

*Progression of Social Studies Skills and Processes*

*20 - 1, 20 - 2, and 20-4*

Skill	Outcome	20-1	20-2	20-4
<b>Critical and Creative Thinking</b>	<b>S.1.1</b>	evaluate ideas and information from multiple sources	analyze ideas and information from multiple sources	use an issue-analysis model to identify and define an issue or question, examine and evaluate several positions and formulate and defend a personal position
	<b>S.1.2</b>	determine relationships among multiple and varied sources of information	determine relationships among multiple sources of information	re-evaluate their personal assumptions and opinions to reflect a broadened understanding of a topic or issue
	<b>S.1.3</b>	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	identify the main ideas underlying a position or issue
	<b>S.1.4</b>	predict likely outcomes based on factual information	suggest likely outcomes based on factual information	investigate local and global current events from a variety of perspectives and examine how these perspectives can shape understanding
	<b>S.1.5</b>	evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue	evaluate personal assumptions and opinions	examine the validity of information, based on context, bias, sources, objectivity, evidence and reliability
	<b>S.1.6</b>	synthesize information from contemporary and historical issues to develop an informed position	determine the strengths and weaknesses of arguments	demonstrate informed and ethical decision-making skills

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<b>Critical and Creative Thinking Con't</b>	<b>S.1.7</b>	evaluate the logic of assumptions underlying a position	identify seemingly unrelated ideas to explain a concept or event	examine ways in which a society's culture may be reflected in a variety of forms; e.g., artwork, oral stories and dance.
	<b>S.1.8</b>	assemble seemingly unrelated information to support an idea or to explain an event	analyze current affairs from a variety of perspectives	
	<b>S.1.9</b>	analyze current affairs from a variety of perspectives	identify main ideas underlying a position or issue	
<b>Historical Thinking</b>	<b>S.2.1</b>	analyze multiple historical and contemporary perspectives within and across cultures	understand diverse historical and contemporary perspectives within and across cultures	examine diverse historical and contemporary perspectives within and across cultures
	<b>S.2.2</b>	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	summarize the key events of a specific time period and place those events in historical contexts; e.g., timelines or charts
	<b>S.2.3</b>	analyze similarities and differences among historical narratives	compare and contrast historical narratives	examine historical events/issues and their relationships with the present
	<b>S.2.4</b>	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	examine the difference between various historical facts and interpretations
	<b>S.2.5</b>	discern historical facts from historical interpretations through an examination of multiple sources	understand the difference between historical facts and historical interpretations	➤ use current, reliable information sources from around the world.

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<b>Historical Thinking Con't</b>	<b>S.2.6</b>	identify reasons underlying similarities and differences among historical narratives	compare alternative historical narratives	
	<b>S.2.7</b>	develop a reasoned position that is informed by historical and contemporary evidence	develop reasoned arguments supported by historical and contemporary evidence	
	<b>S.2.8</b>	➤ 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	
	<b>S.2.9</b>	➤ use current, reliable information sources from around the world	➤ use current, reliable information sources from around the world	
<b>Geographic Thinking</b>	<b>S.3.1</b>	analyze the impact of physical and human geography on history	analyze the ways in which physical and human geographic features influence world events	examine the ways in which natural and man-made geographic features influence world events
	<b>S.3.2</b>	make inferences and draw conclusions from maps and other geographical sources	draw conclusions from maps and other geographic sources	use, construct and interpret maps to broaden their understanding of geography, using technology as appropriate
	<b>S.3.3</b>	locate, gather, interpret and organize information, using historical maps	locate, gather, interpret and organize information, using historical maps	draw conclusions from maps and other geographic sources

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<b>Geographic Thinking Con't</b>	<b>S.3.4</b>	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	examine the impact of human activities on the land and the environment
	<b>S.3.5</b>	assess the impact of human activities on the land and the environment	<ul style="list-style-type: none"> <li>➤ use current, reliable information sources from around the world, including online atlases</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ access and operate multimedia applications and technologies from stand-alone and online sources</li> </ul>
	<b>S.3.6</b>	assess how human interaction impacts geopolitical realities		<ul style="list-style-type: none"> <li>➤ use a variety of technologies to assist in the preparation of maps.</li> </ul>
	<b>S.3.7</b>	<ul style="list-style-type: none"> <li>➤ use current, reliable information sources from around the world, including online atlases</li> </ul>		
<b>Decision Making and Problem Solving</b>	<b>S.4.1</b>	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	use a problem-solving model to identify the problem/issue, identify alternative solutions, consider the consequences of acting on each and choose, plan and defend a course of action and/or a decision
	<b>S.4.2</b>	develop inquiry strategies to make decisions and solve problems	use inquiry processes to make decisions and solve problems	reflect on their own and others' past actions when determining future actions and choices

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<b>Decision Making and Problem Solving Con't</b>	<b>S.4.3</b>	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	recognize that some problems may not have apparent or visible solutions
	<b>S.4.4</b>	➤ describe a plan of action to use technology to solve a problem	➤ describe a plan of action to use technology to solve a problem	➤ describe a plan of action that uses technology to solve a problem
	<b>S.4.5</b>	➤ use appropriate tools and materials to accomplish a plan of action	➤ use appropriate tools and materials to accomplish a plan of action	➤ use the appropriate tools and materials required to accomplish a plan of action
	<b>S.4.6</b>			➤ evaluate the appropriateness of the technology used to investigate or solve a problem.
<b>Cooperation, Conflict Resolution, Consensus Building</b>	<b>S.5.1</b>	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	consider the needs and perspectives of others
	<b>S.5.2</b>	participate in persuading, compromising and negotiating to resolve conflicts and differences	make meaningful contributions to discussion and group work	reflect on their own perspectives, based on new information from other perspectives
	<b>S.5.3</b>	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	work positively and collaboratively with others

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<b>Cooperation, Conflict Resolution, Consensus Building Con't</b>	<b>S.5.4</b>	demonstrate leadership during discussions and group work	consider the points of view and perspectives of others	listen attentively to others
	<b>S.5.5</b>	respect the points of view and perspectives of others	identify and use a variety of strategies to resolve conflicts peacefully and equitably	demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences to reach group consensus
	<b>S.5.6</b>	collaborate in groups to solve problems	demonstrate cooperativeness in groups to solve problems	identify and use appropriate strategies to resolve conflicts peacefully and equitably
	<b>S.5.7</b>			use peer and self-evaluations to set attainable goals to improve learning.
<b>Age Appropriate Social Involvement</b>	<b>S.6.1</b>	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	respond respectfully to the inherent meanings of artistic, musical, literary and other representations of culture and history
	<b>S.6.2</b>	acknowledge the importance of multiple perspectives in a variety of situations	promote and respect the contributions of team members when working as a team	participate in a community to protect and affirm their identities, as appropriate
	<b>S.6.3</b>		cooperate with others for the well-being of the community	plan, evaluate and implement actions that support fairness, justice and equality

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<b>Age Appropriate Social Involvement Con't</b>	<b>S.6.4</b>			support environmental stewardship; e.g., recycling and reducing consumption
	<b>S.6.5</b>			➤ develop a plan of action to use technology to solve a problem.
<b>Research for Deliberative Inquiry</b>	<b>S.7.1</b>	develop, express and defend an informed position on an issue	develop and express an informed position on an issue	pose questions to direct inquiry and research processes and formulate new questions as research progresses
	<b>S.7.2</b>	reflect on changes of points of view or opinion based on information gathered and research conducted	develop conclusions based on evidence gathered through research of a wide variety of sources	access and select different points of view, using a variety of sources
	<b>S.7.3</b>	draw pertinent conclusions based on evidence derived from research	use research tools and methods to investigate issues	locate information by using the various parts of an information source; e.g., glossary, table of contents and index
	<b>S.7.4</b>	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 perspectives on particular issues	draw upon visual, literary, musical and auditory sources when inquiring into questions and issues; e.g., Aboriginal experiences
	<b>S.7.5</b>	consult a wide variety of sources, including oral histories, that reflect varied perspectives on particular issues	revise questions on an issue as new information becomes available	practise responsible and ethical use of information and technology

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<b>Research for Deliberative Inquiry Con't</b>	<b>S.7.6</b>	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	create and conduct a plan for an inquiry that includes time management
	<b>S.7.7</b>	develop, refine and apply questions to address an issue	cite sources correctly to respect the ownership and integrity of information	➤ plan and perform searches using more than one electronic source
	<b>S.7.8</b>	select and analyze relevant information when conducting research	➤ use calendars, time management or project management software to assist in organizing the research process	➤ use calendars and time and/or project management software to assist in organizing the research process
	<b>S.7.9</b>	➤ plan and perform complex searches, using digital sources	➤ plan and perform searches, using digital sources	➤ refine searches to limit sources to a manageable number
	<b>S.7.10</b>	➤ 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	➤ select information from appropriate sources, including primary and secondary sources
	<b>S.7.11</b>	➤ generate new understandings of issues by using some form of technology to facilitate the process		identify and record the main ideas in information sources
	<b>S.7.12</b>	➤ record relevant data for acknowledging sources of information, and cite sources correctly		organize information using a variety of strategies and tools; e.g., graphs, charts, graphic organizers and technology as appropriate

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<b>Research for Deliberative Inquiry Con't</b>	<b>S.7.13</b>	➤ respect ownership and integrity of information		distinguish fact from opinion in a variety of information sources; e.g., media reports and accounts
	<b>S.7.14</b>			compare various interpretations, using a variety of evidence; e.g., photographs, artifacts, storytellers and interviews
	<b>S.7.15</b>			observe and interpret trends and relationships using tables and graphs
	<b>S.7.16</b>			interpret ideas and information to compare and contrast perspectives; e.g., bias, racism, prejudice, validity and authenticity
	<b>S.7.17</b>			reflect on the ways in which shared stories connect to personal experiences
	<b>S.7.18</b>			draw conclusions about cause and effect
	<b>S.7.19</b>			recognize the need to change their point of view, decision or conclusion in light of new evidence
	<b>S.7.20</b>			➤ analyze and synthesize information to create a product ➤

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<b>Research for Deliberative Inquiry Con't</b>	<b>S.7.21</b>			➤ record relevant data to acknowledge sources of information
	<b>S.7.22</b>			➤ use appropriate presentation software to demonstrate personal understandings.
<b>Oral, Visual and Textual Literacy</b>	<b>S.8.1</b>	communicate effectively to express a point of view in a variety of situations	communicate effectively in a variety of situations	communicate and interact effectively in a variety of situations
	<b>S.8.2</b>	use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue	engage in respectful discussion	use appropriate strategies to verify understanding and clarify viewpoints; e.g., paraphrasing, summarizing and questioning
	<b>S.8.3</b>	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	engage in respectful discussions
	<b>S.8.4</b>	listen respectfully to others	ask respectful and relevant questions of others to clarify viewpoints on an issue	communicate in an engaging manner, using a variety of strategies and/or skills, e.g., speeches, multimedia presentations and written and oral reports, and consider particular audiences and purposes
	<b>S.8.5</b>	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	make respectful and reasoned comments on the topic of discussion

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<b>Oral, Visual and Textual Literacy Con't</b>	<b>S.8.6</b>	➤ 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	use communication technology to interact with others
	<b>S.8.7</b>	➤ use appropriate presentation software to demonstrate personal understandings	➤ employ technologies to adapt information for context (situation, audience and purpose)	use technology to compose, revise and edit text
	<b>S.8.8</b>	➤ compose, revise and edit text		create multimedia presentations that incorporate meaningful graphics, audio, video and text gathered from a variety of sources
	<b>S.8.9</b>	➤ apply general principles of graphic layout and design to a document in process		➤ employ technology to adapt information to a situation, audience and purpose
	<b>S.8.10</b>	➤ understand that different types of information may be used to manipulate and control a message (e.g., graphics, photographs, graphs, charts and statistics)		
	<b>S.8.11</b>	➤ apply principles of graphic design to enhance meaning and engage audiences		

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<b>Media Literacy</b>	<b>S.9.1</b>	➤ assess the authority, reliability and validity of electronically accessed information	➤ assess the authority, reliability and validity of electronically accessed information	examine the values, lifestyles and points of view represented in media messages
	<b>S.9.2</b>	➤ evaluate the validity of various points of view presented in the media	➤ analyze the validity of various points of view in media messages	recognize that differences in perspectives can exist in media sources
	<b>S.9.3</b>	➤ 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	examine the impact media has on human thought
	<b>S.9.4</b>	➤ 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	➤ understand the nature of various media and the ways in which they are consciously used to influence an audience
	<b>S.9.5</b>	➤ demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic ➤	➤ demonstrate discriminatory selection of electronically accessed information	➤ assess the authority, reliability and validity of electronically accessed information
	<b>S.9.6</b>			➤ analyze the validity of various points of view in media messages

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<b>Media Literacy Con't</b>	<b>S.9.7</b>			➤ analyze information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence
	<b>S.9.8</b>			➤ analyze the impact of various forms of media
	<b>S.9.9</b>			➤ demonstrate discriminatory selection of electronically accessed information.