

SOCIAL STUDIES SKILLS

GRADES

5^{to} 8



Active Democratic Citizenship

Skills

Code	Grade 5	Grade 6
S-100	Students will... 5-S-100 Collaborate with others to establish and carry out group goals and responsibilities.	Students will... 6-S-100 Collaborate with others to establish and carry out group goals and responsibilities.
S-101	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	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	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	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	5-S-105 Recognize bias and discrimination and propose solutions.	6-S-105 Recognize bias and discrimination and propose solutions.
S-106	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>

Active Democratic Citizenship

GRADES

5 to 8

Skills

Grade 7	Grade 8	Code
Students will...	Students will...	
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-100
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-101
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-102
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-103
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-104
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-105
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>	S-106



Managing Information and Ideas

Skills

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

Managing Information and Ideas

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5 to 8

Skills

Grade 7	Grade 8	Code
Students will...	Students will...	
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>	S-200
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>	S-201
7-S-202 Interpret primary and secondary information sources for research.	8-S-202 Interpret primary and secondary information sources for research.	S-202
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.	S-203
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.	S-204
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.	S-205
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>	S-206
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.	S-207
7-S-207A Use traditional knowledge to read the land.	8-S-207A Use traditional knowledge to read the land.	S-207A
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.	S-208



Critical and Creative Thinking

Skills

Code	Grade 5	Grade 6
	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.
S-311		

Critical and Creative Thinking

GRADES
5 to 8

Skills

Grade 7	Grade 8	Code
Students will...	Students will...	
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-300
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-301
7-S-302 Draw conclusions based on research and evidence.	8-S-302 Draw conclusions based on research and evidence.	S-302
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-303
7-S-304 Distinguish fact from opinion and interpretation.	8-S-304 Distinguish fact from opinion and interpretation.	S-304
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-305
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-306
7-S-307 Compare differing viewpoints regarding global issues.	8-S-307 Compare differing accounts of historical events.	S-307
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-308
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-309
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-310
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.	S-311



Communication

Skills

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

Communication



Skills

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

Notes