

Progression of Social Studies Skills and Processes
Grades 4 - 6

Skill	Outcome	Grade 4	Grade 5	Grade 6
Critical and Creative Thinking	S.1.1	evaluate significant local and current affairs, distinguishing between fact and opinion	analyze significant local and current affairs from a variety of sources, distinguishing between fact and opinion	assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion
	S.1.2	evaluate, critically, ideas, information and positions from multiple perspectives	evaluate ideas, information and positions from multiple perspectives	critically evaluate ideas, information and positions
	S.1.3	re-evaluate opinions to broaden understanding of a topic or an issue	re-evaluate personal opinions to broaden understanding of a topic or an issue	re-evaluate personal opinions to broaden understanding of a topic or an issue
	S.1.4	generate original ideas and strategies in individual and group activities	generate original ideas and strategies in situations of individual and group activities	generate original ideas and strategies in individual and group activities
	S.1.5	➤ seek responses to inquiries from various authorities through electronic media	➤ seek responses to inquiries from various authorities through electronic media	➤ seek responses to inquiries from various authorities through electronic media
				➤ recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used
Historical Thinking	S.2.1	use photographs and interviews to make meaning of historical information	use photographs and interviews to make meaning of historical information	use primary sources to interpret historical events and issues
	S.2.2	use historical and community resources to understand and organize the sequence of local historical events	use historical and community resources to understand and organize the sequence of national historical events	use historical and community resources to understand and organize the sequence of historical events
	S.2.3	explain the historical context of key events of a given time period	explain the historical context of key events of a given time period	explain the historical contexts of key events of a given time period

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Historical Thinking Con't	S.2.4		➤ organize information, using such tools as a database, spreadsheet or electronic webbing	use examples of events to describe cause and effect and change over time
	S.2.5			➤ organize information, using such tools as a database, spreadsheet or electronic webbing
Geographic Thinking	S.3.1	use the scale on maps of Alberta to determine the distance between places	use latitude and longitude to determine the absolute location of places in Canada on maps and globes	construct and interpret various types of maps (i.e., historical, physical, political maps) to broaden understanding of topics being studied
	S.3.2	construct graphs, tables, charts and maps to interpret information	construct maps, diagrams and charts to display geographic information	use geographic tools, including software, that assist in preparing graphs and maps
	S.3.3	use historical maps to make meaning of historical events and issues	use historical maps to make meaning of historical events and issues	use cardinal and intermediate directions to locate places on maps and globes
	S.3.4	use cardinal and intermediate directions to locate places on maps and globes	use cardinal and intermediate directions and simple grids to locate places on maps and globes	use scales to determine the distance between places on maps and globes
	S.3.5	identify the location of sources of nonrenewable resources (e.g., fossil fuels, minerals)	use the scale on maps and globes to determine the distance between places	identify geographic problems and issues and pose geographic questions
	S.3.6		list, map and discuss major waterways that have been significant in the establishment of communities in Canada (e.g., St. Lawrence River, Great Lakes, St. Lawrence Seaway, Red River)	

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Decision-Making and Problem-Solving	S.4.1	contribute and apply new ideas and strategies, supported with facts and reasons, to decision making and problem solving	determine when a decision needs to be made in dealing with problems and issues	propose and apply new ideas, strategies and options, supported with facts and reasons, to contribute to decision making and problem solving
	S.4.2	identify situations where a decision needs to be made and a problem requires attention	collaborate with others to apply strategies for decision making and problem solving	consider multiple perspectives when dealing with issues, decision making and problem solving
	S.4.3	➤ select and use technology to assist in problem solving	select and use technology to assist in problem solving	collaborate with others to devise strategies for dealing with problems and issues
	S.4.4	➤ use data gathered from a variety of electronic sources to address identified problems	➤ use data gathered from a variety of electronic sources to address identified problems	➤ select and use technology to assist in problem solving
	S.4.5	➤ solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology	➤ solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology	➤ use data gathered from a variety of electronic sources to address identified problems
	S.4.6	➤ use graphic organizers, such as mind mapping/webbing, flowcharting and outlining, to present connections among ideas and information in a problem-solving environment	➤ use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections between ideas and information in a problem-solving environment	➤ solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology
	S.4.5		➤ generate alternative solutions to problems by using technology to facilitate the process	➤ use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections among ideas and information in a problem-solving environment

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Decision-Making and Problem Solving Con't	S.4.6			➤ solve issue-related problems, using such communication tools as a word processor or e-mail to involve others in the process
	S.4.7			➤ generate alternative solutions to problems by using technology to facilitate the process
Cooperation, Conflict Resolution and Consensus Building	S.5.1	demonstrate an awareness of the skills required for compromise and consensus building	consider multiple points of view while attempting to reach group consensus	demonstrate the skills of compromise to reach group consensus
	S.5.2	demonstrate the ability to deal constructively with diversity and disagreement	demonstrate the ability to deal constructively with diversity and disagreement	work collaboratively with others to achieve a common goal
	S.5.3	consider the needs and points of view of others	work collaboratively with others to achieve a common goal	➤ record group brainstorming, planning and sharing of ideas by using technology
	S.5.4	work collaboratively with others to complete a group task	➤ record group brainstorming, planning and sharing of ideas by using technology	➤ extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and e-mail
	S.5.5	➤ share information collected from electronic sources to add to a group task	➤ retrieve data from available storage devices, such as a shared folder, to which a group has contributed	
Age Appropriate Social Involvement	S.6.1	initiate projects that meet the particular needs or expectations of their school or community	demonstrate commitment to the well-being of the school or community by volunteering to help where needed	demonstrate commitment to the well-being of their community by drawing attention to situations of injustice where action is needed

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Research for Deliberative Inquiry	S.7.1	develop the skills of skimming and scanning to gather relevant information	determine themes, patterns and trends from information gathered	determine reliability of information filtering for point of view and bias
	S.7.2	organize and synthesize information gathered from a variety of sources	use graphs, tables, charts and Venn diagrams to interpret information	formulate questions to be answered through the research process
	S.7.3	use graphic organizers, such as webbing or Venn diagrams, to make meaning of information	draw and support conclusions, based on information gathered, to answer a research question	use graphs, tables, charts and Venn diagrams to interpret information
	S.7.4	draw and support conclusions, based on information gathered, to answer a research question	cite references as part of research	draw and support conclusions based on information gathered to answer a research question
	S.7.5	formulate new questions as research progresses	➤ design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary	include references in an organized manner as part of research
	S.7.6	cite references as part of research	➤ access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locators (URLs)	formulate new questions as research progresses
	S.7.7	➤ access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)	➤ navigate within a document, compact disc or other software program that contains links	➤ design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary
	S.7.8	➤ navigate within a document, compact disc or software application that contains links	➤ organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories	➤ access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locators(URL)
	S.7.9	➤ organize information gathered from the Internet or an electronic source by selecting and recording the data in logical files or categories	➤ organize information, using such tools as a database, spreadsheet or electronic webbing	➤ organize information, using such tools as a database, spreadsheet or electronic webbing

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Research for Deliberative Inquiry Con't	S.7.10	➤ organize information by using tools such as databases, spreadsheets or electronic webbing	➤ use a variety of technologies to organize and synthesize researched information	➤ use a variety of technologies to organize and synthesize researched information
	S.7.11		➤ reflect on and describe the processes involved in completing a project	➤ reflect on and describe the processes involved in completing a project
Communication Oral, Written, Visual	S.8.1	organize and present information, taking particular audiences and purposes into consideration	select appropriate forms of delivery for written and oral information, taking particular audiences and purposes into consideration	express opinions and present perspectives and information in a variety of forms such as oral or written presentations, speeches or debates
	S.8.2	respond appropriately to comments and questions, using language respectful of human diversity	respond appropriately to comments and questions, using language respectful of human diversity	express reasons for their ideas and opinions, in oral or written form
	S.8.3	listen to others in order to understand their perspectives	listen to others to understand their perspectives	use skills of informal debate to persuasively express differing viewpoints regarding an issue
	S.8.4	➤ create visual images for particular audiences and purposes	➤ create visual images for particular audiences and purposes	respond appropriately to comments and questions, using language respectful of human diversity
	S.8.5	➤ use selected presentation tools to demonstrate connections among various pieces of information	➤ identify and distinguish points of view expressed in electronic sources on a particular topic	listen to others to understand their perspectives
	S.8.6	➤ communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes	➤ extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and e-mail	➤ organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories

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Communication, Oral, Written, Visual Con't	S.8.7		➤ communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes	➤ communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes
Media Literacy	S.9.1	compare information on the same issue or topic from print media, television, photographs and the Internet	examine how various people might interpret a media message differently	detect bias present in the media
	S.9.2	examine diverse perspectives regarding an issue presented in the media	examine diverse perspectives regarding an issue presented in the media	examine and assess diverse perspectives regarding an issue presented in the media
	S.9.3	➤ identify and distinguish points of view expressed in electronic sources on a particular topic		analyze significant current affairs
	S.9.4			➤ identify and distinguish points of view expressed in electronic sources on a particular topic
	S.9.5			➤ use selected presentation tools to demonstrate connections among various pieces of information
	S.9.6			➤ recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used