**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 7 Social Studies Curriculum.* | **EXCEEDING** | **MEETING** | **APPROACHING** | **WORKING BELOW** |
| **Frequently** able to demonstrate insightful understanding of **key concepts** related to Empowerment: Economic; Political; Cultural; Societal and National (Empowerment).  | **Generally** able to demonstrate general understanding of **key concepts** related to Empowerment: Economic; Political; Cultural; Societal and National (Empowerment).  | **At times**, with support, able to demonstrate emergent understanding of **key concepts** related to Empowerment: Economic; Political; Cultural; Societal and National (Empowerment).  | **Rarely** able, with support, (or not able) to demonstrate emergent understanding of **key concepts** related to Empowerment: Economic; Political; Cultural; Societal and National (Empowerment).  |
|  |  |  |  |  |
| **Inquiry/Skills****Research/asking questions** | **EXCEEDING** | **MEETING** | **APPROACHING** | **WORKING BELOW** |
| **Frequently** able to:-Formulate effective questions to gather needed information and respectfully challenge ideas, including development of questions and sub-questions to guide basic primary and secondary research.*Criteria for effective questions: relevant, focused, important, powerful, feasible given available resources**Sample primary research: interviews, questionnaires, surveys, field studies**Sample secondary research: library and internet searches* | **Generally** able to:-Formulate effective questions to gather needed information and respectfully challenge ideas, including development of questions and sub-questions to guide basic primary and secondary research.*Criteria for effective questions: relevant, focused, important, powerful, feasible given available resources**Sample primary research: interviews, questionnaires, surveys, field studies**Sample secondary research: library and internet searches* | **At times**, with support, able to:-Formulate effective questions to gather needed information and respectfully challenge ideas, including development of questions and sub-questions to guide basic primary and secondary research.*Criteria for effective questions: relevant, focused, important, powerful, feasible given available resources**Sample primary research: interviews, questionnaires, surveys, field studies**Sample secondary research: library and internet searches* | **Rarely** able, with support, (or not able) to:-Formulate effective questions to gather needed information and respectfully challenge ideas, including development of questions and sub-questions to guide basic primary and secondary research.*Criteria for effective questions: relevant, focused, important, powerful, feasible given available resources**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)****Inquiry/Skills (continued)****Evaluating sources (continued)** | **EXCEEDING** | **MEETING** | **APPROACHING** | **WORKING BELOW** |
| **Frequently** able to:- Use various textual and reference aids, including appropriate digital technologies, to locate, reference using a simple citation several sources of information; choosing the more relevant sources.*Sample textual and reference aids, including appropriate digital technologies: bibliographies, index, multiple search engines*- Use simple visual and print reading strategies, and basic textual aids, to locate main ideas and various supporting details and identify obvious conclusions in a wide range of basic sources, including graphic representations, digital and print resources and documents, oral reports, and simple multimedia presentations.*Sample simple visual and print reading strategies: activate prior knowledge through dialogue and discussion, ask questions to monitor understanding; summarize sections during reading,* *Sample text features: task bar, hyperlinks, margin notes, “Works Cited” or “References” lists**Sample obvious inferences: What can we infer about the purpose of this text, photograph or map by examining its key features?**Sample graphic representations: topographic and thematic maps**Sample digital and print resources and documents: local newspapers, Internet resources**Sample simple multimedia presentations: videos clips, computer-assisted presentations* | **Generally** able to:- Use various textual and reference aids, including appropriate digital technologies, to locate, reference using a simple citation several sources of information; choosing the more relevant sources.*Sample textual and reference aids, including appropriate digital technologies: bibliographies, index, multiple search engines*- Use simple visual and print reading strategies, and basic textual aids, to locate main ideas and various supporting details and identify obvious conclusions in a wide range of basic sources, including graphic representations, digital and print resources and documents, oral reports, and simple multimedia presentations.*Sample simple visual and print reading strategies: activate prior knowledge through dialogue and discussion, ask questions to monitor understanding; summarize sections during reading,* *Sample text features: task bar, hyperlinks, margin notes, “Works Cited” or “References” lists**Sample obvious inferences: What can we infer about the purpose of this text, photograph or map by examining its key features?**Sample graphic representations: topographic and thematic maps**Sample digital and print resources and documents: local newspapers, Internet resources**Sample simple multimedia presentations: videos clips, computer-assisted presentations* | **At times**, with support, able to:- Use various textual and reference aids, including appropriate digital technologies, to locate, reference using a simple citation several sources of information; 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| **Inquiry/Skills (continued)****Drawing conclusions** | **EXCEEDING** | **MEETING** | **APPROACHING** | **WORKING BELOW** |
| **Frequently** able to:- Concisely paraphrase a body of information, evaluate the significance or importance of key details or events, and offer plausible interpretations, recognizing the obvious perspectives represented. Explain basic comparative, causal and chronological relationships.*Sample considerations related to significance: How widespread was the impact? Were many people or geographical areas affected? Did it reach across various aspects of life?*- 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 offer a reasoned position that fairly acknowledges the competing claims and is supported with several plausible reasons and simple counter arguments.  | **Generally** able to:- Concisely paraphrase a body of information, evaluate the significance or importance of key details or events, and offer plausible interpretations, recognizing the obvious perspectives represented. Explain basic comparative, causal and chronological relationships.*Sample considerations related to significance: How widespread was the impact? Were many people or geographical areas affected? Did it reach across various aspects of life?*- 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 offer a reasoned position that fairly acknowledges the competing claims and is supported with several plausible reasons and simple counter arguments.  | **At times**, with support, able to:- Concisely paraphrase a body of information, evaluate the significance or importance of key details or events, and offer plausible interpretations, recognizing the obvious perspectives represented. Explain basic comparative, causal and chronological relationships.*Sample considerations related to significance: How widespread was the impact? Were many people or geographical areas affected? Did it reach across various aspects of life?*- 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 offer a reasoned position that fairly acknowledges the competing claims and is supported with several plausible reasons and simple counter arguments.  | **Rarely** able, with support, (or not able) to:- Concisely paraphrase a body of information, evaluate the significance or importance of key details or events, and offer plausible interpretations, recognizing the obvious perspectives represented. Explain basic comparative, causal and chronological relationships.*Sample considerations related to significance: How widespread was the impact? Were many people or geographical areas affected? Did it reach across various aspects of life?*- 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 offer a reasoned position that fairly acknowledges the competing claims and is supported with several plausible reasons and simple counter arguments.  |

*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 7 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.