Grade K

Overview

Skills learning outcomes (see page 12) are organized into four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Information and Ideas
- Critical and Creative Thinking Skills
- Communication Skills

In this document, a list of grade-specific skills appears at the beginning of the grade description. The skills are also integrated in each learning activity in every grade.

A continuum of social studies skills for Kindergarten to Grade 4 is found in Appendix E.

Knowledge and Values Learning Outcomes

Knowledge learning outcomes and values learning outcomes are intended to complement one another. Both are presented under each of the six general learning outcomes at the beginning of a grade, and are also grouped according to essential ideas within the learning experiences.

Distinctive Learning Outcomes

Some specific learning outcomes are designated as distinctive learning outcomes for Aboriginal (First Nations, Inuit, and Métis) or francophone students. Distinctive learning outcomes complement the specific learning outcomes. They are intended to enhance the development of language, identity, culture, and community for Aboriginal and francophone students.

- Distinctive learning outcomes for Aboriginal students are intended for First Nations, Inuit, or Métis students in educational settings that include locally controlled First Nations schools, or settings where there are Aboriginal students, and where the school or school division has agreed that the distinctive learning outcomes be addressed. It is advisable that teachers selected to address the distinctive learning outcomes have a background in Aboriginal culture.

- Distinctive learning outcomes for francophone students are intended for students enrolled in schools where francophone programming has been developed within the context of Section 23 of the Charter of Rights and Freedoms.

DOCUMENT STRUCTURE

This document contains the following components:

- Grade Overview: A brief description of the content and focus of the grade is presented in the grade overview.

- Cluster Descriptions: The knowledge and values learning outcomes are organized into thematic groups referred to as clusters. The focus of each cluster is presented in the cluster descriptions.

- Specific Learning Outcomes: Skills, knowledge, and values specific learning outcomes are presented in the following order:
  - Skills: The skills learning outcomes are organized in four categories, and intended to be integrated through each cluster.
— **Knowledge and Values:** The knowledge and values specific learning outcomes are presented under the Core Concept: Citizenship, and under each of the six general learning outcomes.

— **Cluster/Learning Experiences Overview:** The knowledge and values learning outcomes within each cluster have been divided into smaller groups of related outcomes, referred to as learning experiences. The overview page presents each learning experience with the related knowledge and values learning outcomes.

**Learning Experiences:** Each learning experience provides a series of activating, acquiring, and applying strategies to address related knowledge and values learning outcomes, and contains the following components:

— **Skills Progress Chart** (teacher tracking tool)
— **Student Portfolio Tracking Chart** (student tool)
— **Engaging Students in the Cluster** (strategies to activate the cluster)
— **Skills Set** (an icon indicating the skills targeted in the learning activity)
— **Suggested Student Portfolio Selections** (an icon indicating that a strategy may result in the creation of products, processes, or performances for inclusion in student portfolios)
— **Knowledge and Values Learning Outcomes** (targeted outcomes)
— **Description of the Learning Experience**
— **Vocabulary List**
— **Connecting and Reflecting** (end-of-cluster summative assessment activity)
# Kindergarten to Grade 8 Social Studies: Skill Categories and Cluster Titles

<table>
<thead>
<tr>
<th>Grade</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
</table>

### Skill Categories
- Active Democratic Citizenship
- Managing Information and Ideas
- Critical and Creative Thinking
- Communication

### Knowledge and Values Outcomes

#### Organized by Clusters
Holistically organized to include the Core Concept Citizenship

<table>
<thead>
<tr>
<th>Cluster 1</th>
<th>Me</th>
<th>I Belong</th>
<th>Our Local Community</th>
<th>Connecting with Canadians</th>
<th>Geography of Canada</th>
<th>First Peoples</th>
<th>Building a Nation (1867-1914)</th>
<th>World Geography</th>
<th>Understanding Societies Past and Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster 2</td>
<td>The People around Me</td>
<td>My Environment</td>
<td>Communities in Canada</td>
<td>Exploring the World</td>
<td>Living in Canada</td>
<td>Early European Colonization (1500 to 1763)</td>
<td>An Emerging Nation (1914 to 1945)</td>
<td>Global Quality of Life</td>
<td>Early Societies of Mesopotamia, Egypt, or the Indus Valley</td>
</tr>
<tr>
<td>Cluster 3</td>
<td>The World around Me</td>
<td>Connecting with Others</td>
<td>The Canadian Community</td>
<td>Communities of the World</td>
<td>Living in Manitoba</td>
<td>Fur Trade</td>
<td>Shaping Contemporary Canada (1945 to Present)</td>
<td>Ways of Life in Asia, Africa, or Australasia</td>
<td>Ancient Societies of Greece and Rome</td>
</tr>
<tr>
<td>Cluster 4</td>
<td>Exploring an Ancient Society</td>
<td>History of Manitoba</td>
<td>From British Colony to Confederation (1763 to 1867)</td>
<td>Canada Today: Diversity, Democracy, and the Influence of the Past</td>
<td>Human Impact in Europe or the Americas</td>
<td>Transition to the Modern World (Circa 500 to 1400)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cluster 5</td>
<td>Canada's North</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Shaping the Modern World (Circa 1400 to 1850)</td>
<td></td>
</tr>
</tbody>
</table>
Guide to Reading the Learning Outcome Code

The first character refers to the learning outcome type:
S – Skills
K – Knowledge
V – Values

The second character, where it appears, refers to the Core Concept or General Learning Outcome:
C – Citizenship
I – Identity, Culture, and Community
L – The Land: Places and People
H – Historical Connections
G – Global Interdependence
P – Power and Authority
E – Economics and Resources

The third group of characters indicates the numerical order of the Specific Learning Outcome in that grade.

Examples:
Include: Indicates a mandatory component of the specific learning outcome.
Provide ideas of what could be included (not mandatory).

Code Specific Learning Outcomes

KE-025 Give examples of basic needs. Examples: food, clothing, shelter...

KL-012 Describe characteristics of the local physical environment. Include: natural and constructed elements.

Code Distinctive Learning Outcomes

VI-002A Value the special talents or strengths that are given to them.

KL-015F Identify familiar places and landmarks. Examples: parks, statues, buildings, natural landmarks...

Distinctive Learning Outcomes are indicated, at the end of the specific learning outcome code, by the following letters:
A – Aboriginal
F – Francophone
Being Together

The World Around Me

Learning Experience: K.3.5 Basic Needs in Other Places

KG-020 Recognize that people all over the world have the same basic needs. Examples: food, clothing, shelter...

KG-021 Recognize that they may have different ways of meeting their basic needs than people in other parts of the world.

Description of the Learning Experience
People everywhere have the same needs, although they may have different ways of meeting them. Students review the concept of needs and explore how people meet their needs in other places.

Note: Students focused on basic needs in K.1.2, Cluster 1, Learning Experience 2. (See page 62.)

Vocabulary: need, want, world, shelter (See Appendix D for Vocabulary Strategies.)

Note: Some of the activities in this learning experience may require teacher sensitivity to student cultural background and/or family situations.

K.3.5 Basic Needs in Other Places

Assessment

Outcomes

Strategies

Activate

KG-020 Students review the concept of needs. They discuss the difference between the term need and want, and sort pictures to distinguish needs and wants.

Tip: Students learn about needs and wants in Cluster 1.

KG-021 Students browse a variety of pictures of people in other places. They each select one picture to share with peers and identify the basic need being met in the picture. Using clues in the picture, students brainstorm where in the world the picture may have been taken.

Tip: Select a variety of “people in other places” pictures that show people meeting their needs (e.g., carrying water, shopping in an outdoor market, harvesting food by hand...) and if possible, featuring identifiable geographic features and landmarks, as well as cultural images and icons.

(continued)

Teacher Reflections

KC-006 Students plan a class Remembrance Day ceremony and invite parents, community members, and school staff to attend. Activities might include the display of student work from this learning experience in a Gallery Walk, opportunities for students to publicly share their thoughts on Remembrance Day, performance of the “Peace March” or other dramatizations, etc.

Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>