

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 six general learning outcomes, foundation skill areas, essential elements, and other key components upon which the Manitoba social studies curriculum is based.

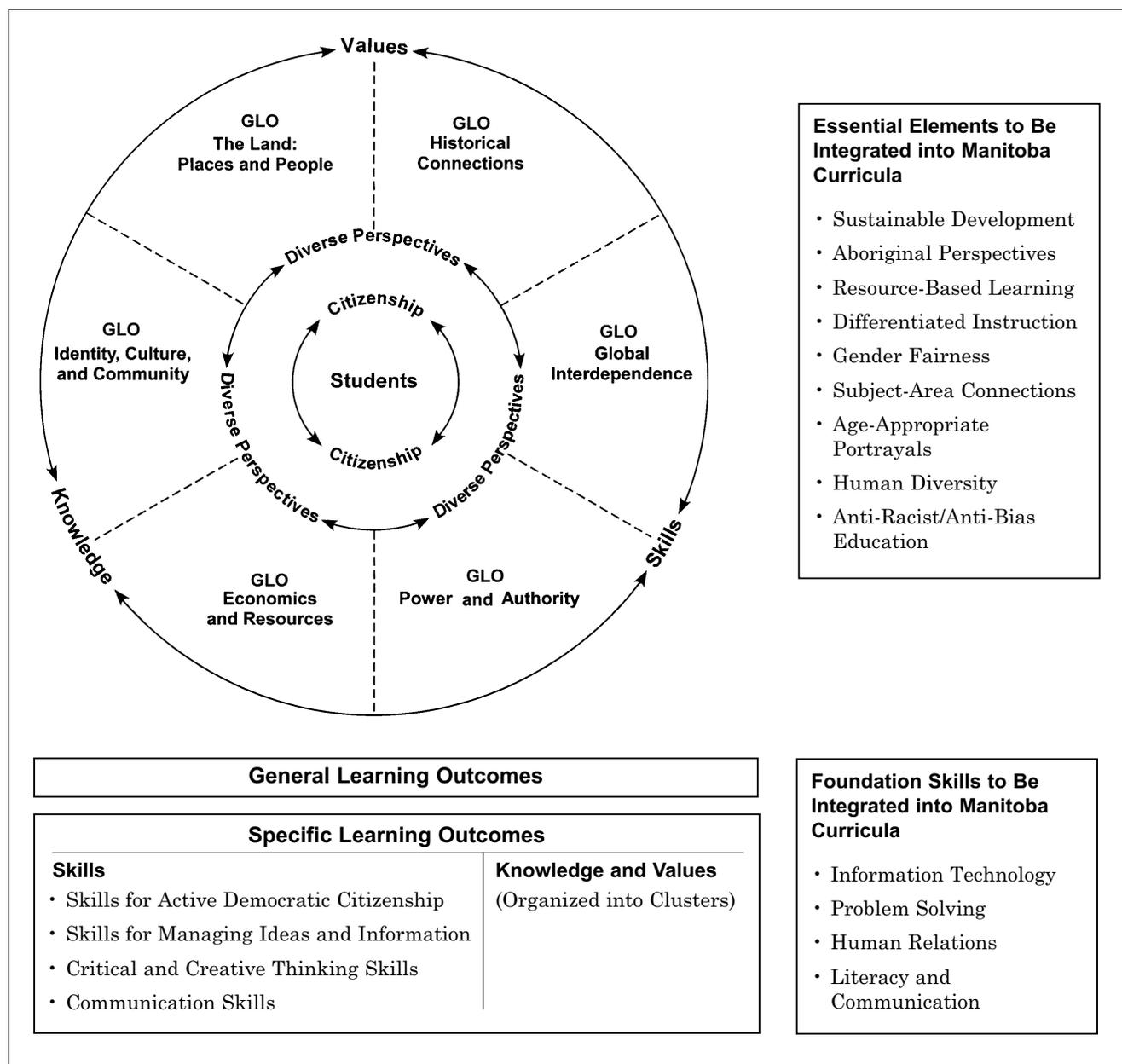


Figure 5: Conceptual Map

DOCUMENT COMPONENTS

Core Concept

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. (See page 17.)

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. (See Appendix D for outcomes tracking checklists.)

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 explore concepts of identity, culture, and community in relation to individuals, societies, and nations.
- **The Land: Places and People:** Students explore the dynamic relationships of people with the land, places, and environments.
- **Historical Connections:** Students explore how people, events, and ideas of the past shape the present and influence the future.
- **Global Interdependence:** Students explore the global interdependence of people, communities, societies, nations, and environments.
- **Power and Authority:** Students explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.
- **Economics and Resources:** Students 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.

Overview

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 8 to 10 is found in Appendix F.

Knowledge and Values Learning Outcomes

Knowledge learning outcomes and values learning outcomes are intended to complement one another. Both types of outcomes are presented under each of the six general learning outcomes 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.

- **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, Knowledge, and Values Checklists** (teacher tracking tool, Appendix D)
 - **Student Portfolio Tracking Chart** (student tool, Appendix C)
 - **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 5 Social Studies: Skill Categories and Cluster Titles

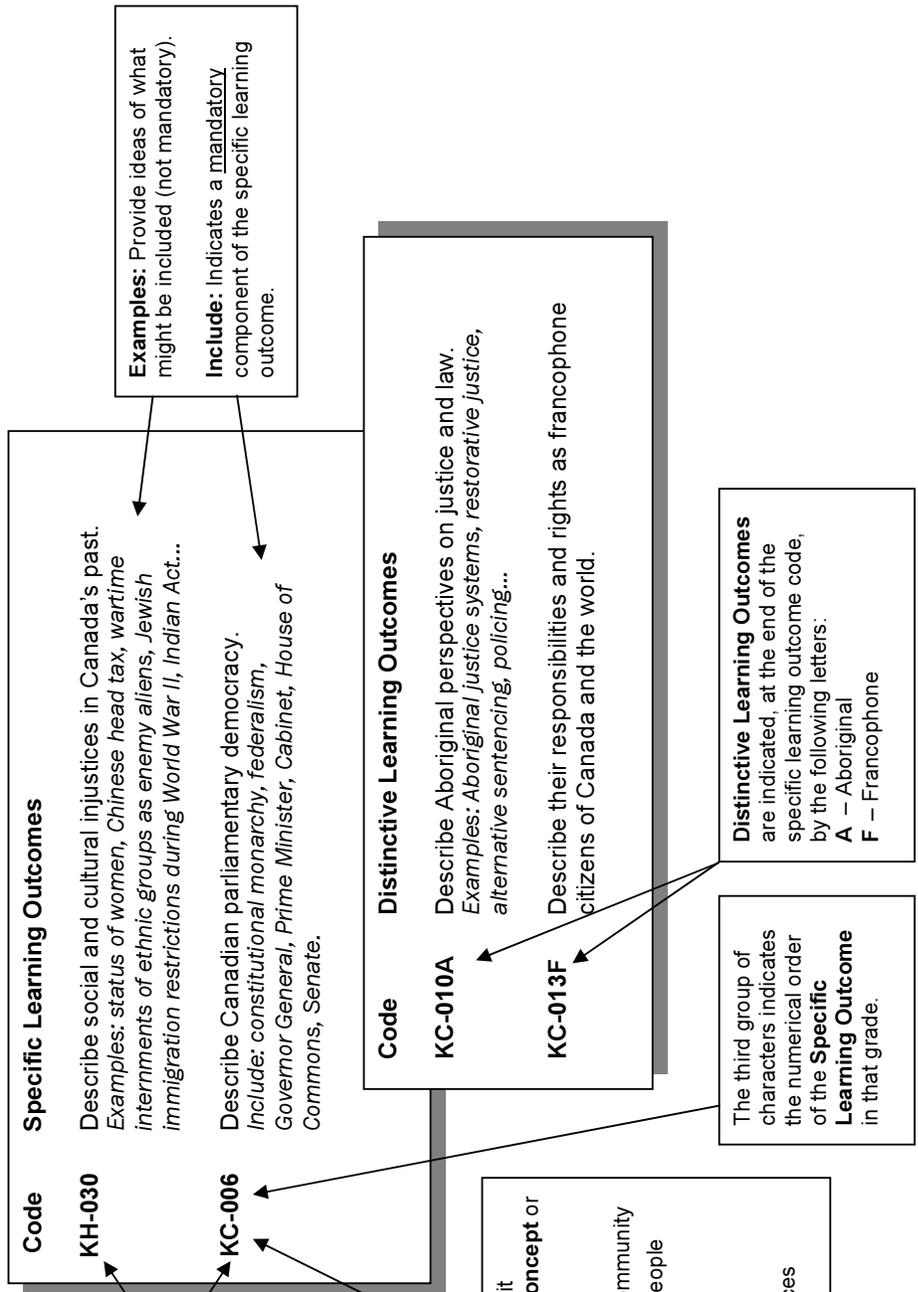
Grade	Kindergarten <i>Being Together</i>	Grade 1 <i>Connecting and Belonging</i>	Grade 2 <i>Communities in Canada</i>	Grade 3 <i>Communities of the World</i>	Grade 4 <i>Manitoba, Canada, and the North: Places and Stories</i>	Grade 5 <i>Peoples and Stories of Canada to 1867</i>
Skills Outcomes	Active Democratic Citizenship		Managing Information and Ideas		Critical and Creative Thinking	
Communication						
Knowledge and Values Outcomes	Organized by Clusters Include the Core Concept of Citizenship					
Cluster 1	Me	<i>I Belong</i>	<i>Our Local Community</i>	<i>Connecting with Canadians</i>	<i>Geography of Canada</i>	<i>First Peoples</i>
Cluster 2	<i>The People around Me</i>	<i>My Environment</i>	<i>Communities in Canada</i>	<i>Exploring the World</i>	<i>Living in Canada</i>	<i>Early European Colonization (1600 to 1763)</i>
Cluster 3	<i>The World around Me</i>	<i>Connecting with Others</i>	<i>The Canadian Community</i>	<i>Communities of the World</i>	<i>Living in Manitoba</i>	<i>Fur Trade</i>
Cluster 4				<i>Exploring an Ancient Society</i>	<i>History of Manitoba</i>	<i>From British Colony to Confederation (1763 to 1867)</i>
Cluster 5					<i>Canada's North</i>	

(continued)

Grades 6 to 10 Social Studies: Skill Categories and Cluster Titles

Grade	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
	Canada: A Country of Change (1867 to Present)	People and Places in the World	World History: Societies of the Past	Canada in the Contemporary World	Geographic Issues of the 21st Century
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 of Citizenship				
Cluster 1	Building a Nation (1867-1914)	World Geography	Understanding Societies Past and Present	Diversity and Pluralism in Canada	Geographic Literacy
Cluster 2	An Emerging Nation (1914 to 1945)	Global Quality of Life	Early Societies of Mesopotamia, Egypt, or the Indus Valley	Democracy and Governance in Canada	Natural Resources
Cluster 3	Shaping Contemporary Canada (1945 to Present)	Ways of Life in Asia, Africa, or Australasia	Ancient Societies of Greece and Rome	Canada in the Global Context	Food from the Land
Cluster 4	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)	Canada: Opportunities and Challenges	Industry and Trade
Cluster 5			Shaping the Modern World (Circa 1400 to 1850)		Urban Places

Guide to Reading the Learning Outcome Code



GUIDE TO READING A LEARNING EXPERIENCE

Canada in the Contemporary World
Diversity and Pluralism in Canada

GRADE 9 CLUSTER 1

9.1.1 A Profile of Canada

KL-024 Identify on a map distinguishing elements of the physical and human geography of Canada.
Include: political boundaries, capital cities, population clusters, regions.

KH-029 Describe factors affecting demographic patterns in Canada since the beginning of the 20th century.
Examples: immigration, birth rate, life expectancy, urbanization...

VI-005 Appreciate Canadian cultural pluralism.

VI-005A Be willing to support the vitality of their First Nations, Inuit, or Métis languages and cultures.

VI-005F Be willing to support the vitality of their French language and francophone.

Enduring Understanding
 Canada's social, political, and economic character has been and continues to be influenced by its pervasive geographic and cultural diversity.

Description of the Learning Experience
 Students review and consolidate their knowledge of Canadian physical and human geography, construct maps and charts, and analyze demographic trends in contemporary Canada.

Vocabulary: physical geography, human geography, demography, demographics, cultural pluralism
 (See Appendix D for Vocabulary Strategies.)

Note: It would be useful, in this opening learning experience, to begin the creation of a wall timeline from 1900 to the present day. Over the course of the year, students may add chronological markers representing people, events, ideas, and significant changes that have shaped Canada and its place in the contemporary world during this period. Note that the Grades 5, 6, and 8 social studies curricula place significant emphasis on understanding, creating, and interpreting timelines. Grade 9 students should already have had substantial experience with timelines.
 See Appendix A: Skills Assessment, 7d: Creating Timelines on page A39 for more information on creating timelines.

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies
Appendix A Skill 6c	KL-024 KH-029 VI-005 VI-005A	Activate Students complete the first two columns of a KWL Chart about the physical geography, human geography, and demography of Canada. They discuss their questions with a partner, exchanging ideas about what they know and want to learn about the distinguishing elements of Canada as a country.
		9.1.1 a BLM: KWL Chart: Geography of Canada (continued)

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Supporting websites

KL-017
KI-018
KI-018A
KI-019
KH-030
VH-009

Students visit an Aboriginal cultural centre in their region, such as Thunderbird House in Winnipeg. After listening to an Aboriginal Elder or community member speak about initiatives for cultural renewal in Aboriginal communities, students pose questions about the effects of assimilation and about perspectives for the future of Aboriginal communities in Manitoba.

TIP: Refer to Teacher Note 2 (TN-2) for contact information. Where possible, the school may choose to invite a local Elder to visit the school to speak to students. Some Elders may also be willing to talk about the effects of residential schools and assimilative policies.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

Teacher Notes (Appendix H)

TN 2 Appendix H: Teacher Notes: Aboriginal Cultural Education Centres in Manitoba

Teacher Reflections (continued)

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Title of the learning experience

A description of the focus of the learning experience

The enduring understanding of this learning experience

Targeted specific learning outcomes

Title of the learning experience

Indicates stage of learning

Skills set and classroom-based assessment (Appendix A)

Suggested student portfolio selection

Blackline masters (Appendix B)

Supporting websites

Teacher Notes (Appendix H)