

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.

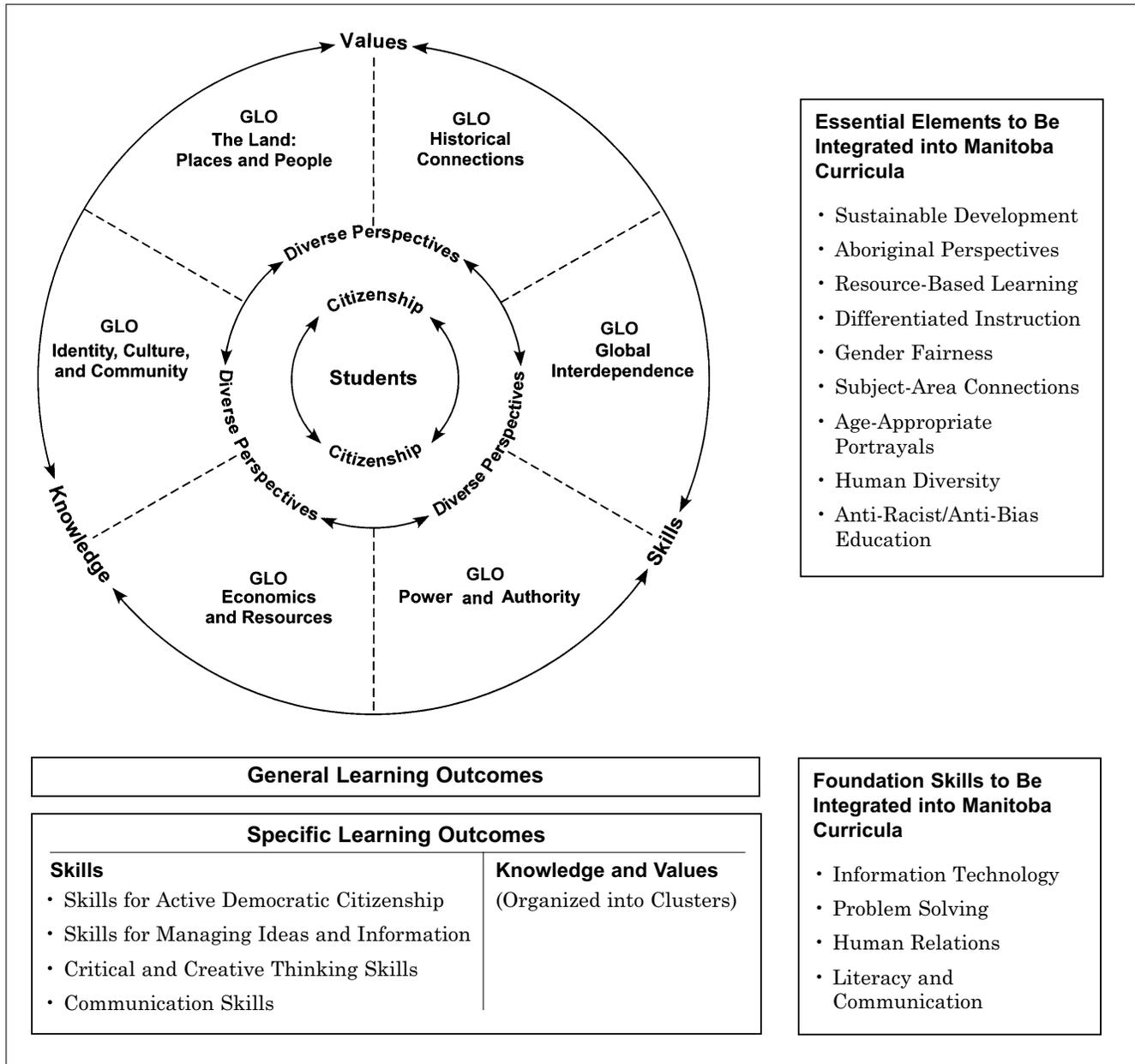


Figure 4: Conceptual Map

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.

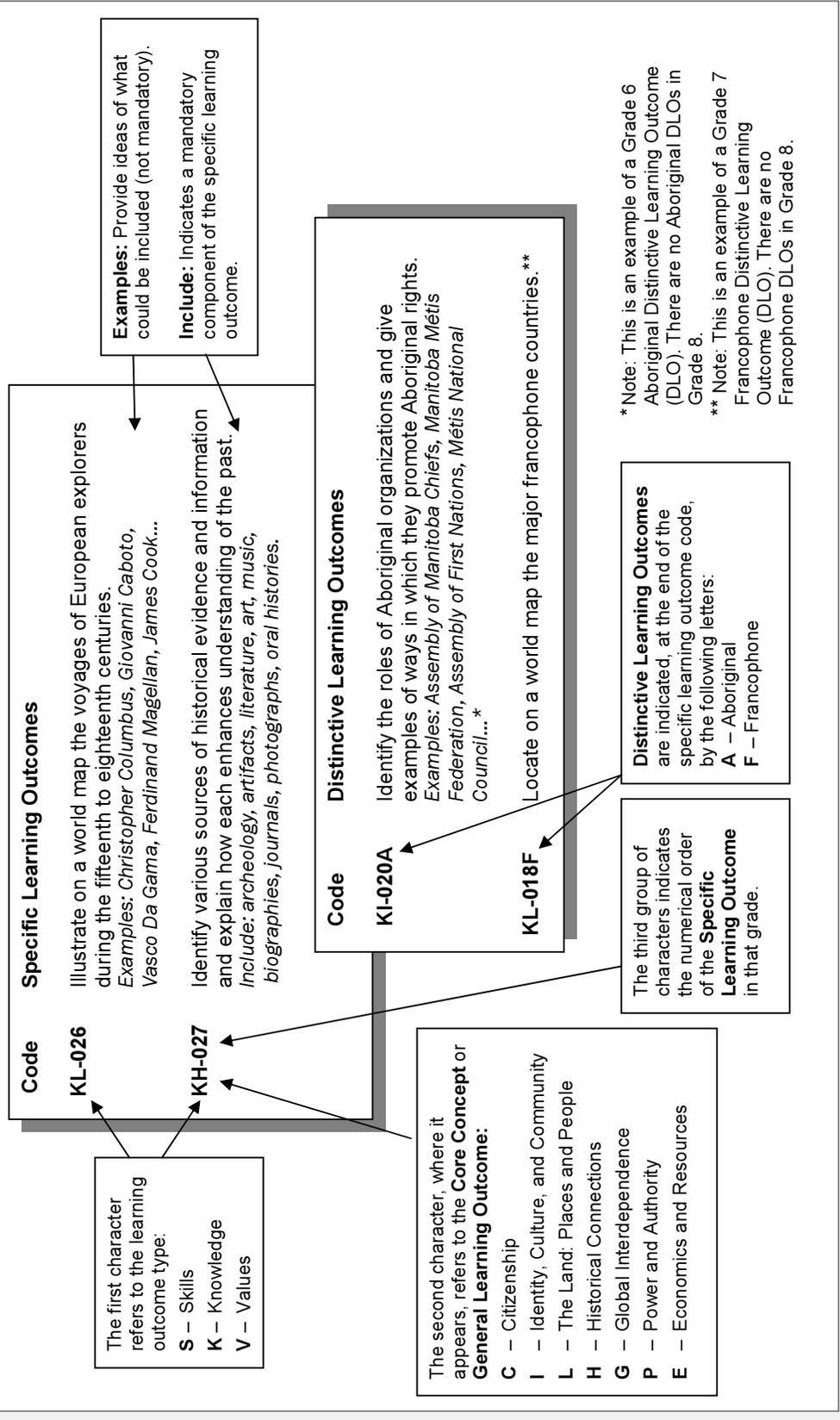
Overview

- **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			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



World History: Societies of the Past

GRADE 8
CLUSTER 2

Early Societies of Mesopotamia, Egypt, or the Indus Valley

8.2.4 Communication and Art in an Early Society

KI-014	Describe the art, architecture, and science of an early society of Mesopotamia, Egypt, or the Indus Valley.
KH-030	Describe the impact and significance of the development of writing in an early society of Mesopotamia, Egypt, or the Indus Valley.
VH-010	Value the study of early societies as a way of understanding contemporary life.



Enduring Understanding
Early river valley societies developed written language codes, explored scientific ideas, and expressed their cultures in distinctive forms of art and architecture.

Description of the Learning Experience
Students view images of art and architecture from the selected early society, research its writing system and scientific ideas, and discuss the enduring legacy of its culture and thought.

Vocabulary: pictogram, cuneiform, astronomy (See Appendix D for Vocabulary Strategies.)

Note: Although the written language, art, architecture, and scientific knowledge of an early society are the main focus in this learning experience, the Applying phase offers the opportunity to incorporate all of the students' learning in this cluster. This may be done by planning a culminating activity with the students that relates to all the topics in this cluster (e.g., transforming the classroom into a "Museum of Ancient Civilizations"). Interdisciplinary projects with visual arts may be included in these activities.

See the Suggested Teaching Scenario on pages 55–60.

8.2.4 Communication and Art in an Early Society

Assessment	Outcomes	Strategies
	KI-014 KH-030 VH-010	<p>Activate</p> <p>Students observe images showing samples of writing or number codes in early societies (i.e., cuneiform tablets from Mesopotamia, Egyptian hieroglyphics, pictogram/script seals from the Indus River Valley). Students discuss similarities they note and generate theories as to how ancient writing codes are deciphered by archeologists.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList> (continued)</p>
<p>Teacher Reflections</p>		

The enduring understanding of this learning experience

Targeted specific learning outcomes

Title of the learning experience

A description of the focus of the learning experience

Indicates stage of learning

Skills set and classroom-based assessment (Appendix A)

Supporting websites

Suggested student portfolio selection

Blackline masters (Appendix B)

Teacher Notes (Appendix H)

Appendix A Skill 10a



KC-002
VC-001
VP-016

Groups of seven to nine students engage in role-plays to simulate decision making in each of three forms of government: monarchy, oligarchy, and democracy. A question appropriate to Greek society should be used as the subject for decision making, and a set amount of time should be allocated to make the decision. After the exercise, students debrief and discuss which form of decision making they consider to be the most effective, the most fair, the most efficient (i.e., least time consuming), the least divisive, and the most supportive of the public good.

TIP: Refer to BLM 8.3.3g and Appendix H for role-play guidelines. Examples of questions for discussion:

- Should obligatory military service be extended to five years from two years for all males in Athens?
- Should members of the Assembly be elected by votes and speeches rather than chosen by lottery?
- Should slaves be freed after a certain number of years of service?
- Should a person with one Greek parent but one foreign parent be allowed to attain citizenship?
- Should Athens seek some allies to support the city-state against Sparta?

8.3.3g BLM: Role-Play: Decision Making in the Polis

TN 7 Appendix H: Teacher Notes: Role-Plays and Simulations (2 pages)