

Shenendehowa Middle and High School Social Studies Skills Scope & Sequence

Social Studies Skills	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12	21 st Century Skills and NETS-S Connections	Alignment with New York State Social Standards	
1. Apply a problem-solving model	I & D: Define an issue or problem.	→	D	→	<p>I & D: Prepare a plan of action that defines an issue or problem. Suggest alternative solutions or courses of action</p> <p>I&D: Evaluate the consequences for alternative solutions or course of action Prioritize the solutions based on established criteria (i.e., Model UN simulation)</p>	→	I&D: Prepare a plan of action that defines an issue or problem, suggests alternative solutions or courses of action, evaluates the consequences for each alternative solution, prioritizes the solutions on the basis of established criteria, and proposes an action plan to address the issue or to resolve the problem	Creativity & Innovation Critical Thinking & Problem Solving Leadership & Responsibility Communication	Standard 4 Key Idea #2; Standard 5 Key Idea #4	
2. Draw inferences or conclusions from facts.	I: Define and apply concepts of social studies (e.g., scarcity, supply/demand,	D					→	A	Critical Thinking & Problem Solving Communication	Standard 4 Key Idea #1; Standard 4 Key Idea

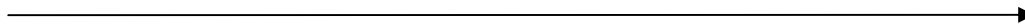
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I = Introduce (teacher directed)

D = Developed and practiced (guided practice)

A = Applied consistently (independent practice)

Social Studies Skills	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12	21 st Century Skills and NETS-S Connections	Alignment with New York State Social Standards
	interdependence, nationalism, justice)			I: Understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras I&D: Form generalizations from conclusions.		A			#2; Standard 5 Key Idea #1
3. Interpret text including textbooks, historical documents, web pages, etc.	I & D: Interpret documents to explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened D: Summarize the main idea of text.	D&A: Distinguish between primary and secondary sources	D & A: Analyze documents and artifacts				A: Analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective	Information Literacy Critical Thinking & Problem Solving Social & Cross Cultural Skills Media Literacy	Alignment with NY State Social Studies Standards: Standard 1; Key Idea #1 Standard 2; Key Idea #1, #2 & #4; Standard 5 Key Idea #1



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	D: Understand and interpret different text structures found in secondary sources (eg., sequential events pattern, cause and effect, main idea and detail)								
4. Construct an argument using evidence	D: Differentiate fact from opinion I: Express a point of view, providing supporting facts	→	I: Construct an argument using evidence from primary and secondary sources	D: Construct an argument using evidence from 3-5 primary source documents D: Express a point of view, providing supporting facts and details	D: Construct an argument using evidence from 6-10 primary sources	A: Construct an argument using evidence from 6-10 primary source documents	A: Analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective	Critical Thinking & Problem Solving Information Technology ICT Literacy Media Literacy Communication Creativity & Innovation	#1 Standard 2; Key Idea #1, #2 & #4; Standard 5 Key Idea #1 See also NY Standards for ELA (Speaking)
5. Develop empathy and be able to identify different perspectives of individuals and groups	I/D: Identify perspectives of individuals	I/D: Identify perspectives of individuals and groups from historic documents, narratives or artifacts	→	D: Analyze historic events by examining accounts written from different perspectives			A: Participate in role-play situations.	Social & Cross Cultural Literacy Critical Thinking & Problem Solving Collaboration	Standard 2 Key Idea #1

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		I: Detect bias, distortion of the facts, and propaganda, suppression, or invention of the facts	D	D	D&A	A		Media Literacy	
6. Understand social studies vocabulary	I: Define conceptual Social Studies vocabulary I: Use Social Studies vocabulary in written and oral expression	D	D: Refine and elaborate on initial definitions of conceptual and abstract vocabulary				A: Apply terms to situation and analysis of issues and discussions	Media Literacy Critical Thinking and Problem Solving Communication	Standards 1-5
7. Classify information into categories such as social, political, economic, geographic, technological, scientific, cultural or religious.	D: Identify similarities and differences D: Define Social Studies categories (eg., social, political, etc.)		D: Categorize information into 3-4 groupings/classifications			A	A	Critical Thinking & Problem Solving Social & Cross-Cultural Skills Information & Media Literacy	Standard 1 & 2 Key Idea #3 Standard 4 Key Idea #2
8. Organize events into historical time periods	D: Develop timelines by placing important events and	D/A: Distinguish between the past, present, and future by					A: Evaluate the effectiveness of different models for the	Critical Thinking & Problem Solving Creativity &	Standard 1 Key Idea #2; Standard 2 Key Idea

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	developments in their correct chronological order D: Measure time periods by years, decades, centuries, and millennia	creating multiple-tier timelines that display important events and developments across time and place					periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen	Innovation Information Literacy	#2
9. Understand the inter-relationships between events	D: Analyze decisions of individuals and groups	D	D	I: Analyze cause and effect by studying major turning points				Critical Thinking & Problem Solving Social & Cross Cultural Skills Collaboration	Standard 1 Key Idea #3, Key Idea #4
	I: Understand interrelationships between world events			I: Analyze concepts, policies and historical events	D				
10. Explain why events or developments are significant	I: Compare and contrast different interpretations of events	I&D			D: Investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.	D	A: Evaluate the validity and credibility of historical interpretations.	Critical Thinking & Problem Solving Communication Media & Information Literacy	Standard 2 Key Idea #2
		I: Make connections to other times and places in history		D					

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					I: Analyze changing and competing interpretations of issues, events and developments.					
11. Understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions	D: Map information about people, places and environment	→	D: Present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams	→	D & A: Select and use appropriate maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information	A	A	Information Literacy Creativity & Innovation Critical Thinking & Problem Solving Flexibility & Adaptability	Standard 3 Key Idea #1	
12. Conduct research	See Writing for Social Studies Document and Shenendehowa Library Media Essential Content & Competencies								Media & Information Literacy Initiative & Self Direction Productivity & Accountability Leadership & Responsibility	Standard 2 Key Idea #4; Standard 3 Key Idea #2; Standard 4 Key Idea #2
13. Use written expression to demonstrate thinking skills	I: Use written expression to analyze a situation or a historical event (i.e., categorize,			D			A	Communication Critical Thinking & Problem Solving	Standards 1-5	

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	compare, contrast, identify cause & effect)	expression to evaluate a situation, historical decision or event	I&D: Conduct a task analysis on a writing prompt	D		A	D&A: Use written expression to synthesize information or share new ideas			
14. Present Information: Essays	See Writing for Social Studies Document for Specific Writing Skills								Communication Creativity & Innovation Collaboration Critical Thinking & Problem Solving Media & Information Literacy ICT Literacy Leadership & Responsibility	Standards 1-5

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15. Present information: Presentations	D: Communicate ideas in an organized and coherent manner D: Prepare oral reports and presentations D: Use notes, outlines, and visual aids appropriate to the presentation I: Develop a presentation with a group D: Speak with expression, volume, pace, and gestures appropriate for the topic, audience, and purpose of communication	D: Organize information to achieve particular purposes and to appeal to the background and interests of the audience, with logic and coherence, when making presentations I: Use electronic media to present information (eg., Power Point) I & D: Integrate sounds, effects and file types into a media presentation						A: Create researched and well developed media-rich presentations for real-world audiences Communication Creativity & Innovation Collaboration Critical Thinking & Problem Solving Media & Information Literacy ICT Literacy Leadership & Responsibility	Standards 1-5 See also NY Standards for English Language Arts
16. Demonstrate the ability to work effectively with diverse	D: Assume shared responsibility for collaborative work	I: Participate in discussion and debates while respecting the		D 	D 	I: Participate in discussion, negotiation, compromise, and debates	D & A 		

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teams	D: Exercise flexibility and willingness to make necessary compromises to accomplish a common goal	rights of others.			while respecting the rights of others.			Responsibility Productivity & Accountability Creativity & Innovation Critical Thinking & Problem Solving	