

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.

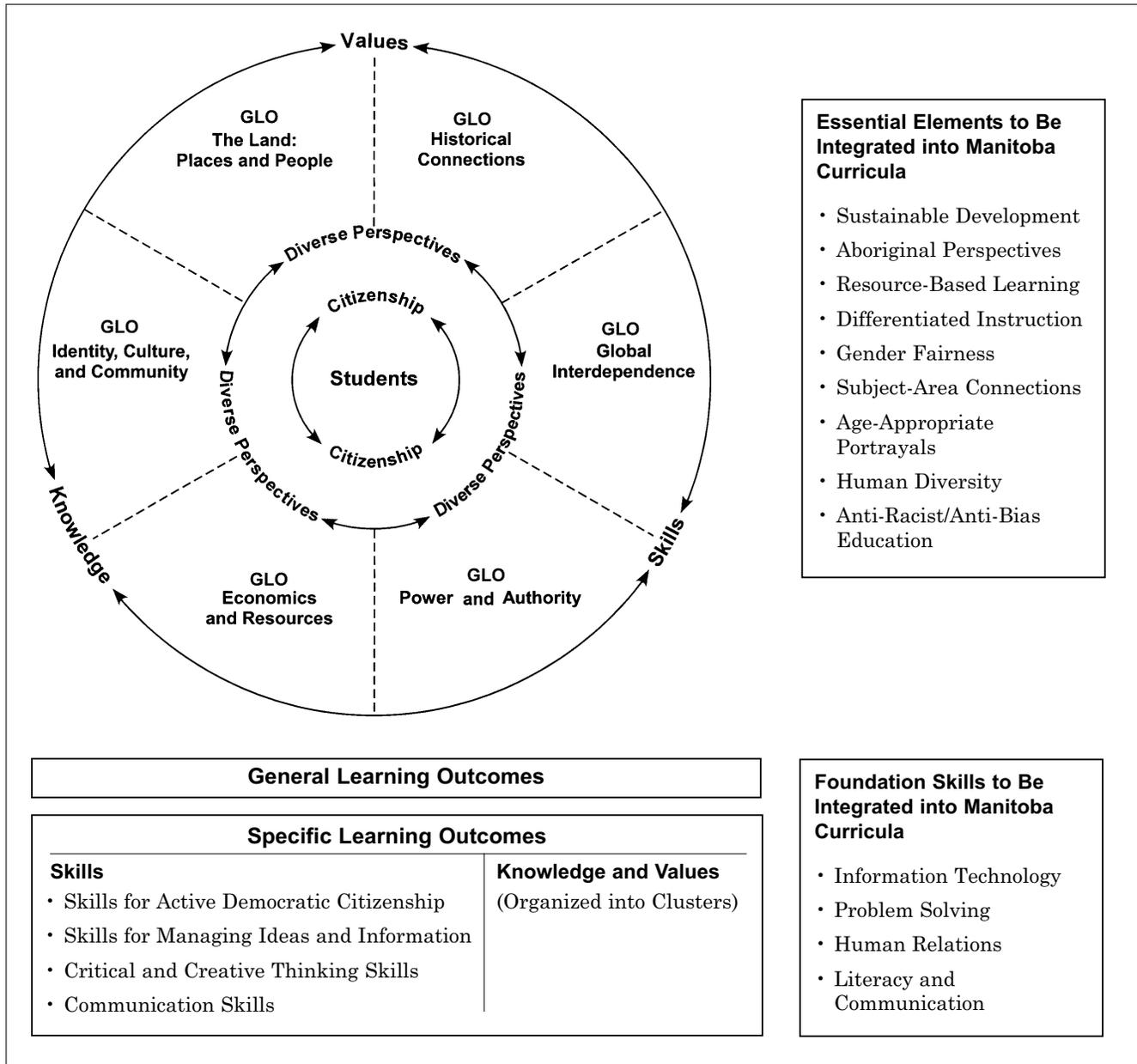


Figure 4: Conceptual Map

Overview

DOCUMENT COMPONENTS

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 Grades 5 to 8 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

This document contains the following components:

- **Grade Overview:** A brief description of the content and focus of the 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.
- **General and 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 are intended to be integrated through each cluster.

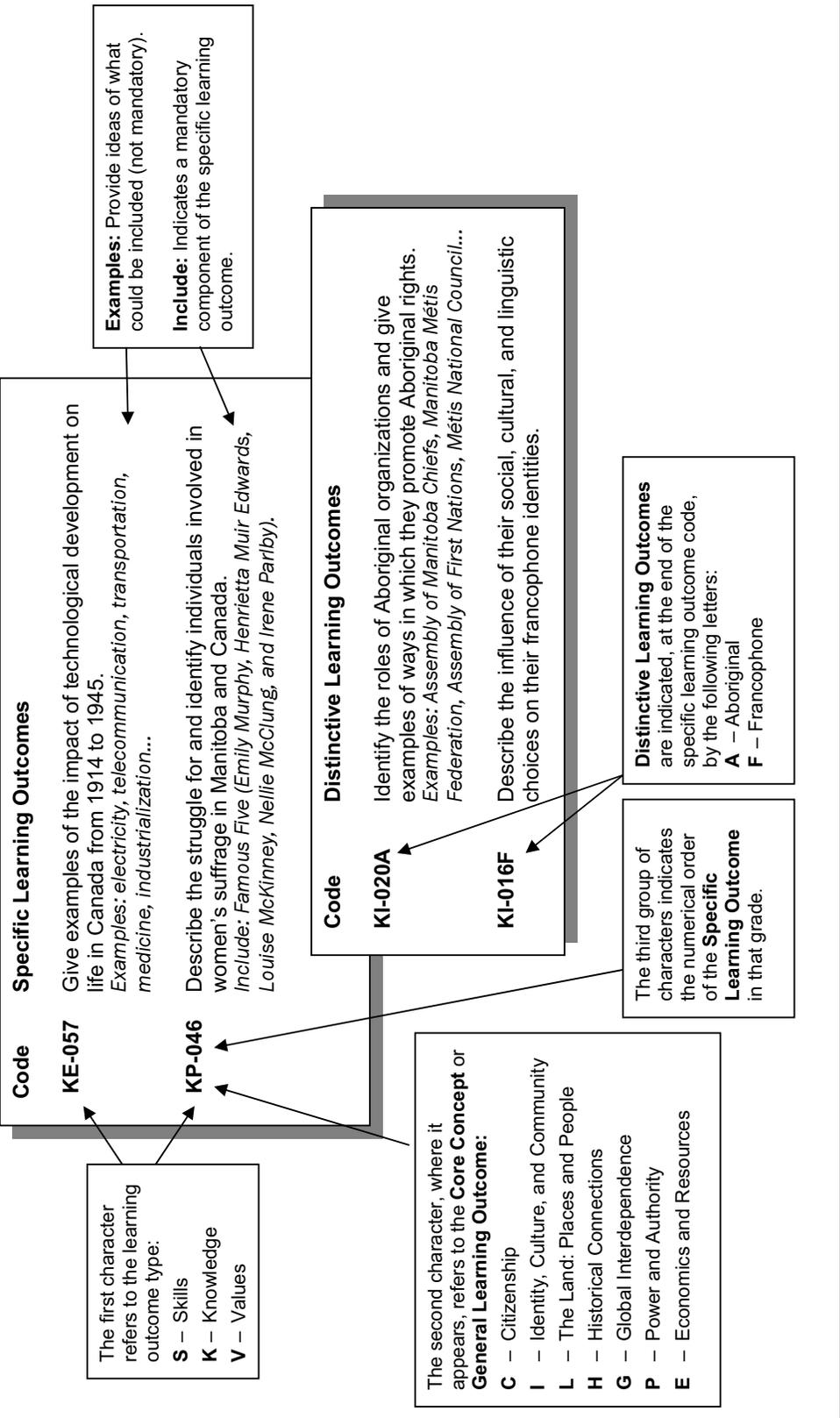
Overview

- **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)

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 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



Canada: A Country of Change (1867 to Present)

An Emerging Nation (1914 to 1945)



Learning Experience: 6.2.1 World War I

- KC-003 Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts.
- KH-036 Identify the prime ministers of Canada from 1914 to 1945 and give examples of their achievements.
- KG-039 Identify major causes and events of the First World War.
- KG-040 Describe Canada's involvement in the First World War and identify its impact on Canadian individuals and communities.
Include: internment of ethnocultural groups.

Title of the learning experience

Targeted specific learning outcomes

Description of the Learning Experience

International competition for power and military strength among European empires led to World War I, in which Canada was involved as both an ally and colony of Great Britain.

Students read and consult primary and secondary sources to develop an understanding of the main causes, events, and consequences of the First World War, focusing on Canada's role in supporting the Allied Powers.

Vocabulary: escalation, military alliances, imperialism, nationalism, conscription, internment, ethnocultural (See Appendix D for Vocabulary Strategies.)

A description of the focus of the learning experience

6.2.1 World War I

| Assessment | Outcomes | Strategies |
|---|-----------------------------------|--|
| Suggested student portfolio selection Skills set and classroom-based assessment (Appendix B) Blackline masters (Appendix B) | KC-003 KG-039 KG-040 | <p>Activate</p> <p>As a class, students brainstorm ideas related to war, which are recorded on chart paper. Students discuss factors that lead to war, and those that can cause local wars to escalate into world wars. Using the ideas generated in the brainstorming, students fill out an individual KWL chart about World War I.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> 6.2.1 a BLM: KWL: World War I</p> <p style="text-align: right;"><i>(continued)</i></p> |
| | <p>Teacher Reflections</p> | |

Indicates stage of learning

Supporting websites