Overview

The following assessment tool appears at the **end of every cluster**:

- **Connecting and Reflecting**: Every cluster ends with an assessment activity entitled *Connecting and Reflecting*. During this activity, students review their cluster portfolio selections to synthesize their learnings throughout the cluster, and reflect on the implications of those learnings in their daily lives as citizens of their school, their local community, of Canada, or the world. This end-of-cluster activity is an important culminating step. It provides information to both teachers and students about student achievement regarding the essential ideas and understandings of the cluster.

**DOCUMENT COMPONENTS AND STRUCTURE**

**Conceptual Map**

The student learning outcomes presented in this document address the four foundation skill areas and nine essential elements common to all Manitoba curricula. The following conceptual map illustrates the foundation skill areas, essential elements, and other key components upon which the Manitoba social studies curriculum is based.

![Conceptual Map Diagram]

**General Learning Outcomes**

**Specific Learning Outcomes**

**Knowledge and Values** (Organized into Clusters)

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

**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

Figure 4: Conceptual Map
Core Concept

As illustrated in the preceding Conceptual Map, the core concept of citizenship provides a focus for social studies learning at all grades. Citizenship knowledge, values, and skills learning outcomes are included in each grade. (See page 6.)

Diverse Perspectives

The concept of diversity is integrated throughout the social studies curriculum. Knowledge and values learning outcomes are inclusive of diverse perspectives, and encourage critical consideration of differing viewpoints 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 9), 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 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**

Each grade from Kindergarten to Grade 4 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 Descriptions**: The knowledge and values learning outcomes are organized into thematic groups referred to as clusters. The focus of each cluster is briefly described in the cluster descriptor.

- **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)
<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>
<tbody>
<tr>
<td>Skills Outcomes</td>
<td>Active Democratic Citizenship</td>
<td>Managing Information and Ideas</td>
<td>Critical and Creative Thinking</td>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge and Values Outcomes</td>
<td>Organized by Clusters</td>
<td>Include the Core Concept Citizenship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cluster 1</td>
<td>Me</td>
<td>I Belong</td>
<td>Our Local Community</td>
<td>Connecting with Canadians</td>
<td>Geography of Canada</td>
<td>First Peoples</td>
<td>Building a Nation (1867-1914)</td>
<td>World Geography</td>
<td>Understanding Societies Past and Present</td>
</tr>
<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 (1600 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></td>
<td>Exploring an Ancient Society</td>
<td></td>
<td>History of Manitoba</td>
<td>From British Colony to Confederation (1763 to 1867)</td>
<td>Canada Today: Democracy, Diversity, 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>
</tr>
<tr>
<td>Cluster 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Canada's North</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Guide to Reading the Learning Outcome Code

**Specific Learning Outcomes**

**Code**: VC-002

Be willing to support the ideals of democracy and contribute to local democratic processes.

*Examples*: school or community projects, student councils...

**Code**: KI-006

Give examples of diverse artistic and cultural achievements of Manitobans.

*Include*: Aboriginal and francophone cultural achievements.

**Examples**: Provide ideas of what could be included (not mandatory).

*Include*: Indicates a mandatory component of the specific learning outcome.

**Distinctive Learning Outcomes**

**Code**: KI-006A

Give examples of Aboriginal artistic and cultural achievements and organizations in Manitoba.

**Code**: KI-006F

Give examples of francophone artistic and cultural achievements and organizations in Manitoba.

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

**Distinctive Learning Outcomes** are indicated, at the end of the specific learning outcome code, by the following letters:

- A – Aboriginal
- F – Francophone

---

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
Conflicts may occur when people interact with each other in their groups and communities, and most conflicts can be resolved peacefully. Students identify examples of conflict and bullying, explore ways to resolve conflicts, and develop strategies to deal with bullying.

**Vocabulary:** conflict resolution, bully, victim, bystander (See Appendix D for Vocabulary Strategies.)

### 3.1.5 Conflict Resolution

**Description of the Learning Experience**

Conflicts may occur when people interact with each other in their groups and communities, and most conflicts can be resolved peacefully. Students identify examples of conflict and bullying, explore ways to resolve conflicts, and develop strategies to deal with bullying.

**Vocabulary:** conflict resolution, bully, victim, bystander (See Appendix D for Vocabulary Strategies.)

#### Assessment

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>KP-033</td>
<td>Identify ways of resolving conflict in groups and communities.</td>
</tr>
<tr>
<td>KP-034</td>
<td>Identify ways to deal with bullying.</td>
</tr>
</tbody>
</table>

#### Activate

Using a Y-chart, students identify the characteristics of a bully and a victim. Students describe what each person does, what she or he says, and how he or she feels. Students share completed charts with peers.

**3.1.5 BLM: Conflict Resolution - Y-Chart**

As an Admit Slip, students describe a conflict or bullying situation they have seen on a television show. Students describe the conflict, explain how it was resolved, and suggest an alternative solution. Students record successful conflict resolution strategies in their journals.

**3.1.5 BLM: Conflict Resolution - Admit Slip**

Students brainstorm places where conflict or bullying occurs (e.g., playground, school bus, community centre...), people who help resolve conflicts (e.g., teachers, police, parents, friends...), and examples of how conflicts are resolved (e.g., talking, compromise, apologizing, restitution...). Students discuss strategies they may use to resolve conflict or deal with bullying.

TIP: Introduce the term “restitution” as a means of conflict management.

#### Blackline masters (Appendix B)

Skills set and classroom-based assessment (Appendix A)

#### Suggested student portfolio selection

#### Teacher Reflections

**Supporting websites**

Students browse a variety of satellite images and aerial photographs and compare these representations of the Earth with images found in maps and atlases. Students select satellite images or aerial photographs of continents or oceans, and challenge peers to identify the location on a map or globe.

Supporting websites can be found at [http://www3.edu.gov.mb.ca/cn/links/ss](http://www3.edu.gov.mb.ca/cn/links/ss) (continued)