**Towards Curricular Competency in Social Studies**

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**General skills**

* practice ***research*** and ***inquiry*** skills
Ask questions; gather, interpret, and analyze ideas; communicate findings and decisions.
* develop ability to build and tell powerful ***stories***Make authentic connections to learning, and employ timeless principles of storytelling in order to form different kinds of narratives related to subjects and ideas in Social Studies

**Historical/Geographical/Critical Thinking**

* establish ***historical and/or geographic significance***
Why we care, today, about certain events, trends, and issues in history.
Ex: *Why was the Battle of Britain in 1940 significant for Canada and the War Effort?*
* use a variety of ***data*** including primary source ***evidence***How to find, select, put in context, compare, challenge, and interpret sources for a historical argument or an event.
Ex: *What can an interview with person who was a “hippie” teenager in the 1960s tell us (or not tell us) about the Counterculture Movement in Canada?*
* identify ***patterns, continuity and change***
What has changed and what has remained the same over time.
Ex: *How different are the lives of Chinese Canadians between the 1950s and today?*
* analyze ***cause and consequence***
How and why certain conditions and actions led to others.
Ex: *What were the causes of the World War One?*
* understand ***interactions and associations***
Interconnectedness between ideas, events, and things; in particular, the ways in which humans and the environment influence each other.
Ex: *How did farming practices in the Prairies influence and respond to drought conditions in the 1930s?*
* take ***historical and/or geographic perspectives***
Understanding the “past as a foreign country,” with its different social, cultural, intellectual, geographical and even emotional contexts that shaped people’s lives and actions, including a sense of place.
Ex: *How could William Lyon Mackenzie King (later a Canadian Prime Minister) say “that Canada should remain a white man’s country.” in 1908?*
* consider the ***ethical dimensions*** of historical interpretations (or geographic problems) and resulting ***value judgements***How we, in the present, judge actors in different circumstances in the past; when and how crimes and sacrifices of the past bear consequences today; what obligations we have today in relation to those consequences.
Ex: *What should be done about the poor living conditions on some Aboriginal Reserves?*

Historical thinking concepts adapted from: Peter Seixas, Lindsay Gibson, and Kadriye Ercikan (2015). A Design Process for Assessing Historical Thinking in Kadriye Ercikan and Peter Seixas (Eds.), *New Directions in Assessing Historical Thinking* (pp. 102-103). New York, NY: Routledge.

Source for geographic thinking concepts: Kamilla Bahbahani, Niem Tu Huynh, Roland Case (ed), and Bob Sharpe (ed) (2008). Teaching About Geographical Thinking (pp. 3-8). Vancouver, BC: The Critical Thinking Consortium.

Source for curricular competencies: BC Ministry of Education. “BC’s New Curriculum: Building Student Success.” (2016). Retrieved Apr 27, 2016 <https://curriculum.gov.bc.ca/curriculum>.

Other references: see <http://www.thielmann.ca/new-bc-curriculum.html>.

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