Cumulative Skills Chart

Appendix F

GRADES
8 to 10

Skills for Active Democratic Citizenship

Code	Grade 8	Grade 9	Grade 10
	Students will…	Students will…	Students will…
S-100	8-S-100 Collaborate with others to establish and carry out group goals and responsibilities.	9-S-100 Collaborate with others to achieve group goals and responsibilities.	10-S-100 Collaborate with others to achieve group goals and responsibilities.
S-101	8-S-101 Use a variety of strategies to resolve conflicts peacefully and fairly. *Examples: clarification, negotiation, compromise...*	9-S-101 Use a variety of strategies in conflict resolution.	10-S-101 Use a variety of strategies in conflict resolution.
S-102	8-S-102 Make decisions that reflect fairness and equality in their interactions with others.	9-S-102 Make decisions that reflect fairness and equality in their interactions with others.	10-S-102 Make decisions that reflect fairness and equality in their interactions with others.
S-103	8-S-103 Make decisions that reflect the principles of sustainable development.	9-S-103 Promote actions that reflect the principles of sustainable development.	10-S-103 Promote actions that reflect the principles of sustainable development.
S-104	8-S-104 Negotiate constructively with others to build consensus and solve problems.	9-S-104 Seek consensus in collaborative problem solving.	10-S-104 Seek consensus in collaborative problem solving.
S-105	8-S-105 Recognize bias and discrimination and propose solutions. *Examples: racism, ageism, heterosexism...*	9-S-105 Recognize and take a stand against discriminatory practices and behaviours.	10-S-105 Recognize and take a stand against discriminatory practices and behaviours.
S-106	8-S-106 Treat places and objects of historical significance with respect. *Examples: burial grounds, memorials, artifacts...*	9-S-106 Propose options that are inclusive of diverse perspectives.	10-S-106 Propose options that are inclusive of diverse perspectives.
S-107		9-S-107 Make decisions that reflect social responsibility.	10-S-107 Make decisions that reflect social responsibility.

Skills for Managing Information and Ideas

Code	Grade 8	Grade 9	Grade 10
	Students will…	Students will…	Students will…
S-200	8-S-200 Select information from a variety of oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	9-S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.	10-S-200 Select information from a variety of oral, visual, material, print, or electronic sources including primary and secondary.
S-201	8-S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*	9-S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*	10-S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
S-202	8-S-202 Interpret primary and secondary information sources for research.	9-S-202 Select and use appropriate tools and technologies to accomplish tasks.	10-S-202 Select and use appropriate tools and technologies to accomplish tasks.
S-203	8-S-203 Select and use appropriate tools and technologies to accomplish tasks.	9-S-203 Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*	10-S-203 Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*
S-204	8-S-204 Create timelines and other visual organizers to sequence and represent historical periods, figures, relationships, or chronological events.	9-S-204 Select, use, and interpret various types of maps.	10-S-204 Select, use, and interpret various types of maps.
S-205	8-S-205 Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.		10-S-205 Recognize and interpret various map projections.
S-206	8-S-206 Select, use, and interpret various types of maps for specific purposes. *Examples: historical maps and atlases...*		
S-207	8-S-207 Use latitude and longitude to locate and describe places on maps and globes.		
S-207A	8-S-207A Use traditional knowledge to read the land.		
S-208	8-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.		

Skills for Critical and Creative Thinking

Code	Grade 8	Grade 9	Grade 10
	Students will…	Students will…	Students will…
S-300	8-S-300 Plan topics, goals, and methods for historical inquiry and research.	9-S-300 Plan topics, goals, and methods for inquiry and research.	10-S-300 Formulate geographic questions to plan inquiry and research.
S-301	8-S-301 Consider the context of events, accounts, ideas, and interpretations.	9-S-301 Analyze the context of events, accounts, ideas, and interpretations.	10-S-301 Consider the context of events, accounts, ideas, and interpretations.
S-302	8-S-302 Draw conclusions based on research and evidence.	9-S-302 Draw conclusions and make decisions based on research and various types of evidence.	10-S-302 Draw conclusions and make decisions based on research and various types of evidence.
S-303	8-S-303 Evaluate personal assumptions based on new information and ideas.	9-S-303 Reconsider personal assumptions based on new information and ideas.	10-S-303 Reconsider personal assumptions based on new information and ideas.
S-304	8-S-304 Distinguish fact from opinion and interpretation.	9-S-304 Analyze material and visual evidence during research. *Examples: artifacts, photographs, political cartoons, works of art...*	10-S-304 Analyze physical material and evidence during research.
S-305	8-S-305 Observe and analyze material and visual evidence for research. *Examples: artifacts, photographs, works of art...*	9-S-305 Compare diverse perspectives and interpretations in the media and other information sources.	10-S-305 Compare diverse perspectives and interpretations in the media and other information sources.
S-306	8-S-306 Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...*	9-S-306 Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.	10-S-306 Analyze prejudice, racism, stereotyping, and other forms of bias in the media and other information sources.
S-307	8-S-307 Compare differing accounts of historical events.	9-S-307 Propose and defend innovative options or solutions to address issues and problems.	10-S-307 Propose and defend innovative options or solutions to address issues and problems.
S-308	8-S-308 Compare diverse perspectives in the media and other information sources.	9-S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*	10-S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*
S-309	8-S-309 Interpret information and ideas in a variety of media. *Examples: art, music, historical fiction, drama, primary sources...*		10-S-309 Observe patterns and make generalizations based on geographic inquiry.
S-310	8-S-310 Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.		
S-311	8-S-311 Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.		

Communication Skills

Code	Grade 8	Grade 9	Grade 10
	Students will…	Students will…	Students will…
S-400	**8-S-400** Listen to others to understand their perspectives.	**9-S-400** Listen to others to understand their perspectives.	**10-S-400** Listen to others to understand their perspectives.
S-401	**8-S-401** Use language that is respectful of human diversity.	**9-S-401** Use language that is respectful of human diversity.	**10-S-401** Use language that is respectful of human diversity.
S-402	**8-S-402** Persuasively express differing viewpoints regarding an issue.	**9-S-402** Express informed and reasoned opinions.	**10-S-402** Express informed and reasoned opinions.
S-403	**8-S-403** Present information and ideas orally, visually, concretely, or electronically.	**9-S-403** Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*	**10-S-403** Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*
S-404	**8-S-404** Elicit and clarify questions and ideas in discussions.	**9-S-404** Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.	**10-S-404** Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.
S-405	**8-S-405** Articulate their beliefs and perspectives on issues.	**9-S-405** Articulate their perspectives on issues.	**10-S-405** Articulate their perspectives on issues.
S-406		**9-S-406** Debate differing points of view regarding an issue.	**10-S-406** Debate differing points of view regarding an issue.