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

Skill	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	**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
	S.1.2 identify and re-examine their personal assumptions and opinions to broaden their understanding of a topic or issue	**S.1.2** 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	**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
	S.1.4 develop an awareness of how perspectives can shape understanding	
	S.1.5 demonstrate the ability to identify local and current events that connect to social studies issues	**S.1.4** demonstrate the ability to examine local and current events from multiple perspectives
	S.1.6 generate creative ideas and strategies in individual and group activities	**S.1.5** generate creative ideas and strategies in individual and group activities
	➤ **S.1.7** access diverse viewpoints on a particular topic by using appropriate technologies	➤ **S.1.6** access diverse viewpoints on particular topics by using appropriate technologies
		➤ **S.1.7** 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	**S.2.2** distinguish cause, effect, sequence and correlations in historical events

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Skill	Grade 8	Grade 9
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	**S.2.3** identify, summarize and chronologically display key events, people and issues, using technology and other strategies as appropriate
		S.2.1 use historical, community and other resources to organize the sequence of historical events
		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.2.3** identify patterns in organized information	➢ **S.2.6** identify patterns in organized information
Geographic Thinking	**S.3.1** interpret historical maps to broaden their understanding of events	
	S.3.3 use, construct and interpret maps to broaden their understanding of given topics	**S.3.1** 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	
	S.3.4 investigate geographic problems and issues and create geographic questions	**S.3.2** investigate geographic problems and issues and create geographic questions
		S.3.3 use a variety of technologies to assist in the preparation of maps.
	➢ **S.3.5** access and operate multimedia applications and technologies from stand−alone and online sources, as appropriate; e.g., Geographic Information Systems (GIS).	➢ **S.3.4** access and operate multimedia applications and technologies from stand−alone and online sources, as appropriate.

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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	**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
	S.4.2 articulate clearly a plan of action to use technology to solve a problem	➢ **S.4.5** articulate clearly a plan of action to use technology to solve a problem
	➢ **S.4.3** identify the appropriate materials and tools to use in order to accomplish a plan of action	
		S.4.2 reflect upon their own and others' past actions when determining future actions and choices
		S.4.3 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.4.6** evaluate choices and progress in problem solving, then redefine the plan of action as appropriate.
Cooperation, Conflict Resolution, Consensus Building		**S.5.1** work positively and collaboratively with others, using a variety of strategies; e.g., considering the needs and perspectives of others
	S.5.2 consider the needs and perspectives of others reflect upon personal and others' past actions when determining future actions and choices	**S.5.2** demonstrate leadership, as appropriate, in a variety of situations
		S.5.3 demonstrate the ability to compromise to reach group consensus
	S.5.1 identify and use a variety of strategies to resolve conflicts peacefully and fairly	**S.5.4** identify and use a variety of strategies to achieve consensus and resolve conflicts peacefully and fairly

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Skill	Grade 8	Grade 9
	➢ **S.5.3** use networks, as appropriate, to brainstorm, plan and share ideas with group members.	➢ **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	**S.6.1** respond respectfully to the inherent meaning of stories told in the oral tradition and to artistic, musical, literary and other representations
		S.6.2 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.	**S.6.3** demonstrate respect and acceptance of identities while participating in community partnerships and other activities
	S.6.2 use peer and self-evaluation to set attainable goals to improve learning and behaviour	**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	**S.7.1** create and categorize questions to direct inquiry and research processes and formulate new questions as research progresses
	➢ **S.7.5** plan and conduct a search, using a wide variety of electronic sources as appropriate	➢ **S.7.6** create a plan for an inquiry that includes consideration of time management
	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	**S.7.2** 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.7.2 demonstrate responsible and ethical use of information and technology	**S.7.3** 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	**S.7.4** access and select information from a variety of sources; e.g., documents, art, songs, artifacts, narratives and oral stories

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Research for Deliberative Inquiry Con't		**S.7.5** organize and combine researched information
	➢ **S.7.6** refine searches to limit sources to a manageable number	➢ **S.7.7** refine searches to limit sources to a manageable number
	➢ **S.7.7** access, retrieve and share information from electronic sources; e.g., common files	➢ **S.7.8** access and retrieve information, through the Internet, pertaining to given topics
	S.7.8 identify the main ideas in information sources	**S.7.10** identify the main ideas in information sources
	S.7.9 recognize that information serves a variety of purposes and that accuracy or relevance may require verification	**S.7.13** recognize that information serves a variety of purposes and that accuracy or relevance may require verification
	➢ **S.7.15** evaluate the relevance of electronically accessed information to a particular topic	➢ **S.7.9** 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	
	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	**S.7.14** reflect on the ways in which shared stories connect to personal experiences
		S.7.11 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	**S.7.16** connect newly learned concepts to previously learned concepts to broaden understanding

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Skill	Grade 8	Grade 9
Research for Deliberative Inquiry Con't		**S.7.12** organize information using a variety of strategies and tools; e.g., charts, graphs and technology, as appropriate
	➤ **S.7.16** organize and analyze information to create a product.	➤ **S.7.19** analyze and combine information to create a product.
		S.7.15 make generalizations about the significance of the art, drama and literature of an ancient society as an expression of worldview and beliefs
	S.7.13 draw conclusions based on research and evidence	**S.7.17** develop a position and draw conclusions, based on research and evidence
	S.7.14 recognize the need to reflect upon and evaluate their point of view, decision or inference, based on new evidence	**S.7.18** recognize the need to change their point of view, decision or assumption, based on new evidence
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	**S.8.1** 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	**S.8.2** 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	**S.8.3** 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

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Oral, Visual and Textual Literacy Con't		S.8.4 make reasoned comments relating to the topic of discussion
		S.8.5 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.8.4 access available databases for images to support communication	S.8.7 access available databases for images to support communication
	➢ 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	➢ 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	S.9.1 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	S.9.2 examine the values, lifestyles and points of view represented in media messages
	S.9.3 recognize the impact of television, the Internet, radio and print media on a particular current affairs issue.	S.9.3 examine the impact of television, the Internet, radio and print media on current affairs issues.