

**GRADES**  
**5<sup>to</sup> 8**

*Cumulative Skills Chart*  
**Appendix E**

**Appendix E**

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

**Appendix E**

<b>Skills for Active Democratic Citizenship</b>		<b>Grade 7</b>	<b>Grade 8</b>
<b>Code</b>	Students will...	Students will...	Students will...
<b>S-100</b>	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.	
<b>S-101</b>	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>	
<b>S-102</b>	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.	
<b>S-103</b>	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.	
<b>S-104</b>	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.	
<b>S-105</b>	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>	
<b>S-106</b>	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>	

**Appendix E**

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

**Appendix E**

<b>Skills for Managing Information and Ideas</b>		<b>Grade 7</b>	<b>Grade 8</b>
<b>Code</b>	Students will...	Students will...	Students will...
<b>S-200</b>	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>
<b>S-201</b>	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>
<b>S-202</b>	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.
<b>S-203</b>	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.
<b>S-204</b>	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.
<b>S-205</b>	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.
<b>S-206</b>	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>
<b>S-207</b>	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.
<b>S-207A</b>	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.
<b>S-208</b>	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**

<b>Skills for Critical and Creative Thinking</b>		<b>Grade 5</b>	<b>Grade 6</b>
<b>Code</b>	Students will...	Students will...	Students will...
<b>S-300</b>	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.	
<b>S-301</b>	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.	
<b>S-302</b>	5-S-302 Draw conclusions based on research and evidence.	6-S-302 Draw conclusions based on research and evidence.	
<b>S-303</b>	5-S-303 Evaluate personal assumptions based on new information and ideas.	6-S-303 Evaluate personal assumptions based on new information and ideas.	
<b>S-304</b>	5-S-304 Distinguish fact from opinion and interpretation.	6-S-304 Distinguish fact from opinion and interpretation.	
<b>S-305</b>	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>	
<b>S-306</b>	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>	
<b>S-307</b>	5-S-307 Compare differing accounts of historical events.	6-S-307 Compare differing accounts of historical events.	
<b>S-308</b>	5-S-308 Compare diverse perspectives in a variety of information sources.	6-S-308 Compare diverse perspectives in a variety of information sources.	
<b>S-309</b>	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>	
<b>S-310</b>	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**

<b>Skills for Critical and Creative Thinking</b>		<b>Grade 7</b>	<b>Grade 8</b>
	Students will...	Students will...	Students will...
<b>S-300</b>	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.	
<b>S-301</b>	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.	
<b>S-302</b>	7-S-302 Draw conclusions based on research and evidence.	8-S-302 Draw conclusions based on research and evidence.	
<b>S-303</b>	7-S-303 Evaluate personal assumptions based on new information and ideas.	8-S-303 Evaluate personal assumptions based on new information and ideas.	
<b>S-304</b>	7-S-304 Distinguish fact from opinion and interpretation.	8-S-304 Distinguish fact from opinion and interpretation.	
<b>S-305</b>	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>	
<b>S-306</b>	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>	
<b>S-307</b>	7-S-307 Compare differing viewpoints regarding global issues.	8-S-307 Compare differing accounts of historical events.	
<b>S-308</b>	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.	
<b>S-309</b>	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>	
<b>S-310</b>	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.	
<b>S-311</b>	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**

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

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

