



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

**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

## CORE

### EXAMPLES

### KNOW / DO / UNDERSTAND

### “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.*



++++ + ++  
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



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

*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 --->

## introducing the “CAPACITIES”