

Social Studies Skills

as a Continuum of Learning



Office of Teaching and Learning
Secondary Curriculum Division



Unpacking Social Studies Skills Standards Planning Guide

Skills Domain: _____

What do students need to know and be able to do? (Grade Level Standard / Measurable Learning Target)	
How will we know if students have met this Learning Target? (Assessment)	
What prior learning is needed to meet this Learning Target? (Prior Grade Standard)	
What strategies will help students meet this Learning Target? (Instructional Strategies)	
How will we respond when some students do not learn? (Interventions/Support)	
How will we extend the learning for students who are already proficient? (Extension)	

Social Studies Skills as a Continuum of Learning

Introduction

Social Studies learning targets consist of both content and process (skills) standards. Ohio's Learning Standards in Social Studies identify content knowledge and thinking skills with each social studies discipline: Civics, Economics, Geography, and History. This document shows the vertical alignment of skills across grade bands.

This document is designed to help teachers at all grade levels assess prior learning and prepare students for the next level of thinking. Much like math and ELA, social studies skills build upon one another. Early foundations in elementary and middle school are critical to future success in high school, postsecondary, and the real world. Diagnostic and formative assessment data may show the need to scaffold the skills standards to help students reach the appropriate grade level learning targets.

Content and skills are *not* mutually exclusive, and the distinction between the two is not always clear. What is clear, however, is that content and process should be taught together using an **inquiry-based approach**. The best strategy is to introduce skills targets at the beginning of the year (which allows the teacher to gather diagnostic data), and reinforce them throughout the year as the course content is unpacked. Skills assessments can be used throughout the year to measure growth toward mastery.

Skills Domains

Historical Thinking Skills

- I. Chronological Thinking and Cause-and-Effect
- II. Using Sources and Evidence

Civic Participation Skills

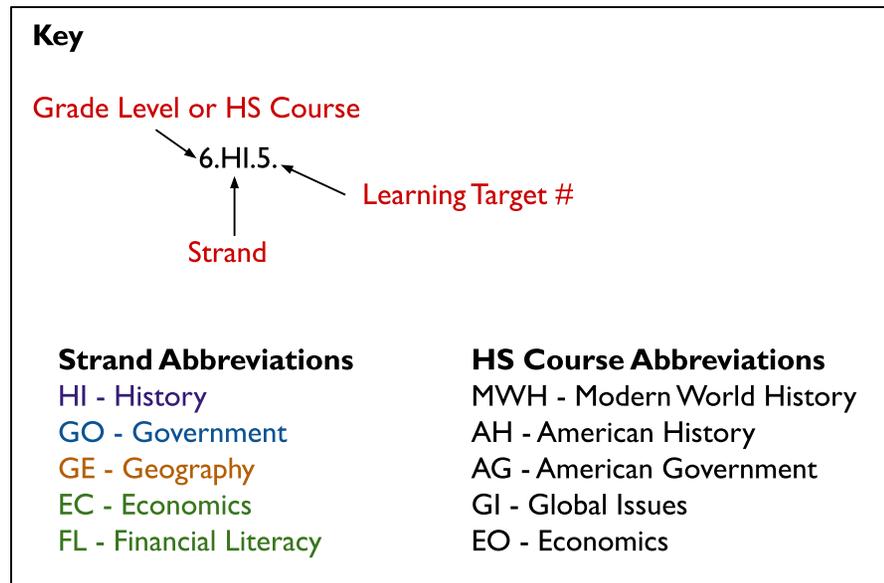
- III. Civic Participation

Spatial Thinking and Skills

- IV. Maps and Geographic Tools

Economic Decision-Making and Skills

- V. Data Analysis
- VI. Economic Decision-Making



Social Studies Skills as a Continuum of Learning

Historical Thinking Skills

Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

I. Chronological Thinking and Cause-and-Effect

Primary	Intermediate	Middle	High
<p>K.HI.1. Use chronological vocabulary correctly.</p> <p>1.HI.1. Use vocabulary correctly to distinguish categories of time.</p> <p>1.HI.1. Measure calendar time by days, weeks, months and years.</p> <p>2.HI.1. Place a series of related events in chronological order on a timeline.</p>	<p>3.HI.1. Place events accurately on a timeline organized by years, decades and centuries.</p> <p>4.HI.1. Construct a timeline of significant events in Ohio and the United States to demonstrate an understanding of units of time and chronological order.</p> <p>5.HI.1. Apply the conventions of B.C.E. and C.E. or B.C. and A.D. to arrange and analyze events in chronological order.</p>	<p>6.HI.1. Analyze multiple-tier timelines to identify cause and effects relationships, patterns, or themes among events.</p> <p>7.HI.1. Describe historical events and issues from the perspectives of people living at the time, avoiding evaluating the past in terms of today's norms and values.</p>	<p>WH/AH.HI.3. Identify examples of multiple causation and long- and short-term causal relationships with respect to historical events.</p> <p>WH/AH.HI.3. Analyze the relationship between historical events taking into consideration cause, effect, sequence and correlation.</p>

II. Using Sources and Evidence

Primary	Intermediate	Middle	High
<p>1.HI.2. Use photographs, letters, artifacts and books to communicate information and draw conclusions about the past.</p> <p>2.HI.2. Use artifacts, maps and photographs to describe how daily life has changed over time.</p>	<p>3.HI.2. Use artifacts, maps and photographs to evaluate change in the local community.</p> <p>4.HI.2. Research, organize, and evaluate information from primary and secondary sources to create a historical narrative.</p> <p>5.GO.1.I. Investigate, organize, and communicate information on a public issue using multiple sources.</p>	<p>6.GO.9A. Use a variety of historic and contemporary sources to obtain multiple perspectives on a topic.</p> <p>6.GO.9B. Examine a variety of sources for accuracy.</p> <p>7.HI.1. Describe historical events and issues from the perspectives of people living at the time, avoiding evaluating the past in terms of today's norms and values.</p> <p>8.HI.1. Analyze primary and secondary sources to describe the different perspectives on an issue relating to a historical event in U.S. history and to present and defend a position.</p>	<p>WH/AH.HI.1. Analyze and evaluate the credibility of primary and secondary sources.</p> <p>WH/AH.HI.2. Develop a thesis and use evidence to support or refute a position.</p> <p>AG.GO.3. Identify the factors that determine the credibility of a source and evaluate the credibility of a given source.</p>

Social Studies Skills as a Continuum of Learning

Civic Participation and Skills

Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.

III. Civic Participation

Primary	Intermediate	Middle	High
<p>K.GO.9. Identify responsibilities at home and in the school and community and describe how individuals share those responsibilities to achieve common goals.</p> <p>1.GO.8. Demonstrate an understanding of accountability for personal actions at home, school, and the community.</p> <p>1.GO.9. Collaborate in a way that demonstrates respect for the rights and opinions of others.</p> <p>2.GO.10. Demonstrate an understanding of personal accountability, including making responsible choices, taking responsibility for personal actions and respecting self and others.</p>	<p>3.GO.9. Explain the rights and responsibilities of local community members.</p> <p>3.GO.10. Explain how individuals make the community a better place by taking action to solve problems in a way that promotes the common good.</p> <p>4.GO.15A. Describe the ways citizens act in and influence their state and national government.</p> <p>4.GO.15B. Explain the rights and responsibilities of citizens in a democratic government.</p> <p>4.GO.16. Use information effectively to make an informed decision.</p>	<p>6.GO.9A. Use a variety of historic and contemporary sources to obtain multiple perspectives on a topic.</p> <p>6.GO.9B. Examine a variety of sources for accuracy.</p> <p>7.GO.16. Demonstrate how understanding individual and group perspectives is essential to analyzing historic and contemporary issues.</p> <p>8.GO.20. Explain how participation in social and civic groups can lead to the attainment of individual and public goals.</p> <p>7.GO.21. Explain how media and communication technology influence public opinion.</p>	<p>AG.GO.1. Devise and implement a plan to address a problem by engaging either the political process or the public policy process.</p> <p>AG.GO.2. Select a political party or interest group to address a civic issue, identify a type of media as a means of communication, then defend the viability of the choices made in an effort to achieve a successful result.</p> <p>AG.GO.4. Explain how persuasion, compromise, consensus building, and negotiation help the democratic process and achieve agreement and settle differences in governing.</p> <p>AG.GO.17. Identify and explain roles that Ohio's citizens can play in helping state and local government address problems facing their communities.</p> <p>AG.GO.19. Defend different positions on public policy issues and determine an approach for providing effective input to the appropriate level and branch/agency of government.</p>

Social Studies Skills as a Continuum of Learning

Spatial Thinking and Skills

Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.

IV. Maps and Geographic Tools

Primary	Intermediate	Middle	High
<p>K.GE.5. Describe the relative location of a familiar place using appropriate terms.</p> <p>K.GE.6. Create models and maps of places.</p> <p>1.GE.4. Use maps to locate and identify familiar places in the classroom, school, or neighborhood.</p> <p>2.GE.5A. Use print and electronic maps to describe information about location of places.</p> <p>2.GE.5B. Construct a map that includes a map title, key, compass rose with cardinal directions.</p>	<p>3.GE.4A. Describe characteristics of physical and political maps and identify the purpose for each.</p> <p>3.GE.4B. Use the map title, key, alphanumeric grid, and cardinal directions to locate places in the local community.</p> <p>4.GE.9. Use a map scale, cardinal directions and intermediate directions to describe the relative location of physical and human characteristics of Ohio and the United States.</p> <p>5.GE.4. Use appropriate geographic tools to gather, process, and report information about people, places, and environments.</p> <p>5.GE.5. Use location to make generalizations about climate.</p>	<p>6.GE.3. Use the correct geographic tools to gather, process, and report information about people, places, and environments.</p> <p>6.GE.4. Identify absolute location using latitude and longitude coordinates.</p> <p>7.GE.12. Demonstrate how maps and other geographic representations can be used to trace the development of human settlement from past to present.</p> <p>8.GE.15. Analyze the ways in which historical events are shaped by geography using both modern and historical maps as well as other geographic tools.</p>	<p>GI.GE.1. Explain the uses and limitations of various kinds of spatial data to represent, analyze, and interpret geographic patterns and processes.</p> <p>GI.GE.2A. Identify uses for specific geographic representations and geospatial technologies.</p> <p>GI.GE.2B. Use appropriate geographic representations and geospatial technologies to investigate, analyze, and communicate information related to solving a geographic problem.</p>

Social Studies Skills as a Continuum of Learning

Economic Decision Making and Skills

Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence and proposing alternatives to economic problems.

V. Data Analysis

Primary	Intermediate	Middle	High
2.EC.13a. Construct a bar graph to compare quantities. 2.EC.13b. Analyze economic data to inform decisions.	3.EC.14. Interpret line graphs showing economic data related to a specific topic. 4.EC.20. Interpret information from tables and charts. 5.EC.13. Interpret a circle graph that displays information on part-to-whole relationships of data.	6.EC.11. Compare economic data sets to identify relationships and draw conclusions.	EO.EC.11. Use several sources of data, predict a trend, make an inference or arrive at a conclusion relating to an economic issue.

VI. Economic Decision-Making

Primary	Intermediate	Middle	High
<p>K.EC.11. Explain how a decision about an individual want can impact others.</p> <p>I.EC.11. Explain the relationship between wants and resources. Explain how and why people must make economic choices.</p>	<p>3.EC.15. Give examples of positive and negative incentives that affect people’s choices and behaviors.</p> <p>3.EC.16. Describe the cost or trade-off of making economic decisions.</p> <p>4.FL.22. Explain how individuals can save some of their money for later by reducing spending.</p> <p>5.EC.14. Explain the present and future consequences of an economic decision.</p>	<p>6.EC.12a. Predict the present and future consequences of an economic decision.</p> <p>6.EC.12b. Explain how individuals and societies may evaluate the choice differently.</p> <p>7.EC.19a. Explain why individuals, governments and businesses must analyze costs and benefits when making economic decisions.</p> <p>7.EC.19b. Describe how cost-benefit analysis of an action consists of short- and long-term consequences.</p> <p>8.EC.24. Analyze how choices made by individuals, businesses and governments have both present and future consequences.</p>	<p>AG.GO.20. Explain how the federal government uses fiscal policy to affect changes in the nation’s economic conditions.</p> <p>AG.GO.21. Explain how the Federal Reserve System uses monetary policy to regulate the nation’s money supply and encourage or slow economic growth.</p> <p>AG.FL.1-5. Demonstrate financial responsibility by managing money, using lifelong decision-making strategies, and enhancing employability and income.</p>

Social Studies Skills as a Continuum of Learning

Social Studies Skills Vocabulary

Grade Level	Historical Thinking and Skills	Civic Participation and Skills	Spatial Thinking and Skills	Economic Decision Making and Skills
K	time measure	responsibility common goal community	direction distance symbol place model map	
1	history photograph letter artifact past	accountable collaboration rights opinion	locate	
2	graphically calendar timeline change	responsible respect choice action	interpret	information bar graph compare quantity

Social Studies Skills as a Continuum of Learning

Grade Level	Historical Thinking and Skills	Civic Participation and Skills	Spatial Thinking and Skills	Economic Decision Making and Skills
3	<ul style="list-style-type: none"> event local decade century primary source 	<ul style="list-style-type: none"> social responsibility political responsibility solving common good 	<ul style="list-style-type: none"> physical map political map key alphanumeric grid cardinal directions 	<ul style="list-style-type: none"> line graph data positive negative incentive choice
4	<ul style="list-style-type: none"> significant secondary source historical narrative 	<ul style="list-style-type: none"> citizen opportunity influence civic participation reasoned democratic compromise 	<ul style="list-style-type: none"> intermediate directions relative location physical characteristic human characteristic 	<ul style="list-style-type: none"> table chart diagram graph
5	<ul style="list-style-type: none"> multiple-tier relationship (among events and places) 	<ul style="list-style-type: none"> public issues interpret data graphically effectively efficiently 	<ul style="list-style-type: none"> globe geographic tool environment cartographer latitude longitude generalization climate 	<ul style="list-style-type: none"> circle graph choices present consequence future consequence

Social Studies Skills as a Continuum of Learning

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6	B.C. and A.D. B.C.E. and C.E.	perspective sources accuracy		economist data set conclusions relative
7	historian archaeologist perspective evaluate norm value		geographic representation human settlement	businesses analyze costs benefits cost-benefit analysis
8	examine multiple perspectives defend	social and civic group attainment public goal media communication technology public opinion	modern map historical map	

Social Studies Skills as a Continuum of Learning

Grade Level	Historical Thinking and Skills	Civic Participation and Skills	Spatial Thinking and Skills	Economic Decision Making and Skills
9-10	credibility thesis evidence support refute analyze cause and effect sequence correlation multiple causation long-term causation short-term causation			
11		public record survey advocacy group persuasion consensus negotiation		predict trend inference financial reports
12		evaluate media message assess communication method deliberate civil dilemma action plan	geographic information systems global positioning systems remote sensing geographic visualizations geographic patterns geospatial technologies	