

*Progression of Social Studies Skills and Processes*  
*Grades K - 3*

Skill	Outcome	Kindergarten	Grade 1	Grade 2	Grade 3
<b>Critical and Creative Thinking</b>	<b>S.1.1</b>	consider ideas and information from varied sources	examine ideas and information from varied sources	distinguish between a fictional and a factual account about Canadian communities	evaluate ideas and information from different points of view
	<b>S.1.2</b>	compare and contrast information provided	choose and justify a course of action	choose and justify a course of action	choose and justify a course of action
	<b>S.1.3</b>		➤ compare and contrast information from similar types of electronic sources	➤ compare and contrast information from similar types of electronic sources, such as information collected on the Internet.	generate original ideas and strategies in individual and group activities
	<b>S.1.4</b>				compare and contrast information from similar types of electronic sources, such as information collected on the Internet
<b>Historical Thinking</b>	<b>S.2.1</b>	recognize that some activities or events occur at particular times of the day or year	recognize that some activities or events occur on a seasonal basis	correctly apply terms related to time (i.e., long ago, before, after)	correctly apply terms related to time, including past, present, future
	<b>S.2.2</b>	differentiate between events and activities that occurred recently and long ago	differentiate between activities and events that occurred recently and long ago	arrange events, facts and/or ideas in sequence	arrange events, facts and/or ideas in sequence
<b>Geographic Thinking</b>	<b>S.3.1</b>	recognize familiar places or points of reference in their surroundings	use a simple map to locate specific areas within the school and community	use a simple map to locate communities studied in Canada	create and use a simple map to locate communities studied in the world
	<b>S.3.2</b>	ask geographic questions, such as asking for directions	ask geographic questions, such as asking for directions	determine distance on a map, using relative terms such as near/far, here/there	use cardinal and intermediate directions to locate places on maps and globes

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<b>Geographic Thinking</b> Con't	S.3.3		understand that globes and maps are visual representations of the world	apply the concept of relative location to determine locations of people and places	apply the concept of relative location to determine locations of people and places
	S.3.4		locate Canada on a globe or map	use cardinal directions to locate communities studied in relation to one's own community	apply the terms hemisphere, poles, equator
<b>Decision Making and Problem Solving</b>	S.4.1	provide ideas and strategies to contribute to decision making and problem solving	collaborate with others to devise strategies for decision making and problem solving	apply ideas and strategies to decision making and problem solving	apply new ideas and strategies to contribute to decision making and problem solving
	S.4.2		apply ideas and strategies to contribute to decision making and problem solving	propose new ideas and strategies to contribute to decision making and problem solving	support proposed ideas, strategies and options with facts and reasons
	S.4.3				collaborate with others to devise strategies for dealing with problems and issues
	S.4.4				➤ use technology to organize and display data in a problem-solving context
<b>Cooperation, Conflict Resolution, and Consensus Building</b>	S.5.1	consider the needs of others	consider the ideas and suggestions of others	demonstrate the ability to deal constructively with diversity and disagreement	demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate

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<b>Cooperation, Conflict Resolution, and Consensus Building Con't</b>	<b>S.5.2</b>	work and play in harmony with others to create a safe and caring environment	work and play in harmony with others to create a safe and caring environment	work and play in harmony with others to create a safe and caring environment	demonstrate willingness to seek consensus among members of a work group
	<b>S.5.3</b>	demonstrate a willingness to share space and resources	demonstrate a willingness to share space and resources	consider the needs and ideas of others	consider the needs and points of view of others
	<b>S.5.4</b>			➤ share information collected from electronic sources to add to a group task	work and play in harmony with others to create a safe and caring environment
	<b>S.5.5</b>				➤ share information collected from electronic sources to add to a group task
<b>Age Appropriate Social Involvement</b>	<b>S.6.1</b>	being a classroom helper	behaviour in accordance with classroom, school and community expectations	participate in activities that enhance their sense of belonging within their school and community	participate in projects that improve or meet the particular needs of their school or community
<b>Research for Deliberative Inquiry</b>	<b>S.7.1</b>	ask questions to make meaning of a topic	ask questions to make meaning of a topic	participate in formulating research questions	make connections between cause-and-effect relationships from information gathered from varied sources
	<b>S.7.2</b>	gather information on a particular topic from a variety of sources, e.g., illustrations, photographs, videos, objects, auditory cues	compare and contrast information gathered	➤ develop questions that reflect a personal information need	evaluate whether information supports an issue or a research question
	<b>S.7.3</b>		➤ navigate within an electronic document	➤ follow a plan to complete an inquiry	➤ develop questions that reflect a personal information need

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<b>Research for Deliberative Inquiry Con't</b>	<b>S.7.4</b>		➤ access and retrieve appropriate information from electronic sources, when available, for a specific inquiry	➤ access and retrieve appropriate information from electronic sources for a specific inquiry	➤ follow a plan to complete an inquiry
	<b>S.7.5</b>		➤ process information from more than one source to retell what has been discovered	➤ navigate within a document, compact disc or other software program that contains links	➤ access and retrieve appropriate information from electronic sources for a specific inquiry
	<b>S.7.6</b>		➤ draw conclusions from organized information	➤ organize information from more than one source	➤ navigate within a document, compact disc or other software program that contains links
	<b>S.7.7</b>		➤ make predictions based on organized information	➤ process information from more than one source to retell what has been discovered	➤ organize information from more than one source
	<b>S.7.8</b>			➤ formulate new questions as research progresses	➤ process information from more than one source to retell what has been discovered
	<b>S.7.9</b>			➤ draw conclusions from organized information	➤ draw conclusions from organized information
	<b>S.7.10</b>			➤ make predictions based on organized information	➤ make predictions based on organized information
	<b>S.7.11</b>				➤ formulate new questions as research progresses
<b>Oral, Written, and Visual Literacy</b>	<b>S.8.1</b>	listen to others in a socially appropriate manner	interact with others in a socially appropriate manner	prepare and present information in their own words, using respectful language	organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration

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<b>Oral, Written, and Visual Literacy Con't</b>	<b>S.8.2</b>	respond appropriately to comments and questions, using language respectful of human diversity	respond appropriately, verbally and in written forms, using language respectful of human diversity	respond appropriately to comments and questions, using respectful language	listen to others in order to understand their points of view
	<b>S.8.3</b>		listen to others in order to understand their point of view	interact with others in a socially appropriate manner	interact with others in a socially appropriate manner
	<b>S.8.4</b>		➤ create visual images using paint and draw programs	➤ create visual images for particular audiences and purposes	➤ create visual images for particular audiences and purposes
	<b>S.8.5</b>			➤ display data in a problem-solving context	➤ use technology to support and present conclusions
	<b>S.8.6</b>			➤ use technology to support a presentation	
<b>Media Literacy</b>	<b>S.9.1</b>	determine the main points or ideas in a media presentation	identify key words in a media presentation to determine the main idea	identify key words from gathered information on a topic or issue	compare information on the same issue or topic from print media, television, photographs and the Internet
				compare information on the same topic or issue from print media, television and photographs	identify key words from information gathered from a variety of media on a topic or issue