

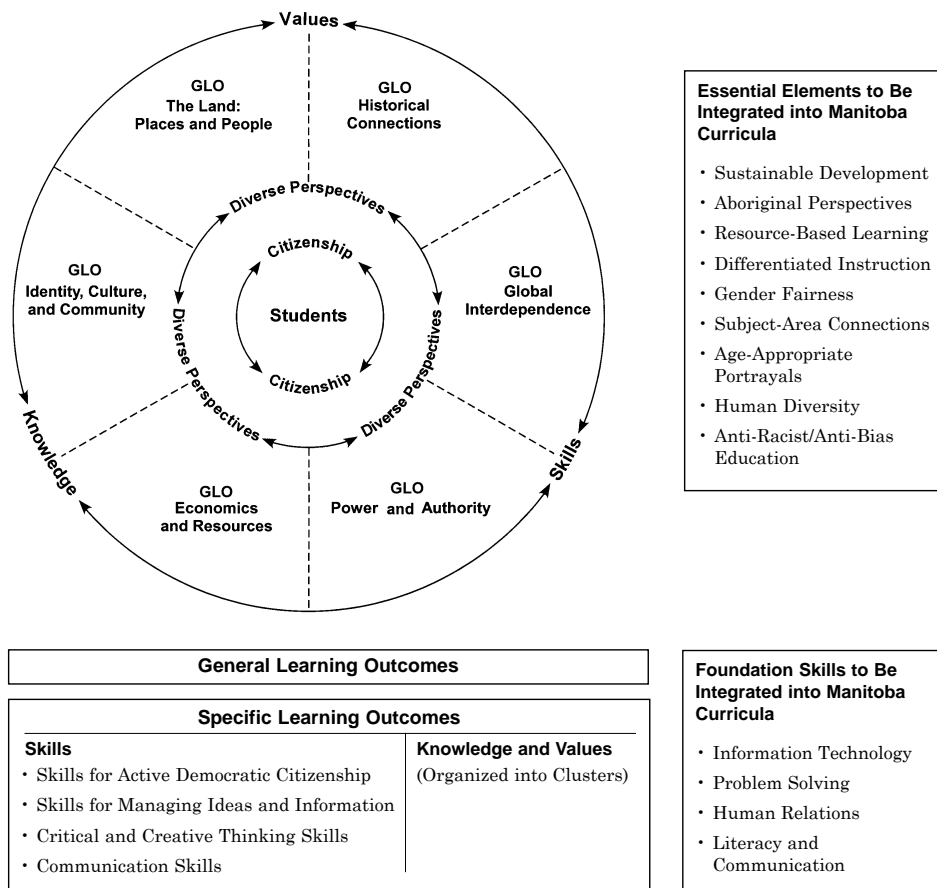
*SECTION 2:
KINDERGARTEN TO SENIOR 4
SOCIAL STUDIES: OVERVIEW*

SENIOR

2

Social Studies Components and Structure

The following conceptual map illustrates key components upon which the Manitoba social studies curriculum is based.



Conceptual Map

Core Concept

As illustrated in the preceding Conceptual Map, the core concept of citizenship provides a focus for social studies learning for all grades. In this document, citizenship learning outcomes are incorporated into the knowledge and values outcomes (clusters) for each grade.

Diverse Perspectives

The concept of diversity is integrated throughout the social studies curriculum. Knowledge and values outcomes are inclusive of diverse perspectives and encourage critical consideration of differing points of view as students engage in purposeful dialogue with others.

General and Specific Learning Outcomes

This document contains both general and specific learning outcomes. The **general learning outcomes** are broad statements that provide a conceptual structure for social studies, and are the basis for the specific learning outcomes in each grade. **Specific learning outcomes** are

statements that describe the **skills, knowledge, and values** that students are expected to achieve in each grade. These three types of specific learning outcomes are interdependent and are intended to be integrated throughout the social studies learning process.

The six general learning outcomes (see page 17), which are the basis for the specific learning outcomes in each grade, are:

- **Identity, Culture, and Community:** Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.
- **The Land: Places and People:** Students will explore the dynamic relationships of people with the land, places, and environments.
- **Historical Connections:** Students will explore how people, events, and ideas of the past shape the present and influence the future.
- **Global Interdependence:** Students will explore the global interdependence of people, communities, societies, nations, and environments.
- **Power and Authority:** Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.
- **Economics and Resources:** Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

Skills Learning Outcomes

Social studies involves the development of discipline-related skills, including inquiry and research skills and methods, historical thinking, and geographic thinking. Social studies provides students with opportunities to refine the skills and competencies developed in other subject areas, such as skills in communication and media literacy, collaboration and cooperation, critical and creative thinking, problem solving, and decision making. As students apply these skills to complex social studies problems that may or may not have solutions, they develop competencies integral to active democratic citizenship.

Skills learning outcomes (see page 20) 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.

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.

Kindergarten to Senior 2: Skill Categories and Cluster Titles

The charts on the following pages provide an overview of the grouping of specific learning outcomes into clusters for instruction.

Kindergarten to Grade 5 Social Studies: Skill Categories and Cluster Titles

Grade	Kindergarten <i>Being Together</i>	Grade 1 <i>Connecting and Belonging</i>	Grade 2 <i>Communities in Canada</i>	Grade 3 <i>Communities of the World</i>	Grade 4 <i>Manitoba, Canada, and the North: Places and Stories</i>	Grade 5 <i>Peoples and Stories of Canada to 1867</i>
Skills Outcomes	Active Democratic Citizenship	Managing Information and Ideas	Critical and Creative Thinking	Communication		
Knowledge and Values Outcomes	Organized by Clusters Include the Core Concept of Citizenship					
Cluster 1	Me	I Belong	Our Local Community	Connecting with Canadians	Geography of Canada	First Peoples
Cluster 2	The People around Me	My Environment	Communities in Canada	Exploring the World	Living in Canada	Early European Colonization (1600 to 1763)
Cluster 3	The World around Me	Connecting with Others	The Canadian Community	Communities of the World	Living in Manitoba	Fur Trade
Cluster 4				Exploring an Ancient Society	History of Manitoba	From British Colony to Confederation (1763 to 1867)
Cluster 5					Canada's North	

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Grade 6 to Senior 2 Social Studies: Skill Categories and Cluster Titles (continued)

Grade	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
	Canada: A Country of Change (1867 to Present)	People and Places in the World	World History: Societies of the Past	Canada in the Contemporary World	Geographic Issues of the 21st Century
Skills Outcomes	Active Democratic Citizenship	Managing Information and Ideas	Critical and Creative Thinking	Critical and Creative Thinking	Communication
Knowledge and Values Outcomes	Organized by Clusters Include the Core Concept of Citizenship				
Cluster 1	Building a Nation (1867 to 1914)	World Geography	Understanding Societies Past and Present	Diversity and Pluralism in Canada	Geographic Literacy
Cluster 2	An Emerging Nation (1914 to 1945)	Global Quality of Life	Early Societies of Mesopotamia, Egypt, or the Indus Valley	Democracy and Governance in Canada	Natural Resources
Cluster 3	Shaping Contemporary Canada (1945 to Present)	Ways of Life in Asia, Africa, or Australasia	Ancient Societies of Greece and Rome	Canada in the Global Context	Food from the Land
Cluster 4	Canada Today: Democracy, Diversity, and the Influence of the Past	Human Impact in Europe or the Americas	Transition to the Modern World (Circa 500 to 1400)	Canada: Opportunities and Challenges	Industry and Trade
Cluster 5			Shaping the Modern World (Circa 1400 to 1850)		Urban Places

General and Specific Learning Outcomes

Citizenship is the core concept of social studies in Manitoba. Students will find that citizenship touches many of the activities and lessons that they encounter. Specific learning outcomes elaborate on the core concept of citizenship, the six general learning outcomes, and social studies skills.

Core Concept: Citizenship

Students will develop the knowledge, skills, and values necessary to become responsible, democratic citizens who are actively engaged in their local, national, and global communities.

Citizenship education is fundamental to living in a democratic society. A critical consideration of citizenship provides students with opportunities to explore democratic values, and to determine their responsibilities and rights as participants in civil society. Students explore the complexities of citizenship in Canada and in the global context, as well as environmental citizenship, including sustainable development, and citizenship for the future.

This exploration of citizenship helps students develop the knowledge and skills they need to live with others, to understand social change, and to support and promote social well-being. As they engage in public dialogue and debate, students enhance their understanding of citizenship, and are empowered to be active democratic citizens who contribute to the local, national, and global communities to which they belong.

The specific learning outcomes within the core concept of citizenship include geographic aspects of citizenship.

In addition to the specific learning outcomes designated as Citizenship (C) learning outcomes, refer to the social studies skills outcomes and, in particular, the Skills for Active Democratic Citizenship (p. 55). Also note that all of the knowledge and values specific learning outcomes provide students with the knowledge, skills, and values they require for active, responsible citizenship.

Students will...

KC-001	Give examples of ways in which geographic knowledge and understanding can inform decision making.	VC-001	Value the importance of geographic knowledge and understanding in making informed decisions.
KC-002	Describe sustainability issues related to natural resource extraction and consumption.		

General Learning Outcomes

Identity, Culture, and Community

Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.

Students will...

KI-003	Explain the relationship between place and identity.	KI-006	Give examples of increasing involvement of Aboriginal peoples in business and industry in Canada. <i>Examples: eco-tourism, APTN (media production), airlines...</i>
KI-004	Identify Aboriginal perspectives and rights regarding natural resources and their use. <i>Examples: perspectives—sacred, caretaking; resources—land claims, fishing and hunting rights, mineral rights...</i>	KI-007	Analyze urban social issues.
KI-005	Identify human factors affecting the production and use of various types of food. <i>Examples: cultural, economic, political, environmental, marketing...</i>	VI-002	Appreciate the importance of place to their identity.
		VI-003	Be willing to consider diverse views regarding the use of natural resources.
		VI-004	Value the social diversity of urban centres.

The Land: Places and People

Students will explore the dynamic relationships of people with the land, places, and environments.

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.

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Students will...

KL-008	Define the term geography.	KL-020	Identify the major food production areas on a map of the world and a map of Canada.
KL-009	Identify elements of physical and human geography.	KL-021	Identify physical conditions required to produce major food crops. <i>Examples: topography, soil, climate, water...</i>
KL-010	Describe the relationship between physical and human geography.	KL-022	Explain ways in which natural and human-caused phenomena affect food production.
KL-011	Locate major physical features on a map of North America.	KL-023	Describe the impact of various agricultural practices on the physical environment. <i>Examples: soil erosion, water quality, soil fertility...</i>
KL-012	Locate international political divisions on a map of North America.	KL-024	Identify on a map of the world Canada's major trading partners and major products traded.
KL-013	Locate provinces, territories, and capital cities on a map of Canada.	KL-025	Identify major manufacturing regions on a map of the world and on a map of North America.
KL-014	Explain the concept of global environmental types as physical geographic regions that are composites of climate, vegetation, and soils. <i>Examples: savanna, temperate, tropical rain forest, deserts...</i>	KL-026	Use examples to distinguish among rural, urban, and remote places.
KL-015	Identify global environmental types on a map of the world.	KL-027	Locate major urban centres on a map of the world and on a map of North America.
KL-016	Locate on a map of Manitoba global environmental types found in Manitoba.	KL-028	Identify factors that influence the location of urban centres.
KL-017	Identify on a map of the world major population clusters and explain the relationship between population and global environmental types.	KL-029	Describe the impact of urbanization on Canadian ways of life.
KL-018	Explain the importance of stewardship in the preservation of the Earth's complex environment.	KL-030	Describe urban environmental and economic issues. <i>Examples: land use, relationship to hinterland, infrastructure...</i>
KL-019	Identify major natural resources on a map of the world, a map of North America, and a map of Canada. <i>Include: water, forestry, fossil fuels, metallic and non-metallic minerals.</i>	KL-031	Describe the role of urban planning and use examples to illustrate its importance.

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The Land: Places and People (continued)

VL-005	Respect the Earth as a complex environment in which humans have important responsibilities.	VL-007	Be willing to consider the merits of living in rural, urban, and remote places.
VL-006	Be willing to consider the environmental consequences of their food choices.		

Historical Connections

Students will explore how people, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

Students will...

KH-032	Recognize that the study of geography includes the study of change over time.	KH-034	Give examples of ways in which food production has changed over time. <i>Examples: soil conservation strategies, technological change...</i>
KH-033	Identify factors that influence the changing use of natural resources over time. <i>Examples: technology, culture...</i>		

Global Interdependence

Students will explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities.

Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, sustainable development, international cooperation and conflict, and global environmental concerns.

Students will...

<p>KG-035</p> <hr/> <p>Identify implications of more-developed countries extracting resources from less-developed countries. <i>Examples: social, political, economic, environmental...</i></p> <hr/> <p>KG-036</p> <hr/> <p>Describe issues related to freshwater and saltwater food resources.</p> <hr/> <p>KG-037</p> <hr/> <p>Give examples of the potential impact of climate change on food production.</p> <hr/>	<p>KG-038</p> <hr/> <p>Identify issues relating to scarcity and distribution of food.</p> <hr/> <p>KG-039</p> <hr/> <p>Define the concept of globalization and identify related social issues.</p> <hr/> <p>VG-008</p> <hr/> <p>Be willing to consider the social and environmental impacts of their consumer choices.</p> <hr/>
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Power and Authority

Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

<p>KP-040</p> <hr/> <p>Describe ways in which various globes, maps, and map projections may influence perceptions. <i>Examples: relative size and position; power, sovereignty...</i></p> <hr/> <p>KP-041</p> <hr/> <p>Identify ways in which competing interests and needs influence control and use of the land and natural resources in Canada. <i>Examples: mining, forestry, water...</i></p> <hr/>	<p>KP-042</p> <hr/> <p>Identify reasons for the emergence of particular cities as centres of power and wealth. <i>Include: London, Tokyo, New York.</i></p> <hr/> <p>VP-009</p> <hr/> <p>Be willing to consider the implications of personal choices regarding natural resources.</p> <hr/> <p>VP-010</p> <hr/> <p>Be willing to consider the economic and political influence of their food choices. <i>Examples: food fashions, food aid, food shortages...</i></p> <hr/>
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Economics and Resources

Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations. The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

KE-043	Identify the changing nature of farming on the prairies and describe social and economic implications for communities.	KE-049	Identify current issues related to industry and trade. <i>Include: sustainable development, balance of trade.</i>
KE-044	Identify the stages involved in food production and distribution. <i>Include: growing, processing, transportation, and marketing.</i>	KE-050	Use Canadian examples to describe the major functions of urban places. <i>Examples: administration, service, tourism, transportation...</i>
KE-045	Identify issues related to genetic modification of plants and animals.	KE-051	Identify issues related to urban growth and decline.
KE-046	Define the term industry and give examples of primary, secondary, tertiary, and quaternary industries.	VE-011	Be willing to consider the economic implications of their consumer choices.
KE-047	Identify factors that determine the location of industry. <i>Examples: energy, raw materials, transportation, labour, markets, government policies...</i>	VE-012	Appreciate the interdependence between urban centres and hinterlands.
KE-048	Use examples to describe advantages and disadvantages of locating a manufacturing industry in a particular area.		

Social Studies Skills

Social studies skills for Kindergarten to Senior 4 are grouped into four categories:

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

Skills for Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

Students will...

S-100	Collaborate with others to achieve group goals and responsibilities.	S-104	Seek consensus in collaborative problem solving.
S-101	Use a variety of strategies in conflict resolution.	S-105	Recognize and take a stand against discriminatory practices and behaviours.
S-102	Make decisions that reflect fairness and equality in their interactions with others.	S-106	Propose options that are inclusive of diverse perspectives.
S-103	Promote actions that reflect principles of sustainability.	S-107	Make decisions that reflect social responsibility.

Skills for Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

Students will...

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.	S-203	Construct maps using a variety of information sources and technologies. <i>Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, graphs, tables, concept maps...</i>	S-204	Select, use, and interpret various types of maps.
S-202	Select and use appropriate tools and technologies to accomplish tasks. <i>Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...</i>	S-205	Recognize and interpret various map projections.

Critical and Creative Thinking Skills

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgements. These judgements include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

Students will...

S-300	Formulate geographic questions to plan inquiry and research.	S-306	Analyze prejudice, racism, stereotyping, and other forms of bias in the media and other information sources.
S-301	Consider the context of events, accounts, ideas, and interpretations.	S-307	Propose and defend innovative options or solutions to address issues and problems.
S-302	Draw conclusions and make decisions based on research and various types of evidence.	S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. <i>Include: student-gathered data.</i>
S-303	Reconsider personal assumptions based on new information and ideas.	S-309	Observe patterns and make generalizations based on geographic inquiry.
S-304	Analyze physical material and evidence during research.		
S-305	Compare diverse perspectives and interpretations in the media and other information sources.		

Communication Skills

Communication skills enable students to interpret and express ideas clearly and purposefully, using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

Students will...

S-400	Listen to others to understand their perspectives.	S-404	Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.
S-401	Use language that is respectful of human diversity.	S-405	Articulate their perspectives on issues.
S-402	Express informed and reasoned opinions.	S-406	Debate differing points of view regarding an issue.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. <i>Examples: models, displays, multimedia presentations, editorials...</i>		