

*Progression of Social Studies Skills and Processes  
Grades 4 - 6*

Skill	Grade 4	Grade 5	Grade 6
<b>Critical and Creative Thinking</b>	4.S.1.1 evaluate significant local and current affairs, distinguishing between fact and opinion	5.S.1.1 analyze significant local and current affairs from a variety of sources, distinguishing between fact and opinion	6.S.1.1 assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion
	4.S.1.2 evaluate, critically, ideas, information and positions from multiple perspectives	5.S.1.2 evaluate ideas, information and positions from multiple perspectives	6.S.1.2 critically evaluate ideas, information and positions
	4.S.1.3 re-evaluate opinions to broaden understanding of a topic or an issue	5.S.1.3 re-evaluate personal opinions to broaden understanding of a topic or an issue	6.S.1.3 re-evaluate personal opinions to broaden understanding of a topic or an issue
	4.S.1.4 generate original ideas and strategies in individual and group activities	5.S.1.4 generate original ideas and strategies in situations of individual and group activities	6.S.1.4 generate original ideas and strategies in individual and group activities
	➤ 4.S.1.5 seek responses to inquiries from various authorities through electronic media	➤ 5.S.1.5 seek responses to inquiries from various authorities through electronic media	➤ 6.S.1.5 seek responses to inquiries from various authorities through electronic media
		➤ 5.S.1.6 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	
<b>Historical Thinking</b>	4.S.2.1 use photographs and interviews to make meaning of historical information	5.S.2.1 use photographs and interviews to make meaning of historical information	6.S.2.1 use primary sources to interpret historical events and issues
	4.S.2.2 use historical and community resources to understand and organize the sequence of local historical events	5.S.2.2 use historical and community resources to understand and organize the sequence of national historical events	6.S.2.2 use historical and community resources to understand and organize the sequence of historical events
	4.S.2.3 explain the historical context of key events of a given time period	5.S.2.3 explain the historical context of key events of a given time period	6.S.2.3 explain the historical contexts of key events of a given time period

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<b>Historical Thinking Con't</b>		➤ 5.S.2.4 organize information, using such tools as a database, spreadsheet or electronic webbing	➤ 6.S.2.5 organize information, using such tools as a database, spreadsheet or electronic webbing
			6.S.2.4 use examples of events to describe cause and effect and change over time
<b>Geographic Thinking</b>	4.S.3.1 use the scale on maps of Alberta to determine the distance between places	5.S.3.5 use the scale on maps and globes to determine the distance between places	6.S.3.4 use scales to determine the distance between places on maps and globes
		5.S.3.1 use latitude and longitude to determine the absolute location of places in Canada on maps and globes	
	4.S.3.2 construct graphs, tables, charts and maps to interpret information	5.S.3.2 construct maps, diagrams and charts to display geographic information	6.S.3.1 construct and interpret various types of maps (i.e., historical, physical, political maps) to broaden understanding of topics being studied
			6.S.3.2 use geographic tools, including software, that assist in preparing graphs and maps
	4.S.3.3 use historical maps to make meaning of historical events and issues	5.S.3.3 use historical maps to make meaning of historical events and issues	
	4.S.3.4 use cardinal and intermediate directions to locate places on maps and globes	5.S.3.4 use cardinal and intermediate directions and simple grids to locate places on maps and globes	6.S.3.3 use cardinal and intermediate directions to locate places on maps and globes
	4.S.3.5 identify the location of sources of nonrenewable resources (e.g., fossil fuels, minerals)	5.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)	6.S.3.5 identify geographic problems and issues and pose geographic questions

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<b>Decision-Making and Problem-Solving</b>	4.S.4.1 contribute and apply new ideas and strategies, supported with facts and reasons, to decision making and problem solving	5.S.4.2 collaborate with others to apply strategies for decision making and problem solving	6.S.4.1 propose and apply new ideas, strategies and options, supported with facts and reasons, to contribute to decision making and problem solving
			6.S.4.2 consider multiple perspectives when dealing with issues, decision making and problem solving
	4.S.4.2 identify situations where a decision needs to be made and a problem requires attention	5.S.4.1 determine when a decision needs to be made in dealing with problems and issues	6.S.4.3 collaborate with others to devise strategies for dealing with problems and issues
	➤ 4.S.4.3 select and use technology to assist in problem solving	5.S.4.3 select and use technology to assist in problem solving	➤ 6.S.4.4 select and use technology to assist in problem solving
	➤ 4.S.4.4 use data gathered from a variety of electronic sources to address identified problems	➤ 5.S.4.4 use data gathered from a variety of electronic sources to address identified problems	➤ 6.S.4.5 use data gathered from a variety of electronic sources to address identified problems
	➤ 4.S.4.5 solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology	➤ 5.S.4.5 solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology	➤ 6.S.4.6 solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology
		➤ 5.S.4.5 generate alternative solutions to problems by using technology to facilitate the process	➤ 6.S.4.7 generate alternative solutions to problems by using technology to facilitate the process
	4.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	➤ 5.S.4.6 use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections between ideas and information in a problem-solving environment	➤ 6.S.4.5 use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections among ideas and information in a problem-solving environment
			➤ 6.S.4.6 solve issue-related problems, using such communication tools as a word processor or e-mail to involve others in the process

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<b>Cooperation, Conflict Resolution and Consensus Building</b>	4.S.5.1 demonstrate an awareness of the skills required for compromise and consensus building	5.S.5.1 consider multiple points of view while attempting to reach group consensus	6.S.5.1 demonstrate the skills of compromise to reach group consensus
	4.S.5.2 demonstrate the ability to deal constructively with diversity and disagreement	5.S.5.2 demonstrate the ability to deal constructively with diversity and disagreement	
	4.S.5.3 consider the needs and points of view of others		
	4.S.5.4 work collaboratively with others to complete a group task	5.S.5.3 work collaboratively with others to achieve a common goal	6.S.5.2 work collaboratively with others to achieve a common goal
		➤ 5.S.5.4 record group brainstorming, planning and sharing of ideas by using technology	➤ 6.S.5.3 record group brainstorming, planning and sharing of ideas by using technology ➤
	➤ 4.S.5.5 share information collected from electronic sources to add to a group task	➤ 5.S.5.5 retrieve data from available storage devices, such as a shared folder, to which a group has contributed	➤ 6.S.5.4 extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and e-mail
<b>Age Appropriate Social Involvement</b>	4.S.6.1 initiate projects that meet the particular needs or expectations of their school or community	5.S.6.1 demonstrate commitment to the well-being of the school or community by volunteering to help where needed	6.S.6.1 demonstrate commitment to the well-being of their community by drawing attention to situations of injustice where action is needed
<b>Research for Deliberative Inquiry</b>	4.S.7.1 develop the skills of skimming and scanning to gather relevant information	5.S.7.1 determine themes, patterns and trends from information gathered	6.S.7.1 determine reliability of information filtering for point of view and bias
	4.S.7.2 organize and synthesize information gathered from a variety of sources		6.S.7.2 formulate questions to be answered through the research process
	4.S.7.3 use graphic organizers, such as webbing or Venn diagrams, to make meaning of information	5.S.7.2 use graphs, tables, charts and Venn diagrams to interpret information	6.S.7.3 use graphs, tables, charts and Venn diagrams to interpret information

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Research for Deliberative Inquiry Con't	4.S.7.4 draw and support conclusions, based on information gathered, to answer a research question	5.S.7.3 draw and support conclusions, based on information gathered, to answer a research question	6.S.7.4 draw and support conclusions based on information gathered to answer a research question
	4.S.7.5 formulate new questions as research progresses		6.S.7.6 formulate new questions as research progresses
	4.S.7.6 cite references as part of research	5.S.7.4 cite references as part of research	6.S.7.5 include references in an organized manner as part of research
		➤ 5.S.7.5 design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary	6.S.7.7 design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary
	4.S.7.7 access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)	➤ 5.S.7.6 access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locators (URLs)	6.S.7.8 access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locators(URL)
	➤ 4.S.7.8 navigate within a document, compact disc or software application that contains links	➤ 5.S.7.7 navigate within a document, compact disc or other software program that contains links	
	➤ 4.S.7.9 organize information gathered from the Internet or an electronic source by selecting and recording the data in logical files or categories	➤ 5.S.7.8 organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories	
	➤ 4.S.7.10 organize information by using tools such as databases, spreadsheets or electronic webbing	➤ 5.S.7.9 organize information, using such tools as a database, spreadsheet or electronic webbing	➤ 6.S.7.9 organize information, using such tools as a database, spreadsheet or electronic webbing
		➤ 5.S.7.10 use a variety of technologies to organize and synthesize researched information	➤ 6.S.7.10 use a variety of technologies to organize and synthesize researched information
		➤ 5.S.7.11 reflect on and describe the processes involved in completing a project	➤ 6.S.7.11 reflect on and describe the processes involved in completing a project

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<b>Communication Oral, Written, Visual</b>	4.S.8.1 organize and present information, taking particular audiences and purposes into consideration	5.S.8.1 select appropriate forms of delivery for written and oral information, taking particular audiences and purposes into consideration	6.S.8.1 express opinions and present perspectives and information in a variety of forms such as oral or written presentations, speeches or debates
			6.S.8.2 express reasons for their ideas and opinions, in oral or written form
	4.S.8.2 respond appropriately to comments and questions, using language respectful of human diversity	5.S.8.2 respond appropriately to comments and questions, using language respectful of human diversity	6.S.8.4 respond appropriately to comments and questions, using language respectful of human diversity
	4.S.8.3 listen to others in order to understand their perspectives	5.S.8.3 listen to others to understand their perspectives	6.S.8.5 listen to others to understand their perspectives
	➤ 4.S.8.4 create visual images for particular audiences and purposes	➤ 5.S.8.4 create visual images for particular audiences and purposes	
	➤ 4.S.8.5 use selected presentation tools to demonstrate connections among various pieces of information	➤ 5.S.8.5 identify and distinguish points of view expressed in electronic sources on a particular topic	
			6.S.8.3 use skills of informal debate to persuasively express differing viewpoints regarding an issue
		➤ 5.S.8.6 extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and e-mail	➤ 6.S.8.6 organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories
<b>Communication, Oral, Written, Visual Con't</b>	➤ 4.S.8.6 communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes	➤ 5.S.8.7 communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes	➤ 6.S.8.7 communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes
<b>Media Literacy</b>	4.S.9.1 compare information on the same issue or topic from print media, television, photographs and the Internet	5.S.9.1 examine how various people might interpret a media message differently	6.S.9.1 detect bias present in the media

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<b>Media Literacy Con't</b>	4.S.9.2 examine diverse perspectives regarding an issue presented in the media	5.S.9.2 examine diverse perspectives regarding an issue presented in the media	6.S.9.2 examine and assess diverse perspectives regarding an issue presented in the media
			6.S.9.3 analyze significant current affairs
	➤ 4.S.9.3 identify and distinguish points of view expressed in electronic sources on a particular topic		6.S.9.4 identify and distinguish points of view expressed in electronic sources on a particular topic
			➤ 6.S.9.5 use selected presentation tools to demonstrate connections among various pieces of information
			➤ 6.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