Charts and Checklists Appendix C





Skills Progress Chart

| 100-Collaborate with others to share ideas, decisions, and responsibilities in groups. | 101-Resolve conflicts peacefully and fairly. | 102-Interact fairly and respectfully with others. | 103-Make decisions that reflect care, concern, and responsibility for the environment. | 104-Negotiate constructively with others to build consensus. | 200-Select information from oral, visual, material, print or electronic sources. Examples: maps, atlases | 201-Organize and record information in a variety of formats and reference sources appropriately. Examples: maps, charts, outlines, concept maps | 202–Use appropriate terms or expressions to describe periods of time. Examples: decade, generation, century, when the Earth was new, in the time of our ancestors | 203-Select and use appropriate tools and technologies to accomplish tasks. | 205-Construct maps that include a title, legend, compass rose, and grid. | 206-interpret maps that include a title, legend, compass rose, and grid. | 207-Use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes. | 208-Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies. Examples: sun, moon, or stars, inuksuit, Global Positioning Systems (GPS) | 300-Formulate questions for research. | 301-Consider advantages and disadvantages of solutions to a problem. | 302-Draw conclusions based on information and evidence. | 303-Evaluate personal assumptions based on new information and ideas. | 304-Distinguish fact from opinion. | 305-Observe and analyze material or visual evidence for research. Examples: artifacts, photographs, works of art | 400-Listen actively to others to understand their perspectives. | 401-Use language that is respectful of human diversity. | 402-Support their ideas and opinions with information or observations. | 403-Present information and ideas orally, visually, concretely, or electronically. |
|--|--|---|--|--|--|---|---|--|--|--|---|--|---------------------------------------|--|---|---|------------------------------------|--|---|---|--|--|
| oite | | məc suəz | | tэА | seabl bns noitsmrotni gnigsnsM | | | | | Critical and Creative Thinking | | | | | Communication | | | | | | | |

Geography of Canada

| Name of Learning Experience | Portfolio Selections |
|------------------------------|----------------------|
| Mapping | • |
| Geographic Regions of Canada | • |

Living in Canada

| Name of Learning Experience | Portfolio Selections |
|--|----------------------|
| Symbols, Monuments, and Important Days | • |
| Canadian Citizenship | • |
| Public and Private Property | • |
| Power and Authority | • |
| Government | • |
| Elected Leaders | • |

Living in Manitoba

| Name of Learning Experience | Portfolio Selections |
|---|----------------------|
| Geographic Features and Natural Resources in Manitoba | • |
| Environmental Stewardship and Sustainability | • |
| Cultural Communities in Manitoba | • |
| I dentity and Culture | • |
| Artistic and Cultural Achievements | • |

History of Manitoba

| Name of Learning Experience | Portfolio Selections |
|--|----------------------|
| Early Life and Settlement | • |
| | • |
| | • |
| People and Events That Shaped Manitoba | • |
| | • |
| | • |
| Historical Cultural Contributions | • |
| | • |
| | • |
| | |
| Changes in Ways of Life | • |
| | • |
| | • |
| | |

Canada's North

| Name of Learning Experience | Portfolio Selections |
|---|----------------------|
| Physical Features and Natural Resources | • |
| Changes in the North | • |
| People of the North | • |
| Ways of Life in the North | • |
| Northern Contributions | • |