

South Carleton High School
Canadian & World Studies, Social Sciences, & Humanities Department
D / M / U - Level Skills Continuum (sustainable skills continuum objectives)

Overall Principles:

1. Skills are concepts. As such, they must be **taught explicitly** rather than embedded in the delivery of content.
2. Skills must be **taught sequentially (scaffolded)** 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** with the goal of achieving proficiency.
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 intermediate skills.

Key: I=introduce

R = reinforce (progressively more difficult operations stressing greater student autonomy),

AP(AM) = approaching proficiency (mastery) (at this level student competence is implied, explicit instruction will be limited to quick review).

Critical (Explicitly taught, examples, practice and assessed)

Priority (Introduced, may be practiced but not necessarily formally assessed)

Important (At the very least Introduced)

D / M / U	Intermediate 9	Intermediate 10	Senior 11	Senior 12
<u>Inquiry / Critical Thinking Skills</u>				
Maintaining and Sustaining a hypothesis / thesis / argument (Selecting / using evidence to support an argument.)	I	R	AP	AP
Distinguishing between fact, opinion and argument.	I	R	AP	AP
Analyzing (credibility) & interpreting sources and information/data.	I	I / R	R	AP
Detecting bias and Identifying Multiple Perspectives (frame of reference)	I	R	R	AP

Research Skills				
Focus questions. - Gr. 10/11 guided - Gr. 12 independent		I	R	AP
Research organizers. - Gr. 9/10 modelled - Gr. 11/12 independent	I	R	AP	AP
Note-taking - identifying the main ideas, sub-topics and important supporting details	I	R	AP	AP
Using the library/Digital library - locate and select relevant information from a variety of sources.	I	R	AP	AP
Referencing sources Developing bibliography, citation, and annotation. Social Science (APA)	I	R	AP	AP
Communication Skills				
Creating a sustained argument - argumentative paragraphs, presentations, Visual essay, etc.	I	I	R / AP	AP
Making an oral presentation - Gr. 9/10 assessed with feedback	I	R	R / AP	AP
Applying Research in Arguments - Synthesizing, selecting and justifying information	I	R	R	AP
Giving seminar/tutorial presentations.		I	R	AP
Writing formal research reports.			I / R	AP
Using quotations and paraphrasing.	I	I	R	AP
Understanding and Applying a Variety of Formats - formal writing, slideshows, infographics, maps	I / R	R / AP	AP	AP
Graduating student approaching / achieved proficiency in:				
<ul style="list-style-type: none"> • Critical thinking skills • Research process • Writing/Creating argumentative research papers 				

- Giving seminar presentations
- Writing formal research reports