Enduring Skills **Initial** List for **Social Studies (OVEC SSTLN additions in red)** February 2014

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| **Enduring Skill** | **Reference to Standards** | **What’s Mastery Look Like at your Grade Level?** | **Sources of Evidence:**  **What is available or needs to be developed?** |
| Construct compelling and supporting questions to develop inquiry skills. **(Develop questions that advance inquiry.)** | **KCAS Reading Anchor Standard 1** (importance of evidence in framing and answering questions)  **KCAS Writing Anchor Standard 7**  (posing questions as an initial activity in research and inquiry)  **KCAS Speaking and Listening Standard 1** (prepare and participate in conversations around questions)  **Other References**  **C3 Framework** Dimension 1 (p. 23)  **Quality Core**  Quality Core A. Exploring the Skills and Strategies Underlying US History 1. Process Objectives j. Develop open-ended historical questions that can be addressed through historical research and interpretation. |  |  |
| Use evidence to support a claim.  **(Develop evidence-based claims.)** | **KCAS Writing Standards for Literacy in History/Social Studies**  Write arguments focused on discipline-specific content.  **KCAS Writing Anchor Standards**  1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  8. Gather information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  9. Draw evidence from literary or informational texts to support analysis, reflection and research.  **KCAS Reading Standards for Literacy in History/Social Studies**  Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  **Other References**  **C3 Framework**: Dimension 3 (p. 53)  **Historical Thinking Skills**: Skill 1  **Quality Core**  Quality Core A. Exploring the Skills and Strategies Underlying US History 1. Process Objectives b. Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding  Quality Core A. Exploring the Skills and Strategies Underlying US History 1. Process Objectives f. Utilize research strategies, methods, and sources to obtain, organize, and interpret historical data  Quality Core A. Exploring the Skills and Strategies Underlying US History 1. Process Objectives g. Compose arguments/position papers, and participate in debates on different interpretations of the same historical events; synthesize primary and secondary sources to justify position |  |  |
| Evaluate the credibility of sources. **(Assess and critique the credibility and accuracy of sources.)** | **KCAS Writing Standards for Literacy in History/Social Studies**  8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.  **KCAS Reading Standards for Literacy in History/Social Studies**  6. Evaluate authors’ differing points of view on the same  historical event or issue by assessing the authors’ claims,  reasoning, and evidence.  **KCAS Speaking and Listening Anchor Standards**  2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.  3. Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric.  **Other References**  **C3 Framework**: Dimension 3 (p. 53)  **Historical Thinking Skills**: Skill 1  **Quality Core**  Quality Core A. Exploring the Skills and Strategies Underlying US History 1. Process Objectives d. Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms  Quality Core A. Exploring the Skills and Strategies Underlying US History 1. Process Objectives e. Analyze and evaluate historical sources and interpretations (e.g., credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation) |  |  |
| **Read and comprehend complex texts to evaluate and support conclusions.** | **KCAS Reading Anchor Standards**  1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.  10. Read and comprehend complex literary and informational texts independently and proficiently. |  |  |
| Communicate conclusions to a range of audiences **for a specific purpose.** | **KCAS Writing Standards for Literacy in History/Social Studies**  1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.  4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **KCAS Speaking and Listening Anchor Standard**  4. Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.  **Other References**  **C3 Framework**: Dimension 4 (p. 60) |  |  |
| Critique your own work as well as the work of others | **KCAS Writing Standards for Literacy in History/Social Studies**  5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  CCR AS S&L #3  CCR AS R #8  **Other References**  **C3 Framework**: Dimension 4 (p. 61) |  |  |
| **Collaborate with diverse groups and engage in meaningful conversations around a topic.** | **KCAS Speaking and Listening Anchor Standard**  1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. |  |  |
| Take informed action | **Other References**  **C3 Framework**: Dimension 4 (p. 62) |  |  |
| **Create and critique arguments and explanations to address pubic issues independently and collaboratively.** | **KCAS Reading Anchor Standards**  1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  8. Delineate and evaluate the argument and specific claims in a text; including the validity of the reasoning as well as the relevance and sufficiency of the evidence.  10. Read and comprehend complex literacy and informational texts independently and proficiently. |  |  |