

*Progression of Social Studies Skills and Processes
Knowledge and Employability
Grades 8 and 9*

Skill	Outcome	Grade 8	Grade 9
Critical and Creative Thinking	S.1.1	use an issue-analysis model to identify an issue or question, state the question or issue, recognize different positions on an issue, offer reasons for each position, adopt a personal position and explain the reasons for their choice	use an issue-analysis model to identify an issue or question, state the question or issue, recognize different positions on an issue, offer reasons for each position, adopt a personal position and explain the reasons for their choice
	S.1.2	identify and re-examine their personal assumptions and opinions to broaden their understanding of a topic or issue	re-evaluate their personal assumptions and opinions to reflect a broadened understanding of a topic or issue
	S.1.3	determine the validity of information based on context, bias, source, objectivity, evidence and reliability to broaden their understanding of a topic or issue	determine the validity of information based on context, bias, source, objectivity, evidence and reliability to broaden their understanding of a topic or issue
	S.1.4	develop an awareness of how perspectives can shape understanding	demonstrate the ability to examine local and current events from multiple perspectives
	S.1.5	demonstrate the ability to identify local and current events that connect to social studies issues	generate creative ideas and strategies in individual and group activities
	S.1.6	generate creative ideas and strategies in individual and group activities	➤ access diverse viewpoints on particular topics by using appropriate technologies
	S.1.7	➤ access diverse viewpoints on a particular topic by using appropriate technologies	➤ assemble and organize different viewpoints in order to assess their validity
Historical Thinking	S.2.1	distinguish cause, effect, sequence and correlations in historical events	use historical, community and other resources to organize the sequence of historical events

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Historical Thinking Con't	S.2.2	summarize and chronologically display key events and people in selected cultures and societies, using historical and community resources, technology and other strategies as appropriate	distinguish cause, effect, sequence and correlations in historical events
	S.2.3	➤ identify patterns in organized information	identify, summarize and chronologically display key events, people and issues, using technology and other strategies as appropriate
	S.2.4		examine historical events and their relationship to the present
	S.2.5		➤ create a simulation or a model by using technology that permits the making of inferences
	S.2.6		➤ identify patterns in organized information ➤
Geographic Thinking	S.3.1	interpret historical maps to broaden their understanding of events	use, construct and interpret maps to broaden their understanding of history and economic and political issues
	S.3.2	use thematic maps to describe cultural and political regions	investigate geographic problems and issues and create geographic questions
	S.3.3	use, construct and interpret maps to broaden their understanding of given topics	use a variety of technologies to assist in the preparation of maps.
	S.3.4	investigate geographic problems and issues and create geographic questions	➤ access and operate multimedia applications and technologies from stand-alone and online sources, as appropriate.

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Geographic Thinking Con't	S.3.5	➤ access and operate multimedia applications and technologies from stand-alone and online sources, as appropriate; e.g., Geographic Information Systems (GIS).	
Decision Making and Problem Solving	S.4.1	use a problem-solving model to identify the problem/issue, identify alternative solutions and their consequences and identify which action to implement	use a problem-solving model to identify the problem/issue, identify alternative solutions and their consequences and identify which action to implement
	S.4.2	articulate clearly a plan of action to use technology to solve a problem	reflect upon their own and others' past actions when determining future actions and choices
	S.4.3	➤ identify the appropriate materials and tools to use in order to accomplish a plan of action	participate in and predict the outcomes of decision-making and problem-solving scenarios
	S.4.4		propose and apply new ideas, strategies or options, supported with fact and reason, to contribute to problem solving and decision making
	S.4.5		➤ articulate clearly a plan of action to use technology to solve a problem
	S.4.6		➤ evaluate choices and progress in problem solving, then redefine the plan of action as appropriate.
Cooperation, Conflict Resolution, Consensus Building	S.5.1	identify and use a variety of strategies to resolve conflicts peacefully and fairly	work positively and collaboratively with others, using a variety of strategies; e.g., considering the needs and perspectives of others

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Cooperation, Conflict Resolution, Consensus Building Con't	S.5.2	consider the needs and perspectives of others reflect upon personal and others' past actions when determining future actions and choices	demonstrate leadership, as appropriate, in a variety of situations
	S.5.3	➤ use networks, as appropriate, to brainstorm, plan and share ideas with group members.	demonstrate the ability to compromise to reach group consensus
	S.5.4		identify and use a variety of strategies to achieve consensus and resolve conflicts peacefully and fairly
	S.5.5		➤ use networks to brainstorm, plan and share ideas with group members.
Age Appropriate Social Involvement	S.6.1	respond respectfully to the inherent meaning of stories told in the oral tradition and to artistic, musical, literary and other representations	respond respectfully to the inherent meaning of stories told in the oral tradition and to artistic, musical, literary and other representations
	S.6.2	use peer and self-evaluation to set attainable goals to improve learning and behaviour	evaluate actions to support fairness, justice and equality
	S.6.3	demonstrate respect and acceptance of identities while participating in community partnerships and other activities.	demonstrate respect and acceptance of identities while participating in community partnerships and other activities
	S.6.4		use peer and self-evaluation to set attainable goals to improve learning and behaviour.
Research for Deliberative Inquiry	S.7.1	create and categorize questions to direct inquiry and research processes	create and categorize questions to direct inquiry and research processes and formulate new questions as research progresses

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Research for Deliberative Inquiry Con't	S.7.2	demonstrate responsible and ethical use of information and technology	locate information by using various parts of an information source; e.g., the glossary, table of contents, index and home page of a Web site
	S.7.3	locate information by using various parts of an information source; e.g., the glossary, table of contents, index and home page of a Web site	demonstrate responsible and ethical use of information and technology
	S.7.4	access and select information from a variety of sources; e.g., documents, art, songs, artifacts, narratives and oral stories	access and select information from a variety of sources; e.g., documents, art, songs, artifacts, narratives and oral stories
	S.7.5	➤ plan and conduct a search, using a wide variety of electronic sources as appropriate	organize and combine researched information
	S.7.6	➤ refine searches to limit sources to a manageable number	➤ create a plan for an inquiry that includes consideration of time management
	S.7.7	➤ access, retrieve and share information from electronic sources; e.g., common files	➤ refine searches to limit sources to a manageable number
	S.7.8	identify the main ideas in information sources	➤ access and retrieve information, through the Internet, pertaining to given topics
	S.7.9	recognize that information serves a variety of purposes and that accuracy or relevance may require verification	➤ evaluate the authority, reliability and relevance of electronic sources of information
	S.7.10	compare various interpretations of events using a variety of evidence; e.g., photographs, artifacts, interviews and media reports	identify the main ideas in information sources

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Research for Deliberative Inquiry Con't	S.7.11	reflect on the ways in which shared stories connect to personal experiences make generalizations about the significance of the art, drama and literature of an ancient society as an expression of worldview and beliefs	distinguish fact from opinion in a variety of information sources; e.g., the media
	S.7.12	connect newly learned concepts to previously learned concepts to broaden understanding	organize information using a variety of strategies and tools; e.g., charts, graphs and technology, as appropriate
	S.7.13	draw conclusions based on research and evidence	recognize that information serves a variety of purposes and that accuracy or relevance may require verification
	S.7.14	recognize the need to reflect upon and evaluate their point of view, decision or inference, based on new evidence	reflect on the ways in which shared stories connect to personal experiences
	S.7.15	➤ evaluate the relevance of electronically accessed information to a particular topic	make generalizations about the significance of the art, drama and literature of an ancient society as an expression of worldview and beliefs
	S.7.16	➤ organize and analyze information to create a product.	connect newly learned concepts to previously learned concepts to broaden understanding
	S.7.17		develop a position and draw conclusions, based on research and evidence
	S.7.18		recognize the need to change their point of view, decision or assumption, based on new evidence

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Research for Deliberative Inquiry Con't	S.7.19		➤ analyze and combine information to create a product.
Oral, Visual and Textual Literacy	S.8.1	use communication skills to clarify, respond and interact appropriately with others during discussions and other group activities	use strategies, e.g., summarizing and giving examples, to determine understanding
	S.8.2	listen to others to understand their perspectives use strategies, e.g., summarizing and giving examples, to determine understanding	listen to others in order to understand their perspectives
	S.8.3	communicate ideas and actions using a variety of strategies, e.g., speeches, multimedia presentations, written and oral reports, and consider particular audiences and purposes	communicate in a persuasive and engaging manner through a variety of strategies, e.g., speeches, multimedia presentations, written and oral reports, and consider particular audiences and purposes
	S.8.4	➤ access available databases for images to support communication	make reasoned comments relating to the topic of discussion
	S.8.5	➤ create a multimedia presentation, incorporating visual images (clip art, video clips), sounds (live recordings, sound clips) and animated images, as appropriate to a specific audience and purpose	use a variety of strategies to organize and represent information to illustrate trends; e.g., graphs, charts or visual organizers
	S.8.6		➤ use communication technology to interact with others
	S.8.7		access available databases for images to support communication

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Oral, Visual and Textual Literacy Con't	S.8.8		➤ create multimedia presentations that incorporate meaningful graphics, audio, video and text gathered from remote sources.
Media Literacy	S.9.1	identify techniques used to enhance the authority and authenticity of media messages	examine techniques used to enhance the authority and authenticity of media messages
	S.9.2	examine the values, lifestyles and points of view represented in media messages	examine the values, lifestyles and points of view represented in media messages
	S.9.3	examine the values, lifestyles and points of view represented in media messages	examine the impact of television, the Internet, radio and print media on current affairs issues.
	S.9.4	recognize the impact of television, the Internet, radio and print media on a particular current affairs issue.	