



## **“Moose on the Loose” Skills**

### **Upper Elementary Social Studies**

### **New Hampshire Historical Society**

#### **Skill 1: Gathering, Interpreting, and Using Evidence**

##### **Key Skill 3-5.S1.1**

Essential social studies skills include developing questions, learning about various primary and secondary sources, and deciding which sources can help make meaning as students learn to use sources.

- Develop compelling questions and supporting questions about course material.
- Identify key details regarding sources, such as authorship, date, audience, purpose, and other contextual information. Compare information provided by various sources and various types of media.
- Recognize and choose different forms of evidence, including primary and secondary sources, to make meaning in social studies.

##### **Key Skill 3-5.S1.2**

Essential social studies skills include evaluating and critiquing various primary and secondary sources and using them to develop arguments as students learn to think critically.

- Analyze and use different forms of evidence, including primary and secondary sources, to create understanding of the past and present.
- Generate questions about multiple historical sources and their relationships to particular historical events and developments. Summarize how different historical sources are used to explain past events.
- Understand distinctions between fact and opinion to determine the credibility of sources.
- Recognize the ways in which media appeals to an audience and holds its attention.
- Use evidence to develop a claim about the past or a prediction about the future.

#### **Skill 2: Communicating and Critiquing Conclusions**

##### **Key Skill 3-5.S2.1**

Essential social studies skills include creating explanations and evaluating arguments, and clearly and concisely expressing these arguments in a variety of ways.

- Construct arguments using claims and evidence from multiple sources, including addressing counter-claims.
- Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
- Compare and evaluate conflicting claims.

##### **Key Skill 3-5.S2.2**

Essential social studies skills include presenting an effective summary of arguments and explanations to others using a variety of print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and computer technology).



### **Skill 3: Effective Historical Thinking**

#### **Key Skill 3-5.S3.1**

Historical thinking means how to conceive of and assess the narrative arc of the past which includes the skills of differentiating past, present, and future and understanding causality, and learning how to compare events, people, and time periods.

- Generate questions about individuals, groups, and events who have shaped significant historical changes and continuities.
- Describe historical developments with significant details.
- Compare life in specific historical time periods to other time periods and to life today. Compare historical events by describing them and then comparing them to other events.
- Explain how events are related chronologically to one another. Explain probable causes and effects of events and developments.

#### **Key Skill 3-5.S3.2**

Historical thinking means how to conceive of and assess the narrative arc of the past which includes the skills of distinguishing fact from opinion, recognizing biases, and understanding how the pieces of history affect each other.

- Explain why perspectives of events within time periods and over times periods differ. Describe how people’s perspectives shaped the sources they created.
- Relate local events and developments to larger historical trends.
- Understand patterns of the past to make predictions about the future. Recognize the continuity and change in historical study.

### **Skill 4: Comprehensive Geographic Reasoning**

#### **Key Skill 3-5.S4.1**

Geographic reasoning means understanding the interconnectedness of the physical world around us which includes the skills of understanding and creating maps and how the physical environment and people affect each other.

- Distinguish human activities and human-made features from natural environments. Describe the processes, patterns, and functions of human settlements.
- Identify how environments affect human activities and how human activities affect physical environments, and how they change over time.
- Use location terms and geographic representations (e.g., maps of different scales, photographs, satellite images, and models) to describe where places are in relation to each other, connections between places, and the role of natural resources in daily life. Evaluate the benefits of particular places for purposeful activities.
- Construct maps and other graphic representations of both familiar and unfamiliar places to represent the physical and human characteristics of a place. Analyze the spatial organization of people, places, and environments.

**Key Skill 3-5.S4.2**

Geographic reasoning means understanding the interconnectedness of the physical world around us which includes the skills of drawing connections between locations of the earth, recognizing the interaction between geography and human development and culture, and using geography skills in the wider arc of social studies.

- Describe the types and patterns of human migration. Evaluate the effects of migration on the characteristics of places.
- Explain how culture influences the way people modify and adapt to their environments, and how this changes over time.
- Apply geography skills to plan for the future.

**Skill 5: Understanding Economics and Economic Systems****Key Skill 3-5.S5.1**

Economics means comprehending principles behind production, distribution, and consumption of goods and services which includes understanding the allocation and utilization of limited resources to meet unlimited needs and wants, and examining the relationship between costs and benefits.

- Distinguish between the various types of resources (human, physical, and natural) required to produce goods and services.
- Explain the role of money in making exchange easier and how prices of goods and services can change.
- Identify how scarcity necessitates decision making; compare the costs and benefits of decisions. Identify opportunity costs of a decision.
- Evaluate various methods of allocating goods and services. Explain how the free market economy functions.

**Key Skill 3-5.S5.2**

Economics means comprehending principles behind production, distribution, and consumption of goods and services which includes understanding the wider picture of how the economy affects groups and individuals and becoming prepared to make effective decisions as consumers, producers, savers, investors, and as citizens.

- Explain how specialization developed and how specialization leads to an increase in production and consumption.
- Identify how investment (e.g., in factories, machinery, new technology and human capital) stimulates economic growth and can raise the standard of living.
- Recognize cycles of economic growth and decline and how they affect people and groups.
- Explain how trade leads to increasing economic interdependence and how different groups have been economically connected.
- Describe the role of government and other institutions in the economy. Explain ways the government pays for the goods and services it provides.
- Use economic skills and evidence to predict future trends within the economy and community.

## **Skill 6: Understanding and Participating in Government**

### **Key Skill 3-5.S6.1**

Civics means understanding the foundational ideas of civil society and government and how a person can participate in each which includes comprehending the purpose, structure, and functions of government; the political process; and the rule of law to become responsible, knowledgeable citizens.

- Identify core civic virtues and democratic principles that guide government, society, and communities.
- Examine the origins and purposes of state and local government; distinguish the responsibilities and powers of federal, state and local government at different times, including the legislative, executive, and judicial branches.
- Explain how laws and/or policies are made at local and state levels. Explain how rules and laws have historically changed society and how people have changed rules and laws.

### **Key Skill 3-5.S6.2**

Civics means understanding the foundational ideas of civil society and government and how a person can participate in each which includes the skills of identifying how an individual and groups can affect their governments and communities to become responsible, knowledgeable citizens.

- Identify the rights and responsibilities of a citizen of a community and state.
- Identify opportunities for and the role of the individual in responsible social and political participation in the school, local, and/or state community.
- Identify types of media and practice appropriate media literacy skills.
- Identify how the government can influence people's rights and freedom. Discuss the balance between individual rights and the common good.
- Identify situations in which social actions are required and suggest appropriate actions. Explain how policies are developed to address public problems.
- Show respect for issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict.

## **Skill 7: Using Technology Responsibly**

### **Key Skill 3-5.S7.1**

Today in social studies and in other disciplines, students must be prepared to succeed in a constantly evolving technological landscape. Evaluating and using appropriate technology as well as acting as an effective and moral digital citizen are essential skills.

- Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies. Transfer knowledge to emerging technologies.
- Critically use a variety of technical resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences.
- Recognize the rights, responsibilities, and opportunities of a digital citizen in living, learning, and working in an interconnected digital world. Act and model in ways that are safe, legal, and ethical.
- Explain and follow Fair Use Guidelines for the use of copyrighted materials (e.g., text, images, music, video), giving credit to media creators.
- Communicate clearly and creatively for a variety of purposes using appropriate platforms, tools, styles, formats, and digital media. Create effective multimedia presentations.
- Practice media literacy skills as well-informed consumers of media to navigate and make sense of a variety of media.