



Cumulative Skills Chart
Appendix E

Appendix E

| Skills for Active Democratic Citizenship | | Grade 5 | Grade 6 |
|---|---|---|---|
| Code | Students will... | | Students will... |
| S-100 | Collaborate with others to establish and carry out group goals and responsibilities. | 5-S-100 Collaborate with others to establish and carry out group goals and responsibilities. | 6-S-100 Collaborate with others to establish and carry out group goals and responsibilities. |
| S-101 | Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i> | 5-S-101 Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i> | 6-S-101 Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i> |
| S-102 | Make decisions that reflect fairness and equality in their interactions with others. | 5-S-102 Make decisions that reflect fairness and equality in their interactions with others. | 6-S-102 Make decisions that reflect fairness and equality in their interactions with others. |
| S-103 | Make decisions that reflect care, concern, and responsibility for the environment. | 5-S-103 Make decisions that reflect care, concern, and responsibility for the environment. | 6-S-103 Make decisions that reflect care, concern, and responsibility for the environment. |
| S-104 | Negotiate constructively with others to build consensus and solve problems. | 5-S-104 Negotiate constructively with others to build consensus and solve problems. | 6-S-104 Negotiate constructively with others to build consensus and solve problems. |
| S-105 | Recognize bias and discrimination and propose solutions. | 5-S-105 Recognize bias and discrimination and propose solutions. | 6-S-105 Recognize bias and discrimination and propose solutions. |
| S-106 | Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i> | 5-S-106 Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i> | 6-S-106 Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i> |

Appendix E

| Skills for Active Democratic Citizenship | | Grade 7 | Grade 8 |
|---|--|---|------------------|
| Code | Students will... | Students will... | Students will... |
| S-100 | 7-S-100 Collaborate with others to establish and carry out goals and responsibilities. | 8-S-100 Collaborate with others to establish and carry out group goals and responsibilities. | |
| S-101 | 7-S-101 Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i> | 8-S-101 Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i> | |
| S-102 | 7-S-102 Make decisions that reflect fairness and equality in their interactions with others. | 8-S-102 Make decisions that reflect fairness and equality in their interactions with others. | |
| S-103 | 7-S-103 Make decisions that reflect principles of environmental stewardship and sustainability. | 8-S-103 Make decisions that reflect principles of environmental stewardship and sustainability. | |
| S-104 | 7-S-104 Negotiate constructively with others to build consensus and solve problems. | 8-S-104 Negotiate constructively with others to build consensus and solve problems. | |
| S-105 | 7-S-105 Recognize bias and discrimination and propose solutions. <i>Examples: racism, ageism, heterosexism...</i> | 8-S-105 Recognize bias and discrimination and propose solutions. <i>Examples: racism, ageism, heterosexism...</i> | |
| S-106 | 7-S-106 Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i> | 8-S-106 Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i> <i>Comments: Some sacred places may not be known publicly as sacred places.</i> | |

Appendix E

| Skills for Managing Information and Ideas | | Grade 5 | Grade 6 |
|--|--|---|------------------|
| Code | Students will... | Students will... | Students will... |
| S-200 | 5-S-200 Select information from oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i> | 6-S-200 Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i> | |
| S-201 | 5-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i> | 6-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i> | |
| S-202 | 5-S-202 Distinguish between primary and secondary information sources for research. | 6-S-202 Distinguish between primary and secondary information sources for research. | |
| S-203 | 5-S-203 Select and use appropriate tools and technologies to accomplish tasks. | 6-S-203 Select and use appropriate tools and technologies to accomplish tasks. | |
| S-204 | 5-S-204 Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events. | 6-S-204 Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events. | |
| S-205 | 5-S-205 Construct maps that include a title, legend, compass rose, grid, and scale. | 6-S-205 Construct maps that include a title, legend, compass rose, scale, and latitude and longitude. | |
| S-206 | 5-S-206 Interpret maps that include a title, legend, compass rose, grid, and scale. | 6-S-206 Select and interpret various types of maps for specific purposes. | |
| S-207 | 5-S-207 Use latitude and longitude to locate and describe places on maps and globes. | 6-S-207 Use latitude and longitude to locate and describe places on maps and globes. | |
| S-207A | 5-S-207A Use traditional knowledge to read the land. | 6-S-207A Use traditional knowledge to read the land. | |
| S-208 | 5-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies. | 6-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies. | |

Appendix E

| Skills for Managing Information and Ideas | | Grade 7 | Grade 8 |
|--|---|---|---|
| Code | Students will... | Students will... | Students will... |
| S-200 | 7-S-200 Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i> | 8-S-200 Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i> | 8-S-200 Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i> |
| S-201 | 7-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i> | 8-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i> | 8-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i> |
| S-202 | 7-S-202 Interpret primary and secondary information sources for research. | 8-S-202 Interpret primary and secondary information sources for research. | 8-S-202 Interpret primary and secondary information sources for research. |
| S-203 | 7-S-203 Select and use appropriate tools and technologies to accomplish tasks. | 8-S-203 Select and use appropriate tools and technologies to accomplish tasks. | 8-S-203 Select and use appropriate tools and technologies to accomplish tasks. |
| S-204 | 7-S-204 Create maps using a variety of information sources, tools, and technologies. <i>Examples: observation, traditional knowledge, geographic information systems (GIS), Global Positioning Systems (GPS)...</i> | 8-S-204 Create timelines and other visual organizers to sequence and represent historical periods, figures, relationships, or chronological events. | 8-S-204 Create timelines and other visual organizers to sequence and represent historical periods, figures, relationships, or chronological events. |
| S-205 | 7-S-205 Construct maps that include a title, legend, compass rose, scale, and latitude and longitude. | 8-S-205 Construct maps that include a title, legend, compass rose, scale, and latitude and longitude. | 8-S-205 Construct maps that include a title, legend, compass rose, scale, and latitude and longitude. |
| S-206 | 7-S-206 Select and interpret various types of maps for specific purposes. | 8-S-206 Select, use, and interpret various types of maps for specific purposes. <i>Examples: historical maps and atlases...</i> | 8-S-206 Select, use, and interpret various types of maps for specific purposes. <i>Examples: historical maps and atlases...</i> |
| S-207 | 7-S-207 Use latitude and longitude to locate and describe places on maps and globes. | 8-S-207 Use latitude and longitude to locate and describe places on maps and globes. | 8-S-207 Use latitude and longitude to locate and describe places on maps and globes. |
| S-207A | 7-S-207A Use traditional knowledge to read the land. | 8-S-207A Use traditional knowledge to read the land. | 8-S-207A Use traditional knowledge to read the land. |
| S-208 | 7-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies. | 8-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies. | 8-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies. |

Appendix E

| Skills for Critical and Creative Thinking | | Grade 5 | Grade 6 |
|--|--|--|------------------|
| Code | Students will... | Students will... | Students will... |
| S-300 | 5-S-300 Plan topics and goals for historical inquiry and research. | 6-S-300 Plan topics, goals, and methods for historical inquiry and research. | |
| S-301 | 5-S-301 Evaluate the advantages and disadvantages of solutions to a problem. | 6-S-301 Evaluate the advantages and disadvantages of solutions to a problem. | |
| S-302 | 5-S-302 Draw conclusions based on research and evidence. | 6-S-302 Draw conclusions based on research and evidence. | |
| S-303 | 5-S-303 Evaluate personal assumptions based on new information and ideas. | 6-S-303 Evaluate personal assumptions based on new information and ideas. | |
| S-304 | 5-S-304 Distinguish fact from opinion and interpretation. | 6-S-304 Distinguish fact from opinion and interpretation. | |
| S-305 | 5-S-305 Observe and analyze material or visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i> | 6-S-305 Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i> | |
| S-306 | 5-S-306 Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i> | 6-S-306 Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i> | |
| S-307 | 5-S-307 Compare differing accounts of historical events. | 6-S-307 Compare differing accounts of historical events. | |
| S-308 | 5-S-308 Compare diverse perspectives in a variety of information sources. | 6-S-308 Compare diverse perspectives in a variety of information sources. | |
| S-309 | 5-S-309 Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i> | 6-S-309 Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i> | |
| S-310 | 5-S-310 Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged. | 6-S-310 Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged. | |

Appendix E

| Skills for Critical and Creative Thinking | | Grade 7 | Grade 8 |
|--|--|--|------------------|
| | Students will... | Students will... | Students will... |
| S-300 | 7-S-300 Plan topics, goals, and methods for inquiry and research. | 8-S-300 Plan topics, goals, and methods for historical inquiry and research. | |
| S-301 | 7-S-301 Evaluate the advantages and disadvantages of solutions to a problem. | 8-S-301 Consider the context of events, accounts, ideas, and interpretations. | |
| S-302 | 7-S-302 Draw conclusions based on research and evidence. | 8-S-302 Draw conclusions based on research and evidence. | |
| S-303 | 7-S-303 Evaluate personal assumptions based on new information and ideas. | 8-S-303 Evaluate personal assumptions based on new information and ideas. | |
| S-304 | 7-S-304 Distinguish fact from opinion and interpretation. | 8-S-304 Distinguish fact from opinion and interpretation. | |
| S-305 | 7-S-305 Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i> | 8-S-305 Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i> | |
| S-306 | 7-S-306 Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i> | 8-S-306 Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i> | |
| S-307 | 7-S-307 Compare differing viewpoints regarding global issues. | 8-S-307 Compare differing accounts of historical events. | |
| S-308 | 7-S-308 Compare diverse perspectives in the media and other information sources. | 8-S-308 Compare diverse perspectives in the media and other information sources. | |
| S-309 | 7-S-309 Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i> | 8-S-309 Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i> | |
| S-310 | 7-S-310 Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged. | 8-S-310 Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged. | |
| S-311 | 7-S-311 Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources. | 8-S-311 Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources. | |

Appendix E

| Communication Skills | |
|-----------------------------|---|
| Code | Grade 5 |
| | Students will... |
| S-400 | 5-S-400 Listen to others to understand their perspectives. |
| S-401 | 5-S-401 Use language that is respectful of human diversity. |
| S-402 | 5-S-402 Support their ideas and opinions with information or observations. |
| S-403 | 5-S-403 Present information and ideas orally, visually, concretely, or electronically. |
| S-404 | 5-S-404 Elicit and clarify questions and ideas in discussions. |
| S-405 | 5-S-405 Articulate their beliefs and perspectives on issues. |
| | Grade 6 |
| | Students will... |
| | 6-S-400 Listen to others to understand their perspectives. |
| | 6-S-401 Use language that is respectful of human diversity. |
| | 6-S-402 Persuasively express differing viewpoints regarding an issue. |
| | 6-S-403 Present information and ideas orally, visually, concretely, or electronically. |
| | 6-S-404 Elicit and clarify questions and ideas in discussions. |
| | 6-S-405 Articulate their beliefs and perspectives on issues. |

Appendix E

| Communication Skills | |
|-----------------------------|---|
| Code | Grade 7 |
| S-400 | Students will... 7-S-400 Listen to others to understand their perspectives. |
| S-401 | Students will... 8-S-400 Listen to others to understand their perspectives. 8-S-401 Use language that is respectful of human diversity. |
| S-402 | 8-S-402 Persuasively express differing viewpoints regarding an issue. |
| S-403 | 8-S-403 Present information and ideas orally, visually, concretely, or electronically. |
| S-404 | 8-S-404 Elicit and clarify questions and ideas in discussions. |
| S-405 | 8-S-405 Articulate their beliefs and perspectives on issues. |

