Programs of Study Outcome Correlations for Social Studies 20-4, 20-2 and 20-1

The following correlation chart is a suggested guideline only that attempts to align comparable outcomes from the Knowledge and Employability Social Studies 20-4 Program of Studies and the Social Studies 20-1 and 20-2 Program of Studies.

Note: Spaces have been left in the chart wherever there is no comparable alignment between outcomes.

Knowledge and Employability Social Studies 20-4	Social Studies 20-2	Social Studies 20-1
• **Key Issue:** Should we embrace nationalism? • **Key Outcome:** Students will understand, assess and respond to the complexities of nationalism.	• **Key Issue:** To what extent should we embrace nationalism? • **Key Outcome:** Students will understand, assess and respond to the complexities of nationalism.	• **Key Issue:** To what extent should we embrace nationalism? • **Key Outcome:** Students will understand, assess and respond to the complexities of nationalism.
• **Related Issue 20-4.1:** Should nation be the foundation of identity? • **General Outcome:** Students will explore the relationships among nation, identity and nationalism.	• **Related Issue 1:** Should nation be the foundation of identity? • **General Outcome:** Students will explore the relationships among identity, nation and nationalism.	• **Related Issue 1:** To what extent should nation be the foundation of identity? • **General Outcome:** Students will explore the relationships among identity, nation and nationalism.
Guiding Questions		
• What traditions, symbols and actions may be expressions of nationalism? • What are some understandings of nationalism in your community? • How do individuals and groups express nationalism? • Why are some Aboriginal peoples referred to as First Nations? • What role does citizenship or membership in a nation play in your identity? What role should it play? • Is it possible to be a citizen of more than one nation?		

Knowledge and Employability Social Studies 20-4	Social Studies 20-2	Social Studies 20-1
Values and Attitudes	**Values and Attitudes**	**Values and Attitudes**
Specific Outcomes *Students will:*	**Specific Outcomes** *Students will:*	**Specific Outcomes** *Students will:*
• **20-4.1a** appreciate that understandings of identity, nation and nationalism continue to evolve (C, I)	• **1.1** appreciate that understandings of identity, nation and nationalism continue to evolve (I, C)	• **1.1** appreciate that understandings of identity, nation and nationalism continue to evolve (I, C)
• **20-4.1b** appreciate the existence of alternative viewpoints on the meaning of nation (C, I)	• **1.2** appreciate the existence of alternative views on the meaning of nation (I, C)	• **1.2** appreciate the existence of alternative views on the meaning of nation (I, C)
• **20-4.1c** appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world (I, TCC)	• **1.3** appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world (I, TCC, GC)	• **1.3** appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world (I, TCC, GC)
• **20-4.1d** appreciate why peoples seek to promote their identity through nationalism (C, I)	• **1.4** appreciate why peoples seek to promote their identity through nationalism (I, C)	• **1.4** appreciate why peoples seek to promote their identity through nationalism (I, C)
Knowledge and Understanding	**Knowledge and Understanding**	**Knowledge and Understanding**
Specific Outcomes *Students will:*	**Specific Outcomes** *Students will:*	**Specific Outcomes** *Students will:*
• **20-4.1e** explore a range of expressions of nationalism (C, I)	• **1.5** explore a range of expressions of nationalism (I, C)	• **1.5** explore a range of expressions of nationalism (I, C)
• **20-4.1f** develop understandings of nation and nationalism; e.g., relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, religious (I, LPP, CC)	• **1.6** develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic) (I, CC, LPP)	• **1.6** develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic) (I, CC, LPP)

Knowledge and Employability Social Studies 20-4	Social Studies 20-2	Social Studies 20-1
• **20-4.1g** examine relationships among nations, states and nation–states (C, I, PADM, TCC)	• **1.7** examine the relationship between nation and nation-state (TCC, PADM, C)	• **1.7** analyze the relationship between nation and nation-state (TCC, PADM, C)
• **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 (C, I, TCC)	• **1.8** examine how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution, contemporary examples) (ER, PADM, CC, TCC, LPP)	• **1.8** analyze how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution and Napoleonic era, contemporary examples) (ER, PADM, CC, TCC, LPP)
	• **1.9** examine nationalism as an identity, internalized feeling and/or collective consciousness shared by a people (French Revolution, Canadian nationalism, Québécois nationalism, First Nations and Métis nationalism, Inuit perspectives) (I, TCC, C, CC)	• **1.9** analyze nationalism as an identity, internalized feeling and/or collective consciousness shared by a people (French Revolution and Napoleonic era, Canadian nationalism, Québécois nationalism, American nationalism, First Nations and Métis nationalism, Inuit perspectives) (I, TCC, C, CC)
• **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 (C, I, TCC)	• **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) (I, TCC, C)	• **1.10** evaluate the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, civic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism) (I, TCC, C)
	• **1.11** analyze the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties) (I, C, CC, LPP)	• **1.11** evaluate the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties) (I, C, CC, LPP)

Knowledge and Employability Social Studies 20-4	Social Studies 20-2	Social Studies 20-1
• **Key Issue:** Should we embrace nationalism? • **Key Outcome:** Students will understand, assess and respond to the complexities of nationalism.	• **Key Issue:** To what extent should we embrace nationalism? • **Key Outcome:** Students will understand, assess and respond to the complexities of nationalism.	• **Key Issue:** To what extent should we embrace nationalism? • **Key Outcome:** Students will understand, assess and respond to the complexities of nationalism.
• **Related Issue 20-4.2:** Should nations pursue the national interest? • **General Outcome:** Students will examine the effects of nationalism, ultranationalism and the pursuit of the national interest.	• **Related Issue 2:** Should nations pursue national interest? • **General Outcome:** Students will understand impacts of nationalism, ultranationalism and the pursuit of national interest.	• **Related Issue 2:** To what extent should national interest be pursued? • **General Outcome:** Students will assess impacts of nationalism, ultranationalism and the pursuit of national interest.
Guiding Questions		
• What motivates nations and states to act in their own interests? • What are some expressions of national interest? • What roles can nationalism and ultranationalism play in conflict? • Why do nations seek self-determination?		
Values and Attitudes	**Values and Attitudes**	**Values and Attitudes**
Specific Outcomes *Students will:*	Specific Outcomes *Students will:*	Specific Outcomes *Students will:*
• **20-4.2a** appreciate that nations and states pursue the national interest (GC, PADM, TCC)	• **2.1** appreciate that nations and states pursue national interest (TCC, GC, PADM)	• **2.1** appreciate that nations and states pursue national interest (TCC, GC, PADM)
	• **2.2** appreciate that the pursuit of national interest has positive and negative consequences (TCC)	• **2.2** appreciate that the pursuit of national interest has positive and negative consequences (TCC, GC, PADM)

Knowledge and Employability Social Studies 20-4	Social Studies 20-2	Social Studies 20-1
• **20-4.2b** appreciate multiple perspectives related to the pursuit of the national interest (TCC)	• **2.3** appreciate multiple perspectives related to the pursuit of national interest (TCC)	• **2.3** appreciate multiple perspectives related to the pursuit of national interest (TCC, PADM)
Knowledge and Understanding	**Knowledge and Understanding**	**Knowledge and Understanding**
Specific Outcomes *Students will:*	**Specific Outcomes** *Students will:*	**Specific Outcomes** *Students will:*
• **20-4.2c** explore a range of expressions of national interest (I, ER, LPP, PADM, TCC)	• **2.4** explore the concept of national interest (PADM, I, LPP)	
• **20-4.2d** explore the relationship between nationalism and the pursuit of the national interest (I, PADM)	• **2.5** explore the relationship between nationalism and the pursuit of national interest (PADM, I)	• **2.4** explore the relationship between nationalism and the pursuit of national interest (PADM, I, LPP)
	• **2.6** examine how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period) (PADM, TCC, ER, LPP)	• **2.5** analyze how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period) (PADM, TCC, ER, LPP)
• **20-4.2e** examine similarities and differences between nationalism and ultranationalism (I, PADM)	• **2.7** examine similarities and differences between nationalism and ultranationalism (PADM, I)	• **2.6** analyze the relationship between nationalism and ultranationalism (PADM, I)
• **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 (GC, PADM, TCC)	• **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) (PADM, TCC, GC, LPP)	• **2.7** 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, ultranationalism in Japan, internments in Canada, conscription crises) (PADM, TCC, GC, LPP)

Knowledge and Employability Social Studies 20-4	Social Studies 20-2	Social Studies 20-1
• **20-4.2g** examine ultranationalism as a cause of genocide; e.g., the Holocaust (GC, PADM, TCC)	• **2.9** examine ultranationalism as a cause of genocide (the Holocaust, the 1932–1933 famine in Ukraine, contemporary examples) (TCC, PADM, GC)	• **2.8** analyze ultranationalism as a cause of genocide (the Holocaust, 1932–1933 famine in Ukraine, contemporary examples) (TCC, PADM, GC)
• **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 (ER, LPP, PADM, TCC)	• **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) (PADM, TCC, ER, LPP)	• **2.9** analyze impacts of the pursuit of national self-determination (successor states; decolonization; Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples) (PADM, TCC, ER, LPP)

Knowledge and Employability Social Studies 20-4	Social Studies 20-2	Social Studies 20-1
• **Key Issue:** Should we embrace nationalism? • **Key Outcome:** Students will understand, assess and respond to the complexities of nationalism.	• **Key Issue:** To what extent should we embrace nationalism? • **Key Outcome:** Students will understand, assess and respond to the complexities of nationalism.	• **Key Issue:** To what extent should we embrace nationalism? • **Key Outcome:** Students will understand, assess and respond to the complexities of nationalism.
• **Related Issue 20-4.3:** Should internationalism be pursued? • **General Outcome:** Students will examine effects of the pursuit of internationalism.	• **Related Issue 3:** Should internationalism be pursued? • **General Outcome:** Students will assess impacts of the pursuit of internationalism in contemporary global affairs.	• **Related Issue 3:** To what extent should internationalism be pursued? • **General Outcome:** Students will assess impacts of the pursuit of internationalism in contemporary global affairs.
Guiding Questions		
• Why does Canada interact with other countries? • What motivates nations and states to engage in or withdraw from international affairs? • How do various international organizations attempt to promote internationalism? • What are some contemporary examples of internationalism being used to address issues?		
Values and Attitudes	**Values and Attitudes**	**Values and Attitudes**
Specific Outcomes *Students will:*	**Specific Outcomes** *Students will:*	**Specific Outcomes** *Students will:*
• **20-4.3a** express an interest in current events and world affairs (C, GC)	• **3.1** appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C)	• **3.1** appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C, PADM)

Knowledge and Employability Social Studies 20-4	Social Studies 20-2	Social Studies 20-1
• **20-4.3b** appreciate the relationships among human beings in an interdependent world (C, GC)		
	• **3.2** appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)	• **3.2** appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)
• **20-4.3c** demonstrate understanding of a global consciousness of the human condition and world affairs (C, GC)	• **3.3** demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)	• **3.3** demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)
Knowledge and Understanding	**Knowledge and Understanding**	**Knowledge and Understanding**
Specific Outcomes *Students will:*	**Specific Outcomes** *Students will:*	**Specific Outcomes** *Students will:*
• **20-4.3e** explore the motives of nation- and state-involvement in international affairs; e.g., economic stability, self-determination, peace, security and humanitarianism (LPP, GC, PADM, TCC)	• **3.4** examine the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, LPP, TCC)	• **3.4** analyze the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, TCC, PADM)
• **20-4.3d** explore understandings of internationalism (GC, PADM)	• **3.5** explore understandings of internationalism (GC, PADM)	• **3.5** explore understandings of internationalism (GC, PADM)
• **20-4.3f** explore how internationalism can be promoted by foreign policy; e.g., peacekeeping, foreign aid (GC, PADM)	• **3.6** examine how internationalism can be promoted by foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)	• **3.6** analyze how internationalism can be promoted through foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)

Knowledge and Employability Social Studies 20-4	Social Studies 20-2	Social Studies 20-1
• **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 (C, LPP, GC)	• **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) (GC, PADM, ER)	• **3.7** evaluate 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, contemporary examples) (GC, PADM, ER)
• **20-4.3h** examine how the pursuit of internationalism impacts attempts to address contemporary issues; e.g., conflict, poverty, environment, human rights (ER, GC, PADM)	• **3.8** examine impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)	• **3.8** analyze impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)
	• **3.9** evaluate the extent to which nationalism must be sacrificed in the interest of internationalism (GC, PADM, ER)	• **3.9** evaluate the extent to which nationalism must be sacrificed in the interest of internationalism (GC, PADM, ER)

Knowledge and Employability Social Studies 20-4	Social Studies 20-2	Social Studies 20-1
• **Key Issue:** Should we embrace nationalism? • **Key Outcome:** Students will understand, assess and respond to the complexities of nationalism.	• **Key Issue:** To what extent should we embrace nationalism? • **Key Outcome:** Students will understand, assess and respond to the complexities of nationalism.	• **Key Issue:** To what extent should we embrace nationalism? • **Key Outcome:** Students will understand, assess and respond to the complexities of nationalism.
• **Related Issue 20-4.4:** Should individuals and groups in Canada embrace a national identity? • **General Outcome:** Students will examine the complexities of nationalism within the Canadian context.	• **Related Issue 4:** Should individuals and groups in Canada embrace a national identity? • **General Outcome:** Students will understand the complexities of nationalism within the Canadian context.	• **Related Issue 4:** To what extent should individuals and groups in Canada embrace a national identity? • **General Outcome:** Students will assess strategies for negotiating the complexities of nationalism within the Canadian context.
Guiding Questions		
• What traditions and symbols are expressions of identity in Canada? • What techniques are used to promote identity in Canada? • How have historical perspectives on nation shaped Canada? • What are some contemporary challenges to Canadian national unity? What opportunities exist to promote Canadian national unity? • What are some visions for a future Canadian identity? • What is your vision of Canadian identity?		

Knowledge and Employability Social Studies 20-4	Social Studies 20-2	Social Studies 20-1
Values and Attitudes	**Values and Attitudes**	**Values and Attitudes**
Specific Outcomes *Students will:*	**Specific Outcomes** *Students will:*	**Specific Outcomes** *Students will:*
• **20-4.4a** appreciate historical and contemporary attempts to develop a national identity (C, I, TCC)	• **4.1** appreciate historical and contemporary attempts to develop a national identity (I, TCC, C)	• **4.1** appreciate historical and contemporary attempts to develop a national identity (I, TCC, C)
• **20-4.4b** appreciate contrasting historical and contemporary narratives associated with national identity (C, I, TCC)	• **4.2** appreciate contrasting historical and contemporary narratives associated with national identity (I, C, TCC)	• **4.2** appreciate contrasting historical and contemporary narratives associated with national identity (I, C, TCC)
• **20-4.4c** respect the views of others on alternative visions of national identity (C, I)	• **4.3** respect the views of others on alternative visions of national identity (I, C)	• **4.3** respect the views of others on alternative visions of national identity (I, C)
Knowledge and Understanding	**Knowledge and Understanding**	**Knowledge and Understanding**
Specific Outcomes *Students will:*	**Specific Outcomes** *Students will:*	**Specific Outcomes** *Students will:*
• **20-4.4d** explore multiple perspectives on national identity in Canada (C, I)	• **4.4** explore multiple perspectives on national identity in Canada (I, C, LPP)	• **4.4** explore multiple perspectives on national identity in Canada (I, C, LPP)
• **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 (C, I)	• **4.5** examine methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, institutions, government programs and initiatives) (I, C, LPP)	• **4.5** analyze methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, institutions, government programs and initiatives) (I, C, LPP)

Knowledge and Employability Social Studies 20-4	Social Studies 20-2	Social Studies 20-1
• **20-4.4f** identify historical perspectives of Canada as a nation; e.g., Fathers of Confederation, First Nations treaties and the *Indian Act*, Métis and Inuit self-governance, Pierre Trudeau (I, CC, TCC)	• **4.6** identify historical perspectives of Canada as a nation (Louis LaFontaine and Robert Baldwin, the Fathers of Confederation, First Nations treaties and the *Indian Act*, Métis and Inuit self-governance, Louis Riel, French Canadian nationalism, Pierre Trudeau, National Indian Brotherhood) (I, CC, TCC, LPP)	• **4.6** examine historical perspectives of Canada as a nation (Louis LaFontaine and Robert Baldwin, the Fathers of Confederation, First Nations treaties and the *Indian Act*, Métis and Inuit self-governance, Louis Riel, Sir Clifford Sifton, Henri Bourassa, French-Canadian nationalism, Pierre Trudeau, National Indian Brotherhood) (I, CC, TCC, LPP)
• **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 (C, I, CC)	• **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) (I, C, CC)	• **4.7** evaluate 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) (I, C, CC)
• **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 (I, LPP, CC)	• **4.8** analyze various perspectives of future visions of Canada (pluralism, multination model, separatism, Aboriginal self-determination, global leadership, North American integration) (I, C, CC)	• **4.8** evaluate various perspectives of future visions of Canada (pluralism, multination model, separatism, Aboriginal self-determination, global leadership, North American integration) (I, C, CC)
• **20-4.4i** develop personal and collective visions of national identity (C, I)	• **4.9** develop personal and collective visions of national identity (I, C)	• **4.9** develop personal and collective visions of national identity (I, C)

Skills and Processes Outcomes

Skill	Knowledge and Employability Social Studies 20-4	Social Studies 20-2	Social Studies 20-1
Critical and Creative Thinking		**S.1.1** analyze ideas and information from multiple sources	**S.1.1** evaluate ideas and information from multiple sources
		S.1.2 determine relationships among multiple sources of information	**S.1.2** determine relationships among multiple and varied sources of information
	S.1.5 examine the validity of information, based on context, bias, sources, objectivity, evidence and reliability	**S.1.3** determine the validity of information based on context, bias, sources, objectivity, evidence or reliability	**S.1.3** assess the validity of information based on context, bias, sources, objectivity, evidence or reliability
	S.1.3 identify the main ideas underlying a position or issue	**S.1.9** identify main ideas underlying a position or issue	
	S.1.1 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		
		S.1.4 suggest likely outcomes based on factual information	**S.1.4** predict likely outcomes based on factual information
	S.1.2 re-evaluate their personal assumptions and opinions to reflect a broadened understanding of a topic or issue	**S.1.5** evaluate personal assumptions and opinions	**S.1.5** evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue
	S.1.6 demonstrate informed and ethical decision-making skills	**S.1.6** determine the strengths and weaknesses of arguments	**S.1.6** synthesize information from contemporary and historical issues to develop an informed position

Skill	Knowledge and Employability Social Studies 20-4	Social Studies 20-2	Social Studies 20-1
Critical and Creative Thinking (continued)			**S.1.7** evaluate the logic of assumptions underlying a position
	S.1.7 examine ways in which a society's culture may be reflected in a variety of forms; e.g., artwork, oral stories and dance		
		S.1.7 identify seemingly unrelated ideas to explain a concept or event	**S.1.8** assemble seemingly unrelated information to support an idea or to explain an event
	S.1.4 investigate local and global current events from a variety of perspectives and examine how these perspectives can shape understanding	**S.1.8** analyze current affairs from a variety of perspectives	**S.1.9** analyze current affairs from a variety of perspectives
Historical Thinking	**S.2.1** examine diverse historical and contemporary perspectives within and across cultures	**S.2.1** understand diverse historical and contemporary perspectives within and across cultures	**S.2.1** analyze multiple historical and contemporary perspectives within and across cultures
	S.2.2 summarize the key events of a specific time period and place those events in historical contexts; e.g., timelines or charts	**S.2.2** analyze connections among patterns of historical change by identifying cause and effect relationships	**S.2.2** analyze connections among patterns of historical change by identifying cause and effect relationships
		S.2.3 compare and contrast historical narratives	**S.2.3** analyze similarities and differences among historical narratives

Skill	Knowledge and Employability Social Studies 20-4	Social Studies 20-2	Social Studies 20-1
Historical Thinking (continued)	**S.2.3** examine historical events/issues and their relationships with the present	**S.2.4** identify and describe the impact of significant historical periods and patterns of change on society today	**S.2.4** evaluate the impact of significant historical periods and patterns of change on the contemporary world
	S.2.4 examine the difference between various historical facts and interpretations	**S.2.5** understand the difference between historical facts and historical interpretations	**S.2.5** discern historical facts from historical interpretations through an examination of multiple sources
		S.2.6 compare alternative historical narratives	**S.2.6** identify reasons underlying similarities and differences among historical narratives
		S.2.7 develop reasoned arguments supported by historical and contemporary evidence	**S.2.7** develop a reasoned position that is informed by historical and contemporary evidence
		➢ **S.2.8** describe how changes in technology can benefit or harm society	➢ **S.2.8** 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
	➢ **S.2.5** use current, reliable information sources from around the world	➢ **S.2.9** use current, reliable information sources from around the world	➢ **S.2.9** use current, reliable information sources from around the world
Geographic Thinking			**S.3.1** analyze the impact of physical and human geography on history
		S.3.3 locate, gather, interpret and organize information, using historical maps	**S.3.3** locate, gather, interpret and organize information, using historical maps

Skill	Knowledge and Employability Social Studies 20-4	Social Studies 20-2	Social Studies 20-1
Geographic Thinking (continued)	**S.3.1** examine the ways in which natural and man-made geographic features influence world events	**S.3.1** analyze the ways in which physical and human geographic features influence world events	**S.3.4** develop and assess geographic representations to demonstrate the impact of factors of geography on world events
	S.3.3 draw conclusions from maps and other geographic sources	**S.3.2** draw conclusions from maps and other geographic sources	**S.3.2** make inferences and draw conclusions from maps and other geographical sources
	S.3.2 use, construct and interpret maps to broaden their understanding of geography, using technology as appropriate		
	S.3.4 examine the impact of human activities on the land and the environment	**S.3.4** assess the impact of human activities on the land and the environment	**S.3.5** assess the impact of human activities on the land and the environment
			S.3.6 assess how human interaction impacts geopolitical realities
	➢ **S.3.6** use a variety of technologies to assist in the preparation of maps		
	➢ **S.3.5** access and operate multimedia applications and technologies from stand-alone and online sources	➢ **S.3.5** use current, reliable information sources from around the world, including online atlases	➢ **S.3.7** use current, reliable information sources from around the world, including online atlases

Skill	Knowledge and Employability Social Studies 20-4	Social Studies 20-2	Social Studies 20-1
Decision Making and Problem Solving		**S.4.1** demonstrate skills needed to reach consensus, solve problems and formulate positions	**S.4.1** demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues
	S.4.1 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.4.2** use inquiry processes to make decisions and solve problems	**S.4.2** develop inquiry strategies to make decisions and solve problems
	S.4.2 reflect on their own and others' past actions when determining future actions and choices		
		S.4.3 apply ideas and strategies to contribute to decision making and problem solving	**S.4.3** generate and apply new ideas and strategies to contribute to decision making and problem solving
	S.4.3 recognize that some problems may not have apparent or visible solutions		
	➢ **S.4.4** describe a plan of action that uses technology to solve a problem	➢ **S.4.4** describe a plan of action to use technology to solve a problem	➢ **S.4.4** describe a plan of action to use technology to solve a problem
	➢ **S.4.5** use the appropriate tools and materials required to accomplish a plan of action	➢ **S.4.5** use appropriate tools and materials to accomplish a plan of action	➢ **S.4.5** use appropriate tools and materials to accomplish a plan of action

Skill	Knowledge and Employability Social Studies 20-4	Social Studies 20-2	Social Studies 20-1
Decision Making and Problem Solving (continued)	➤ **S.4.6** evaluate the appropriateness of the technology used to investigate or solve a problem		
Cooperation, Conflict Resolution, Consensus Building	**S.5.5** demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences to reach group consensus	**S.5.1** demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences	**S.5.1** demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably
			S.5.2 participate in persuading, compromising and negotiating to resolve conflicts and differences
	S.5.3 work positively and collaboratively with others	**S.5.2** make meaningful contributions to discussion and group work	**S.5.4** demonstrate leadership during discussions and group work
	S.5.1 consider the needs and perspectives of others	**S.5.4** consider the points of view and perspectives of others	**S.5.5** respect the points of view and perspectives of others
	S.5.4 listen attentively to others		
		S.5.3 identify behaviours and attitudes that contribute or pose obstacles to cross-cultural understanding	**S.5.3** interpret patterns of behaviour and attitudes that contribute or pose obstacles to cross-cultural understanding
	S.5.2 reflect on their own perspectives, based on new information from other perspectives		
	S.5.6 identify and use appropriate strategies to resolve conflicts peacefully and equitably	**S.5.5** identify and use a variety of strategies to resolve conflicts peacefully and equitably	

Skill	Knowledge and Employability Social Studies 20-4	Social Studies 20-2	Social Studies 20-1
Cooperation, Conflict Resolution, Consensus Building (continued)		**S.5.6** demonstrate cooperativeness in groups to solve problems	**S.5.6** collaborate in groups to solve problems
	S.5.7 use peer and self-evaluations to set attainable goals to improve learning		
Age-appropriate Social Involvement	**S.6.2** participate in a community to protect and affirm their identities, as appropriate	**S.6.1** demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community	**S.6.1** demonstrate leadership by engaging in actions that enhance personal and community well-being
	S.6.1 respond respectfully to the inherent meanings of artistic, musical, literary and other representations of culture and history	**S.6.3** cooperate with others for the well-being of the community	
		S.6.2 promote and respect the contributions of team members when working as a team	**S.6.2** acknowledge the importance of multiple perspectives in a variety of situations
	S.6.3 plan, evaluate and implement actions that support fairness, justice and equality		
	S.6.4 support environmental stewardship; e.g., recycling and reducing consumption		
	➢ **S.6.5** develop a plan of action to use technology to solve a problem		

Skill	Knowledge and Employability Social Studies 20-4	Social Studies 20-2	Social Studies 20-1
Research for Deliberative Inquiry	**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.7.7** develop, refine and apply questions to address an issue
	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** demonstrate proficiency in the use of research tools and strategies to investigate issues
	S.7.4 draw upon visual, literary, musical and auditory sources when inquiring into questions and issues; e.g., Aboriginal experiences	**S.7.4** consult a wide variety of sources, including oral histories, that reflect varied perspectives on particular issues	**S.7.5** consult a wide variety of sources, including oral histories, that reflect varied perspectives on particular issues
	S.7.2 access and select different points of view, using a variety of sources		
		S.7.1 develop and express an informed position on an issue	**S.7.1** develop, express and defend an informed position on an issue
			S.7.2 reflect on changes of points of view or opinion based on information gathered and research conducted
		S.7.2 develop conclusions based on evidence gathered through research of a wide variety of sources	**S.7.3** draw pertinent conclusions based on evidence derived from research
	S.7.6 create and conduct a plan for an inquiry that includes time management		

Skill	Knowledge and Employability Social Studies 20-4	Social Studies 20-2	Social Studies 20-1
Research for Deliberative Inquiry (continued)	**S.7.5** practise responsible and ethical use of information and technology	**S.7.7** cite sources correctly to respect the ownership and integrity of information	➢ **S.7.12** record relevant data for acknowledging sources of information, and cite sources correctly
			➢ **S.7.13** respect ownership and integrity of information
			S.7.6 integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry
	➢ **S.7.10** select information from appropriate sources, including primary and secondary sources	**S.7.6** select relevant information when conducting research	**S.7.8** select and analyze relevant information when conducting research
	➢ **S.7.7** plan and perform searches using more than one electronic source	➢ **S.7.9** plan and perform searches, using digital sources	➢ **S.7.9** plan and perform complex searches, using digital sources
	➢ **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.7.10** 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		

Skill	Knowledge and Employability Social Studies 20-4	Social Studies 20-2	Social Studies 20-1
Research for Deliberative Inquiry (continued)		➢ **S.7.10** generate understandings of issues by using some form of technology to facilitate the process	➢**S.7.11** generate new understandings of issues by using some form of technology to facilitate the process
	S.7.11 identify and record the main ideas in information sources		
	S.7.12 organize information using a variety of strategies and tools; e.g., graphs, charts, graphic organizers and technology as appropriate		
	S.7.13 distinguish fact from opinion in a variety of information sources; e.g., media reports and accounts		
	S.7.14 compare various interpretations, using a variety of evidence; e.g., photographs, artifacts, storytellers and interviews		
	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		
	S.7.17 reflect on the ways in which shared stories connect to personal experiences		

Skill	Knowledge and Employability Social Studies 20-4	Social Studies 20-2	Social Studies 20-1
Research for Deliberative Inquiry (continued)	**S.7.18** draw conclusions about cause and effect		
	S.7.19 recognize the need to change their point of view, decision or conclusion in light of new evidence		
	➢ **S.7.20** analyze and synthesize information to create a product		
	➢ **S.7.21** record relevant data to acknowledge sources of information		
	➢ **S.7.22** use appropriate presentation software to demonstrate personal understandings		
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	**S.8.1** communicate effectively to express a point of view in a variety of situations
		S.8.3 use a variety of oral, visual and print sources to present informed positions on issues	**S.8.2** use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue
	S.8.3 engage in respectful discussions	**S.8.2** engage in respectful discussion	**S.8.4** listen respectfully to others
	S.8.2 use appropriate strategies to verify understanding and clarify viewpoints; e.g., paraphrasing, summarizing and questioning	**S.8.4** ask respectful and relevant questions of others to clarify viewpoints on an issue	**S.8.3** ask respectful and relevant questions of others to clarify viewpoints

Skill	Knowledge and Employability Social Studies 20-4	Social Studies 20-2	Social Studies 20-1
Oral, Visual and Textual Literacy (continued)	**S.8.4** 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		**S.8.5** use a variety of oral, visual and print sources to present informed positions on issues
	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	
	➢ **S.8.6** use communication technology to interact with others		
			➢ **S.8.6** apply information technologies for context (situation, audience and purpose) to extend and communicate understanding of complex issues
	➢ **S.8.7** use technology to compose, revise and edit text	➢ **S.8.6** use technology to compose, revise and edit text	➢ **S.8.8** compose, revise and edit text
	➢ **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.8.7** use appropriate presentation software to demonstrate personal understandings
	➢ **S.8.8** create multimedia presentations that incorporate meaningful graphics, audio, video and text gathered from a variety of sources		➢ **S.8.9** apply general principles of graphic layout and design to a document in process

Skill	Knowledge and Employability Social Studies 20-4	Social Studies 20-2	Social Studies 20-1
Oral, Visual and Textual Literacy (continued)			➢**S.8.11** apply principles of graphic design to enhance meaning and engage audiences
			➢ **S.8.10** understand that different types of information may be used to manipulate and control a message (e.g., graphics, photographs, graphs, charts and statistics)
Media Literacy	➢ **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	➢ **S.9.1** assess the authority, reliability and validity of electronically accessed information
	➢ **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	➢ **S.9.2** evaluate the validity of various points of view presented in the media
	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		
	➢ **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.9.3** appraise information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence

Skill	Knowledge and Employability Social Studies 20-4	Social Studies 20-2	Social Studies 20-1
Media Literacy (continued)	➢ **S.9.4** understand the nature of various media and the ways in which they are consciously used to influence an audience		
	S.9.3 examine the impact media has on human thought		
	➢ **S.9.8** analyze the impact of various forms of media	➢ **S.9.4** analyze the impact of various forms of media	➢ **S.9.4** analyze the impact of various forms of media, identifying complexities and discrepancies in the information and making distinctions between sound generalizations and misleading oversimplification
	➢ **S.9.9** demonstrate discriminatory selection of electronically accessed information	➢ **S.9.5** demonstrate discriminatory selection of electronically accessed information	➢ **S.9.5** demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic