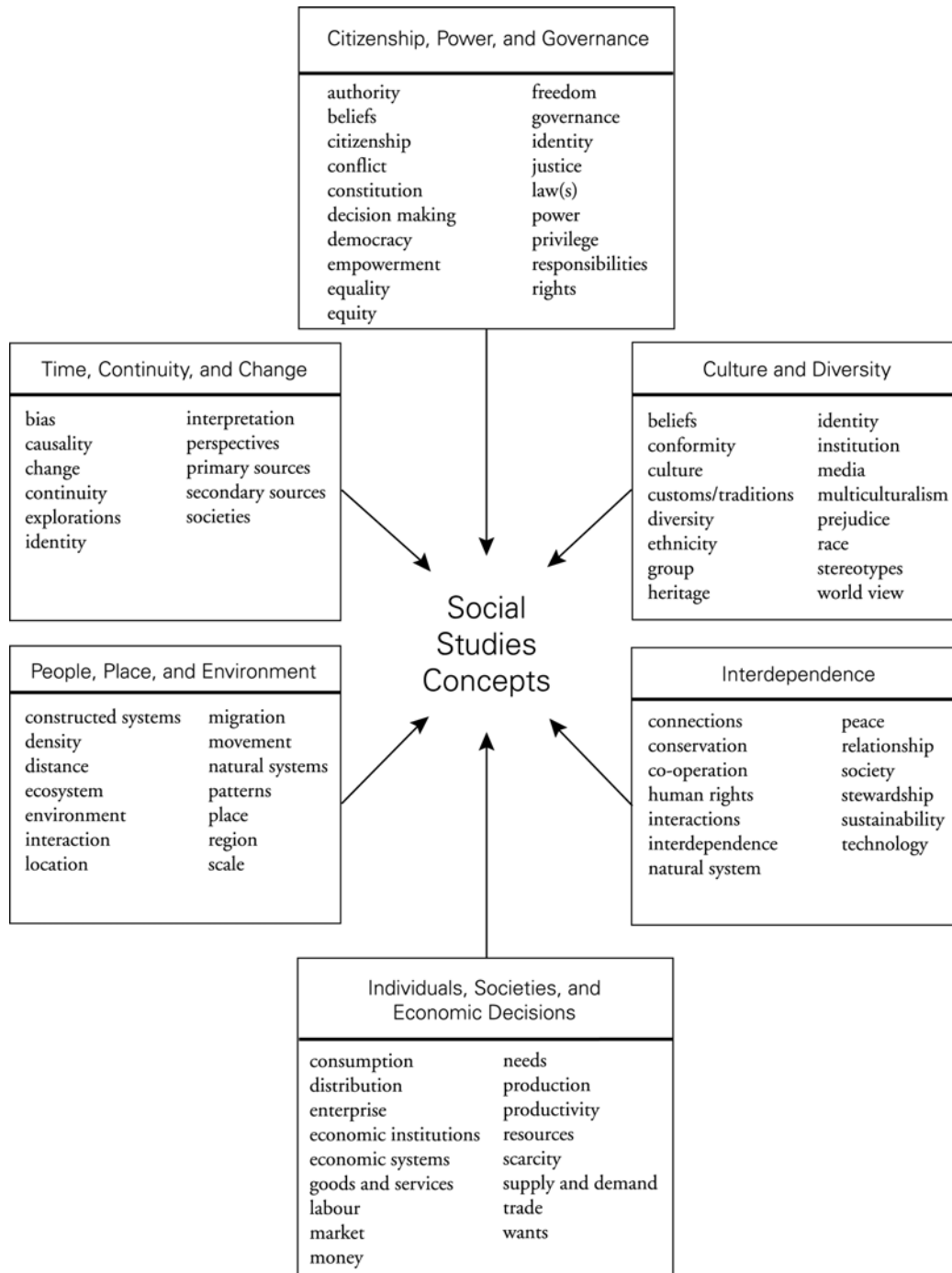


# Appendices



# Appendix A: Concepts in Kindergarten– Grades 8/9 Social Studies





# Appendix B: Process–Skills Matrix

## Process: Communication

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
read critically	<ul style="list-style-type: none"> <li>• detect bias in historical accounts</li> <li>• distinguish fact from fiction</li> <li>• detect cause and effect relationships</li> <li>• detect bias in visual material</li> </ul>	<ul style="list-style-type: none"> <li>• use picture clues and picture captions to aid comprehension</li> <li>• differentiate main and subordinate ideas</li> <li>• use literature to enrich meaning</li> </ul>
communicate ideas and information to a specific audience	<ul style="list-style-type: none"> <li>• argue a case clearly, logically, and convincingly</li> </ul>	<ul style="list-style-type: none"> <li>• write reports and research papers</li> </ul>
employ active listening techniques	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• listen critically to others' ideas or opinions and points of view</li> <li>• participate in conversation, and in small- and whole-group discussion</li> </ul>
develop mapping skills	<ul style="list-style-type: none"> <li>• use a variety of maps for a variety of purposes</li> <li>• use cardinal and intermediate directions to locate and describe places on maps and globes</li> <li>• construct and interpret maps that include a title, a legend, a compass rose, and scale</li> <li>• express relative and absolute location</li> <li>• use a variety of information sources and technologies in the preparation of maps</li> <li>• express orientation by observing the landscape, by using traditional knowledge, or by using a compass or other technology</li> </ul>	
express and support a point of view	<ul style="list-style-type: none"> <li>• form opinion based on critical examination of relevant material</li> <li>• restate major ideas of a complex topic in concise form</li> </ul>	<ul style="list-style-type: none"> <li>• differentiate main and subordinate ideas</li> <li>• respond critically to texts</li> </ul>
select media and styles appropriate to a purpose	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• demonstrate a beginning awareness of purpose and audience</li> </ul>

<b>Skill</b>	<b>Critical Responsibilities for Social Studies</b>	<b>Shared Responsibilities</b>
use a range of media and styles to present information, arguments, and conclusions	<ul style="list-style-type: none"> <li>• use maps, globes, and geo-technologies</li> <li>• produce and display models, murals, collages, dioramas, art work, cartoons, multimedia</li> <li>• interpret/use graphs and other visuals</li> </ul>	<ul style="list-style-type: none"> <li>• present information and ideas using oral, visual, material, print, or electronic media</li> </ul>
present a summary, report, or argument	<ul style="list-style-type: none"> <li>• use appropriate maps, globes, and graphics</li> </ul>	<ul style="list-style-type: none"> <li>• create outline of topic</li> <li>• prepare summaries</li> <li>• take notes</li> </ul>
use various forms of group and interpersonal communications such as debating, negotiating, establishing a consensus, classifying, and mediating conflict	<ul style="list-style-type: none"> <li>• participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences</li> </ul>	<ul style="list-style-type: none"> <li>• participate in delegating duties, organizing, planning, making decisions, and taking action in group setting</li> <li>• contribute to the development of a supportive climate in groups</li> </ul>

## Process: Inquiry

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
frame questions or hypotheses that give clear focus to an inquiry	<ul style="list-style-type: none"> <li>• identify relevant primary and secondary sources</li> <li>• identify relationships between items of historical, geographic, and economic information</li> <li>• combine critical social studies concepts into statement of conclusions based on information</li> </ul>	<ul style="list-style-type: none"> <li>• identify relevant factual material</li> <li>• identify relationship between items of factual information</li> <li>• group data in categories according to appropriate criteria</li> <li>• combine critical concepts into statement of conclusions based on information</li> <li>• restate major ideas in concise form</li> <li>• form opinion based on critical examination of relevant information</li> <li>• state hypothesis for further study</li> </ul>
solve problems creatively and critically	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• identify a situation in which a decision is required</li> <li>• secure needed factual information relevant to making the decision</li> <li>• recognize the values implicit in the situation and the issues that flow from them</li> <li>• identify alternative courses of action and predict likely consequences of each</li> <li>• make decision based on data obtained</li> <li>• select an appropriate strategy to solve a problem</li> <li>• self-monitor one's decision-making process</li> </ul>
apply a variety of thinking skills and strategies	<ul style="list-style-type: none"> <li>• determine the accuracy and reliability of primary and secondary sources and geographic data</li> <li>• make inferences from primary and secondary materials</li> <li>• arrange related events and ideas in chronological order</li> </ul>	<ul style="list-style-type: none"> <li>• determine the accuracy and reliability of data</li> <li>• make inferences from factual material</li> <li>• recognize inconsistencies in a line of argument</li> <li>• determine whether or not the information is pertinent to the subject</li> </ul>
recognize significant issues and perspectives in area of inquiry	<ul style="list-style-type: none"> <li>• research to determine the multiple perspectives on an issue</li> </ul>	<ul style="list-style-type: none"> <li>• review an interpretation from various perspectives</li> <li>• critically examine, relationships between and among elements of an issue/topic</li> <li>• examine and assess a variety of viewpoints on issues before forming an opinion</li> </ul>

<b>Skill</b>	<b>Critical Responsibilities for Social Studies</b>	<b>Shared Responsibilities</b>
identify sources of information relevant to the inquiry	<ul style="list-style-type: none"> <li>• identify an inclusive range of sources</li> </ul>	<ul style="list-style-type: none"> <li>• identify and evaluate sources of print</li> <li>• use card catalogue to locate sources</li> <li>• use search engine to locate sources on WWW</li> <li>• use periodical index</li> </ul>
gather, record, evaluate, and synthesize information	<ul style="list-style-type: none"> <li>• interpret history through artifacts</li> <li>• use sources of information in the community</li> <li>• access oral history including interviews</li> <li>• use map and globe reading skills</li> <li>• interpret pictures, charts, graphs, photographs, tables, and other visuals</li> <li>• organize and record information using time lines</li> <li>• distinguish between primary and secondary sources</li> <li>• identify the limitations of primary and secondary sources</li> <li>• detect bias in primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• use a variety of information sources</li> <li>• conduct interviews of individuals</li> <li>• analyse evidence by selecting, comparing, and categorizing information</li> </ul>
interpret meaning and the significance of information and arguments	<ul style="list-style-type: none"> <li>• interpret the socio-economic and political messages of cartoons and other visuals</li> <li>• interpret the socio-economic and political messages of artistic expressions, e.g., poetry, literature, folk songs, plays</li> </ul>	<ul style="list-style-type: none"> <li>• identify ambiguities and inconsistencies in an argument</li> <li>• identify stated and unstated assumptions</li> </ul>
analyse and evaluate information for logic and bias	<ul style="list-style-type: none"> <li>• distinguish between hypothesis and evidence and hypothesis and generalizations</li> <li>• distinguish between fact and fiction, fact and opinion, and fact and value</li> </ul>	<ul style="list-style-type: none"> <li>• estimate the adequacy of the information</li> <li>• distinguish between relevant and irrelevant information</li> </ul>
test data, interpretations, conclusions, and arguments for accuracy and validity	<ul style="list-style-type: none"> <li>• compare and contrast credibility of differing accounts of same event</li> <li>• recognize the value and dimension of interpreting factual material</li> <li>• recognize the effect of changing societal values on the interpretation of historical events</li> </ul>	<ul style="list-style-type: none"> <li>• test the validity of information using such criteria as source, objectivity, technical correctness, currency</li> <li>• apply appropriate models such as diagramming, webbing, concept maps, flowcharts to analyse data</li> <li>• state relationships between categories of information</li> </ul>

<b>Skill</b>	<b>Critical Responsibilities for Social Studies</b>	<b>Shared Responsibilities</b>
draw conclusions that are supported by the evidence	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• recognize the tentative nature of conclusions</li> <li>• recognize that their values may have influenced their conclusion/interpretations</li> </ul>
make effective decisions as consumers, producers, savers, investors, and citizens	<ul style="list-style-type: none"> <li>• access, gather, synthesize, and provide relevant information and ideas about economic issues</li> <li>• generate new ideas, approaches, and possibilities in making economic decisions</li> <li>• identify what they gain and what they give up when they make economic choices</li> <li>• use economic data to make predictions about the future</li> </ul>	

## Process: Participation

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
engage in a variety of learning experiences that include both independent study and collaboration	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• express personal convictions</li> <li>• communicate own beliefs, feelings, and convictions</li> <li>• adjust own behaviour to fit the dynamics of various groups and situations</li> <li>• recognize the mutual relationship between human beings in satisfying one another's needs</li> <li>• reflect upon, assess and enrich their learning process</li> </ul>
function in a variety of groupings, using collaborative and cooperative skills and strategies	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• contribute to the development of a supportive climate in groups</li> <li>• serve as a leader or follower</li> <li>• assist in setting goals for the group</li> <li>• participate in making rules and guidelines for group life</li> <li>• participate in delegating duties, organizing, planning, making decisions, and taking action in group setting</li> <li>• participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences</li> <li>• use appropriate conflict resolution and mediation skills</li> <li>• relate to others in peaceful, respectful, and non-discriminating ways</li> </ul>

<b>Skill</b>	<b>Critical Responsibilities for Social Studies</b>	<b>Shared Responsibilities</b>
respond to class, school, community, or national public issues	<ul style="list-style-type: none"> <li>• keep informed on issues that affect society</li> <li>• identify situations in which social action is required</li> <li>• work individually or with others to decide on an appropriate course of action</li> <li>• accept and fulfil responsibilities associated with citizenship</li> <li>• articulate their personal beliefs, values, and world views with respect to given issues</li> <li>• debate differing points of view regarding an issue</li> <li>• clarify preferred futures as a guide to present actions</li> </ul>	
relate to the environment in sustainable ways and promote sustainable practices on a local, regional, national, and global level	<ul style="list-style-type: none"> <li>• recognize the economic factors associated with sustainability (see shared responsibilities)</li> <li>• identify ways in which governments can affect sustainability practices</li> </ul>	<ul style="list-style-type: none"> <li>• develop the personal commitment necessary for responsible community involvement</li> <li>• employ decision-making skills</li> <li>• contribute to community service and/or environmental projects in schools and communities</li> <li>• promote sustainable practices in families, schools, and communities</li> <li>• monitor their own contributions</li> </ul>



## Appendix C: Disciplines of Social Studies

The social studies program draws from many disciplines to achieve its goals. It is firmly grounded in history, geography and economics. While these disciplines are the mainstays of the program, there has been extensive borrowing of ideas, materials, and techniques from other fields. Knowledge from other disciplines within the social sciences and from the humanities are equally capable of contributing to the solution of human and societal problems and thus are seen as vital elements of the entire social studies curriculum.

History contributes a mind-set drawn largely from literary and humanistic traditions. It encourages analysis and discussion of story lines, characters, and context in a fashion specific to time and place and may promote generalization. Most historians seek to develop carefully drawn descriptions of a time period, event, or personality based primarily upon contemporary accounts, statistics, and/or artifacts. History provides social studies with the key concepts of chronology, continuity, change, cause and effect, bias, exploration, colonization, and civilization.

Geography examines the interaction of humans within their spatial environments and the effects on the location and development of place and region. The study of geography attempts to answer four primary questions: Where is it? Why is it there? How is it organized? Why is that significant? The key geography concepts promoted in the social studies curriculum include landforms, urbanization, habitat, spatial interaction, region, location, diffusion, population density, ecosystem, climate, demographics, migration, resources, and sustainable economic development.

Economics is the study of how we use resources to satisfy wants and needs. The study of economic concepts, principles, and systems helps develop the knowledge and skills necessary for making personal choices and participating in the process of societal economic decision-making. Economics supports such key concepts as scarcity, production, distribution, consumption, opportunity cost, price, supply, demand, needs and wants, productivity, goods and services, money, economic institutions and enterprise.

The other fields of study, such as political science, anthropology, and sociology also contribute essential understandings and competencies to the social studies. Political science is the study of how we attempt to establish and maintain order in society by investigating relationships between power and those subjected to it. It contributes such key concepts as government, federalism, nation, province, parliament, legislative assembly, senate, monarchy, bureaucracy, citizenship, judiciary, and due process of law. Anthropology is the study of

culture, how it is established and how it functions. Concepts of importance to social studies include archaeology, language, ethnology, acculturation, ritual, tradition, customs, innovation, and artifacts. Sociology is the study of groups and how they function. Sociology contributes such key concepts as groups, socialization, society, social status, social class, social roles, social mobility, segregation, role expectations, stratification, family, norms, and power.

The humanities reflect our effort to make moral, philosophical, and ethical sense of the world. Literature, drama, art, philosophy, and music express and preserve the wisdom of courageous men and women. For writers, artists, and spiritual leaders, the humanities represent a landscape in which human potential can be explored. The humanities provide a structure of accountability for the consequences of the knowledge that scientists and social scientists create. At this stage of scientific development, when a lack of moral judgment can lead to catastrophic consequences, it is imperative that society guides the use of scientific advances by ethical standards so that knowledge may be used for human betterment.

The utilization of these disciplines as supports for the social studies provides educators with a great deal of flexibility in selecting content, based on the needs of the learner and the nature of society, and in promoting different methods of learning. The guide neither espouses nor anticipates a discipline-by-discipline approach to the social studies but rather envisions and advocates the integration of all of these disciplines in an interdisciplinary approach. The courses at each grade level are designed to reflect a careful, judicious, rich blending of the various disciplines of the social studies program so that students may benefit from the rich and diverse sources of knowledge that are available.

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# Appendix D: Resources

[to be added]