

What we learn, why we learn it, and how it will be assessed in Social Studies

introducing the "CAPACITIES"

Foundations
ability to comprehend and organize subject/course related knowledge and understandings

Skills
ability to apply hard & soft skills and successful habits or mindsets in Social Studies

Thinking
ability to use critical thinking concepts with source evidence in order to draw conclusions

Connection
ability to express findings, respond to inquiry, synthesize and apply learning in real time

"I can" STATEMENTS
I know about themes and examples from history, geography, and society.
I have a sense of the world in which I live and my story within it.

I apply what I have learned to theoretical and real-world problems.
I have picked up skills and found the relevance in Social Studies.

I interpret, form opinions, and gain understanding from data and evidence.
I have a sense of how human nature has played out on the world.

I follow different kinds of inquiry steps and express my learning effectively.
I make authentic connections to the stories of others.

KNOW / DO / UNDERSTAND

++++ + ++
more about curricular content, also about breaking down the big ideas

++ ++++ +
more about curricular competencies, especially as they relate to content

+ +++ +++
more about the big ideas, especially as they are understood by critical thinking

++ ++ +++
more about putting both competencies and content to work to show learning about the big ideas

EXAMPLES
categorization, annotated map, simulation game, lecture notes, lesson guides, group poster, response guide, question/answer (aka bookwork), test/quiz, graphic organizer, identifying arguments, read for understanding, pose questions of the curriculum

annotated timeline, thematic map, research outline, decoding activity, graphing exercise, GIS computer tutorial, bibliography, letter to the editor, socratic circle, debate, locating appropriate primary sources, deconstructing an argument or claim

current events response template; analysis and comparison of primary sources such as statements, maps, records, paintings, letters, and photographs, evaluation of a claim; predicting geographic change, building an historical account

research essay, portfolio presentation, creative writing or artwork, embodied performance, class demonstration, use of driving questions and inquiry cycle, poster display and lecturette, response to an essential question, community action



personal & social responsibility

creative & critical thinking

communication