

Summary of Social Studies 10-4 and 10-2 Programs of Study Learning Targets (Outcomes) for Activities Overviews
Instructional Supports for All Students: High School Social Studies

A=Outcomes for Assessment

I=Outcomes for Instruction

V&A=Values and Attitudes

K&U=Knowledge and Understanding

S&P=Skills and Processes

Related Issue 1

Social Studies 10-4 Outcome Numbers	Social Studies 10-4 Program Outcomes	Social Studies 10-2 Outcome Numbers	Social Studies 10-2 Program Outcomes	Globalization Awareness – Get with It!	What Do You Think?
V&A 10-4.1a	<i>Students will:</i> acknowledge and appreciate the existence of alternative viewpoints in a globalizing world	1.1	acknowledge and appreciate the existence of multiple perspectives in a globalizing world		
10-4.1b	appreciate why peoples in Canada and other locations strive to promote their cultures, languages and identities in a globalizing world	1.2	appreciate why peoples in Canada and other locations strive to promote their cultures, languages and identities in a globalizing world		A
10-4.1c	appreciate how the forces of globalization shape, and are shaped by, identities and cultures	1.3	appreciate how identities and cultures shape, and are shaped by, globalization		A
K&U 10-4.1d	<i>Students will:</i> identify the various ways that people in Canada express their identities; e.g., role modelling, language, religion, spirituality, the arts, clothing, relationship to land, traditions	1.4	identify the various ways that people in Canada express their identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, role modelling)	A	A
10-4.1e	explore various understandings of globalization	1.5	explore understandings and dimensions of globalization (political, economic, social, other contemporary examples)	A	
10-4.1f	explore the impact of media and communications technology on diversity; e.g., universalization of pop culture, hybridization and diversification	1.6	explore the impact of communications technology and media on diversity (universalization of pop culture, hybridization, diversification)	A	A

Social Studies 10-4 Outcome Numbers	Social Studies 10-4 Program Outcomes	Social Studies 10-2 Outcome Numbers	Social Studies 10-2 Program Outcomes	Globalization Awareness – Get with It!	What Do You Think?
10-4.1g	examine the opportunities and challenges presented by globalization to the identities and cultures of peoples in Canada; e.g., acculturation, accommodation, cultural revitalization, affirmation of identity, assimilation, homogenization	1.7 1.8	examine opportunities presented by globalization to identities and cultures of peoples in Canada (acculturation, accommodation, cultural revitalization, affirmation of identity, integration) examine challenges presented by globalization to identities and cultures of peoples in Canada (assimilation, marginalization, accommodation, integration, homogenization)	A	
10-4.1h	examine efforts to promote languages and cultures in Canada in response to globalization; e.g., language laws, cultural content legislation, revitalization of language and culture	1.9	analyze the efforts to promote languages and cultures in Canada in response to globalization (language and cultural legislation, revitalization of language and culture)		A

Related Issue 2

Social Studies 10-4 Outcome Numbers	Social Studies 10-4 Program Outcomes	Social Studies 10-2 Outcome Numbers	Social Studies 10-2 Program Outcomes	Perspectives on First Contact	Reflecting on Residential Schools in Canada	Building a Positive Future
V&A 10-4.2a	<i>Students will:</i> recognize and appreciate the historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies	2.1	recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies	A	A	I
10-4.2b	exhibit a global consciousness with respect to the human condition	2.2	exhibit a global consciousness with respect to the human condition			I
10-4.2c	accept social responsibilities associated with global citizenship	2.3	accept social responsibilities associated with global citizenship			I
10-4.2d	recognize and appreciate the validity of histories that are presented in a variety of ways; e.g., oral histories, artwork and illustrations	2.4	recognize and appreciate the validity of oral histories	A		
10-4.2e	recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism	2.5	recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism	A	A	I
K&U 10-4.2f	<i>Students will:</i> identify the effects of cultural contact between Europeans and indigenous peoples in Canada; e.g., exchange of goods and technologies, depopulation, influences on government	2.6	identify the effects of cultural contact between Europeans and Indigenous peoples in Canada and one other location (exchange of goods and technologies, depopulation, influences on government)	A		
10-4.2g	identify the foundations of historical globalization; e.g., rise of capitalism, industrialization, imperialism, Eurocentrism	2.7	explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism)	A		
10-4.2h	examine multiple perspectives on the political, economic and social impacts of imperialism in Canada	2.9	examine multiple perspectives on the political, economic and social impacts of imperialism in Canada	A	A	
10-4.2i	examine the consequences for Aboriginals of a heritage of imperialism in Canada; e.g., <i>Indian Act</i> , consequences of residential schools, social impacts on indigenous peoples	2.10	examine the consequences of imperialism in Canada for Aboriginal Peoples (<i>Indian Act</i> , consequences of residential schools, social impact on Indigenous peoples)		A	

Social Studies 10-4 Outcome Numbers	Social Studies 10-4 Program Outcomes	Social Studies 10-2 Outcome Numbers	Social Studies 10-2 Program Outcomes	Perspectives on First Contact	Reflecting on Residential Schools in Canada	Building a Positive Future
10-4.2j	examine attempts to address the consequences of imperialism in Canada; e.g., <i>Royal Commission on Aboriginal Peoples</i> , contemporary examples	2.11	analyze various attempts to address the consequences of imperialism in Canada (Royal Commission on Aboriginal Peoples, contemporary examples)			A
10-4.2k	examine the legacies of historical globalization and imperialism that continue to influence globalization	2.12	identify legacies of historical globalization and imperialism that continue to influence globalization		A	

Related Issue 3

Social Studies 10-4 Outcome Numbers	Social Studies 10-4 Program Outcomes	Social Studies 10-2 Outcome Numbers	Social Studies 10-2 Program Outcomes	A Day in Your Life	Competing Interests: Water Privatization under the Microscope	Perspectives on Alberta's Oil Industry
V&A 10-4.3a	<i>Students will:</i> recognize and appreciate alternative viewpoints in relationships among economics, politics, the environment and globalization	3.1	recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization		A	A
10-4.3b	recognize and appreciate the impacts of globalization on the interdependent relationships among the economy, people and the environment	3.2	recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment	A		
K&U 10-4.3c	<i>Students will:</i> explore various understandings of contemporary economic globalization	3.3	explore various understandings of contemporary economic globalization			
10-4.3d	examine various factors that contributed to the expansion of globalization since the Second World War; e.g., international organizations, media and transportation technologies, transnational corporations	3.5	identify factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, media and transportation technologies, transnational corporations)			
10-4.3e	examine the political and economic challenges and opportunities of globalization; e.g., free trade, foreign investment, economic growth, outsourcing	3.6	examine the political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, outsourcing, knowledge economy)	A		A
10-4.3f	examine multiple perspectives on relationships among people, the land and globalization; e.g., spirituality, stewardship, sustainability, resource development	3.7	explore multiple perspectives on relationships among people, the land and globalization (spirituality, stewardship, sustainability, resource development)		A	A
10-4.3g	examine the impacts of globalization actions and policies on the environment; e.g., land and resource use, resource development agreements, environmental legislation	3.8	analyze the impact of actions and policies associated with globalization on the environment (land and resource use, resource development agreements, environmental legislation)	A		A

Social Studies 10-4 Outcome Numbers	Social Studies 10-4 Program Outcomes	Social Studies 10-2 Outcome Numbers	Social Studies 10-2 Program Outcomes	A Day in Your Life	Competing Interests: Water Privatization under the Microscope	Perspectives on Alberta's Oil Industry
10-4.3h	examine multiple perspectives on sustainability and prosperity in a globalizing world	3.9	examine multiple perspectives on sustainability and prosperity in a globalizing world		A	A

Related Issue 4

Social Studies 10-4 Outcome Numbers	Social Studies 10-4 Program Outcomes	Social Studies 10-2 Outcome Numbers	Social Studies 10-2 Program Outcomes	Your Opinion Please	Microloans: A Globalization Aid?	What Can I Do?
V&A 10-4.4a	<i>Students will:</i> recognize and appreciate the impact of globalization on the quality of life of individuals and communities	4.1	recognize and appreciate the impact of globalization on the quality of life of individuals and communities	A		
10-4.4b	recognize and appreciate the importance of human rights in determining quality of life	4.2	recognize and appreciate the importance of human rights in determining quality of life	A		A
10-4.4c	accept the political, social and environmental responsibilities associated with global citizenship	4.3	accept political, social and environmental responsibilities associated with global citizenship			A
K&U 10-4.4d	<i>Students will:</i> explore various understandings of quality of life	4.4	explore various understandings of quality of life	A		
10-4.4e	examine the impacts of globalization on children and youth; e.g., awareness of global issues, employment issues, identity	4.5	examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity)	A	A	
10-4.4f	examine the impacts of globalization on women; e.g., gender issues, labour issues	4.6	examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship)	A	A	
10-4.4g	examine relationships between globalization and the expansion of democracy and human rights	4.7	analyze relationships between globalization and democratization and human rights	A		
10-4.4h	examine the ways in which globalization affects individuals and communities; e.g., migration, technology, agricultural issues, pandemics, resource and contemporary issues	4.8	examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues)	A	A	
10-4.4i	explore the means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization; e.g., proglobalization activism, antiglobalization activism, legislation, agreements, consumer activism, corporate responsibility	4.9	explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses in Canada may have in addressing the opportunities and challenges presented by globalization		A	

Social Studies 10-4 Outcome Numbers	Social Studies 10-4 Program Outcomes	Social Studies 10-2 Outcome Numbers	Social Studies 10-2 Program Outcomes	Your Opinion Please	Microloans: A Globalization Aid?	What Can I Do?
10-4.4j	identify strategies to demonstrate active and responsible citizenship in workplace, community and global contexts	4.11	develop strategies to demonstrate active, responsible global citizenship			A

Skills and Processes Outcomes

Social Studies 10-4 Outcome Numbers	Social Studies 10-4 Program Outcomes	Social Studies 10-2 Outcome Numbers	Social Studies 10-2 Program Outcomes	Related Issue 1: Globalization Awareness – Get with It!	Related Issue 1: What Do You Think?	Related Issue 2: Perspectives on First Contact	Related Issue 2: Reflecting on Residential Schools in Canada	Related Issue 2: Building a Positive Future	Related Issue 3: A Day in Your Life	Related Issue 3: Competing Interests: Water Privatization under the Microscope	Related Issue 3: Perspectives on Alberta's Oil Industry	Related Issue 4: Your Opinion Please	Related Issue 4: Microloans: A Globalization Aid?	Related Issue 4: What Can I Do?
S&P 1	<i>Students will:</i> develop skills of critical and creative thinking:													
S.1.1	<ul style="list-style-type: none"> use an issue-analysis model to identify and define an issue or question, examine and evaluate several positions and formulate and defend a personal position 				A			A	A	A	A			
S.1.2	<ul style="list-style-type: none"> re-evaluate their personal assumptions and opinions to reflect a broadened understanding of a topic or issue 	S.1.5	<ul style="list-style-type: none"> evaluate personal assumptions and opinions 	I			I	I						
S.1.3	<ul style="list-style-type: none"> identify the main ideas underlying a position or issue 	S.1.9	<ul style="list-style-type: none"> identify main ideas underlying a position or issue 			I			A	A				I
S.1.4	<ul style="list-style-type: none"> investigate local and global current events from a variety of perspectives and examine how these perspectives can shape understanding 	S.1.8	<ul style="list-style-type: none"> analyze current affairs from a variety of perspectives 					A						
S.1.5	<ul style="list-style-type: none"> examine the validity of information, based on context, bias, sources, objectivity, evidence and reliability 	S.1.3	<ul style="list-style-type: none"> determine the validity of information based on context, bias, sources, objectivity, evidence or reliability 											
S.1.6	<ul style="list-style-type: none"> demonstrate informed and ethical decision-making skills 						I	I	I					
S.1.7	<ul style="list-style-type: none"> examine ways in which a society's culture may be reflected in a variety of forms; e.g., artwork, oral stories and dance 													
S&P 2	<i>Students will:</i> develop skills of historical thinking:													
S.2.1	<ul style="list-style-type: none"> examine diverse historical and contemporary perspectives within and across cultures 	S.2.1	<ul style="list-style-type: none"> understand diverse historical and contemporary perspectives within and across cultures 			A				A	A			

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S.2.2	<ul style="list-style-type: none"> summarize the key events of a specific time period and place those events in historical contexts; e.g., timelines and charts 	S.2.2	<ul style="list-style-type: none"> analyze connections among patterns of historical change by identifying cause and effect relationships 			A	A							
S.2.3	<ul style="list-style-type: none"> examine historical events/issues and their relationship to the present 	S.2.3	<ul style="list-style-type: none"> compare and contrast historical narratives 			A		A						
S.2.4	<ul style="list-style-type: none"> examine the difference between various historical facts and interpretations 	S.2.4	<ul style="list-style-type: none"> identify and describe the impact of significant historical periods and patterns of change on society today 											
S.2.5	<ul style="list-style-type: none"> use current, reliable information sources from around the world 	S.2.9	<ul style="list-style-type: none"> use current, reliable information sources from around the world 											
S&P 3	<i>Students will:</i> develop skills of geographic thinking:													
S.3.1	<ul style="list-style-type: none"> examine ways in which natural and man-made geographic features influence world events 	S.3.1	<ul style="list-style-type: none"> analyze the ways in which physical and human geographic features influence world events 											
S.3.2	<ul style="list-style-type: none"> use, construct and interpret maps to broaden their understanding, using technology as appropriate 	S.3.3	<ul style="list-style-type: none"> locate, gather, interpret and organize information, using historical maps 				I							
S.3.3	<ul style="list-style-type: none"> draw conclusions from maps and other geographic sources 	S.3.2	<ul style="list-style-type: none"> draw conclusions from maps and other geographic sources 				I					I		
S.3.4	<ul style="list-style-type: none"> examine the impact of human activities on the land and the environment 	S.3.4	<ul style="list-style-type: none"> assess the impact of human activities on the land and the environment 						A	I	I			
S.3.5	<ul style="list-style-type: none"> access and operate multimedia applications and technologies from stand-alone and online sources 	S.3.5	<ul style="list-style-type: none"> use current, reliable information sources from around the world, including online atlases 											
S.3.6	<ul style="list-style-type: none"> use a variety of technologies to assist in the preparation of maps 													

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S&P 4	<i>Students will:</i> demonstrate skills of decision making and problem solving:													
S.4.1	<ul style="list-style-type: none"> use a problem-solving model to identify the problem/issue, identify alternative solutions, consider the consequences of acting on each and choose, plan and defend a course of action and/or a decision 	S.4.1	<ul style="list-style-type: none"> demonstrate skills needed to reach consensus, solve problems and formulate positions 					I						A
S.4.2	<ul style="list-style-type: none"> reflect on their own and others' past actions when determining future actions and choices 	S.4.2	<ul style="list-style-type: none"> use inquiry processes to make decisions and solve problems 					A						
S.4.3	<ul style="list-style-type: none"> recognize that some problems may not have apparent or visible solutions 	S.4.3	<ul style="list-style-type: none"> apply ideas and strategies to contribute to decision making and problem solving 					A						I
S.4.4	<ul style="list-style-type: none"> describe a plan of action that uses technology to solve a problem 	S.4.4	<ul style="list-style-type: none"> describe a plan of action to use technology to solve a problem 											
S.4.5	<ul style="list-style-type: none"> use the appropriate tools and materials required to accomplish a plan of action 	S.4.5	<ul style="list-style-type: none"> use appropriate tools and materials to accomplish a plan of action 							I				
S.4.6	<ul style="list-style-type: none"> evaluate the appropriateness of the technology used to investigate or solve a problem 													
S&P 5	<i>Students will:</i> demonstrate skills of cooperation, conflict resolution and consensus building:													
S.5.1	<ul style="list-style-type: none"> consider the needs and perspectives of others 	S.5.4	<ul style="list-style-type: none"> consider the needs and perspectives of others 	I				I		I	I			I
S.5.2	<ul style="list-style-type: none"> reflect on their own perspectives, based on new information from other perspectives 	S.5.3	<ul style="list-style-type: none"> identify behaviours and attitudes that contribute or pose obstacles to cross-cultural understanding 	I				I		A	A			

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S.5.3	<ul style="list-style-type: none"> work positively and collaboratively with others 	S.5.2	<ul style="list-style-type: none"> make meaningful contributions to discussion and group work 											
S.5.4	<ul style="list-style-type: none"> listen attentively to others 	S.5.6	<ul style="list-style-type: none"> demonstrate cooperativeness in groups to solve problems 											
S.5.5	<ul style="list-style-type: none"> demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences to reach group consensus 	S.5.1	<ul style="list-style-type: none"> demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences 											
S.5.6	<ul style="list-style-type: none"> identify and use appropriate strategies to resolve conflicts peacefully and equitably 	S.5.5	<ul style="list-style-type: none"> identify and use a variety of strategies to resolve conflicts peacefully and equitably 											
S.5.7	<ul style="list-style-type: none"> use peer and self-evaluations to set attainable goals to improve learning 													
S&P 6	Students will: demonstrate age-appropriate behaviour for social involvement as respectful and responsible citizens contributing to the community:													
S.6.1	<ul style="list-style-type: none"> respond respectfully to the inherent meanings of artistic, musical, literary and other representations of culture and history 													
S.6.2	<ul style="list-style-type: none"> participate in a community to protect and affirm their identities, as appropriate 	S.6.3	<ul style="list-style-type: none"> cooperate with others for the well-being of the community 											
S.6.3	<ul style="list-style-type: none"> plan, evaluate and implement actions that support fairness, justice and equality 	S.6.1	<ul style="list-style-type: none"> demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community 											A
S.6.4	<ul style="list-style-type: none"> support environmental stewardship; e.g., recycling, reducing consumption 													

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S.6.5	➤ develop a plan of action to use technology to solve a problem													
S&P 7	<i>Students will:</i> apply research processes:										I			
S.7.1	• pose questions to direct inquiry and research processes and formulate new questions as research progresses	S.7.5	• revise questions on an issue as new information becomes available											
S.7.2	• access and select different points of view, using a variety of sources	S.7.2	• develop conclusions based on evidence gathered through research of a wide variety of sources			A	A			I				
S.7.3	• locate information by using the various parts of an information source; e.g., glossary, table of contents and index	S.7.3	• use research tools and methods to investigate issues											
S.7.4	• draw upon visual, literary, musical and auditory sources, e.g., Aboriginal experiences, when inquiring into questions and issues	S.7.4	• consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues			A								
S.7.5	• demonstrate responsible and ethical use of information and technology					A	I	I					I	
S.7.6	• conduct a plan for an inquiry that includes time management													I
S.7.7	➤ plan and perform searches using more than one electronic source	S.7.9	➤ plan and perform searches, using digital sources				I							
S.7.8	➤ use calendars and time and/or project management software to assist in organizing the research process	S.7.8	➤ use calendars, time management or project management software to assist in organizing the research process											
S.7.9	➤ refine searches to limit sources to a manageable number													
S.7.10	➤ select information from appropriate sources, including primary and secondary sources	S.7.10	➤ generate understandings of issues by using some form of technology to facilitate the process			A							A	

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S.7.11	<ul style="list-style-type: none"> identify and record main ideas 	S.7.6	<ul style="list-style-type: none"> select relevant information when conducting research 	I		A		I		I		A		
S.7.12	<ul style="list-style-type: none"> organize information using a variety of strategies and tools; e.g., graphs, charts, graphic organizers and technology as appropriate 					I	I	I	I	I		I	A	I
S.7.13	<ul style="list-style-type: none"> distinguish fact from opinion in a variety of information sources; e.g., media reports and accounts 													
S.7.14	<ul style="list-style-type: none"> compare various interpretations, using a variety of evidence; e.g., photographs, artifacts, storytellers and interviews 									I				
S.7.15	<ul style="list-style-type: none"> observe and interpret trends and relationships using tables and graphs 													
S.7.16	<ul style="list-style-type: none"> interpret ideas and information to compare and contrast perspectives; e.g., bias, racism, prejudice, validity and authenticity 						I			I				
S.7.17	<ul style="list-style-type: none"> reflect on the ways in which shared stories connect to personal experiences 													
S.7.18	<ul style="list-style-type: none"> draw conclusions about cause and effect 			A	A	A	A		A			A	A	
S.7.19	<ul style="list-style-type: none"> recognize the need to change their point of view, decision or conclusion in light of new evidence 													
S.7.20	<ul style="list-style-type: none"> analyze and synthesize information to create a product 			A			I		I					
S.7.21	<ul style="list-style-type: none"> record relevant data to acknowledge sources of information 	S.7.7	<ul style="list-style-type: none"> cite sources correctly to respect the ownership and integrity of information 			I							I	

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S.7.22	➤ use appropriate presentation software to demonstrate personal understandings						I	I	I					
S&P 8	<i>Students will:</i> demonstrate skills of oral, visual and textual literacy:													
S.8.1	• communicate and interact effectively in a variety of situations	S.8.1	• communicate effectively in a variety of situations			I	I	I				A		I
S.8.2	• use appropriate strategies to determine understanding and clarify viewpoints; e.g., paraphrasing, summarizing and questioning					I								
S.8.3	• engage in respectful discussions	S.8.2	• engage in respectful discussion			I	I	I	I			A		
S.8.4	• communicate in an engaging manner, using a variety of strategies and skills, e.g., speeches, multimedia presentations and written and oral reports, and consider particular audiences and purposes	S.8.3	• use a variety of oral, written and visual sources to present informed positions on issues				A	A	I	A	I		A	
S.8.5	• make respectful and reasoned comments on the topic of discussion	S.8.5	• make respectful and reasoned comments on the topic of discussion					I				A		
S.8.6	➤ use communication technology to interact with others											A		
S.8.7	➤ use technology to compose, revise and edit text	S.8.6	➤ use technology to compose, revise and edit text				I	I						

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S.8.8	➤ create multimedia presentations that incorporate meaningful graphics, audio, video and text gathered from a variety of sources								I					
S.8.9	➤ employ technology to adapt information to a situation, audience and purpose	S.8.7	➤ employ technologies to adapt information for context (situation, audience and purpose)											
S&P 9	<i>Students will:</i> develop skills of media literacy:													
S.9.1	• examine the values, lifestyles and points of view represented in media messages													
S.9.2	• recognize that differences in perspectives can exist in media sources						I			A				
S.9.3	• examine the impact media has on human thought									A				
S.9.4	➤ understand the nature of various media and the ways in which they are consciously used to influence an audience									I				
S.9.5	➤ assess the authority, reliability and validity of electronically accessed information	S.9.1	➤ assess the authority, reliability and validity of electronically accessed information										I	
S.9.6	➤ analyze the validity of various points of view in media messages	S.9.2	➤ analyze the validity of various points of view in media messages							I				
S.9.7	➤ analyze information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence	S.9.3	➤ analyze information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence										I	
S.9.8	➤ analyze the impact of various forms of media	S.9.4	➤ analyze the impact of various forms of media							I				

Social Studies 10-4 Outcome Numbers	Social Studies 10-4 Program Outcomes	Social Studies 10-2 Outcome Numbers	Social Studies 10-2 Program Outcomes	Related Issue 1: Globalization Awareness – Get with It!	Related Issue 1: What Do You Think?	Related Issue 2: Perspectives on First Contact	Related Issue 2: Reflecting on Residential Schools in Canada	Related Issue 2: Building a Positive Future	Related Issue 3: A Day in Your Life	Related Issue 3: Competing Interests: Water Privatization under the Microscope	Related Issue 3: Perspectives on Alberta's Oil Industry	Related Issue 4: Your Opinion Please	Related Issue 4: Microloans: A Globalization Aid?	Related Issue 4: What Can I Do?
S.9.9	➤ demonstrate discriminatory selection of electronically accessed information	S.9.5	➤ demonstrate discriminatory selection of electronically accessed information										I	