

Appendix A

Social Studies Literacy Skills for the Twenty-First Century

The statements in the chart below represent a continuum of tools, strategies, and perspectives that are necessary for the student's understanding of the social studies material taught at each of the four grade levels. This chart contains statements that do not appear in the bulleted lists in the main text of this document.

Literacy Skills for Social Studies			
Grades K–3	Grades 4–5	Grades 6–8	High School
Distinguish between past, present, and future time.	Establish the chronological order in reconstructing a historical narrative.	Explain change and continuity over time and across cultures .	Examine the relationship of the present to the past and use a knowledge of the past to make informed decisions in the present and to extrapolate into the future.
Measure and calculate calendar time.	Create and interpret data in time lines.	Interpret parallel time lines from different places and cultures .	Trace and describe continuity and change across cultures .
Identify cause-and-effect relationships.	Identify and explain cause-and-effect relationships.	Identify and explain the relationships among multiple causes and multiple effects.	Assess the relationships among multiple causes and multiple effects.
Differentiate between fiction and informational text and between primary and secondary sources.	Identify multiple points of view or biases and ask questions that clarify those opinions.	Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.	Evaluate the validity of multiple points of view or biases by using evidence and sound reasoning.
Explain the difference between fact and opinion.	Explain the difference between fact and opinion, evidence and argument.	Analyze evidence, arguments, claims, and beliefs.	Analyze and evaluate evidence, arguments, claims, and beliefs.
Interpret information from a variety of social studies resources.	Utilize different types of media to synthesize social studies information from a variety of social studies resources.	Select or design appropriate forms of social studies resources to organize and evaluate social studies information.	Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.

Literacy Skills for Social Studies

Grades K–3	Grades 4–5	Grades 6–8	High School
Recognize maps, mental maps , and geographic models as representations of spatial relationships.	Create maps, mental maps , and geographic models to represent spatial relationships.	Interpret Earth’s physical and human systems by using maps, mental maps , geographic models, and other social studies resources.	Represent and interpret Earth’s physical and human systems by using maps, mental maps , geographic models, and other social studies resources to make inferences and draw conclusions.
Find and describe the locations and conditions of places.	Identify the locations of places, the conditions at places, and the connections between places.	Compare the locations of places, the conditions at places, and the connections between places.	Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.
Identify his or her place in the family, school, and community.	Explain his or her relationship to others in American society and culture .	Explain his or her relationship to others in the global community.	Explain contemporary patterns of human behavior, culture , and political and economic systems.
Practice responsible citizenship within his or her school, community, and state.	Demonstrate responsible citizenship within local, state, and national communities.	Understand responsible citizenship in relation to the state, national, and international communities.	Model informed participatory citizenship.
Identify political, social, and economic institutions that affect the student, the school, and the community.	Explain how political, social, and economic institutions have influenced the state and nation throughout history.	Explain how political, social, and economic institutions are similar or different across time and/or throughout the world.	Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.
Distinguish between wants and needs and between consumers and producers.	Explain the opportunity cost involved in the allocation of scarce productive resources.	Explain how the endowment and development of productive resources affects economic decisions and global interactions.	Compare the ways that different economic systems answer the fundamental questions of what goods and services should be produced, how they should be produced, and who will consume them.

Literacy Skills for Social Studies

Grades K–3	Grades 4–5	Grades 6–8	High School
Understand that people make choices based on the scarcity of resources.	Illustrate the fact that some choices provide greater benefits than others.	Apply economic decision making to understand how limited resources necessitate choices.	Analyze how a scarcity of productive resources affects economic choices.
Explain the use of barter and money in exchange for goods and services.	Explain how specialization facilitates trade.	Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.	Explain how an interdependent, specialized, and voluntary worldwide trade network affects a nation’s standard of living and economic growth.
Distinguish between the public and private sectors of the economy.	Identify connections between government policies, property rights, and free enterprise .	Examine the costs and the benefits of economic choices made by a particular society and explain how those choices affect overall economic well-being.	Explain how the United States government provides public services, redistributes income, regulates economic activity, and promotes economic growth.
Explain the importance of the connection between education and success in life.	Explain the importance of saving, investment, and employment in creating personal and social wealth.	Explain the use of a budget in making personal economic decisions and planning for the future.	Explain how investment in human capital such as health, education, and training leads to economic growth.
Explain the importance of jobs in the fulfillment of personal and social goals.	Explain the importance of taxes in providing public services to meet the needs of the individual and the community.	Explain how entrepreneurship and economic risk-taking has promotes personal and social economic development in the past and the present.	Analyze the role of the government in promoting entrepreneurial activity.
PARTNERSHIP FOR THE 21ST CENTURY SKILLS			
Grades K–3	Grades 4–5	Grades 6–8	High School
Use a wide range of idea-creation techniques.	Create new solutions to problems.	Elaborate and refine ideas in order to improve and maximize creative efforts.	Analyze and evaluate ideas in order to improve and maximize creative efforts.

Literacy Skills for Social Studies

Grades K–3	Grades 4–5	Grades 6–8	High School
Share thoughts and ideas willingly.	Listen to and discuss the ideas of others.	Articulate his or her own thoughts and ideas and those of others objectively through speaking and writing.	Communicate effectively in diverse environments by using media and technology.
Work in teams to learn collaboratively.	Demonstrate the ability to work effectively and respectfully with teams of diverse individuals.	Demonstrate the ability and willingness to make compromises to accomplish a common team goal.	Assume shared responsibility for collaborative work and value the contributions made by each team member.
Generate writing that expresses a main idea and uses supporting details to establish that idea.	Generate writings that express a main idea and uses supporting details to establish that idea for a variety of audiences.	Create a thesis supported by research to convince an audience of its validity.	Create a research paper with a thesis supported by evidence and sound arguments.

LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND OTHER TECHNICAL SUBJECTS

Ask and answer questions to demonstrate his or her understanding of a text, using the text as the basis for the answers.	Cite details from a text to support conclusions made from that text.	Cite specific textual evidence to support the analysis of primary and secondary sources.	Utilize contextual information to support the analysis of primary and secondary sources.
Use visual elements as aids to understand where, when, why, and how.	Interpret visual information to deepen his or her understanding.	Integrate information from a variety of media sources with print or digital text in an appropriate manner.	Synthesize ideas and data to determine their validity and authenticity.