Benchmark Skills and Processes

The following benchmark skills and processes are outcomes to be achieved by the end of
Social Studies 30-2.

Dimensions of Thinking	
critical thinking and creative thinking	analyze ideas and information from multiple sources
historical thinking	understand diverse historical and contemporary perspectives within and across cultures
geographic thinking	analyze the ways in which physical and human geographic features influence world events
decision making and problem solving	demonstrate skills needed to reach consensus, solve problems and formulate positions
Social Participation as a Democratic Practice	
cooperation, conflict resolution and consensus building	demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences
age-appropriate behaviour for social involvement	demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community
Research for Deliberative Inquiry	
research and information	develop and express an informed position on an issue
Communication	
oral, written and visual literacy	communicate effectively in a variety of situations
media literacy	assess the authority, reliability and validity of electronically accessed information

The following skills and processes are outcomes to be achieved within the contexts of Social Studies 10-2. 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:**
- analyze ideas and information from multiple sources
- determine relationships among multiple sources of information
- determine the validity of information based on context, bias, sources, objectivity, evidence or reliability
- suggest likely outcomes based on factual information
- evaluate personal assumptions and opinions
- determine the strengths and weaknesses of arguments
- identify seemingly unrelated ideas to explain a concept or event
- analyze current affairs from a variety of perspectives
- identify main ideas underlying a position or issue

S.2 **develop skills of historical thinking:**
- understand diverse historical and contemporary perspectives within and across cultures
- analyze connections among patterns of historical change by identifying cause and effect relationships
- compare and contrast historical narratives
- identify and describe the impact of significant historical periods and patterns of change on society today
- understand the difference between historical facts and historical interpretations
- compare alternative historical narratives
- develop reasoned arguments supported by historical and contemporary evidence
➤ describe how changes in technology can benefit or harm society
➤ use current, reliable information sources from around the world

S.3 **develop skills of geographic thinking:**
- analyze the ways in which physical and human geographic features influence world events
- draw conclusions from maps and other geographic sources
- locate, gather, interpret and organize information, using historical maps
- assess the impact of human activities on the land and the environment
➤ use current, reliable information sources from around the world, including online atlases

S.4 **demonstrate skills of decision making and problem solving:**
- demonstrate skills needed to reach consensus, solve problems and formulate positions
- use inquiry processes to make decisions and solve problems
- apply 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 persuading, compromising and negotiating to resolve conflicts and differences
- make meaningful contributions to discussion and group work
- identify behaviours and attitudes that contribute or pose obstacles to cross-cultural understanding
- consider the needs and perspectives of others
- identify and use a variety of strategies to resolve conflicts peacefully and equitably
- demonstrate cooperativeness 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 will enhance the well-being of self and others in the community
- promote and respect the contributions of team members when working as a team
- cooperate with others for the well-being of the community

RESEARCH FOR DELIBERATIVE INQUIRY

Students will:
S.7   apply the research process:
- develop and express an informed position on an issue
- develop conclusions based on evidence gathered through research of a wide variety of sources
- use research tools and methods to investigate issues
- consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues
- revise questions on an issue as new information becomes available
- select relevant information when conducting research
- cite sources correctly to respect the ownership and integrity of information
- ➢ use calendars, time management or project management software to assist in organizing the research process
- ➢ plan and perform searches, using digital sources
- ➢ generate understandings of issues by using some form of technology to facilitate the process

COMMUNICATION

Students will:

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

- communicate effectively in a variety of situations
- engage in respectful discussion
- use a variety of oral, written and visual sources to present informed positions on issues
- ask respectful and relevant questions of others to clarify viewpoints on an issue
- make respectful and reasoned comments on the topic of discussion
- ➢ use technology to compose, revise and edit text
- ➢ employ technologies to adapt information for context (situation, audience and purpose)

S.9   develop skills of media literacy:

- ➢ assess the authority, reliability and validity of electronically accessed information
- ➢ analyze the validity of various points of view in media messages
- ➢ analyze 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
- ➢ demonstrate discriminatory selection of electronically accessed information