SOCIAL STUDIES SKILLS AND STRATEGIES OVERVIEW[1]

Acquiring knowledge and understandings in Social Studies requires students to develop and utilize a number of skills and strategies. These include those specific to Social Studies as well as a range of cross-disciplinary literacies relating to communicating, mathematics, research and technology, critical thinking, cultural understanding and global awareness.[1] Providing opportunities for students to learn and apply these skills and strategies positions them to transfer understandings to a variety of contexts and issues both within and beyond the classroom.

Within the SAS Preschool - Grade 12 Social Studies curriculum, skills specific to Social Studies are addressed within the context of the four standards History, Geography, Civics and Economics, their component standards and specific grade/course outcomes. For example, historical thinking skills such as understanding historical chronology, causal relationships, multiple perspectives and connections over time are captured within the framework and content of the History standard. Selected cross-disciplinary skills are also embedded within the four standards as appropriate. Additionally, relevant cross-disciplinary skills will be incorporated into unit development, reinforced and applied at developmentally appropriate levels of complexity.[2]

Social Studies Discipline-Specific Skills
➢ Demonstrates understanding of historical chronology through visual representations such as timelines
➢ Investigates, interpret, and analyze multiple historical and contemporary primary and secondary sources (including various forms of texts, visual media, artifacts) and viewpoints for relevance, validity, accuracy and currency
➢ Analyzes simple and complex patterns, interactions, and relationships such as cause and effect, similarities and differences, human activity and the environment , individuals and institutions
➢ Uses geographic representations (e.g., maps, globes, graphs, charts, models) to represent, organize and analyze geographic information
➢ Constructs and articulates reasoned arguments by clarifying issues, considering opposing views, anticipating consequences and providing relevant evidence
➢ Clearly states an issue as a question, traces its origins, analyzes various perspectives, generates and evaluates possible alternative resolutions

Cross-Disciplinary Skills
Literacy and Research Skills
➢ Uses close and critical reading strategies to read and analyze texts pertaining to social studies; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details
➢ Communicates clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose
➢ Presents a coherent thesis when making an argument, supports with evidence, articulates and answers possible objections, and present a concise, clear closing
➢ Utilizes a systematic process to design and conduct research - developing a hypothesis; accessing, evaluating, synthesizing and citing information; and effectively organizing and communicating findings
➢ Defines and applies discipline-based conceptual vocabulary
Numeracy Skills
➢ Applies mathematical concepts and understandings, such as numeration, ratio, scale, coordinates
➢ Applies strategies such as estimation, analyzing statistics for trends and prediction
➢ Reads, interprets and organizes data in charts, tables and graphs

[1] References: NCSS, National Curriculum Standards for Social Studies 2010, Appendix 1 – Essential Social Studies Skills and Strategies, Michigan Social Studies Standards 2007

[2] Cross-disciplinary skills relating to specific subject areas align with the relevant grade level/course expectations. Skills articulation charts are under-development to articulate these within the context of Social Studies as needed.

Singapore American School

SOCIAL STUDIES SKILLS AND STRATEGIES OVERVIEW[1]

SAS Desired Student Learning Outcomes[3]

- **Exemplary Character with Ability to Work Independently and Collaboratively**
  - Demonstrates the five "core values" of SAS (i.e., Compassion, Honesty, Fairness, Responsibility, Respect)
  - Demonstrates the skills and commitment to work and learn independently
  - Collaborates meaningfully, supportively, and efficiently on teams
- **Critical and Creative Thinking Skills**
  - Critically evaluates and analyzes sources for credibility, reliability, and usefulness
  - Uses effective thinking skills for real life situations in and out of school
  - Uses appropriate strategies to solve problems and produce exemplary work
- **Engaged and Responsible Citizens**
  - Demonstrates an understanding, respect, and appreciation for cultural differences
  - Acts and responds in a responsible and supportive manner to local, regional, and global needs and issues
  - Actively understands and respects uniqueness of others
- **Effective Communicators**
  - Demonstrates ability to effectively communicate in multiple ways

21st Century/Technology Integration Skills[4]

- **Creativity and Innovation:** Demonstrates creative thinking, construct knowledge, and develop innovative products and processes using technology
  - Applies existing knowledge to generate new ideas, products, or processes
  - Creates original works as a means of personal or group expression
  - Uses models and simulations to explore complex systems and issues
  - Identifies trends and forecasts possibilities
- **Communication and Collaboration:** Uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
  - Interacts, collaborates, and publishes with peers, experts, or others employing a variety of digital environments/ media
  - Communicates information and ideas effectively to multiple audiences using a variety of media and formats
  - Develops cultural understanding and global awareness by engaging with learners of other cultures
  - Contributes to project teams to produce original works or solve problems
- **Research and Information Literacy:** Applies digital tools to gather, evaluate, and use information.
  - Plans strategies to guide inquiry
  - Locates, organizes, analyzes, evaluates, synthesizes, and ethically uses information from a variety of sources and media
  - Evaluates and selects information sources and digital tools based on the appropriateness to specific tasks
  - Processes data and reports results
- **Critical Thinking, Problem Solving, and Decision Making:** Uses critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources
  - Identifies and defines authentic problems and significant questions for investigation
  - Plans and manages activities to develop a solution or complete a project
  - Collects and analyzes data to identify solutions and/or make informed decisions
  - Uses multiple processes and diverse perspectives to explore alternative solutions
- **Digital Citizenship:** Understands human, cultural, and societal issues related to technology and practice legal and ethical behavior
  - Advocates and practice safe, legal, and responsible use of information and technology
  - Exhibits a positive attitude toward using technology that supports collaboration, learning, and productivity
  - Exhibits leadership for digital citizenship
- **Technology Operations and Concepts:** Demonstrates a sound understanding of technology concepts, systems, and operations

[3] DSLOs are listed with sub-points most relevant to Social Studies. Refer to http://www.sas.edu.sg/curriculum/strategicfocus.html for complete sub-point list.

[4] Through these Technology Integration Skills, students develop literacies outlined in the *NCSS -Partnership for C21st ICT Skills Map for Social Studies* as well as the nine literacy standards adopted by the SAS libraries relating to *Information Literacy, Independent Learning and Social Responsibility.*