

**Summary of Social Studies 20-4 and 20-2 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 20-4 Outcome Numbers	Social Studies 20-4 Program Outcomes	Social Studies 20-2 Outcome Numbers	Social Studies 20-2 Program Outcomes	What Makes Canada “Canada”?	Contending Nationalist Loyalties
<b>V&amp;A</b> 20-4.1a	<i>Students will:</i> appreciate that understandings of identity, nation and nationalism continue to evolve	1.1	appreciate that understandings of identity, nation and nationalism continue to evolve	I	I
20-4.1b	appreciate the existence of alternative viewpoints on the meaning of nation	1.2	appreciate the existence of alternative views on the meaning of nation	I	I
20-4.1c	appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world	1.3	appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world	I	I
20-4.1d	appreciate why peoples seek to promote their identity through nationalism	1.4	appreciate why peoples seek to promote their identity through nationalism	A	A
<b>K&amp;U</b> 20-4.1e	<i>Students will:</i> explore a range of expressions of nationalism	1.5	explore a range of expressions of nationalism	I	I
20-4.1f	develop understandings of nation and nationalism; e.g., relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, religious	1.6	develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic)		I
20-4.1g	examine relationships among nations, states and nation-states	1.7	examine the relationship between nation and nation-state		I

Social Studies 20-4 Outcome Numbers	Social Studies 20-4 Program Outcomes	Social Studies 20-2 Outcome Numbers	Social Studies 20-2 Program Outcomes	What Makes Canada “Canada”?	Contending Nationalist Loyalties
20-4.1h	examine nationalism as an internalized feeling, collective consciousness and/or identity shared by a people; e.g., Canadian nationalism, Québécois nationalism, First Nations and Métis nationalism, Inuit perspectives	1.8	examine how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution, contemporary examples)	A	A
20-4.1i	examine the relative importance of reconciling contending nationalist loyalties; e.g., First Nations and Métis nationalism, Inuit perspectives, ethnic nationalism in Canada, Canadian nationalism	1.10	analyze the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism)		A

## Related Issue 2

Social Studies 20-4 Outcome Numbers	Social Studies 20-4 Program Outcomes	Social Studies 20-2 Outcome Numbers	Social Studies 20-2 Program Outcomes	Ultranationalism: Nationalism Gone Too Far?	Lessons from the Past	Nationalism and Self-determination
<b>V&amp;A</b> 20-4.2a	<i>Students will:</i> appreciate that nations and states pursue the national interest	2.1	appreciate that nations and states pursue national interest	<b>A</b>	<b>A</b>	<b>A</b>
20-4.2b	appreciate multiple perspectives related to the pursuit of the national interest	2.3	appreciate multiple perspectives related to the pursuit of national interest			<b>A</b>
<b>K&amp;U</b> 20-4.2c	<i>Students will:</i> explore a range of expressions of national interest			<b>I</b>	<b>I</b>	<b>I</b>
20-4.2d	explore the relationship between nationalism and the pursuit of the national interest	2.5	explore the relationship between nationalism and the pursuit of national interest	<b>I</b>	<b>I</b>	<b>I</b>
20-4.2e	examine similarities and differences between nationalism and ultranationalism	2.7	examine similarities and differences between nationalism and ultranationalism	<b>A</b>		
20-4.2f	identify the effects of nationalism and ultranationalism during times of conflict; e.g., examples of nationalism and ultranationalism from the First and Second World Wars, internments in Canada	2.8	analyze nationalism and ultranationalism during times of conflict (causes of the First and Second World Wars, examples of nationalism and ultranationalism from the First and Second World Wars, internments in Canada, conscription crises)	<b>A</b>	<b>A</b>	
20-4.2g	examine ultranationalism as a cause of genocide; e.g., the Holocaust	2.9	examine ultranationalism as a cause of genocide (the Holocaust, the 1932–1933 famine in Ukraine, contemporary examples)		<b>A</b>	
20-4.2h	examine the relationship between nationalism and national self-determination; e.g., Québécois nationalism and the sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples <b>* This learning outcome can also be addressed in Related Issue 4, depending on where the content and theme fit best with your instructional approach.</b>	2.10	evaluate impacts of the pursuit of national self-determination (Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples)			<b>A</b>

### Related Issue 3

Social Studies 20-4 Outcome Numbers	Social Studies 20-4 Program Outcomes	Social Studies 20-2 Outcome Numbers	Social Studies 20-2 Program Outcomes	Committing to Internationalism	Promoting Internationalism	Pursuing Internationalism: At What Cost?
<b>V&amp;A</b> 20-4.3a	<i>Students will:</i> express an interest in current events and world affairs	3.1	appreciate that nations and states engage in regional and global affairs for a variety of reasons	<b>A</b>	<b>I</b>	<b>I</b>
20-4.3b	appreciate the relationships among human beings in an interdependent world			<b>I</b>	<b>I</b>	<b>A</b>
20-4.3c	demonstrate understanding of a global consciousness of the human condition and world affairs	3.3	demonstrate a global consciousness with respect to the human condition and global affairs	<b>I</b>	<b>I</b>	<b>A</b>
<b>K&amp;U</b> 20-4.3d	<i>Students will:</i> explore understandings of internationalism	3.5	explore understandings of internationalism	<b>I</b>	<b>I</b>	<b>I</b>
20-4.3e	explore the motives of nation- and state-involvement in international affairs; e.g., economic stability, self-determination, peace, security and humanitarianism	3.4	examine the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism)	<b>A</b>		<b>I</b>
20-4.3f	explore how internationalism can be promoted by foreign policy; e.g., peacekeeping, foreign aid	3.6	examine how internationalism can be promoted by foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements)	<b>A</b>		<b>I</b>
20-4.3g	examine the extent to which organizations promote internationalism; e.g., United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie	3.7	analyze the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council)	<b>I</b>	<b>A</b>	
20-4.3h	examine how the pursuit of internationalism impacts attempts to address contemporary issues; e.g., conflict, poverty, environment, human rights	3.8	examine impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights)	<b>I</b>	<b>I</b>	<b>A</b>

## Related Issue 4

Social Studies 20-4 Outcome Numbers	Social Studies 20-4 Program Outcomes	Social Studies 20-2 Outcome Numbers	Social Studies 20-2 Program Outcomes	Exploring the Person Behind the Name	Visions of Canada's Past, Present and Future
<b>V&amp;A</b> 20-4.4a	<i>Students will:</i> appreciate historical and contemporary attempts to develop a national identity	4.1	appreciate historical and contemporary attempts to develop a national identity	<b>A</b>	<b>A</b>
20-4.4b	appreciate contrasting historical and contemporary narratives associated with national identity	4.2	appreciate contrasting historical and contemporary narratives associated with national identity	<b>I</b>	<b>I</b>
20-4.4c	respect the views of others on alternative visions of national identity	4.3	respect the views of others on alternative visions of national identity	<b>A</b>	
<b>K&amp;U</b> 20-4.4d	<i>Students will:</i> explore multiple perspectives on national identity in Canada	4.4	explore multiple perspectives on national identity in Canada	<b>A</b>	<b>A</b>
20-4.4e	explore methods used by individuals, groups and governments in Canada to promote a national identity; e.g., national symbols, institutions, government programs	4.5	examine methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, institutions, government programs and initiatives)	<b>A</b>	
20-4.4f	identify historical perspectives of Canada as a nation; e.g., Fathers of Confederation, First Nations treaties and the <i>Indian Act</i> , Métis and Inuit self-governance, Pierre Trudeau	4.6	identify historical perspectives of Canada as a nation (Louis LaFontaine and Robert Baldwin, the Fathers of Confederation, First Nations treaties and the <i>Indian Act</i> , Métis and Inuit self-governance, Louis Riel, French Canadian nationalism, Pierre Trudeau, National Indian Brotherhood)		<b>A</b>
20-4.4g	explore the challenges and opportunities associated with the promotion of Canadian national unity; e.g., Québec sovereignty, federal–provincial–territorial relations, Aboriginal self-determination and land claims, bilingualism and multiculturalism	4.7	explore the challenges and opportunities associated with the promotion of Canadian national unity (Québec sovereignty, federal–provincial–territorial relations, Aboriginal self-determination and land claims, bilingualism, multiculturalism)	<b>A</b>	
20-4.4h	examine various perspectives on future visions of Canada; e.g., pluralism, multination model, separatism, global leader, Aboriginal self-determination, North American integration	4.8	analyze various perspectives of future visions of Canada (pluralism, multination model, separatism, Aboriginal self-determination, global leadership, North American integration)		<b>A</b>
20-4.4i	develop personal and collective visions of national identity	4.9	develop personal and collective visions of national identity	<b>A</b>	<b>A</b>

## Skills and Processes Outcomes

Social Studies 20-4 Outcome Numbers	Social Studies 20-4 Program Outcomes	Social Studies 20-2 Outcome Numbers	Social Studies 20-2 Program Outcomes	Related Issue 1: What Makes Canada "Canada"?	Related Issue 1: Contending Nationalist Loyalties	Related Issue 2: Ultrationalism: Nationalism Gone Too Far?	Related Issue 2: Lessons from the Past	Related Issue 2: Nationalism and Self-determination	Related Issue 3: Committing to Internationalism	Related Issue 3: Promoting Internationalism	Related Issue 3: Pursuing Internationalism: At What Cost?	Related Issue 4: Exploring the Person Behind the Name	Related Issue 4: Visions of Canada's Past, Present and Future
<b>S&amp;P 1</b>	<b>Students will: develop skills of critical and creative thinking:</b>												
S.1.1	<ul style="list-style-type: none"> <li>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</li> </ul>			A	A	A	A	A		A	A	A	
S.1.2	<ul style="list-style-type: none"> <li>re-evaluate their personal assumptions and opinions to reflect a broadened understanding of a topic or issue</li> </ul>	S.1.5	<ul style="list-style-type: none"> <li>evaluate personal assumptions and opinions</li> </ul>	I	I	I	I	I			I		I
S.1.3	<ul style="list-style-type: none"> <li>identify the main ideas underlying a position or issue</li> </ul>	S.1.9	<ul style="list-style-type: none"> <li>identify main ideas underlying a position or issue</li> </ul>	A	A	I	I	A		I	I	I	I
S.1.4	<ul style="list-style-type: none"> <li>investigate local and global current events from a variety of perspectives and examine how these perspectives can shape understanding</li> </ul>	S.1.8	<ul style="list-style-type: none"> <li>analyze current affairs from a variety of perspectives</li> </ul>							I	I		I
S.1.5	<ul style="list-style-type: none"> <li>examine the validity of information, based on context, bias, sources, objectivity, evidence and reliability</li> </ul>	S.1.3	<ul style="list-style-type: none"> <li>determine the validity of information based on context, bias, sources, objectivity, evidence or reliability</li> </ul>	I	I	I		I		I	I	I	
S.1.6	<ul style="list-style-type: none"> <li>demonstrate informed and ethical decision-making skills</li> </ul>	S.1.6	<ul style="list-style-type: none"> <li>determine the strengths and weaknesses of arguments</li> </ul>		I		I				I		I

Social Studies 20-4 Outcome Numbers	Social Studies 20-4 Program Outcomes	Social Studies 20-2 Outcome Numbers	Social Studies 20-2 Program Outcomes	Related Issue 1: What Makes Canada "Canada"?	Related Issue 1: Contending Nationalist Loyalties	Related Issue 2: Ultrnationalism: Nationalism Gone Too Far?	Related Issue 2: Lessons from the Past	Related Issue 2: Nationalism and Self-determination	Related Issue 3: Committing to Internationalism	Related Issue 3: Promoting Internationalism	Related Issue 3: Pursuing Internationalism: At What Cost?	Related Issue 4: Exploring the Person Behind the Name	Related Issue 4: Visions of Canada's Past, Present and Future
S.1.7	<ul style="list-style-type: none"> <li>examine ways in which a society's culture may be reflected in a variety of forms; e.g., artwork, oral stories and dance</li> </ul>			I			I						I
<b>S&amp;P 2</b>	<b>Students will: develop skills of historical thinking:</b>												
S.2.1	<ul style="list-style-type: none"> <li>examine diverse historical and contemporary perspectives within and across cultures</li> </ul>	S.2.1	<ul style="list-style-type: none"> <li>understand diverse historical and contemporary perspectives within and across cultures</li> </ul>		A			A				A	A
S.2.2	<ul style="list-style-type: none"> <li>summarize the key events of a specific time period and place those events in historical contexts; e.g., timelines or charts</li> </ul>	S.2.2	<ul style="list-style-type: none"> <li>analyze connections among patterns of historical change by identifying cause and effect relationships</li> </ul>			A	A						I
S.2.3	<ul style="list-style-type: none"> <li>examine historical events/issues and their relationships with the present</li> </ul>	S.2.4	<ul style="list-style-type: none"> <li>identify and describe the impact of significant historical periods and patterns of change on society today</li> </ul>			I	A	I				I	I
S.2.4	<ul style="list-style-type: none"> <li>examine the difference between various historical facts and interpretations</li> </ul>	S.2.5	<ul style="list-style-type: none"> <li>understand the difference between historical facts and historical interpretations</li> </ul>			I	I	I				I	
S.2.5	<ul style="list-style-type: none"> <li>use current, reliable information sources from around the world</li> </ul>	S.2.9	<ul style="list-style-type: none"> <li>use current, reliable information sources from around the world</li> </ul>			I	I		I	I	I	I	I
<b>S&amp;P 3</b>	<b>Students will: develop skills of geographic thinking:</b>												
S.3.1	<ul style="list-style-type: none"> <li>examine the ways in which natural and man-made geographic features influence world events</li> </ul>	S.3.1	<ul style="list-style-type: none"> <li>analyze the ways in which physical and human geographic features influence world events</li> </ul>										

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S.3.2	<ul style="list-style-type: none"> <li>use, construct and interpret maps to broaden their understanding of geography, using technology as appropriate</li> </ul>												
S.3.3	<ul style="list-style-type: none"> <li>draw conclusions from maps and other geographic sources</li> </ul>	S.3.2	<ul style="list-style-type: none"> <li>draw conclusions from maps and other geographic sources</li> </ul>										
S.3.4	<ul style="list-style-type: none"> <li>examine the impact of human activities on the land and the environment</li> </ul>	S.3.4	<ul style="list-style-type: none"> <li>assess the impact of human activities on the land and the environment</li> </ul>										
S.3.5	<ul style="list-style-type: none"> <li>access and operate multimedia applications and technologies from stand-alone and online sources</li> </ul>	S.3.5	<ul style="list-style-type: none"> <li>use current, reliable information sources from around the world, including online atlases</li> </ul>										
S.3.6	<ul style="list-style-type: none"> <li>use a variety of technologies to assist in the preparation of maps</li> </ul>												
<b>S&amp;P 4</b>	<i>Students will:</i>												
S.4.1	<p><b>demonstrate skills of decision making and problem solving:</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	S.4.2	<ul style="list-style-type: none"> <li>use inquiry processes to make decisions and solve problems</li> </ul>										
S.4.2	<ul style="list-style-type: none"> <li>reflect on their own and others' past actions when determining future actions and choices</li> </ul>												



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S.4.3	<ul style="list-style-type: none"> <li>recognize that some problems may not have apparent or visible solutions</li> </ul>												
S.4.4	<ul style="list-style-type: none"> <li>describe a plan of action that uses technology to solve a problem</li> </ul>	S.4.4	<ul style="list-style-type: none"> <li>describe a plan of action to use technology to solve a problem</li> </ul>										
S.4.5	<ul style="list-style-type: none"> <li>use the appropriate tools and materials required to accomplish a plan of action</li> </ul>	S.4.5	<ul style="list-style-type: none"> <li>use appropriate tools and materials to accomplish a plan of action</li> </ul>										
S.4.6	<ul style="list-style-type: none"> <li>evaluate the appropriateness of the technology used to investigate or solve a problem</li> </ul>												
<b>S&amp;P 5</b>	<i>Students will:</i> <b>demonstrate skills of cooperation, conflict resolution and consensus building:</b>												
S.5.1	<ul style="list-style-type: none"> <li>consider the needs and perspectives of others</li> </ul>	S.5.4	<ul style="list-style-type: none"> <li>consider the points of view and perspectives of others</li> </ul>									<b>A</b>	
S.5.2	<ul style="list-style-type: none"> <li>reflect on their own perspectives, based on new information from other perspectives</li> </ul>												
S.5.3	<ul style="list-style-type: none"> <li>work positively and collaboratively with others</li> </ul>	S.5.2	<ul style="list-style-type: none"> <li>make meaningful contributions to discussion and group work</li> </ul>										
S.5.4	<ul style="list-style-type: none"> <li>listen attentively to others</li> </ul>												
S.5.5	<ul style="list-style-type: none"> <li>demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences to reach group consensus</li> </ul>	S.5.1	<ul style="list-style-type: none"> <li>demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences</li> </ul>										

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S.5.6	<ul style="list-style-type: none"> <li>identify and use appropriate strategies to resolve conflicts peacefully and equitably</li> </ul>	S.5.5	<ul style="list-style-type: none"> <li>identify and use a variety of strategies to resolve conflicts peacefully and equitably</li> </ul>										
S.5.7	<ul style="list-style-type: none"> <li>use peer and self-evaluations to set attainable goals to improve learning</li> </ul>												
<b>S&amp;P 6</b>	<i>Students will:</i> <b>demonstrate age-appropriate behaviour for social involvement as respectful and responsible citizens contributing to the community:</b>												
S.6.1	<ul style="list-style-type: none"> <li>respond respectfully to the inherent meanings of artistic, musical, literary and other representations of culture and history</li> </ul>	S.6.3	<ul style="list-style-type: none"> <li>cooperate with others for the well-being of the community</li> </ul>										
S.6.2	<ul style="list-style-type: none"> <li>participate in a community to protect and affirm their identities, as appropriate</li> </ul>	S.6.1	<ul style="list-style-type: none"> <li>demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community</li> </ul>										
S.6.3	<ul style="list-style-type: none"> <li>plan, evaluate and implement actions that support fairness, justice and equality</li> </ul>												
S.6.4	<ul style="list-style-type: none"> <li>support environmental stewardship; e.g., recycling and reducing consumption</li> </ul>												
S.6.5	<ul style="list-style-type: none"> <li>develop a plan of action to use technology to solve a problem</li> </ul>												

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<b>S&amp;P 7</b>	<i>Students will:</i> <b>apply research processes:</b>												
S.7.1	<ul style="list-style-type: none"> <li>pose questions to direct inquiry and research processes and formulate new questions as research progresses</li> </ul>	S.7.5	<ul style="list-style-type: none"> <li>revise questions on an issue as new information becomes available</li> </ul>										
S.7.2	<ul style="list-style-type: none"> <li>access and select different points of view, using a variety of sources</li> </ul>												
S.7.3	<ul style="list-style-type: none"> <li>locate information by using the various parts of an information source; e.g., glossary, table of contents and index</li> </ul>	S.7.3	<ul style="list-style-type: none"> <li>use research tools and methods to investigate issues</li> </ul>										
S.7.4	<ul style="list-style-type: none"> <li>draw upon visual, literary, musical and auditory sources when inquiring into questions and issues; e.g., Aboriginal experiences</li> </ul>	S.7.4	<ul style="list-style-type: none"> <li>consult a wide variety of sources, including oral histories, that reflect varied perspectives on particular issues</li> </ul>										
S.7.5	<ul style="list-style-type: none"> <li>practise responsible and ethical use of information and technology</li> </ul>	S.7.7	<ul style="list-style-type: none"> <li>cite sources correctly to respect the ownership and integrity of information</li> </ul>										
S.7.6	<ul style="list-style-type: none"> <li>create and conduct a plan for an inquiry that includes time management</li> </ul>												
S.7.7	<ul style="list-style-type: none"> <li>plan and perform searches using more than one electronic source</li> </ul>	S.7.9	<ul style="list-style-type: none"> <li>plan and perform searches, using digital sources</li> </ul>										
S.7.8	<ul style="list-style-type: none"> <li>use calendars and time and/or project management software to assist in organizing the research process</li> </ul>	S.7.8	<ul style="list-style-type: none"> <li>use calendars, time management or project management software to assist in organizing the research process</li> </ul>										
S.7.9	<ul style="list-style-type: none"> <li>refine searches to limit sources to a manageable number</li> </ul>												

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S.7.10	➤ select information from appropriate sources, including primary and secondary sources	S.7.6	• select relevant information when conducting research			I				A		I	I
S.7.11	• identify and record the main ideas in information sources					I	I	I		A		I	I
S.7.12	• 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	I	I	I	I
S.7.13	• distinguish fact from opinion in a variety of information sources; e.g., media reports and accounts					I	I	I		I		I	I
S.7.14	• compare various interpretations, using a variety of evidence; e.g., photographs, artifacts, storytellers and interviews				I							I	I
S.7.15	• observe and interpret trends and relationships using tables and graphs												
S.7.16	• interpret ideas and information to compare and contrast perspectives; e.g., bias, racism, prejudice, validity and authenticity				I			I			I	I	I
S.7.17	• reflect on the ways in which shared stories connect to personal experiences						I						I
S.7.18	• draw conclusions about cause and effect					A	I		I	I	A	A	

Social Studies 20-4 Outcome Numbers	Social Studies 20-4 Program Outcomes	Social Studies 20-2 Outcome Numbers	Social Studies 20-2 Program Outcomes	Related Issue 1: What Makes Canada "Canada"?	Related Issue 1: Contending Nationalist Loyalties	Related Issue 2: Ultrationalism: Nationalism Gone Too Far?	Related Issue 2: Lessons from the Past	Related Issue 2: Nationalism and Self-determination	Related Issue 3: Committing to Internationalism	Related Issue 3: Promoting Internationalism	Related Issue 3: Pursuing Internationalism: At What Cost?	Related Issue 4: Exploring the Person Behind the Name	Related Issue 4: Visions of Canada's Past, Present and Future
S.7.19	<ul style="list-style-type: none"> <li>recognize the need to change their point of view, decision or conclusion in light of new evidence</li> </ul>												
S.7.20	<ul style="list-style-type: none"> <li>analyze and synthesize information to create a product</li> </ul>					A			A	A	A		A
S.7.21	<ul style="list-style-type: none"> <li>record relevant data to acknowledge sources of information</li> </ul>									A			
S.7.22	<ul style="list-style-type: none"> <li>use appropriate presentation software to demonstrate personal understandings</li> </ul>												
<b>S&amp;P 8</b>	<i>Students will:</i> <b>demonstrate skills of oral, visual and textual literacy:</b>												
S.8.1	<ul style="list-style-type: none"> <li>communicate and interact effectively in a variety of situations</li> </ul>	S.8.1	<ul style="list-style-type: none"> <li>communicate effectively in a variety of situations</li> </ul>										
S.8.2	<ul style="list-style-type: none"> <li>use appropriate strategies to verify understanding and clarify viewpoints; e.g., paraphrasing, summarizing and questioning</li> </ul>	S.8.4	<ul style="list-style-type: none"> <li>ask respectful and relevant questions of others to clarify viewpoints on an issue</li> </ul>										
S.8.3	<ul style="list-style-type: none"> <li>engage in respectful discussions</li> </ul>	S.8.2	<ul style="list-style-type: none"> <li>engage in respectful discussion</li> </ul>										
S.8.4	<ul style="list-style-type: none"> <li>communicate in an engaging manner, using a variety of strategies and/or skills, e.g., speeches, multimedia presentations and written and oral reports, and consider particular audiences and purposes</li> </ul>					A			A				A

Social Studies 20-4 Outcome Numbers	Social Studies 20-4 Program Outcomes	Social Studies 20-2 Outcome Numbers	Social Studies 20-2 Program Outcomes	Related Issue 1: What Makes Canada "Canada"?	Related Issue 1: Contending Nationalist Loyalties	Related Issue 2: Ultrationalism: Nationalism Gone Too Far?	Related Issue 2: Lessons from the Past	Related Issue 2: Nationalism and Self-determination	Related Issue 3: Committing to Internationalism	Related Issue 3: Promoting Internationalism	Related Issue 3: Pursuing Internationalism: At What Cost?	Related Issue 4: Exploring the Person Behind the Name	Related Issue 4: Visions of Canada's Past, Present and Future
S.8.5	<ul style="list-style-type: none"> <li>make respectful and reasoned comments on the topic of discussion</li> </ul>	S.8.5	<ul style="list-style-type: none"> <li>make respectful and reasoned comments on the topic of discussion</li> </ul>										
S.8.6	<ul style="list-style-type: none"> <li>use communication technology to interact with others</li> </ul>												
S.8.7	<ul style="list-style-type: none"> <li>use technology to compose, revise and edit text</li> </ul>	S.8.6	<ul style="list-style-type: none"> <li>use technology to compose, revise and edit text</li> </ul>										
S.8.8	<ul style="list-style-type: none"> <li>create multimedia presentations that incorporate meaningful graphics, audio, video and text gathered from a variety of sources</li> </ul>					A							
S.8.9	<ul style="list-style-type: none"> <li>employ technology to adapt information to a situation, audience and purpose</li> </ul>	S.8.7	<ul style="list-style-type: none"> <li>employ technologies to adapt information for context (situation, audience and purpose)</li> </ul>										
<b>S&amp;P 9</b> S.9.1	<i>Students will:</i> <b>develop skills of media literacy:</b> <ul style="list-style-type: none"> <li>examine the values, lifestyles and points of view represented in media messages</li> </ul>			A									
S.9.2	<ul style="list-style-type: none"> <li>recognize that differences in perspectives can exist in media sources</li> </ul>												
S.9.3	<ul style="list-style-type: none"> <li>examine the impact media has on human thought</li> </ul>												
S.9.4	<ul style="list-style-type: none"> <li>understand the nature of various media and the ways in which they are consciously used to influence an audience</li> </ul>			A									

Social Studies 20-4 Outcome Numbers	Social Studies 20-4 Program Outcomes	Social Studies 20-2 Outcome Numbers	Social Studies 20-2 Program Outcomes	Related Issue 1: What Makes Canada "Canada"?	Related Issue 1: Contending Nationalist Loyalties	Related Issue 2: Ultrnationalism: Nationalism Gone Too Far?	Related Issue 2: Lessons from the Past	Related Issue 2: Nationalism and Self-determination	Related Issue 3: Committing to Internationalism	Related Issue 3: Promoting Internationalism	Related Issue 3: Pursuing Internationalism: At What Cost?	Related Issue 4: Exploring the Person Behind the Name	Related Issue 4: Visions of Canada's Past, Present and Future
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	I	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	A									
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										
S.9.8	➤ analyze the impact of various forms of media	S.9.4	➤ analyze the impact of various forms of media	A									
S.9.9	➤ demonstrate discriminatory selection of electronically accessed information	S.9.5	➤ demonstrate discriminatory selection of electronically accessed information										