



Benchmark Skills and Processes

The following benchmark skills and processes are outcomes to be achieved by the end of Social Studies 30-1.

Dimensions of Thinking	
<i>critical thinking and creative thinking</i>	evaluate ideas and information from multiple sources
<i>historical thinking</i>	analyze multiple historical and contemporary perspectives within and across cultures
<i>geographic thinking</i>	analyze the impact of physical and human geography on history
<i>decision making and problem solving</i>	demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably
<i>age-appropriate behaviour for social involvement</i>	demonstrate leadership by engaging in actions that enhance personal and community well-being
Research for Deliberative Inquiry	
<i>research and information</i>	develop, express and defend an informed position on an issue
Communication	
<i>oral, written and visual literacy</i>	communicate effectively to express a point of view in a variety of situations
<i>media literacy</i>	assess the authority, reliability and validity of electronically accessed information

SKILLS AND PROCESSES FOR SOCIAL STUDIES 10-1

The following skills and processes are outcomes to be achieved within the contexts of Social Studies 10-1. Selected Information and Communication Technology (ICT) outcomes are suggested throughout the program and are indicated by this symbol ➤.

DIMENSIONS OF THINKING

Students will:

S.1 develop skills of critical thinking and creative thinking:

- evaluate ideas and information from multiple sources
- determine relationships among multiple and varied sources of information
- assess the validity of information based on context, bias, sources, objectivity, evidence or reliability
- predict likely outcomes based on factual information
- evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue
- synthesize information from contemporary and historical issues to develop an informed position
- evaluate the logic of assumptions underlying a position
- assemble seemingly unrelated information to support an idea or to explain an event
- analyze current affairs from a variety of perspectives

S.2 develop skills of historical thinking:

- analyze multiple historical and contemporary perspectives within and across cultures
- analyze connections among patterns of historical change by identifying cause and effect relationships
- analyze similarities and differences among historical narratives
- evaluate the impact of significant historical periods and patterns of change on the contemporary world
- discern historical facts from historical interpretations through an examination of multiple sources
- identify reasons underlying similarities and differences among historical narratives
- develop a reasoned position that is informed by historical and contemporary evidence
- 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
- use current, reliable information sources from around the world

S.3 develop skills of geographic thinking:

- analyze the impact of physical and human geography on history
- make inferences and draw conclusions from maps and other geographical sources
- locate, gather, interpret and organize information, using historical maps
- develop and assess geographical representations to demonstrate the impact of factors of geography on world events
- assess the impact of human activities on the land and the environment
- assess how human interaction impacts geopolitical realities
- use current, reliable information sources from around the world, including online atlases

- S.4 demonstrate skills of decision making and problem solving:**
- demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues
 - develop inquiry strategies to make decisions and solve problems
 - generate and apply new ideas and strategies to contribute to decision making and problem solving
 - describe a plan of action to use technology to solve a problem
 - use appropriate tools and materials to accomplish a plan of action

SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

- S.5 demonstrate skills of cooperation, conflict resolution and consensus building:**
- demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably
 - participate in persuading, compromising and negotiating to resolve conflicts and differences
 - interpret patterns of behaviour and attitudes that contribute or pose obstacles to cross-cultural understanding
 - demonstrate leadership during discussions and group work
 - respect the points of view and perspectives of others
 - collaborate in groups to solve problems
- S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:**
- demonstrate leadership by engaging in actions that enhance personal and community well-being
 - acknowledge the importance of multiple perspectives in a variety of situations

RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

- S.7 apply the research process:**
- develop, express and defend an informed position on an issue
 - reflect on changes of points of view or opinion based on information gathered and research conducted
 - draw pertinent conclusions based on evidence derived from research
 - 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
 - integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry
 - develop, refine and apply questions to address an issue
 - select and analyze relevant information when conducting research
 - plan and perform complex searches, using digital sources
 - use calendars, time management or project management software to assist in organizing the research process
 - generate new understandings of issues by using some form of technology to facilitate the process
 - record relevant data for acknowledging sources of information, and cite sources correctly
 - respect ownership and integrity of information

COMMUNICATION

Students will:

S.8 demonstrate skills of oral, written and visual literacy:

- communicate effectively to express a point of view in a variety of situations
- use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue
- ask respectful and relevant questions of others to clarify viewpoints
- listen respectfully to others
- use a variety of oral, written and visual sources to present informed positions on issues
- apply information technologies for context (situation, audience and purpose) to extend and communicate understanding of complex issues
- use appropriate presentation software to demonstrate personal understandings
- compose, revise and edit text
- apply general principles of graphic layout and design to a document in process
- understand that different types of information may be used to manipulate and control a message (e.g., graphics, photographs, graphs, charts and statistics)
- apply principles of graphic design to enhance meaning and engage audiences

S.9 develop skills of media literacy:

- assess the authority, reliability and validity of electronically accessed information
- evaluate the validity of various points of view presented in the media
- appraise information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence
- analyze the impact of various forms of media, identifying complexities and discrepancies in the information and making distinctions between sound generalizations and misleading oversimplification
- demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic