Charts and Checklists

Appendix C



GRADE

8

Skills Progress Chart

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		Skills Checklist				
Active Democratic Citizenship	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>				
	S-102	Make decisions that reflect fairness and equality in their interactions with others.				
	S-103	Make decisions that reflect principles of environmental stewardship and sustainability.				
	S-104	Negotiate constructively with others to build consensus and solve problems.				
	S-105	Recognize bias and discrimination and propose solutions. Examples: racism, ageism, heterosexism				
	S-106	Treat places and objects of historical significance with respect. Examples: burial grounds, memorials, artifacts				
eas	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	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps</i>				
	S-202	Interpret primary and secondary information sources for research.				
Managing Information and Ideas	S-203	Select and use appropriate tools and technologies to accomplish tasks.				
	S-204	Create timelines and other visual organizers to sequence and represent historical periods, figures, relationships, or chronological events.				
	S-205	Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.				
	S-206	Select, use, and interpret various types of maps for specific purposes. <i>Examples: historical maps and atlases</i>				
	S-207	Use latitude and longitude to locate and describe places on maps and globes.				
	S-207A	Use traditional knowledge to read the land.				
	S-208	Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.				

GRADE

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Skills Progress Chart (continued)

		Skills Checklist				
	S-300	Plan topics, goals, and methods for historical inquiry and research.				
Critical and Creative Thinking	S-301	Consider the context of events, accounts, ideas, and interpretations.				
	S-302	Draw conclusions based on research and evidence.				
	S-303	Evaluate personal assumptions based on new information and ideas.				
	S-304	Distinguish fact from opinion and interpretation.				
	S-305	Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art</i>				
	S-306	Assess the validity of information sources. Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability				
	S-307	Compare differing accounts of historical events.				
	S-308	Compare diverse perspectives in the media and other information sources.				
	S-309	Interpret information and ideas in a variety of media. Examples: art, music, historical fiction, drama, primary sources				
	S-310	Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.				
	S-311	Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.				
Communication	S-400	Listen to others to understand their perspectives.				
	S-401	Use language that is respectful of human diversity.				\neg
	S-402	Persuasively express differing viewpoints regarding an issue.				
	S-403	Present information and ideas orally, visually, concretely, or electronically.				
	S-404	Elicit and clarify questions and ideas in discussions.				
	S-405	Articulate their beliefs and perspectives on issues.				\neg