

***KINDERGARTEN TO GRADE 8  
SOCIAL STUDIES***

*STUDENT LEARNING OUTCOMES*

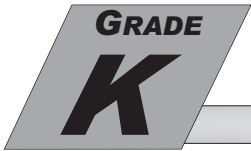


***BEING TOGETHER***

**GRADE**

**K**

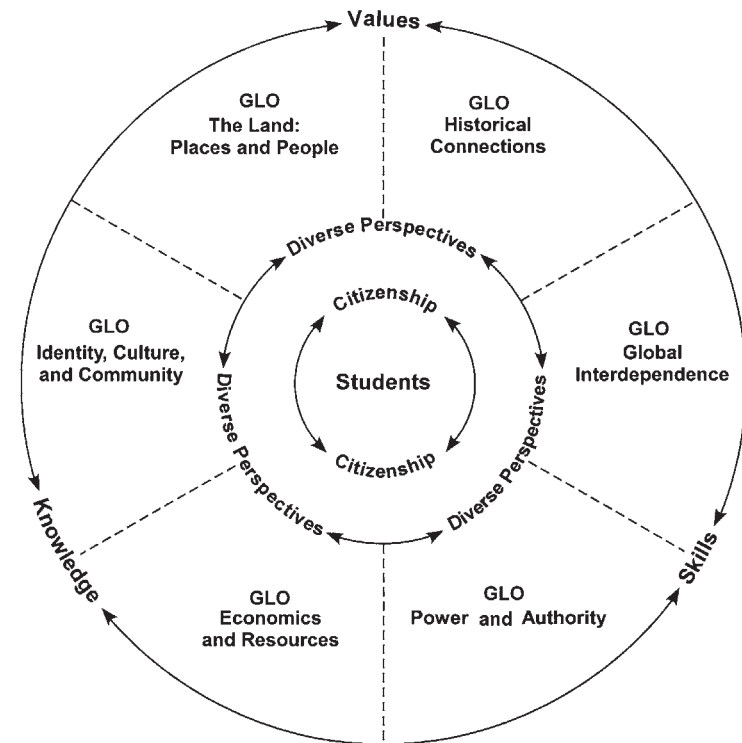




## Being Together

### Grade Overview

**Kindergarten** students explore who they are in relation to others in their world. They become aware of how people live, play, and work together in order to meet their basic needs. Students are encouraged to express interest in the experiences of others and discover their connections to the people around them. As they explore their social and natural environments, they become aware that they live in a country called Canada, and begin to see themselves as part of a larger world.



## *Being Together*

GRADE  
**K**

### Cluster Overview

#### **Cluster 1: Me**

Students explore what makes them unique, considering their abilities and interests, and identify groups and places that are important to them. They also examine rules and responsibilities and study basic needs.

#### **Cluster 2: The People around Me**

Students identify the people who care for them and influence their lives. They explore different ways of cooperating, communicating, and solving problems in order to live and work together with others. Students also begin to examine time by investigating recurring events in their lives.

#### **Cluster 3: The World around Me**

Students study the world around them, exploring the physical environment of their local neighbourhood and learning that they live in a country called Canada. They learn that although all people have the same basic needs, they have different ways of meeting those needs.



### 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.

### 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.

## Social Studies Skills

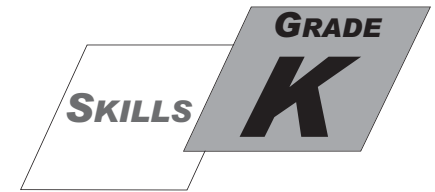
### Active Democratic Citizenship

Students will...

- 0-S-100** Cooperate and collaborate with others.  
*Examples: take turns, share space and classroom resources...*
- 0-S-101** Consider others' needs when working and playing together.
- 0-S-102** Interact fairly and respectfully with others.
- 0-S-103** Make decisions that reflect care, concern, and responsibility for the environment.

### Managing Information and Ideas

- 0-S-200** Gather information from oral, visual, material, or print sources.
- 0-S-201** Sort information using selected criteria.
- 0-S-202** Use appropriate terms or expressions to describe periods of time.
- 0-S-203** Use tools and technologies to accomplish given tasks.



## Social Studies Skills

### Critical and Creative Thinking

Students will...

- 0-S-300** Use comparison in investigations.
- 0-S-301** Identify consequences of their decisions and actions.

### Communication

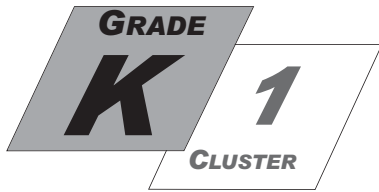
- 0-S-400** Listen actively to others.
- 0-S-401** Use language that is respectful of others.
- 0-S-402** Express reasons for their ideas and opinions.
- 0-S-403** Present information and ideas orally, visually, or concretely.
- 0-S-404** Relate events and stories in chronological order.

### 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.

### 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 explore what makes them unique, considering their abilities and interests, and identify groups and places that are important to them. They also examine rules and responsibilities and study basic needs.

## Cluster 1: Me

### Knowledge

Students will...

- 0-KC-001** Describe their responsibilities at home and in school.
- 0-KC-002** Recognize that their actions affect others.
- 0-KC-006** Identify Remembrance Day as a time to think about peace and war.
- 0-KI-007** Identify groups that are important to them.
- 0-KI-008** Recognize that everyone has particular interests and abilities.
- 0-KP-022** Give examples of rules and identify their purposes.  
*Examples: school rules, safety rules...*
- 0-KE-025** Give examples of basic needs.  
*Examples: food, clothing, shelter...*

### Values

- 0-VI-002** Value their own and others' interests and abilities.
- 0-VI-002A** Value the special talents or strengths that are given to them.
- 0-VP-006** Respect the rules of the classroom, playground, and school.
- 0-VE-007** Respect their own and others' property.



## Cluster 2: The People around Me



### Knowledge

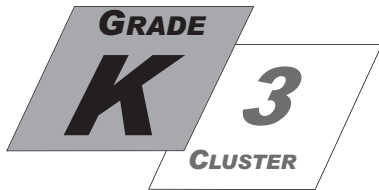
Students will...

- |  |   |
|--|---|
| <p><b>0-KC-003</b> Identify people who are responsible for helping and caring for them at home, at school, and in the community.</p> <p><b>0-KC-004</b> Give examples of ways in which people cooperate in order to live together peacefully.</p> <p><b>0-KI-009</b> Identify groups in which people live, work, and play together.</p> <p><b>0-KI-010</b> Identify different ways people communicate.<br/><i>Examples: art, dance, song, facial expression, body language, sign language...</i></p> <p><b>0-KI-010A</b> Recognize the importance of non-verbal communication in their Aboriginal culture.</p> <p><b>0-KI-011</b> Recognize that people have diverse celebrations.</p> | <p><b>0-KH-017</b> Give examples of repeating patterns and events in their lives.<br/><i>Examples: class routines, celebrations, Canada Day, Earth Day...</i></p> <p><b>0-KH-018</b> Distinguish between yesterday, today, and tomorrow.</p> <p><b>0-KH-019</b> Recognize that they can learn from stories of the past.</p> <p><b>0-KP-023</b> Identify people who make decisions that influence their lives.</p> <p><b>0-KP-024</b> Recognize that disagreement or conflict may be part of living and working together.</p> <p><b>0-KE-026</b> Give examples of different types of work in their families, schools, and communities.</p> |
|--|---|

Students identify the people who care for them and influence their lives. They explore different ways of cooperating, communicating, and solving problems in order to live and work together with others. Students also begin to examine time by investigating recurring events in their lives.

### Values

- 0-VC-001** Be willing to contribute to their groups and communities.
- 0-VH-004** Demonstrate interest in stories of the past.
- 0-VE-008** Value the sharing of work and resources.



Students study the world around them, exploring the physical environment of their local neighbourhood and learning that they live in a country called Canada. They learn that although all people have the same basic needs, they have different ways of meeting those needs.

## Cluster 3: The World around Me

### Knowledge

Students will...

- |                 |   |                  |  |
|-----------------|---|------------------|--|
| <b>0-KC-005</b> | Recognize that they live in a country called Canada.  | <b>0-KL-015</b>  | Identify familiar places and landmarks.<br><i>Examples: parks, statues, buildings, natural landmarks...</i>        |
| <b>0-KL-012</b> | Describe characteristics of the local physical environment.<br><i>Include: natural and constructed elements.</i>  | <b>0-KL-015F</b> | Identify meeting places where they can associate with other francophones.  |
| <b>0-KL-013</b> | Give examples of how the natural environment influences daily life.<br><i>Examples: work, play, clothing...</i>   | <b>0-KL-016</b>  | Recognize globes, maps, and models as representations of actual places.  |
| <b>0-KL-014</b> | Describe the location of their home in relation to familiar landmarks.<br><i>Include: the name of their village, town, city, or First Nation community.</i> | <b>0-KG-020</b>  | Recognize that people all over the world have the same basic needs.<br><i>Examples: food, clothing, shelter...</i> |
|                 |   | <b>0-KG-021</b>  | Recognize that they may have different ways of meeting their basic needs than people in other parts of the world.  |

### Values

- |                 |  |
|-----------------|--|
| <b>0-VL-003</b> | Appreciate the beauty and importance of the natural environment.             |
| <b>0-VG-005</b> | Demonstrate interest in the larger world beyond their immediate environment. |