



# 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.*

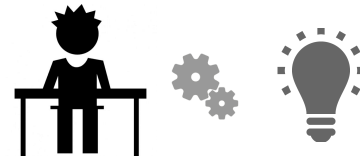
*I interpret, form opinions, and gain understanding from data and evidence.*

*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, acquiring knowledge, and breaking down the big ideas**



++ ++++ +  
**more about applying the skills aspect of the curricular competencies to content-related problems**



+ +++ +++  
**more about using the critical thinking aspects of the competencies to understand the big ideas**



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

## EXAMPLES

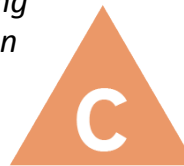
*categorization, annotated map, simulation game, lecture notes, lesson guides, group poster, response guide, question/answer (aka bookwork), test/quiz, graphic organizer, identifying arguments, read for understanding, pose questions of the curriculum*

*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; categorization of data by theme; 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*

## CORE COMPETENCIES



personal & cultural identity, personal/social awareness & responsibility  
creative & critical thinking  
communication

## STRONG ROLE FOR...

**KNOWLEDGE ORGANIZERS**  
e.g. exercises and activities structured around the curricular content standards

**COGNITIVE SKILLS**  
e.g. interpretation, analysis, evaluation, inference, explanation, self-regulation\*

**HISTORICAL AND GEOGRAPHIC THINKING CONCEPTS**

**VALUES OF INQUIRY**  
e.g. clarity, accuracy, precision, depth, coherence, breadth\*

\*see Ellerton Matrix: [bit.ly/2EltNk6](http://bit.ly/2EltNk6)

**All of it.... anchored in educational beliefs**  
#pedagogy #identity #praxis [pacificslope.ca](http://pacificslope.ca)

Sample 5 point Proficiency Scale for assessing performance standards or assignment criteria	
1	work has begun but evidence of understanding still to come; skills & concepts may seem very challenging
Emerging	
2	work shows progress towards understanding, mistakes are common & necessary
Practicing	
3	work shows some understanding and increasing confidence with skills & concepts
Developing	
4	work shows solid understanding and flexibility between skills & concepts; new challenges sought
Applying	
5	work shows frequent mastery & versatility with skills & concepts; challenges accepted
Extending	

Curricular Competencies - recurring concepts	
through-out	use inquiry processes and skills to ask questions and develop understanding
	assess historic and geographic significance of events, actions, places, and people
	assess credibility and draw conclusions from a variety of evidence and source data
	characterize and compare continuities and changes across time and place
	understand how cause and consequence are related in a variety of contexts
	consider different perspectives on people, places, issues, and events
	make reasoned ethical judgments about past or present decisions and actions