		Skills Checklist									
Active Democratic Citizenship	S-100	Collaborate with others to establish and carry out group goals and responsibilities.									
	S-101	Use a variety of strategies to resolve conflicts peacefully and fairly. *Examples: clarification, negotiation, compromise...*									
	S-102	Make decisions that reflect fairness and equality in their interactions with others.									
	S-103	Make decisions that reflect care, concern, and responsibility for the environment.									
	S-104	Negotiate constructively with others to build consensus and solve problems.									
	S-105	Recognize bias and discrimination and propose solutions.									
	S-106	Treat places and objects of historical significance with respect. *Examples: burial grounds, memorials, artifacts...*									
Managing Information and Ideas	S-200	Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*									
	S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*									
	S-202	Distinguish between primary and secondary information sources for research.									
	S-203	Select and use appropriate tools and technologies to accomplish tasks.									
	S-204	Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.									
	S-205	Construct maps that include a title, legend, compass rose, grid, and scale.									
	S-206	Interpret maps that include a title, legend, compass rose, grid, and scale.									
	S-207	Use latitude and longitude to locate and describe places on maps and globes.									
	S-207A	Use traditional knowledge to read the land.									
	S-208	Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.									

Skills Checklist

Critical and Creative Thinking

S-300	Plan topics and goals for historical inquiry and research.	
S-301	Evaluate the advantages and disadvantages of solutions to a problem.	
S-302	Draw conclusions based on research and evidence.	
S-303	Evaluate personal assumptions based on new information and ideas.	
S-304	Distinguish fact from opinion and interpretation.	
S-305	Observe and analyze material or visual evidence for research. *Examples: artifacts, photographs, works of art...*	
S-306	Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...*	
S-307	Compare differing accounts of historical events.	
S-308	Compare diverse perspectives in a variety of information sources.	
S-309	Interpret information and ideas in a variety of media. *Examples: art, music, historical fiction, drama, primary sources...*	
S-310	Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.	

Communication

S-400	Listen to others to understand their perspectives.	
S-401	Use language that is respectful of human diversity.	
S-402	Support their ideas and opinions with information or observations.	
S-403	Present information and ideas orally, visually, concretely, or electronically.	
S-404	Elicit and clarify questions and ideas in discussions.	
S-405	Articulate their beliefs and perspectives on issues.	

Name of Learning Experience	Portfolio Selections
5.1.1 Origins of First Peoples of North America	• • •
5.1.2 Connections to the Land	• • •
5.1.3 Pre-contact Cultures	• • •
5.1.4 First Peoples Governance	• • •

Name of Learning Experience	Portfolio Selections
5.2.1 Early European Exploration and Colonization	• • •
5.2.2 Nouvelle-France	• • •
5.2.3 Cultural Interaction in Early Canada	• • •
5.2.4 French–British Colonial Rivalry	• • •

Name of Learning Experience	Portfolio Selections
5.3.1 European Expansion North and West	• • •
5.3.2 Importance of the Land in the Fur Trade	• • •
5.3.3 Life during the Fur-Trade Era (1650s – 1850s)	• • •
5.3.4 Métis Nation and Culture in the Fur-Trade Era	• • •

Name of Learning Experience	Portfolio Selections
5.4.1 Early Immigration and the Impact of the Loyalists	• • •
5.4.2 Sharing the Land	• • •
5.4.3 Conflict and Reform	• • •
5.4.4 Negotiating Confederation	• • •
5.4.5 Citizenship Then and Now	• • •