

Social studies 20-1 Specific Skill Outcomes Chart

SKILLS AND PROCESS FOR -1 SOCIAL STUDIES

These are the **skills that students MUST learn and build upon** to meet the requirements of learning for -1 Social studies of the Alberta Program of Studies.

There are FOUR main areas of skill categories that must be addressed in student learning. These skills will be formally assessed in classroom assessments, school based exams and finally on the Social Studies 30-1 Final Diploma Exam. It is important to understand that the skills and processes outcomes for -1 Social Studies is meant to be spread over three separate courses (10 -1, 20-1, 30-1)

SKILLS & PROCESSES OUTCOMES

Level of
Understanding
(E, Pr, S, L, INS)

DIMENSIONS OF THINKING:

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 the topic or issue
- synthesize information from contemporary and historical issues to develop an informed position
- evaluate the logic of assumptions underlying the position
- assemble seemingly unrelated information to support an idea or to explain an event
- analyze current affairs from a variety of perspectives

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*

<p>Developed skills of geographic thinking:</p> <ul style="list-style-type: none"> • 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 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 • assess how human interaction impacts geopolitical realities • <i>use current, reliable information sources from around the world, including online atlases</i> 	
<p>Demonstrate skills and decision-making and problem-solving:</p> <ul style="list-style-type: none"> • 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 • <i>describe a plan of action to use technology to solve a problem</i> • <i>use appropriate tools and materials to accomplish a plan of action</i> 	
<p>SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE</p>	
<p>Demonstrate skills of core creation, conflict resolution and consensus building:</p> <ul style="list-style-type: none"> • 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 	
<p>Develop each-appropriate behaviour for social involvement as responsible citizens contributing to their community:</p> <ul style="list-style-type: none"> • demonstrate leadership by engaging in actions that enhance personal and community well-being • acknowledge the importance of multiple perspectives in a variety of situations 	
<p>RESEARCH FOR DELIBERATIVE INQUIRY</p>	
<p>Apply the research process:</p> <ul style="list-style-type: none"> • develop, express and defend an informed position on an issue • reflect on changes of perspective 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 	

<ul style="list-style-type: none"> • develop, refine and apply questions to address an issue • select and analyze relevant information when conducting research • <i>plan and perform complex searches, using digital sources</i> • <i>use calendars, time management or project management software to assist in organizing the research process</i> • <i>generate new understandings of issues by using some form of technology to facilitate the process</i> • <i>record of relevant data for acknowledging sources of information, and cite sources correctly</i> • <i>respect ownership and integrity of information</i> 	
COMMUNICATION	
<p>Demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> • 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, visual and print sources to present informed positions on issues • <i>apply information technologies for context (situation, audience and purpose) to extend and communicate understanding of complex issues</i> • <i>use appropriate presentation software to demonstrate personal understandings</i> • <i>compose, revise and edit text</i> • <i>apply general principles of graphic layout and design to a document in process</i> • <i>understand that different types of information may be used to manipulate and control a message (e.g., graphics, photographs, graphs, charts and statistics)</i> • <i>apply principles of graphic design to enhance meaning and engage audiences</i> 	
<p>Develop skills of media literacy:</p> <ul style="list-style-type: none"> • <i>assess the authority, reliability and validity of electronically accessed information</i> • <i>evaluate the validity of various points of view presented in the media</i> • <i>appraise information from multiple sources, and evaluating each source in terms of the author's perspective for bias and use of evidence</i> • <i>analyze the impact of various forms of media, identifying complexities and discrepancies in information and making distinctions between sound generalizations and misleading oversimplification</i> • <i>demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic</i> 	