**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 8 Social Studies Curriculum.* | | **EXCEEDING** | **MEETING** | **APPROACHING** | **WORKING BELOW** |
| **Frequently** able to demonstrate insightful understanding of **key concepts** related to Atlantic Canada in the Global Community: Physical Setting; Culture; Economics; Technology; Interdependence. | **Generally** able to demonstrate general understanding of **key concepts** related to Atlantic Canada in the Global Community: Physical Setting; Culture; Economics; Technology; Interdependence. | **At times**, with support, able to demonstrate emergent understanding of **key concepts** related to Atlantic Canada in the Global Community: Physical Setting; Culture; Economics; Technology; Interdependence. | **Rarely** able, with support, (or not able) to demonstrate emergent understanding of **key concepts** related to Atlantic Canada in the Global Community: Physical Setting; Culture; Economics; Technology; Interdependence. |
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| **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 and editing of guiding questions and sub-questions at various stages of formal primary and secondary research.  *Criteria for effective questions: relevant, focused, important, powerful, feasible given available resources*  *Sample stages of formal primary and secondary research: initial brainstorming, initial refinement of research question, after preliminary secondary research; after more focused secondary research, after preliminary primary research, after the completion of research and reporting to suggest further areas to be researched* | **Generally** able to:  -Formulate effective questions to gather needed information and respectfully challenge ideas, including development and editing of guiding questions and sub-questions at various stages of formal primary and secondary research.  *Criteria for effective questions: relevant, focused, important, powerful, feasible given available resources*  *Sample stages of formal primary and secondary research: initial brainstorming, initial refinement of research question, after preliminary secondary research; after more focused secondary research, after preliminary primary research, after the completion of research and reporting to suggest further areas to be researched* | **At times**, with support, able to:  -Formulate effective questions to gather needed information and respectfully challenge ideas, including development and editing of guiding questions and sub-questions at various stages of formal primary and secondary research.  *Criteria for effective questions: relevant, focused, important, powerful, feasible given available resources*  *Sample stages of formal primary and secondary research: initial brainstorming, initial refinement of research question, after preliminary secondary research; after more focused secondary research, after preliminary primary research, after the completion of research and reporting to suggest further areas to be researched* | **Rarely** able, with support, (or not able) to:  -Formulate effective questions to gather needed information and respectfully challenge ideas, including development and editing of guiding questions and sub-questions at various stages of formal primary and secondary research.  *Criteria for effective questions: relevant, focused, important, powerful, feasible given available resources*  *Sample stages of formal primary and secondary research: initial brainstorming, initial refinement of research question, after preliminary secondary research; after more focused secondary research, after preliminary primary research, after the completion of research and reporting to suggest further areas to be researched* |
| **Inquiry/Skills (continued)**  **Evaluating sources**  **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 efficiently locate, properly reference, and select multiple sources that are relevant and credible.  *Sample textual and reference aids, including appropriate digital technologies: bibliographies, index, multiple search engines*  - Use a range of visual and print reading strategies including understanding of basic text structures to locate main ideas and various supporting details and identify obvious conclusions in a range of complex graphic representations, digital and print resources and documents, oral and multimedia presentations and statistical tables.  *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: graphic organizers, tables, endnotes, “Works Cited” or “References” lists*  *Sample basic text structures: paragraph organization, sentence types*  *Sample obvious inferences: What can we infer about the speaker, author or artist’s message?*  *Sample complex graphic representations: historic maps, political cartoons*  *Sample digital and print resources and documents: government publications, primary historical documents*  *Sample multimedia presentations: digital video; social media, short documentaries*  *Sample statistical table: simple survey results* | **Generally** able to:  - Use various textual and reference aids, including appropriate digital technologies, to efficiently locate, properly reference, and select multiple sources that are relevant and credible.  *Sample textual and reference aids, including appropriate digital technologies: bibliographies, index, multiple search engines*  - Use a range of visual and print reading strategies including understanding of basic text structures to locate main ideas and various supporting details and identify obvious conclusions in a range of complex graphic representations, digital and print resources and documents, oral and multimedia presentations and statistical tables.  *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: graphic organizers, tables, endnotes, “Works Cited” or “References” lists*  *Sample basic text structures: paragraph organization, sentence types*  *Sample obvious inferences: What can we infer about the speaker, author or artist’s message?*  *Sample complex graphic representations: historic maps, political cartoons*  *Sample digital and print resources and documents: government publications, primary historical documents*  *Sample multimedia presentations: digital video; social media, short documentaries*  *Sample statistical table: simple survey results* | **At times**, with support, able to:  - Use various textual and reference aids, including appropriate digital technologies, to efficiently locate, properly reference, and select multiple sources that are relevant and credible.  *Sample textual and reference aids, including appropriate digital technologies: bibliographies, index, multiple search engines*  - Use a range of visual and print reading strategies including understanding of basic text structures to locate main ideas and various supporting details and identify obvious conclusions in a range of complex graphic representations, digital and print resources and documents, oral and multimedia presentations and statistical tables.  *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: graphic organizers, tables, endnotes, “Works Cited” or “References” lists*  *Sample basic text structures: paragraph organization, sentence types*  *Sample obvious inferences: What can we infer about the speaker, author or artist’s message?*  *Sample complex graphic representations: historic maps, political cartoons*  *Sample digital and print resources and documents: government publications, primary historical documents*  *Sample multimedia presentations: digital video; social media, short documentaries*  *Sample statistical table: simple survey results* | **Rarely** able, with support, (or not able) to:  - Use various textual and reference aids, including appropriate digital technologies, to efficiently locate, properly reference, and select multiple sources that are relevant and credible.  *Sample textual and reference aids, including appropriate digital technologies: bibliographies, index, multiple search engines*  - Use a range of visual and print reading strategies including understanding of basic text structures to locate main ideas and various supporting details and identify obvious conclusions in a range of complex graphic representations, digital and print resources and documents, oral and multimedia presentations and statistical tables.  *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: graphic organizers, tables, endnotes, “Works Cited” or “References” lists*  *Sample basic text structures: paragraph organization, sentence types*  *Sample obvious inferences: What can we infer about the speaker, author or artist’s message?*  *Sample complex graphic representations: historic maps, political cartoons*  *Sample digital and print resources and documents: government publications, primary historical documents*  *Sample multimedia presentations: digital video; social media, short documentaries*  *Sample statistical table: simple survey results* |
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| **Inquiry/Skills (continued)**  **Drawing conclusions**  **Inquiry/Skills (continued)**  **Drawing conclusions**  **(continued)** | | **EXCEEDING** | **MEETING** | **APPROACHING** | **WORKING BELOW** |
| **Frequently** able to:  - Concisely and effectively paraphrase a body of information, evaluate the significance or importance of various details or events, and offer plausible interpretations, recognizing the perspective and potential bias represented. Explain comparative, causal and chronological relationships.  *Sample considerations related to significance: How deeply felt or profound was the impact? Did it result in dramatic or minor changes?*  - When considering an issue or decision opportunity with multiple feasible options, identify and explore possible options from two or more group’s perspectives. Rate the main options in light of agreed upon criteria and offer a reasoned position that fairly accommodates various groups’ perspectives and is supported with several plausible reasons and simple counter arguments. | **Generally** able to:  - Concisely and effectively paraphrase a body of information, evaluate the significance or importance of various details or events, and offer plausible interpretations, recognizing the perspective and potential bias represented. Explain comparative, causal and chronological relationships.  *Sample considerations related to significance: How deeply felt or profound was the impact? Did it result in dramatic or minor changes?*  - When considering an issue or decision opportunity with multiple feasible options, identify and explore possible options from two or more group’s perspectives. Rate the main options in light of agreed upon criteria and offer a reasoned position that fairly accommodates various groups’ perspectives and is supported with several plausible reasons and simple counter arguments. | **At times**, with support, able to:  - Concisely and effectively paraphrase a body of information, evaluate the significance or importance of various details or events, and offer plausible interpretations, recognizing the perspective and potential bias represented. Explain comparative, causal and chronological relationships.  *Sample considerations related to significance: How deeply felt or profound was the impact? Did it result in dramatic or minor changes?*  - When considering an issue or decision opportunity with multiple feasible options, identify and explore possible options from two or more group’s perspectives. Rate the main options in light of agreed upon criteria and offer a reasoned position that fairly accommodates various groups’ perspectives and is supported with several plausible reasons and simple counter arguments. | **Rarely** able, with support, (or not able) to:  - Concisely and effectively paraphrase a body of information, evaluate the significance or importance of various details or events, and offer plausible interpretations, recognizing the perspective and potential bias represented. Explain comparative, causal and chronological relationships.  *Sample considerations related to significance: How deeply felt or profound was the impact? Did it result in dramatic or minor changes?*  - When considering an issue or decision opportunity with multiple feasible options, identify and explore possible options from two or more group’s perspectives. Rate the main options in light of agreed upon criteria and offer a reasoned position that fairly accommodates various groups’ perspectives 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 8 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.