purpose of a map**Sample familiar print, visual or oral source: cartoon, advertisement, calendar, pictures, instructions*- Identify two or more possible options when presented with a basic issue or decision opportunity. Identify the merits of each option in light of provided criteria and choose a best option, offering plausible reasons for the choice. | **Generally** able to:-Restate a few pieces of information or offer one or more simple interpretations based on direct clues gathered from a range of familiar print, visual and oral sources.*Sample simple interpretation: using necessary map elements (title, legend, cardinal directions, symbols) to identify purpose of a map**Sample familiar print, visual or oral source: cartoon, advertisement, calendar, pictures, instructions*- Identify two or more possible options when presented with a basic issue or decision opportunity. Identify the merits of each option in light of provided criteria and choose a best option, offering plausible reasons for the choice. | **At times**, with support, able to:-Restate a few pieces of information or offer one or more simple interpretations based on direct clues gathered from a range of familiar print, visual and oral sources.*Sample simple interpretation: using necessary map elements (title, legend, cardinal directions, symbols) to identify purpose of a map**Sample familiar print, visual or oral source: cartoon, advertisement, calendar, pictures, instructions*- Identify two or more possible options when presented with a basic issue or decision opportunity. Identify the merits of each option in light of provided criteria and choose a best option, offering plausible reasons for the choice. | **Rarely** able, with support, (or not able) to:-Restate a few pieces of information or offer one or more simple interpretations based on direct clues gathered from a range of familiar print, visual and oral sources.*Sample simple interpretation: using necessary map elements (title, legend, cardinal directions, symbols) to identify purpose of a map**Sample familiar print, visual or oral source: cartoon, advertisement, calendar, pictures, instructions*- Identify two or more possible options when presented with a basic issue or decision opportunity. Identify the merits of each option in light of provided criteria and choose a best option, offering plausible reasons for the choice. |
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| **Inquiry/Skills (continued)****Taking Action***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.* *Grade 3 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 promote positive interactions among people.* | **EXCEEDING** | **MEETING** | **APPROACHING** | **WORKING BELOW** |
| Applies related knowledge and skills in an **insightful** way to demonstrate age-appropriate action as an active citizen. | Applies related knowledge and skills in a **proficient** way to demonstrate age-appropriate action as an active citizen. | Applies (with support) related knowledge and skills in a **superficial** way to demonstrate age-appropriate action as an active citizen. | **Unable** to apply (with support) related knowledge and skills to demonstrate age-appropriate action as an active citizen. |