

## **KG-8th Multi-Grade Level Historical and Social Sciences Analysis Skills**

The intellectual skills noted below are to be learned through, and applied to, the content standards for their respective grade level groupings. They are to be assessed only in conjunction with the content standards. In addition to the standards, students demonstrate the following intellectual, reasoning, reflection, and research skills.

### **Kindergarten-5th Grade Chronological and Spatial Thinking:**

- I can place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret timelines.
- I can correctly apply terms related to time, including past, present, future, decade, century, and generation.
- I can explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
- I can use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.
- I can judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

### **Kindergarten-5th Grade Research, Evidence, and Point of View:**

- I can differentiate between primary and secondary sources.
- I can pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
- I can distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

### **Kindergarten-5th Grade Historical Interpretation:**

- I can summarize the key events of the era they are studying and explain the historical contexts of those events.
- I can identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
- I can identify and interpret the multiple causes and effects of historical events.
- I can conduct cost-benefit analyses of historical and current events.

### **Kindergarten-5th Grade Civics and Government:**

- I can identify and explain the origins and purposes of rules, laws, and key U.S. Constitutional provisions and the role they play in addressing public problems and issues.
- I can use deliberative discussion when making decisions or reaching judgments as a group.
- I can construct arguments and establish positions on issues by using reasoning and evidence from multiple sources.
- I can identify and describe ways to take action individually and in groups to address problems and issues.

### **6th-8th Grade Chronological and Spatial Thinking:**

- I can explain how major events are related to one another in time.
- I can construct various timelines of key events, people, and periods of the historical era they are studying.
- I can use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

### **6th-8th Grade Research, Evidence, and Point of View:**

- I can frame questions that can be answered by historical study and research.
- I can distinguish fact from opinion in historical narratives and stories.
- I can distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
- I can assess the credibility of primary and secondary sources and draw sound conclusions from them.
- I can detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

### **6th-8th Grade Historical Interpretation:**

- I can explain the central issues and problems from the past, placing people and events in a matrix of time and place.
- I can understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
- I can explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
- I can recognize the role of chance, oversight, and error in history.
- I can recognize that interpretations of history are subject to change as new information is uncovered.
- I can interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

### **6th-8th Grade Civics and Government:**

- I can analyze rules, laws, and public policies in terms of effectiveness, identified benefits and costs, and weighing and balancing consequences.
- I can use deliberative discussion, including consideration of multiple points of view, when making decisions or making judgments about political issues or problems.
- I can construct arguments and take positions on issues by using claims and evidence from multiple sources and identify the strengths and weaknesses of the arguments.
- I can apply a range of deliberative and democratic procedures to evaluate and plan various actions to address issues and problems in school.