**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 5 Social Studies Curriculum.* ***It is important to note that English Prime students cover a reduced number of outcomes given their engagement in the Intensive French program*** *(see “DRAFT Compacted Curricula: Grade 5” on the NBED Portal).* | **EXCEEDING** | **MEETING** | **APPROACHING** | **WORKING BELOW** |
| **Frequently** able to demonstrate insightful understanding of **key concepts** related to past societies: Understanding the past; Decision-Making; Interactions. | **Generally** able to demonstrate general understanding of **key concepts** related to past societies: Understanding the past; Decision-Making; Interactions. | **At times**, with support, able to demonstrate emergent understanding of **key concepts** related to past societies: Understanding the past; Decision-Making; Interactions. | **Rarely** able, with support, (or not able) to demonstrate emergent understanding of **key concepts** related to past societies: Understanding the past; Decision-Making; Interactions. |
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| **Inquiry/Skills****Research/asking questions** | **EXCEEDING** | **MEETING** | **APPROACHING** | **WORKING BELOW** |
| **Frequently** able to:-Formulate and revise questions for different information gathering purposes including development of main questions and a few sub-questions to guide basic library and internet research.*Sample purposes for gathering research: clarification, comparison, determining cause or consequence* | **Generally** able to:-Formulate and revise questions for different information gathering purposes including development of main questions and a few sub-questions to guide basic library and internet research.*Sample purposes for gathering research: clarification, comparison, determining cause or consequence* | **At times**, with support, able to:-Formulate and revise questions for different information gathering purposes including development of main questions and a few sub-questions to guide basic library and internet research.*Sample purposes for gathering research: clarification, comparison, determining cause or consequence* | **Rarely** able, with support, (or not able) to:-Formulate and revise questions for different information gathering purposes including development of main questions and a few sub-questions to guide basic library and internet research.*Sample purposes for gathering research: clarification, comparison, determining cause or consequence* |
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| **Inquiry/Skills (continued)****Evaluating sources****Inquiry/Skills (continued)****Evaluating sources (continued)** | **EXCEEDING** | **MEETING** | **APPROACHING** | **WORKING BELOW** |
| **Frequently** able to:- Use very simple onsite and online search strategies on easily accessible topics to locate and reference several sources of information using a simple citation; choosing the more relevant sources.*Sample very simple onsite and online search strategies: book cover, key word search*- Use simple visual and print reading strategies, and simple textual aids to locate main ideas and various supporting details. Identify obvious conclusions in a range of basic sources, including graphic representations, digital and print reference texts and oral reports. *Sample visual and print reading strategies: reread to confirm or clarify meaning, make predictions based on reasoning and related reading**Sample text features: indexes, maps, charts, lists, photographs, menus**Sample very simple clues: headings, key words, visual organization**Sample basic visual, oral and written sources: photographs, non-fiction books, oral presentations, basic maps and websites* | **Generally** able to:- Use very simple onsite and online search strategies on easily accessible topics to locate and reference several sources of information using a simple citation; choosing the more relevant sources.- Use simple visual and print reading strategies, and simple textual aids to locate main ideas and various supporting details. Identify obvious conclusions in a range of basic sources, including graphic representations, digital and print reference texts and oral reports.  | **At times**, with support, able to:- Use very simple onsite and online search strategies on easily accessible topics to locate and reference several sources of information using a simple citation; choosing the more relevant sources.- Use simple visual and print reading strategies, and simple textual aids to locate main ideas and various supporting details. Identify obvious conclusions in a range of basic sources, including graphic representations, digital and print reference texts and oral reports.  | **Rarely** able, with support, (or not able) to:- Use very simple onsite and online search strategies on easily accessible topics to locate and reference several sources of information using a simple citation; choosing the more relevant sources.- Use simple visual and print reading strategies, and simple textual aids to locate main ideas and various supporting details. Identify obvious conclusions in a range of basic sources, including graphic representations, digital and print reference texts and oral reports.  |
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| **Inquiry/Skills (continued)****Drawing conclusions****Inquiry/Skills (continued)****Drawing conclusions (continued)** | **EXCEEDING** | **MEETING** | **APPROACHING** | **WORKING BELOW** |
| **Frequently** able to:-Concisely paraphrase a body of information, offer interpretations, and identify simple comparative, casual and chronological relationships from material found in basic oral, print, and visual sources. *Sample simple comparative relationship: How is social structure different now compared to medieval times?**Sample simple causal relationship: How did environment impact ancient society?**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 and for not choosing the other options. | **Generally** able to:-Concisely paraphrase a body of information, offer interpretations, and identify simple comparative, casual and chronological relationships from material found in basic oral, print, and visual sources. *Sample simple comparative relationship: How is social structure different now compared to medieval times?**Sample simple causal relationship: How did environment impact ancient society?**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 and for not choosing the other options. | **At times**, with support, able to:-Concisely paraphrase a body of information, offer interpretations, and identify simple comparative, casual and chronological relationships from material found in basic oral, print, and visual sources. *Sample simple comparative relationship: How is social structure different now compared to medieval times?**Sample simple causal relationship: How did environment impact ancient society?**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 and for not choosing the other options. | **Rarely** able, with support, (or not able) to:-Concisely paraphrase a body of information, offer interpretations, and identify simple comparative, casual and chronological relationships from material found in basic oral, print, and visual sources. *Sample simple comparative relationship: How is social structure different now compared to medieval times?**Sample simple causal relationship: How did environment impact ancient society?**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 and for not choosing the other options. |

*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 5 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.