

Introduction

Purpose of the Framework

Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes (hereafter referred to as the Framework) provides the basis for social studies learning, teaching, and assessment in Manitoba. The Framework describes the structure, content, and learning outcomes for social studies and provides a foundation for the development of curriculum implementation documents for Kindergarten to Grade 8. It is intended to assist administrators and educational partners with their initial implementation and professional development planning processes.

This document contains an overview of background information pertaining to social studies, presents goals and guiding principles for social studies learning, teaching, and assessment, and identifies the general and specific learning outcomes for Kindergarten to Grade 8.

Background

The Manitoba Framework has been adapted from *The Common Curriculum Framework for Social Studies, Kindergarten to Grade 9* (2002), an inter-jurisdictional project initiated under the Western Canadian Protocol (WCP) for Collaboration in Basic Education.* The adaptations reflect Manitoba's educational priorities and the needs of Manitoba students.

The Framework is the result of the collaboration of two divisions of Manitoba Education and Youth: School Programs Division and the Bureau de l'éducation

française. The Framework development team consisted of teachers from English, French, and French Immersion Programs, Aboriginal teachers and consultants, and university advisors in history, geography, and education.

The Framework was reviewed by the Manitoba First Nation Education Resource Centre and the Manitoba Métis Federation. The Framework was also reviewed by a Cultural Advisory Team, including representatives of ethnocultural communities and groups in Manitoba, and the Social Studies Steering Committee, consisting of representatives from Manitoba educational organizations.

Content

This document contains the following sections:

- **Introduction:** The introduction describes the purpose, background, and content of the Manitoba social studies Framework.
- **Overview:** This section outlines the vision, goals, and guiding principles of social studies learning, teaching, and assessment.
- **Citizenship As a Core Concept in Social Studies:** The core concept of citizenship provides a focus for social studies learning across all grades. This section addresses various aspects of citizenship:
 - Role of Citizenship in Social Studies
 - Rationale for Citizenship Education
 - Active Democratic Citizenship in Canada
 - Canadian Citizenship for the Future
 - Citizenship in the Global Context
 - Environmental Citizenship

* In November 2002 the name was changed to the Western and Northern Canadian Protocol (WNCP) for Collaboration in Basic Education.

- **General Learning Outcomes:** The general learning outcomes are the basis for the specific learning outcomes and provide a conceptual structure for social studies. Six general learning outcomes are identified for all grades:
 - Identity, Culture, and Community
 - The Land: Places and People
 - Historical Connections
 - Global Interdependence
 - Power and Authority
 - Economics and Resources
- **Social Studies Skills:** The skills learning outcomes for each grade are grouped in four skill categories:
 - Active Democratic Citizenship
 - Managing Ideas and Information
 - Critical and Creative Thinking
 - Communication
- **Framework Components and Structure:** This section illustrates the components upon which the Manitoba social studies curriculum is based and outlines how the learning outcomes are identified and organized within this document.
- **Kindergarten to Grade 8 Social Studies: Student Learning Outcomes:** This section identifies specific learning outcomes for each grade from Kindergarten to Grade 8. The contents for each grade are presented in the following order: grade overview, cluster overview, social studies skills outcomes, and knowledge and values outcomes (organized by clusters).

The grade-specific titles are:

- Kindergarten: Being Together
 - Grade 1: Connecting and Belonging
 - Grade 2: Communities in Canada
 - Grade 3: Communities of the World
 - Grade 4: Manitoba, Canada, and the North: Places and Stories
 - Grade 5: Peoples and Stories of Canada to 1867
 - Grade 6: Canada: A Country of Change (1867 to Present)
 - Grade 7: People and Places in the World
 - Grade 8: World History: Societies of the Past
- **Cumulative Skills Charts:** These charts present a continuum of social studies skills for Kindergarten to Grade 4 and for Grades 5 to 8.
 - **Glossary:** The glossary clarifies the meaning of words and expressions used in this document.
 - **Bibliography:** The bibliography lists the resources used in the development of the Framework.

Overview

Definition

Social studies is the study of people in relation to each other and to the world in which they live. In Manitoba, social studies comprises the disciplines of history and geography, draws upon the social sciences, and integrates relevant content from the humanities. As a study of human beings in their physical, social, and cultural environments, social studies examines the past and present and looks toward the future. Social studies helps students acquire the skills, knowledge, and values necessary to become active democratic citizens and contributing members of their communities, locally, nationally, and globally.

Vision

Social studies has at its foundation the concepts of citizenship and identity in the Canadian and global contexts. Intended to reflect the many voices and stories that comprise the Canadian experience past and present, the Framework is inclusive of Aboriginal, francophone, and diverse cultural perspectives.

Social studies engages students in the continuing debate concerning citizenship and identity in Canada and the world. Through social studies, students are encouraged to participate actively as citizens and members of communities and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic society.

Goals of Social Studies

Social studies enables students to acquire the skills, knowledge, and values necessary to understand Canada and the world in which they live, to engage in active democratic citizenship, and to contribute to the betterment of society.

The goals of social studies learning in Manitoba from Kindergarten to Senior 4 are divided into the following categories: Canada, The World, The Environment, Democracy, and General Skills and Competencies.

Canada

With respect to **Canada**, social studies enables students to

- acquire knowledge and understanding of Canadian history and geography
- appreciate the achievements of previous generations whose efforts contributed to the building of Canada
- critically understand Canadian political structures and processes and the institutions of Canadian society
- fulfill their responsibilities and understand their rights as Canadian citizens
- understand and respect the principles of Canadian democracy, including social justice, federalism, bilingualism, and pluralism
- analyze Canadian public issues and take rationally and morally defensible positions
- develop a sense of belonging to their communities and to Canadian society

- respect Aboriginal perspectives, francophone perspectives, and the perspectives of the many cultural groups that have shaped Canada, past and present

The World

With respect to **the world**, social studies enables students to

- acquire knowledge and understanding of world history and geography
- respect the world's peoples and cultures through a commitment to human rights, equity, and the dignity of all persons
- develop global awareness and a sense of global citizenship
- understand and appreciate the role of international organizations
- analyze global issues and take rationally and morally defensible positions
- develop a commitment to social justice and quality of life for all the world's peoples
- assess questions of national self-interest and the interests of other countries and the world as a whole

The Environment

With respect to **the environment**, social studies enables students to

- acquire and apply geographic skills, knowledge, and understanding
- recognize that a sustainable natural environment is essential to human life
- assess the impact of human interaction with the environment

- propose possible solutions to environmental problems
- live in ways that respect principles of environmental stewardship and sustainability

Democracy

With respect to **democracy**, social studies enables students to

- critically understand the history, nature, and implications of democracy
- assess alternatives to democracy, past and present
- understand the history and foundations of parliamentary democracy in Canada
- demonstrate a commitment to democratic ideals and principles, including respect for human rights, principles of social justice, equity, freedom, dissent, and differences, and willingness to take action for the public good
- participate in public affairs in accordance with democratic principles
- critically understand the role of various institutions in civil society
- recognize that democracy involves negotiation and that political and social problems do not always have simple solutions
- identify ways in which Canadian democracy could be improved, and work to improve it
- participate as informed citizens in the ongoing debates that characterize democracy in Canada and the world
- take a stand on matters of fundamental principle or individual conscience

General Skills and Competencies

With respect to **general skills and competencies**, social studies enables students to

- engage in disciplined inquiry, applying research skills, critical thinking, and decision making
- think historically and geographically
- critically analyze and research social issues, including controversial issues
- work collaboratively and effectively with others
- solve problems and address conflicts in creative, ethical, and non-violent ways
- develop openness to new ideas and think beyond the limits of conventional wisdom
- apply effective communication skills and enhance media literacy
- use and manage information and communication technologies

Guiding Principles for Social Studies Learning, Teaching, and Assessment

The Learning Process

Learning is the active process of constructing meaning. It involves the interaction of prior knowledge, motivation and purpose, and new experiences. The learning process varies from one individual to another, and is influenced by many personal, social, and cultural factors. Learning is more meaningful when individual backgrounds are acknowledged and valued, when learners are provided with opportunities to reflect critically on their own views, and when students are encouraged to broaden their perspectives through informed and focused interaction with others.

Social Studies Learning

Skills, knowledge, and values are interdependent aspects of learning, and are intended to be integrated in the social studies classroom. Meaningful social studies learning requires both depth and breadth of understanding. This includes the incorporation of basic general knowledge, as well as opportunities for more intensive study of selected topics.

Instructional Strategies

Social studies learning is enhanced by the use of a variety of settings and flexible student groupings. Well-balanced social studies programming includes individual, collaborative, and teacher-directed learning experiences, and provides students with a variety of conceptual tools and advance organizers. Effective social studies teaching involves the use of strategies that promote student inquiry and interaction, such as cooperative and peer learning, interviews, project-based learning, structured controversy or debate, teacher- and student-initiated inquiry and research, role-play, and sharing circles. These types of strategies make learning meaningful by encouraging critical reflection, questioning, and the consideration of diverse points of view.

Meaningful learning activities engage students in “doing” social studies through resource-based and experiential learning, including on-the-land experiences, field studies, guided tours, and participation in diverse cultural activities. Social studies teaching offers the ideal opportunity to integrate literature and the arts, and to use information and communication technologies. Best practices in social studies actively engage students in democratic processes through learning experiences such as consensus building, collective decision making, student government, class meetings, student-generated

topics of study, and school event planning. As well, social studies incorporates authentic opportunities for home and community involvement.

Role of the Social Studies Teacher

Social studies is conducive to a variety of teaching styles. Given the nature of social studies topics, a teacher's personal beliefs and convictions influence the presentation of content, as well as the selection of teaching strategies. Complete neutrality is not always possible in the classroom; however, teachers need to be aware of the implications of presenting their own beliefs and perspectives as fact rather than opinion.

Social studies is rich in opportunities to detect and analyze bias through the critical exploration of diverse points of view. When a classroom climate is open and fair, teachers and students together will establish a learning culture that integrates democratic principles and encourages active citizenship. Finally, it is critical that teachers be well informed about social studies content and issues, and that they be prepared to provide students with guidance in selecting reliable information sources.

Dealing with Controversial Issues

A fundamental aspect of social studies learning and teaching is the consideration of controversial issues that involve ethical principles, beliefs, and values. Teachers should not avoid controversial issues. Diversity of perspectives, beliefs and values, disagreement, and dissension are part of living in a democratic society. Furthermore, discussion and debate concerning ethical or existential questions serve to motivate students and make learning more personally meaningful.

The following guidelines will assist teachers in dealing with controversial issues in the classroom:

- approach all issues with sensitivity
- clearly define the issues
- establish a clear purpose for discussions
- establish parameters for discussions
- ensure that the issues do not become personalized or directed at individual students
- protect the interests of individual students by finding out in advance whether any student would be personally affected by the discussion
- exercise flexibility by permitting students to choose alternative assignments
- accept that there may not be a single “right answer” to a question or issue
- respect everyone's right to voice opinions or perspectives
- help students clarify the distinction between informed opinion and bias
- help students seek sufficient and reliable information to support the various perspectives
- allow time to present all relevant perspectives fairly and to reflect upon their validity

Assessment Strategies

An important component of learning is the assessment and evaluation of student progress and achievement. The skills, knowledge, and values learning outcomes identified in this Framework are intended to be observable and measurable. Just as diverse instructional strategies are important, so too are various strategies for the ongoing assessment of social studies learning. These

strategies include portfolios, interviews, individual and group inquiry and research, journals, role-play and oral presentations, tests, hands-on projects, teacher observation checklists, peer assessment, and self-assessment. Effective assessment and evaluation give students opportunities to synthesize their learning, to solve problems, and to apply their learning in situations that are as authentic as possible.

A significant aspect of this Framework is the development of values outcomes related to active democratic citizenship. Values are not always assessable or measurable in the same way as knowledge or skills outcomes are measurable. Furthermore, active democratic citizenship does not apply solely within the confines of the classroom: certain social studies outcomes refer to student behaviour in groups and communities beyond the school. In this case, assessment may include student self-assessment and self-reporting. The assessment of many social studies learning outcomes requires ongoing teacher observation and the use of behavioural indicators as expressions of student values.

Notes

Citizenship As a Core Concept in Social Studies

Role of Citizenship in Social Studies

Citizenship is the core concept that provides the learning focus for social studies at all grades. To identify the skills, knowledge, and values that students will need as active democratic citizens, social studies must take into account the society in which students live and anticipate the challenges they will face in the future. Citizenship is a fluid concept that changes over time: its meaning is often contested, and it is subject to interpretation and continuing debate.

Achievement of the learning outcomes identified in this Framework will prepare students to participate in the public dialogue that characterizes any democracy and that plays an important role in Canadian society. As students engage in this dialogue, they will enhance their understanding of citizenship in Canada and the world, and will be better prepared to become active participants in their communities, locally, nationally, and globally.

Rationale for Citizenship Education

Citizenship education is fundamental to living in a democratic society. The concept of citizenship takes on meaning in specific contexts and is determined by time and place. Diverse notions of citizenship have been used in the past and are being used in the present, for both good and ill. Throughout much of history, citizenship has been exclusionary, class-based, racist, and sexist. In Canada, for instance, First Nations parents were forced to send their children to residential schools in the interests of citizenship.

The concept of citizenship must be considered within the context of democracy, human rights, and public debate. Social studies provides opportunities for students to explore the complexities of citizenship.

Active Democratic Citizenship in Canada

Since citizenship issues are rooted in the past, Canadian history occupies an important place in the social studies curriculum. Canada is regionally diverse and geographically expansive. It is organized as a federal parliamentary monarchy, with a mixed, although largely capitalist, economy. It is a bilingual and multicultural country committed to pluralism, human rights, and democracy. Canada is regarded as one of the most prosperous, peaceful, and democratic countries in the world, although it still has its share of economic and social injustices and inequities.

Canada is a complex country that requires special qualities in its citizens. These citizenship qualities include:

- knowledge of Canadian history and geography
- understanding of the distinctive nature of Canadian society, the Canadian state, and its institutions
- the ability to approach public issues critically, rationally, and democratically
- informed involvement in public affairs
- respect for human rights and democratic ideals and principles
- commitment to freedom, equality, and social justice
- the ability to work through conflicts and contradictions that can arise among citizens
- willingness to live with ambiguity and uncertainty
- civility and tolerance for dissension and disagreement
- willingness to balance the pursuit of private interests with concern for the public good

- the ability to balance personal claims of conscience and principle against the similar claims of others
- a sense of shared identity as Canadians, combined with a realization that Canadian identity is multi-faceted, open to debate, and not exclusive of other identities

Canadian Citizenship for the Future

For the foreseeable future, Canadian citizens will likely continue to face issues such as

- balancing the jurisdictional claims of the provinces and the federal government
- redressing past and present injustices inflicted on Aboriginal peoples and other groups in Canada
- coming to terms with the complexities of Québec's place in Canada
- balancing regional and cultural diversity with national unity
- protecting Canadian identity and sovereignty
- assuring access to social services and quality of life for all
- eliminating inequalities related to race, gender, age, class, and ethnicity
- protecting the environment
- ensuring the successful functioning of the economy

Citizenship in the Global Context

Canada does not exist in isolation; it is part of a global community that is becoming increasingly interconnected and interdependent. Many of the most serious problems facing the world must be dealt with on a global basis. The nation-state—including Canada—is under increasing challenge, externally from the forces of globalization, and internally from demands for more local or regional autonomy. The world also continues to be characterized by severe disparities between rich and poor countries. This disparity violates the basic principles of social justice and human dignity, and, at the same time, gives rise to dangerous tensions and rivalries. War and violence continue to be a common means of addressing internal and international disputes, and, because of developments in weapons technology, are becoming ever more destructive. In these circumstances, Canadian citizens need to think and act globally as well as nationally.

Environmental Citizenship

Underlying both national and global realities, and the responsibilities they impose on citizens, is the increasing fragility of the natural environment. Quality of life depends upon the sustainability of the environment. This places a particularly important responsibility on citizens, who must ultimately balance the demands of economic growth and high living standards against respect for the environment and the needs of future generations.

General Learning Outcomes

The following six general learning outcomes provide the conceptual structure for social studies from Kindergarten through Grade 8. They are the basis for the specific learning outcomes for each grade.

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.

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.

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.

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, international cooperation and conflict, and global environmental concerns.

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.

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.

Notes

Social Studies Skills

Social studies skills for Kindergarten to Grade 8 are grouped under 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.

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.

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.

Notes

Framework Components and Structure

Framework Components

The student learning outcomes presented in this Framework address the foundation skill areas and other essential elements common to all Manitoba curricula (*A Foundation for Excellence*). The following conceptual map illustrates these and other key components upon which Manitoba social studies curricula are based.

Conceptual Map of the Framework



- Foundation Skills to Be Integrated into Manitoba Curricula**
- Information Technology
 - Problem Solving
 - Human Relations
 - Literacy and Communication

- Essential Elements to Be Integrated into Manitoba Curricula**
- Sustainable Development
 - Aboriginal Perspectives
 - Resource-Based Learning
 - Differentiated Instruction
 - Gender Fairness
 - Subject-Area Connections
 - Age-Appropriate Portrayals
 - Human Diversity
 - Anti-Racist/Anti-Bias Education

General Learning Outcomes

- Specific Learning Outcomes**
- | | |
|---|--|
| <p>Skills</p> <ul style="list-style-type: none"> • Skills for Active Democratic Citizenship • Skills for Managing Ideas and Information • Critical and Creative Thinking Skills • Communication Skills | <p>Knowledge and Values
(Organized into Clusters)</p> |
|---|--|

Core Concept

As illustrated in the preceding Conceptual Map of the Framework, 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 Framework. Learning outcomes are inclusive of diverse perspectives and encourage critical consideration of differing points of view as students engage in purposeful dialogue with others.

General Learning Outcomes

The six general learning outcomes are broad statements that provide a conceptual structure for social studies:

- **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.

The general learning outcomes are the basis for the specific learning outcomes in each grade.

Specific Learning Outcomes

Specific learning outcomes are statements that describe the skills, knowledge, and values that students are expected to achieve in each grade. Although these three types of learning outcomes are presented separately in the Framework, they are interdependent in the learning process and are intended to be integrated in the social studies classroom.

- **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 also 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.

The Framework organizes skills learning outcomes in four categories:

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

In this document, skills learning outcomes appear at the beginning of each grade. The social studies skills are not integrated within clusters, as they are intended to be integrated across the content for each grade.

A cumulative chart presenting a continuum of social studies skills for Kindergarten to Grade 4 and Grades 5 to 8 is included at the end of this Framework.

- **Knowledge and Values Learning Outcomes:** Knowledge learning outcomes and values learning outcomes complement one another. Both types of learning outcomes are presented under cluster headings for each grade.
- **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.

Framework Structure

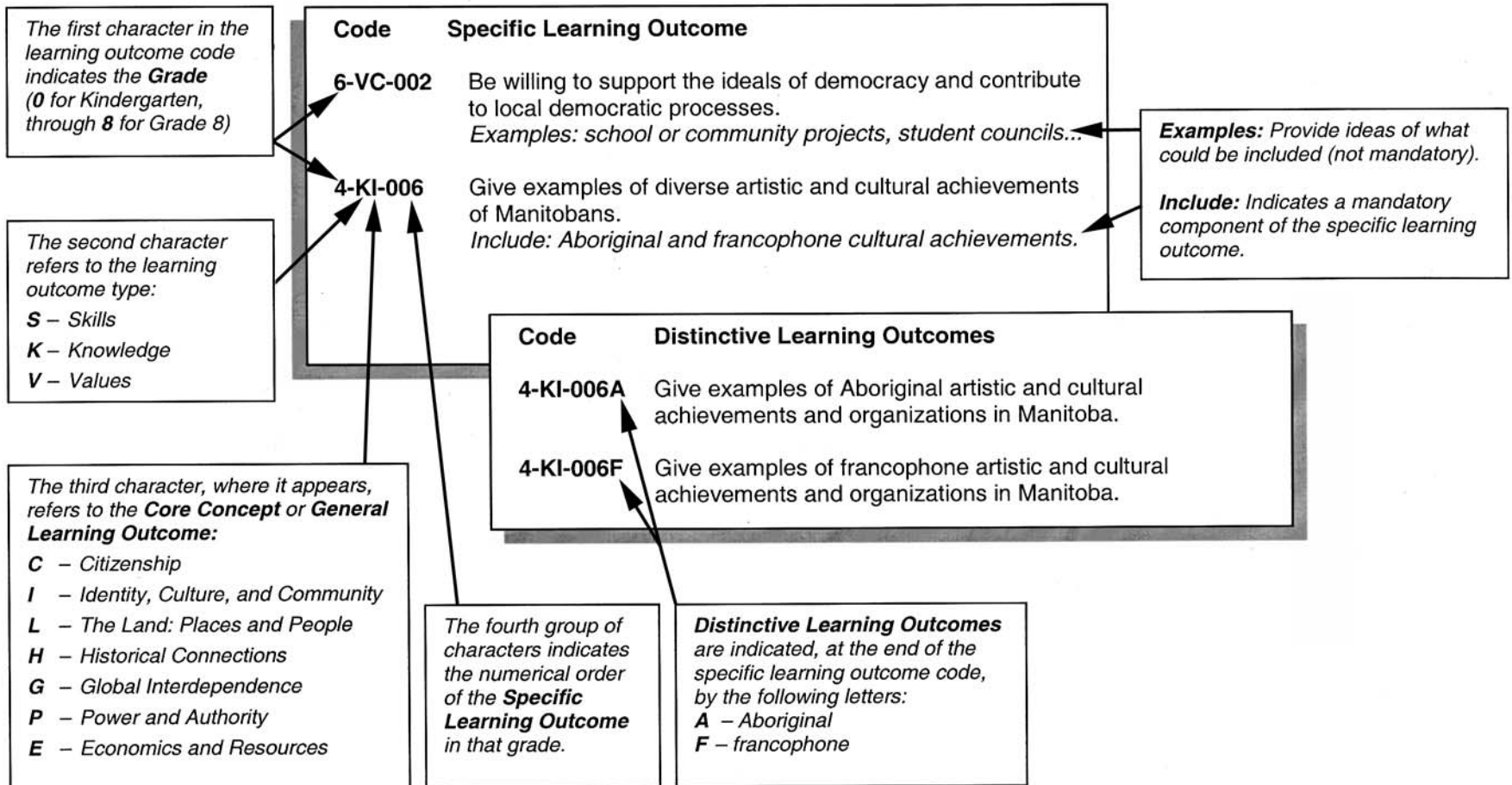
This Framework presents specific learning outcomes (SLOs) for each individual grade from Kindergarten to Grade 8. Each grade contains the following components:

- **Grade Overview:** A brief description of the content and focus of a given grade is presented in the grade overview.
- **Cluster Overview:** The knowledge and values learning outcomes are organized into groups referred to as clusters. The focus of each cluster is briefly described in the cluster overview for each grade, as well as on the respective pages where the cluster-specific learning outcomes are presented.
- **Specific Learning Outcomes:** Within each grade, specific learning outcomes are presented in the following order:
 - **Social Studies Skills:** The skills learning outcomes are intended to be integrated across the grades. They are organized into four categories: Skills for Active Democratic Citizenship; Skills for Managing Information and Ideas; Critical and Creative Thinking Skills; and Communication Skills.
 - **Knowledge and Values:** The knowledge and values outcomes are grouped thematically into clusters to facilitate instructional planning in each grade. Each grade contains three to five clusters. The specific learning outcomes for the core concept of citizenship are integrated into the clusters.

The skill categories and cluster titles for Kindergarten to Grade 8 are identified in the following table.

Kindergarten to Grade 8 Social Studies: Skill Categories and Cluster Titles									
Grade	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	<i>Being Together</i>	<i>Connecting and Belonging</i>	<i>Communities in Canada</i>	<i>Communities of the World</i>	<i>Manitoba, Canada, and the North: Places and Stories</i>	<i>Peoples and Stories of Canada to 1867</i>	<i>Canada: A Country of Change (1867 to Present)</i>	<i>People and Places in the World</i>	<i>World History: Societies of the Past</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	Building a Nation (1867-1914)	World Geography	Understanding Societies Past and Present
Cluster 2	The People around Me	My Environment	Communities in Canada	Exploring the World	Living in Canada	Early European Colonization (1600 to 1763)	An Emerging Nation (1914 to 1945)	Global Quality of Life	Early Societies of Mesopotamia, Egypt, or the Indus Valley
Cluster 3	The World around Me	Connecting with Others	The Canadian Community	Communities of the World	Living in Manitoba	Fur Trade	Shaping Contemporary Canada (1945 to Present)	Ways of Life in Asia, Africa, or Australasia	Ancient Societies of Greece and Rome
Cluster 4				Exploring an Ancient Society	History of Manitoba	From British Colony to Confederation (1763 to 1867)	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)
Cluster 5					Canada's North				Shaping the Modern World (Circa 1400 to 1850)

Guide to Reading the Learning Outcome Code



Cluster Format Guide

