

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.

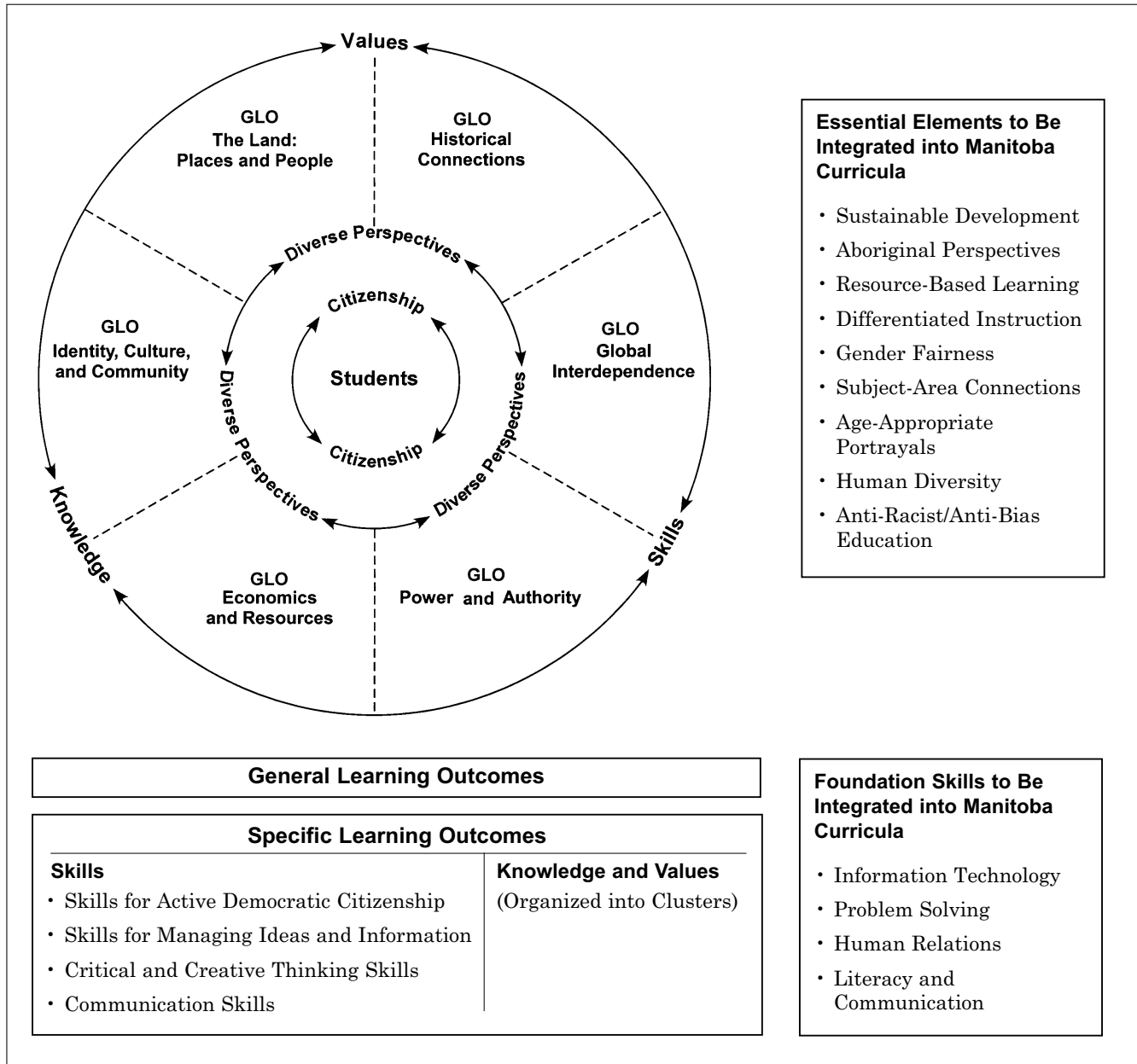


Figure 4: Conceptual Map

Overview

DOCUMENT COMPONENTS

Core Concept

As illustrated in the preceding Conceptual Map, the core concept 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 elements:

- **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.

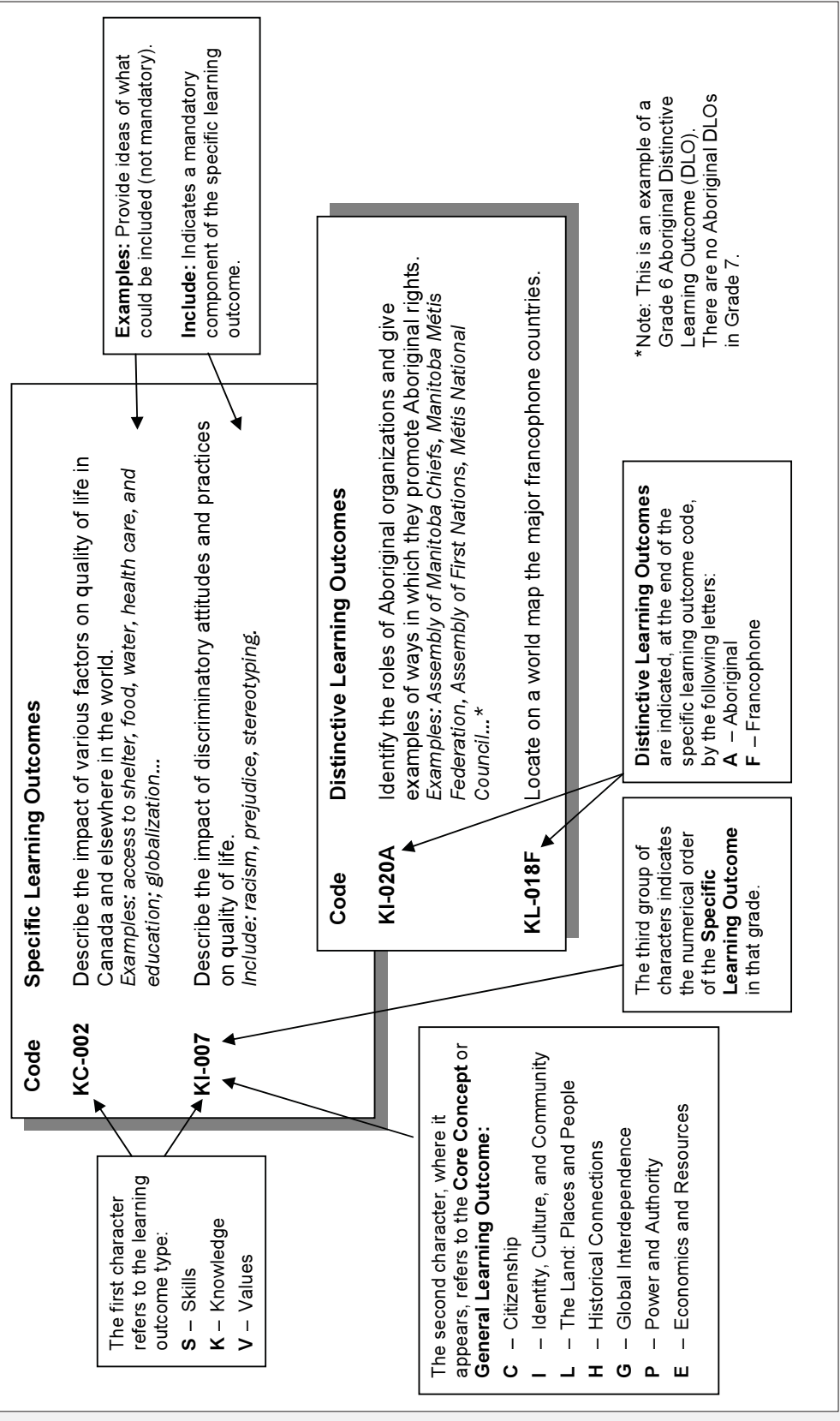
Overview

- **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			
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




People and Places in the World

World Geography

**GRADE
7**

**CLUSTER
1**



7.1.2 The Global Natural Environment

<p>KL-016</p> <p>KL-017</p> <p>VL-008</p>	<p>Locate on a world map the continents, major landforms, and major bodies of water.</p> <p>Locate on a world map and describe the major climatic and vegetation zones.</p> <p>Appreciate the diversity of the global natural environment.</p>
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The enduring understanding of this learning experience

Enduring Understanding
The global environment is composed of diverse natural regions with characteristic landforms and bodies of water, and distinct climate and vegetation patterns.




Description of the Learning Experience
Students consolidate and enrich their knowledge of the physical geography of the world through mapping exercises, atlas exploration activities, and research into global climate and vegetation zones.

Vocabulary: climatic zones, vegetation zones, physical geography, human geography (See Appendix D for Vocabulary Strategies.)

Title of the learning experience

A description of the focus of the learning experience

7.1.2 The Global Natural Environment

Assessment	Outcomes	Strategies
<p>Skills set and classroom-based assessment (Appendix B)</p> <p>Suggested student portfolio selection</p> <p>Blackline masters (Appendix B)</p>	<p>KL-016 KL-017 VL-008</p>	<p style="text-align: center;">Activate</p> <p>Collaborative groups of students create a list of items to be found in a world atlas and exchange the list with another group as part of an Atlas Treasure Hunt. The list might include questions related to physical geography, such as major landforms, bodies of water, climatic zones, and vegetation zones. After a pre-determined period of time, students exchange their answers and verify the number of items for which their partner group has been able to locate the required information.</p> <p>NOTE: Examples of the format and types of questions students may wish to include are suggested in BLM 7.1.2a. Treasure hunt questions will vary depending on the reference atlas used. Ensure that the groups that exchange treasure hunt questions are using the identical atlas, as some elements are harder to find in certain atlases.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Atlas Treasure Hunt—Physical Geography</p> <p> Appendix H: Teacher Notes 1: Map Projections (2 pages)</p> <p style="text-align: right;"><i>(continued)</i></p>

Supporting websites

Teacher Notes (Appendix H)

Indicates stage of learning

Teacher Reflections

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