

**South Carleton High School**  
**Canadian & World Studies, Social Sciences, & Humanities Department**  
**D / M / U - Level Skills Continuum**

**The Paradigm :**

1. Skills are concepts. As such, they must be taught explicitly rather than imbedded in the delivery of content.
2. Skills must be taught sequentially beginning with simple operations moving through progressively more difficult ones until the student is able to perform the skill with little or no prompting from the teacher.
3. Skills are best taught using a deductive strategy (students are first given a clear definition of the characteristics or elements of the skill.) They are then asked to point out these characteristics in examples of the skill. Finally, they are then given an opportunity to practice the skill at increasing levels of difficulty until mastery is achieved.
4. Students must have immediate feedback about how well they are performing a new skill. Both formative and summative evaluation must have a skill component to assess the degree to which students have acquired the skills taught.

Other academic skills will be stressed by individual teachers but all staff will address the following list of basic skills intermediate skills.

**Key:** **I**=introduce,  
**R** = reinforce (progressively more difficult operations stressing greater student autonomy),  
**M**= mastery (at this level the student will have mastered the skill, no further instruction with regard to this skill).

D / M / U	Intermediate 9	Intermediate 10	Senior 11	Senior 12
<b><u>Inquiry / Critical Thinking Skills:</u></b>				
1. Detecting a hypothesis / thesis.	I	R	M	M
2. Developing a hypothesis / thesis.	I	R	R	M
3. Distinguishing between fact, opinion and argument.	I	R	R	M
4. Analyzing primary and secondary resources.	I	R	R	M
5. Analyzing & interpreting data.. -making inferences from tables and charts. - drawing conclusions, significance.	I	R	M	M
6. Detecting bias and frame of reference.	I	R	R	M
7. Evaluating sources data a) internet b) print c) methodology	I	R	R	M
8. Selecting / using evidence to support an argument.	I	R	R	M

<b><u>Research Skill</u></b>				
1. Developing focus questions.		I	R	M
2. Developing research organizers.	I	R	M	M
3. Note-taking - identifying the main ideas, sub-topics and important supporting details from the following resources.	I	R	M	M
4. Using the library - locate and select relevant information from a variety of sources.	I	R	M	M
5. Referencing sources Developing bibliography, citation, and annotation.	I	R	M	M
<b><u>Communication Skills:</u></b>				
1. Writing argumentative paragraphs.		I	R / M	M
2. Writing a mini-essay. (5-paragraph essay)		I	R / M	M
3. Making an oral presentation.	I	R	R / M	M
4. Writing an argumentative research paper.		I	R	M
5. Giving seminar/tutorial presentations.		I	R	M
6. Writing formal research reports.			I/R	M
7. Using quotations and paraphrasing.		I	R	M
8. Standard formatting rules for writing.	I / R	R / M	M	
<b><u>Graduating student approaching / achieved mastery in:</u></b>				
<ul style="list-style-type: none"> <li>• Critical thinking skills</li> <li>• Research process</li> <li>• Writing argumentative research papers</li> <li>• Giving seminar presentations</li> <li>• Writing formal research reports</li> </ul>				