

Progression of Social Studies Skills and Processes

30 - 1 and 30 - 2

| Skill | Outcome | 30-1 | 30-2 |
|---------------------------------------|--------------|--|---|
| Critical and Creative Thinking | S.1.1 | evaluate ideas and information from multiple sources | analyze ideas and information from multiple sources |
| | S.1.2 | determine relationships among multiple and varied sources of information | determine relationships among multiple sources of information |
| | S.1.3 | assess the validity of information based on context, bias, sources, objectivity, evidence or reliability | determine the validity of information based on context, bias, sources, objectivity, evidence or reliability |
| | S.1.4 | predict likely outcomes based on factual information | suggest likely outcomes based on factual information |
| | S.1.5 | evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue | evaluate personal assumptions and opinions |
| | S.1.6 | synthesize information from contemporary and historical issues to develop an informed position | determine the strengths and weaknesses of arguments |
| | S.1.7 | evaluate the logic of assumptions underlying a position | identify seemingly unrelated ideas to explain a concept or event |
| | S.1.8 | assemble seemingly unrelated information to support an idea or to explain an event | analyze current affairs from a variety of perspectives |
| | S.1.9 | analyze current affairs from a variety of perspectives | identify main ideas underlying a position or issue |
| Historical Thinking | S.2.1 | analyze multiple historical and contemporary perspectives within and across cultures | understand diverse historical and contemporary perspectives within and across cultures |
| | S.2.2 | analyze connections among patterns of historical change by identifying cause and effect relationships | analyze connections among patterns of historical change by identifying cause and effect relationships |
| | S.2.3 | compare similarities and differences among historical narratives | compare and contrast historical narratives |
| | S.2.4 | evaluate the impact of significant historical periods and patterns of change on the contemporary world | identify and describe the impact of significant historical periods and patterns of change on society today |
| | S.2.5 | discern historical facts from historical interpretations through an examination of multiple sources | understand the difference between historical facts and historical interpretations |

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| Historical Thinking Con't | S.2.6 | identify reasons underlying similarities and differences among historical narratives | compare alternative historical narratives |
| | S.2.7 | develop a reasoned position that is informed by historical and contemporary evidence | develop reasoned arguments supported by historical and contemporary evidence |
| | S.2.8 | ➤ demonstrate an understanding of how changes in technology can benefit or harm society—in the context of the present, the future and various historical time periods | ➤ describe how changes in technology can benefit or harm society |
| | S.2.9 | ➤ use current, reliable information sources from around the world | ➤ use current, reliable information sources from around the world |
| Geographic Thinking | S.3.1 | analyze the impact of physical and human geography on history | analyze the ways in which physical and human geographic features influence world events |
| | S.3.2 | make inferences and draw conclusions from maps and other geographical sources | draw conclusions from maps and other geographic sources |
| | S.3.3 | locate, gather, interpret and organize information, using historical maps | locate, gather, interpret and organize information, using historical maps |
| | S.3.4 | develop and assess geographic representations to demonstrate the impact of factors of geography on world events | assess the impact of human activities on the land and the environment |
| | S.3.5 | assess the impact of human activities on the land and the environment | ➤ use current, reliable information sources from around the world, including online atlases |
| | S.3.6 | assess how human interaction impacts geopolitical realities | |
| | S.3.7 | ➤ use current, reliable information sources from around the world, including online atlases | |
| Decision Making and Problem Solving | S.4.1 | demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues | demonstrate skills needed to reach consensus, solve problems and formulate positions |
| | S.4.2 | develop inquiry strategies to make decisions and solve problems | use inquiry processes to make decisions and solve problems |
| | S.4.3 | generate and apply new ideas and strategies to contribute to decision making and problem solving | apply ideas and strategies to contribute to decision making and problem solving |

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| Decision Making and Problem Solving Con't | S.4.4 | ➤ describe a plan of action to use technology to solve a problem | ➤ describe a plan of action to use technology to solve a problem |
| | S.4.5 | ➤ use appropriate tools and materials to accomplish a plan of action | ➤ use appropriate tools and materials to accomplish a plan of action |
| Cooperation, Conflict Resolution, Consensus Building | S.5.1 | demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably | demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences |
| | S.5.2 | participate in persuading, compromising and negotiating to resolve conflicts and differences | make meaningful contributions to discussion and group work |
| | S.5.3 | interpret patterns of behaviour and attitudes that contribute or pose obstacles to cross-cultural understanding | identify behaviours and attitudes that contribute or pose obstacles to cross-cultural understanding |
| | S.5.4 | demonstrate leadership during discussions and group work | consider the points of view and perspectives of others |
| | S.5.5 | respect the needs and perspectives of others | identify and use a variety of strategies to resolve conflicts peacefully and equitably |
| | S.5.6 | collaborate in groups to solve problems | demonstrate cooperativeness in groups to solve problems |
| Age Appropriate Social Involvement | S.6.1 | demonstrate leadership by engaging in actions that enhance personal and community well-being | demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community |
| | S.6.2 | acknowledge the importance of multiple perspectives in a variety of situations | promote and respect the contributions of team members when working as a team |
| | S.6.3 | | cooperate with others for the well-being of the community |
| Research for Deliberative Inquiry | S.7.1 | develop, express and defend an informed position on an issue | develop and express an informed position on an issue |
| | S.7.2 | reflect on changes of perspective or opinion based on information gathered and research conducted | develop conclusions based on evidence gathered through research of a wide variety of sources |
| | S.7.3 | draw pertinent conclusions based on evidence derived from research | use research tools and methods to investigate issues |

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| Research for Deliberative Inquiry Con't | S.7.4 | demonstrate proficiency in the use of research tools and strategies to investigate issues | consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues |
| | S.7.5 | consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues | revise questions on an issue as new information becomes available |
| | S.7.6 | integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry | select relevant information when conducting research |
| | S.7.7 | develop, refine and apply questions to address an issue | cite sources correctly to respect the ownership and integrity of information |
| | S.7.8 | select and analyze relevant information when conducting research | ➤ use calendars, time management or project management software to assist in organizing the research process |
| | S.7.9 | ➤ plan and perform complex searches, using digital sources | ➤ plan and perform searches, using digital sources |
| | S.7.10 | ➤ use calendars, time management or project management software to assist in organizing the research process | ➤ generate understandings of issues by using some form of technology to facilitate the process |
| | S.7.11 | ➤ generate new understandings of issues by using some form of technology to facilitate the process | |
| | S.7.12 | ➤ record relevant data for acknowledging sources of information, and cite sources correctly | |
| | S.7.13 | ➤ respect ownership and integrity of information | |
| Oral, Visual and Textual Literacy | S.8.1 | communicate effectively to express a point of view in a variety of situations | communicate effectively in a variety of situations |
| | S.8.2 | use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue | engage in respectful discussion |
| | S.8.3 | ask respectful and relevant questions of others to clarify viewpoints | use a variety of oral, visual and print sources to present informed positions on issues |
| | S.8.4 | listen respectfully to others | ask respectful and relevant questions of others to clarify viewpoints on an issue |

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| Oral, Visual and Textual Literacy Con't | S.8.5 | use a variety of oral, visual and print sources to present informed positions on issues | make respectful and reasoned comments on the topic of discussion |
| | S.8.6 | apply information technologies for context (situation, audience and purpose) to extend and ➤ communicate understanding of complex issues | ➤ use technology to compose, revise and edit text |
| | S.8.7 | use appropriate presentation software to demonstrate personal understandings | ➤ employ technologies to adapt information for context (situation, audience and purpose) |
| | S.8.8 | ➤ compose, revise and edit text | |
| | S.8.9 | ➤ apply general principles of graphic layout and design to a document in process | |
| | S.8.10 | ➤ understand that different types of information may be used to manipulate and control a message (e.g., graphics, photographs, graphs, charts and statistics) | |
| | S.8.11 | ➤ apply principles of graphic design to enhance meaning and engage audiences | |
| Media Literacy | S.9.1 | ➤ assess the authority, reliability and validity of electronically accessed information | ➤ assess the authority, reliability and validity of electronically accessed information |
| | S.9.2 | ➤ evaluate the validity of various points of view presented in the media | ➤ analyze the validity of various points of view in media messages |
| | S.9.3 | ➤ appraise information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence | ➤ analyze information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence |
| | S.9.4 | ➤ analyze the impact of various forms of media, identifying complexities and discrepancies ➤ in the information and making distinctions between sound generalizations and misleading oversimplification | ➤ analyze the impact of various forms of media |
| | S.9.5 | ➤ demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic | ➤ demonstrate discriminatory selection of electronically accessed information |