

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 Kindergarten to Grade 4 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 presented in the cluster descriptions.
- **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 intended to be integrated through each cluster.

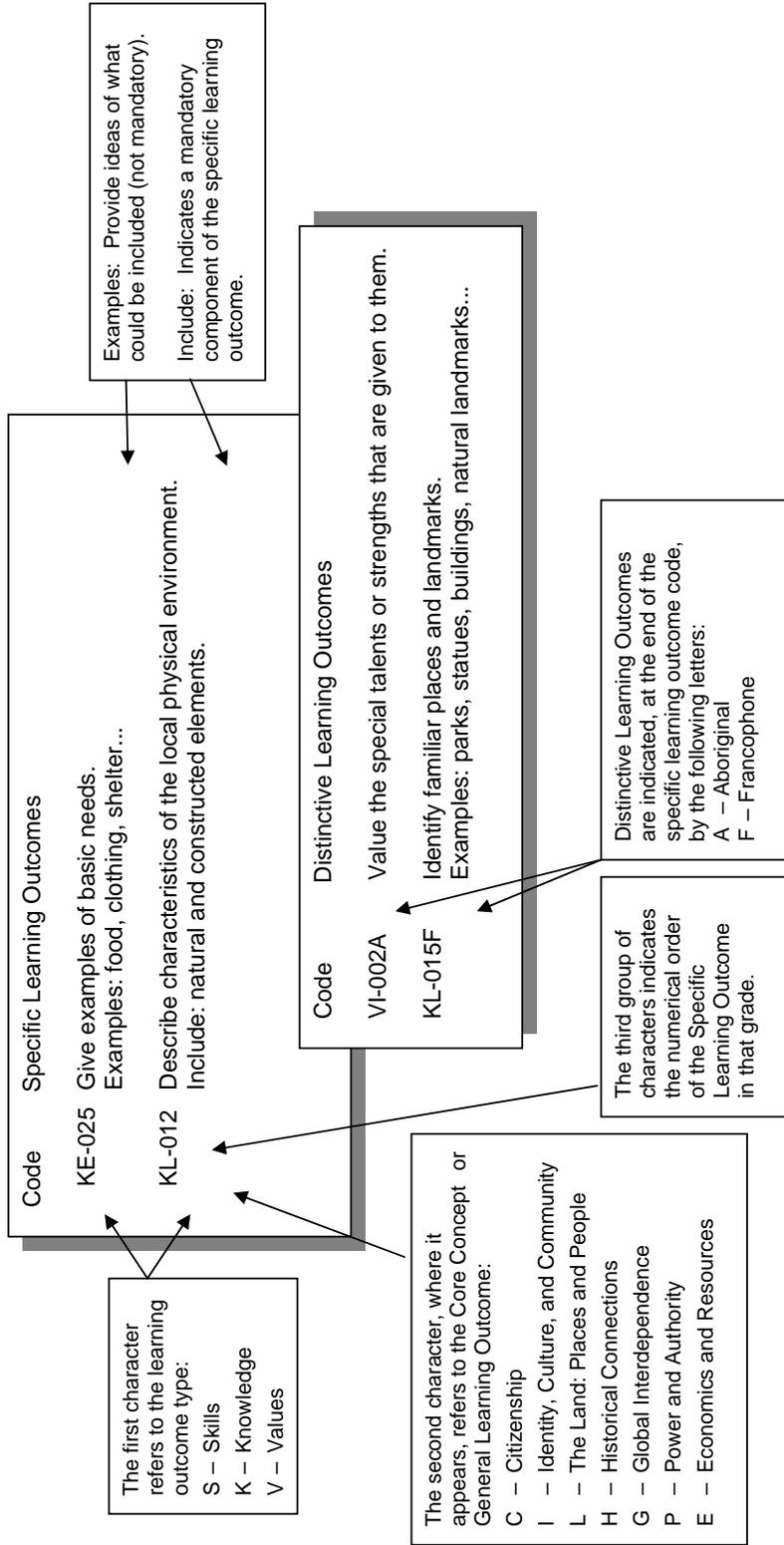
Overview

- **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>	
Skill Categories	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

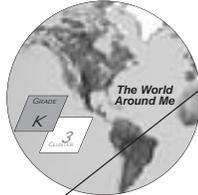


Guide to Reading a Learning Experience

GRADE
K
3
CLUSTER

Being Together

The World Around Me



Learning Experience: K.3.5 Basic Needs in Other Places

- KG-020 Recognize that people all over the world have the same basic needs.
Examples: food, clothing, shelter...
- KG-021 Recognize that they may have different ways of meeting their basic needs than people in other parts of the world.

A description of the focus of the learning experience

Title of the learning experience

Description of the Learning Experience

People everywhere have the same needs, although they may have different ways of meeting them. Students review the concept of needs and explore how people meet their needs in other places.

Note: Students focussed on basic needs in K.1.2, Cluster 1, Learning Experience 2. (See page 62.).

Note: Some of the activities in this learning experience may require teacher sensitivity to student cultural background and/or family situations.

Vocabulary: need, want, world, shelter (See Appendix D for Vocabulary Strategies.)

Suggested vocabulary

Targeted specific learning outcomes

K.3.5 Basic Needs in Other Places

Suggested student portfolio selection

Blackline masters (Appendix B)

Skills set and classroom-based assessment (Appendix A)

Assessment	Outcomes	Strategies
	KG-020 KG-021	Activate Students review the concept of needs. They discuss the difference between the term need and want, and sort pictures to distinguish needs and wants. Tip: Students learn about needs and wants in Cluster 1.
	K.3.5 a	BLM: Basic Needs in Other Places—Picture Sort
	KG-020 KG-021	Students browse a variety of pictures of people in other places. They each select one picture to share with peers and identify the basic need being met in the picture. Using clues in the picture, students brainstorm where in the world the picture may have been taken. Tip: Select a variety of “people in other places” pictures that show people meeting their needs (e.g., carrying water, shopping in an outdoor market, harvesting food by hand...) and if possible, featuring identifiable geographic features and landmarks, as well as cultural images and icons. <i>(continued)</i>
Teacher Reflections		

Indicates stage of learning



KC-006 Students plan a class Remembrance Day ceremony and invite parents, community members, and school staff to attend. Activities might include the display of student work from this learning experience in a Gallery Walk, opportunities for students to publicly share their thoughts on Remembrance Day, performance of the “Peace March” or other dramatizations, etc.
Supporting websites can be found at <<http://www3.edu.gov.mb.ca/cn/links/ss>>

Supporting websites