

GRADE 4 SOCIAL STUDIES at a glance

Manitoba, Canada, and the North: Places and Stories

This *Grade 4 Social Studies at a Glance* can be used in designing, planning, and assessing student learning for the year. It can be used to preview the content of the [Grade 4 Social Studies curriculum](#).

It organizes the knowledge and values specific learning outcomes into thematic groups referred to as **clusters** or **essential ideas**. Together with the [Grade 4 Social Studies Curriculum Overview: General Learning Outcomes with Grade 4 Specific Learning Outcomes](#), this document can be used to plan student learning and to develop cross-curricular connections.

Social Studies SKILLS AND COMPETENCIES

Social studies involves the development of inquiry and research skills and methods, historical thinking, and geographic thinking. The skills and competencies learning outcomes are integrated throughout each cluster and are developed, refined, and applied across the grades. These skills and competencies are outlined in detail in the [Social Studies Foundation for Implementation](#) documents.

ACTIVE DEMOCRATIC CITIZENSHIP MANAGING INFORMATION AND IDEAS CRITICAL AND CREATIVE THINKING COMMUNICATION



GEOGRAPHY OF CANADA

- ▶ Mapping Canada and Manitoba
KL-015 KL-018 KL-019
- ▶ Geographic regions of Canada
KL-016 KL-017 VL-005



LIVING IN CANADA

- ▶ Symbols, monuments, and important days
KC-001 KC-003
- ▶ Canadian citizenship
KC-004 KE-049 VC-002
- ▶ Public and private property
KE-047 VE-012
- ▶ Power and authority
KP-045 KP-046 VC-001 VP-011
- ▶ Government
KC-002 KP-041 KP-042 KE-048
- ▶ Elected leaders
KP-043 KP-044



CANADA'S NORTH

- ▶ Physical features and natural resources
KL-028 KL-029
- ▶ Changes in the North
KL-031 KH-037
- ▶ People of the North
KI-014 KL-030
- ▶ Ways of life in the North
KL-032 KH-038
- ▶ Northern contributions
KI-013 KH-036 VL-007



LIVING IN MANITOBA

- ▶ Geographic features and natural resources
KL-020 KL-021
- ▶ Environmental stewardship and sustainability
KL-023 KL-024 VL-006
- ▶ Cultural communities in Manitoba
KI-005 KI-007 KI-008
- ▶ Identity and culture
KI-009 KL-022 VI-003
- ▶ Artistic and cultural achievements
KI-006 KL-025 VI-004



HISTORY OF MANITOBA

- ▶ Early life and settlement
KL-026 KL-027 KH-034
- ▶ People and events that shaped Manitoba
KH-033 VH-008
- ▶ Historical cultural contributions
KI-010 KI-011 KI-012
- ▶ Changes in ways of life
KH-035 VH-009

GRADE 4 SOCIAL STUDIES

Curriculum Overview: General Learning Outcomes with Grade 4 Specific Learning Outcomes

Grade 4 students explore life in Canada, Manitoba, and Canada's North. They enhance their knowledge of Canada's physical and human geography and develop an awareness of Canadian citizenship and governance. Students explore the places, stories, and cultures of Manitoba and discover the diversity and shared experiences of Manitobans, past

and present. They also develop an awareness of life in Canada's North through a study of the physical and human geography of one of the northern territories. Through this exploration, students develop a sense of belonging and enrich their understanding of citizenship in Manitoba and Canada.

In social studies, six general learning outcomes (GLOs) provide the broad conceptual structure from Kindergarten to Grade 12. Each general learning outcome is expressed as an **essential learning** for the grade level. Overarching all six GLOs is the core concept of Citizenship. The skills and competencies are interwoven throughout the clusters as shown below.

		CITIZENSHIP Students are empowered to be active, responsible citizens who contribute to their communities. Every individual has a unique and individual understanding of what it means to be a citizen of Canada.						KC- 001 002 003 004 004A 004F VC- 001 002
		IDENTITY, CULTURE, AND COMMUNITY	THE LAND: PLACES AND PEOPLE	HISTORICAL CONNECTIONS	GLOBAL INTERDEPENDENCE	POWER AND AUTHORITY	ECONOMICS AND RESOURCES	
KNOWLEDGE AND UNDERSTANDING REPORT CARD CATEGORIES		<p>The people of Manitoba and the North have made enduring cultural and artistic contributions to their communities, province, and the Canadian society. Manitobans can be proud of their own cultural identities and the diversity of cultures in the province.</p> <p>KI- 005 006 006A 006F 007 007A 008 008F 009 009A 009F 010 011 011A 012 012F 013 014</p> <p>VI- 003 004</p>	<p>Canada has distinct physical features and natural resources. People and the natural environment are interrelated. All Manitobans have a responsibility to protect and sustain their environment.</p> <p>KL- 015 016 017 018 019 020 020A 021 022 023 024 025 026 027 028 029 030 031 032</p> <p>VL- 005 006 006A 007</p>	<p>Canada has a rich and diverse history. People, events, and ideas of Canada's past shape the present and influence the future of Canadian communities.</p> <p>KH- 033 034 035 036 037 038</p> <p>VH- 008 009</p>	<p>Citizens of Manitoba have a global responsibility and are globally interdependent.</p> <p>KG- 039 040</p> <p>VG-010</p>	<p>Canada is a democracy with three distinct levels of government. Informal and formal power and authority influence our lives in a variety of ways. Canadians have both rights and responsibilities.</p> <p>KP- 041 042 043 044 044A 045 046</p> <p>VP-011</p>	<p>People's needs are met in various ways through both public and private means.</p> <p>KE- 047 048 049</p> <p>VE-012</p>	
	RESEARCH AND COMMUNICATION	<p>Managing Information and Ideas</p> <p>S- 200 201 202 203 204 205 206 207 208</p>	<ul style="list-style-type: none"> Select, organize, record, and represent information from a variety of sources and in various ways. Reference sources appropriately. Construct and interpret maps that include a title, legend, compass rose, and grid. Select and use appropriate tools and technologies to accomplish tasks. 	<ul style="list-style-type: none"> Use appropriate terms to describe time, and cardinal and intermediate directions to locate and describe places on maps and globes. Orient oneself by using observation, traditional knowledge, and a compass or other technologies. 	<p>Communicating</p> <p>S- 400 401 402 403</p>	<ul style="list-style-type: none"> Listen actively and respectfully to others to understand diverse perspectives. Present information and ideas in a variety of ways. Support ideas and opinions with information or observations. 		
	CRITICAL THINKING AND CITIZENSHIP	<p>Thinking Critically and Creatively</p> <p>S- 300 301 302 303 304 305</p>	<ul style="list-style-type: none"> Formulate questions for research. Consider advantages and disadvantages of solutions to a problem. Use information and observations to draw conclusions and evaluate personal assumptions. 	<ul style="list-style-type: none"> Distinguish fact from opinion. Observe and analyze evidence for research. 	<p>Being an Active Democratic Citizen</p> <p>S- 100 101 102 103 104</p>	<ul style="list-style-type: none"> Collaborate with others to share ideas, decisions, and responsibilities. Resolve conflicts peacefully and fairly. Make decisions that reflect care and responsibility for the environment. Interact fairly and respectfully with others. Negotiate to build consensus. 		

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 cooperating, resolving conflict, taking responsibility, accepting differences, building consensus, negotiating, making decisions collaboratively, and learning to deal with dissent and disagreement.

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

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 judgments. These judgments 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

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.