**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 6 Social Studies Curriculum.* | **EXCEEDING** | **MEETING** | **APPROACHING** | **WORKING BELOW** |
| **Frequently** able to demonstrate insightful understanding of **key concepts** related to World Cultures: Culture; Environment and Culture; Elements of Culture; Expressions of Culture; World Issues; Canada as a Multicultural Mosaic.  | **Generally** able to demonstrate general understanding of **key concepts** related to World Cultures: Culture; Environment and Culture; Elements of Culture; Expressions of Culture; World Issues; Canada as a Multicultural Mosaic.  | **At times**, with support, able to demonstrate emergent understanding of **key concepts** related to World Cultures: Culture; Environment and Culture; Elements of Culture; Expressions of Culture; World Issues; Canada as a Multicultural Mosaic.  | **Rarely** able, with support, (or not able) to demonstrate emergent understanding of **key concepts** related to World Cultures: Culture; Environment and Culture; Elements of Culture; Expressions of Culture; World Issues; Canada as a Multicultural Mosaic.  |
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| **Inquiry/Skills****Research/asking questions** | **EXCEEDING** | **MEETING** | **APPROACHING** | **WORKING BELOW** |
| **Frequently** able to:-Formulate and revise questions to gather various kinds of information and respectfully challenge ideas, including development of main questions and a few sub-questions to guide basic primary and secondary research.*Sample primary research: interviews, questionnaires, surveys, field studies**Sample secondary research: library and internet searches* | **Generally** able to:-Formulate and revise questions to gather various kinds of information and respectfully challenge ideas, including development of main questions and a few sub-questions to guide basic primary and secondary research.*Sample primary research: interviews, questionnaires, surveys, field studies**Sample secondary research: library and internet searches* | **At times**, with support, able to:-Formulate and revise questions to gather various kinds of information and respectfully challenge ideas, including development of main questions and a few sub-questions to guide basic primary and secondary research.*Sample primary research: interviews, questionnaires, surveys, field studies**Sample secondary research: library and internet searches* | **Rarely** able, with support, (or not able) to:-Formulate and revise questions to gather various kinds of information and respectfully challenge ideas, including development of main questions and a few sub-questions to guide basic primary and secondary research.*Sample primary research: interviews, questionnaires, surveys, field studies**Sample secondary research: library and internet searches* |
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| **Inquiry/Skills (continued)****Evaluating sources****Inquiry/Skills (continued)****Evaluating sources (continued)** | **EXCEEDING** | **MEETING** | **APPROACHING** | **WORKING BELOW** |
| **Frequently** able to:- Use basic 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 basic onsite and online search strategies: using simple search parameters*- Use simple visual and print reading strategies, and simple textual aids, to recognize main ideas. Identify various supporting details, draw obvious inferences, in a range of basic sources, including graphic representations, digital and print reference texts and oral reports.*Sample simple visual and print reading strategies: make predictions based on knowledge of similar types of sources, reread or read on to confirm or clarify meaning**Sample text features: indexes, headings/subheadings, captions, labels, drop-down menus**Sample obvious inferences: What can we infer about what an author or publisher considers significant by examining what is included and not included in our textbook?* *Sample graphic representations: line graphs, timelines, various map projections (Mercator, Peters etc.)**Sample digital and print reference texts: encyclopedia’s; atlases; almanacs and yearbooks; telephone books* | **Generally** able to:- Use basic 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 basic onsite and online search strategies: using simple search parameters*- Use simple visual and print reading strategies, and simple textual aids, to recognize main ideas. Identify various supporting details, draw obvious inferences, in a range of basic sources, including graphic representations, digital and print reference texts and oral reports.*Sample simple visual and print reading strategies: make predictions based on knowledge of similar types of sources, reread or read on to confirm or clarify meaning**Sample text features: indexes, headings/subheadings, captions, labels, drop-down menus**Sample obvious inferences: What can we infer about what an author or publisher considers significant by examining what is included and not included in our textbook?* *Sample graphic representations: line graphs, timelines, various map projections (Mercator, Peters etc.)**Sample digital and print reference texts: encyclopedia’s; atlases; almanacs and yearbooks; telephone books* | **At times**, with support, able to:- Use basic 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 basic onsite and online search strategies: using simple search parameters*- Use simple visual and print reading strategies, and simple textual aids, to recognize main ideas. Identify various supporting details, draw obvious inferences, in a range of basic sources, including graphic representations, digital and print reference texts and oral reports.*Sample simple visual and print reading strategies: make predictions based on knowledge of similar types of sources, reread or read on to confirm or clarify meaning**Sample text features: indexes, headings/subheadings, captions, labels, drop-down menus**Sample obvious inferences: What can we infer about what an author or publisher considers significant by examining what is included and not included in our textbook?* *Sample graphic representations: line graphs, timelines, various map projections (Mercator, Peters etc.)**Sample digital and print reference texts: encyclopedia’s; atlases; almanacs and yearbooks; telephone books* | **Rarely** able, with support, (or not able) to:- Use basic 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 basic onsite and online search strategies: using simple search parameters*- Use simple visual and print reading strategies, and simple textual aids, to recognize main ideas. Identify various supporting details, draw obvious inferences, in a range of basic sources, including graphic representations, digital and print reference texts and oral reports.*Sample simple visual and print reading strategies: make predictions based on knowledge of similar types of sources, reread or read on to confirm or clarify meaning**Sample text features: indexes, headings/subheadings, captions, labels, drop-down menus**Sample obvious inferences: What can we infer about what an author or publisher considers significant by examining what is included and not included in our textbook?* *Sample graphic representations: line graphs, timelines, various map projections (Mercator, Peters etc.)**Sample digital and print reference texts: encyclopedia’s; atlases; almanacs and yearbooks; telephone books* |
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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 plausible interpretations, recognizing the obvious perspectives represented. Identify basic comparative, causal and chronological relationships.*Sample basic comparative relationship: How are expressions of culture in other countries substantially different from those in Canada?*- When considering an issue or decision opportunity with multiple feasible options, explore in an open-minded way the options and supporting reasons. Rate the main options in light of agreed upon criteria and choose a best option, supported with several plausible reasons. | **Generally** able to:-Concisely paraphrase a body of information, offer plausible interpretations, recognizing the obvious perspectives represented. Identify basic comparative, causal and chronological relationships.*Sample basic comparative relationship: How are expressions of culture in other countries substantially different from those in Canada?*- When considering an issue or decision opportunity with multiple feasible options, explore in an open-minded way the options and supporting reasons. Rate the main options in light of agreed upon criteria and choose a best option, supported with several plausible reasons. | **At times**, with support, able to:-Concisely paraphrase a body of information, offer plausible interpretations, recognizing the obvious perspectives represented. Identify basic comparative, causal and chronological relationships.*Sample basic comparative relationship: How are expressions of culture in other countries substantially different from those in Canada?*- When considering an issue or decision opportunity with multiple feasible options, explore in an open-minded way the options and supporting reasons. Rate the main options in light of agreed upon criteria and choose a best option, supported with several plausible reasons. | **Rarely** able, with support, (or not able) to:-Concisely paraphrase a body of information, offer plausible interpretations, recognizing the obvious perspectives represented. Identify basic comparative, causal and chronological relationships.*Sample basic comparative relationship: How are expressions of culture in other countries substantially different from those in Canada?*- When considering an issue or decision opportunity with multiple feasible options, explore in an open-minded way the options and supporting reasons. Rate the main options in light of agreed upon criteria and choose a best option, supported with several plausible reasons. |
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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 6 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 demonstrate an understanding of responsibilities of global citizens.*  | **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. |