

# Kindergarten to Grade 8 Social Studies

Manitoba Curriculum  
Framework of Outcomes

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# ***KINDERGARTEN TO GRADE 8 SOCIAL STUDIES***

*Manitoba Curriculum Framework of Outcomes*

***2003***

Manitoba Education and Youth

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# Contents

<b>Acknowledgements</b>	<i>iii</i>	<b>Citizenship As a Core Concept in Social Studies</b>	<b>9</b>
<b>Introduction</b>	<b>1</b>	Role of Citizenship in Social Studies	<i>9</i>
Purpose of the Framework	<i>1</i>	Rationale for Citizenship Education	<i>9</i>
Background	<i>1</i>	Active Democratic Citizenship in Canada	<i>9</i>
Content	<i>1</i>	Canadian Citizenship for the Future	<i>10</i>
<b>Overview</b>	<b>3</b>	Citizenship in the Global Context	<i>10</i>
Definition	<i>3</i>	Environmental Citizenship	<i>10</i>
Vision	<i>3</i>	<b>General Learning Outcomes</b>	<b>11</b>
Goals of Social Studies	<i>3</i>	Identity, Culture, and Community	<i>11</i>
Canada	<i>3</i>	The Land: Places and People	<i>11</i>
The World	<i>4</i>	Historical Connections	<i>12</i>
The Environment	<i>4</i>	Global Interdependence	<i>12</i>
Democracy	<i>4</i>	Power and Authority	<i>13</i>
General Skills and Competencies	<i>5</i>	Economics and Resources	<i>13</i>
Guiding Principles for Social Studies Learning, Teaching, and Assessment	<i>5</i>	<b>Social Studies Skills</b>	<b>15</b>
The Learning Process	<i>5</i>	Skills for Active Democratic Citizenship	<i>15</i>
Social Studies Learning	<i>5</i>	Skills for Managing Information and Ideas	<i>15</i>
Instructional Strategies	<i>5</i>	Critical and Creative Thinking Skills	<i>15</i>
Role of the Social Studies Teacher	<i>6</i>	Communication Skills	<i>15</i>
Dealing with Controversial Issues	<i>6</i>	<b>Framework Components and Structure</b>	<b>17</b>
Assessment Strategies	<i>6</i>	Framework Components	<i>17</i>
		Framework Structure	<i>19</i>
		Kindergarten to Grade 8 Social Studies: Skill Categories and Cluster Titles	<i>20</i>
		Guide to Reading the Learning Outcome Code	<i>21</i>
		Cluster Format Guide	<i>22</i>

**Kindergarten to Grade 8 Social Studies: Student Learning Outcomes** 23**Kindergarten: Being Together** 25

Grade Overview	26
Cluster Overview	27
Specific Learning Outcomes	28
Social Studies Skills	28
Cluster 1: Me	30
Cluster 2: The People around Me	31
Cluster 3: The World around Me	32

**Grade 1: Connecting and Belonging** 33

Grade Overview	34
Cluster Overview	35
Specific Learning Outcomes	36
Social Studies Skills	36
Cluster 1: I Belong	38
Cluster 2: My Environment	39
Cluster 3: Connecting with Others	40

**Grade 2: Communities in Canada** 41

Grade Overview	42
Cluster Overview	43
Specific Learning Outcomes	44
Social Studies Skills	44
Cluster 1: Our Local Community	46
Cluster 2: Communities in Canada	47
Cluster 3: The Canadian Community	48

**Grade 3: Communities of the World** 49

Grade Overview	50
Cluster Overview	51
Specific Learning Outcomes	52
Social Studies Skills	52
Cluster 1: Connecting with Canadians	54
Cluster 2: Exploring the World	55
Cluster 3: Communities of the World	56
Cluster 4: Exploring an Ancient Society	57

**Grade 4: Manitoba, Canada, and the North: Places and Stories** 59

Grade Overview	60
Cluster Overview	61
Specific Learning Outcomes	62
Social Studies Skills	62
Cluster 1: Geography of Canada	64
Cluster 2: Living in Canada	65
Cluster 3: Living in Manitoba	66
Cluster 4: History of Manitoba	68
Cluster 5: Canada's North	69

**Grade 5: Peoples and Stories of Canada to 1867** 71

Grade Overview	72
Cluster Overview	73
Specific Learning Outcomes	74
Social Studies Skills	74
Cluster 1: First Peoples	76
Cluster 2: Early European Colonization (1600 to 1763)	77
Cluster 3: Fur Trade	79
Cluster 4: From British Colony to Confederation (1763 to 1867)	80

**Grade 6: Canada: A Country of Change  
(1867 to Present) 83**

- Grade Overview 84
- Cluster Overview 85
- Specific Learning Outcomes 86
  - Social Studies Skills 86
  - Cluster 1: Building a Nation (1867 to 1914) 88
  - Cluster 2: An Emerging Nation (1914 to 1945) 90
  - Cluster 3: Shaping Contemporary Canada (1945 to Present) 91
  - Cluster 4: Canada Today: Democracy, Diversity, and the Influence of the Past 92

**Grade 7: People and Places in the World 95**

- Grade Overview 96
- Cluster Overview 97
- Specific Learning Outcomes 98
  - Social Studies Skills 98
  - Cluster 1: World Geography 100
  - Cluster 2: Global Quality of Life 101
  - Cluster 3: Ways of Life in Asia, Africa, or Australasia 103
  - Cluster 4: Human Impact in Europe or the Americas 104

**Grade 8: World History: Societies of the Past 105**

- Grade Overview 106
- Cluster Overview 107
- Specific Learning Outcomes 108
  - Social Studies Skills 108
  - Cluster 1: Understanding Societies Past and Present 110
  - Cluster 2: Early Societies of Mesopotamia, Egypt, or the Indus Valley 111
  - Cluster 3: Ancient Societies of Greece and Rome 112
  - Cluster 4: Transition to the Modern World (Circa 500 to 1400) 113
  - Cluster 5: Shaping the Modern World (Circa 1400 to 1850) 115

**Cumulative Skills Charts 117**

- Social Studies Skills: Kindergarten to Grade 4 119
- Social Studies Skills: Grades 5 to 8 129

**Glossary 139**

**Bibliography 145**

**Notes**

# Introduction

## Purpose of the Framework

*Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes* (hereafter referred to as the Framework) provides the basis for social studies learning, teaching, and assessment in Manitoba. The Framework describes the structure, content, and learning outcomes for social studies and provides a foundation for the development of curriculum implementation documents for Kindergarten to Grade 8. It is intended to assist administrators and educational partners with their initial implementation and professional development planning processes.

This document contains an overview of background information pertaining to social studies, presents goals and guiding principles for social studies learning, teaching, and assessment, and identifies the general and specific learning outcomes for Kindergarten to Grade 8.

## Background

The Manitoba Framework has been adapted from *The Common Curriculum Framework for Social Studies, Kindergarten to Grade 9* (2002), an inter-jurisdictional project initiated under the Western Canadian Protocol (WCP) for Collaboration in Basic Education.\* The adaptations reflect Manitoba's educational priorities and the needs of Manitoba students.

The Framework is the result of the collaboration of two divisions of Manitoba Education and Youth: School Programs Division and the Bureau de l'éducation

française. The Framework development team consisted of teachers from English, French, and French Immersion Programs, Aboriginal teachers and consultants, and university advisors in history, geography, and education.

The Framework was reviewed by the Manitoba First Nation Education Resource Centre and the Manitoba Métis Federation. The Framework was also reviewed by a Cultural Advisory Team, including representatives of ethnocultural communities and groups in Manitoba, and the Social Studies Steering Committee, consisting of representatives from Manitoba educational organizations.

## Content

This document contains the following sections:

- **Introduction:** The introduction describes the purpose, background, and content of the Manitoba social studies Framework.
- **Overview:** This section outlines the vision, goals, and guiding principles of social studies learning, teaching, and assessment.
- **Citizenship As a Core Concept in Social Studies:** The core concept of citizenship provides a focus for social studies learning across all grades. This section addresses various aspects of citizenship:
  - Role of Citizenship in Social Studies
  - Rationale for Citizenship Education
  - Active Democratic Citizenship in Canada
  - Canadian Citizenship for the Future
  - Citizenship in the Global Context
  - Environmental Citizenship

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\* In November 2002 the name was changed to the Western and Northern Canadian Protocol (WNCP) for Collaboration in Basic Education.

- **General Learning Outcomes:** The general learning outcomes are the basis for the specific learning outcomes and provide a conceptual structure for social studies. Six general learning outcomes are identified for all grades:
  - Identity, Culture, and Community
  - The Land: Places and People
  - Historical Connections
  - Global Interdependence
  - Power and Authority
  - Economics and Resources
- **Social Studies Skills:** The skills learning outcomes for each grade are grouped in four skill categories:
  - Active Democratic Citizenship
  - Managing Ideas and Information
  - Critical and Creative Thinking
  - Communication
- **Framework Components and Structure:** This section illustrates the components upon which the Manitoba social studies curriculum is based and outlines how the learning outcomes are identified and organized within this document.
- **Kindergarten to Grade 8 Social Studies: Student Learning Outcomes:** This section identifies specific learning outcomes for each grade from Kindergarten to Grade 8. The contents for each grade are presented in the following order: grade overview, cluster overview, social studies skills outcomes, and knowledge and values outcomes (organized by clusters).

The grade-specific titles are:

- Kindergarten: Being Together
  - Grade 1: Connecting and Belonging
  - Grade 2: Communities in Canada
  - Grade 3: Communities of the World
  - Grade 4: Manitoba, Canada, and the North: Places and Stories
  - Grade 5: Peoples and Stories of Canada to 1867
  - Grade 6: Canada: A Country of Change (1867 to Present)
  - Grade 7: People and Places in the World
  - Grade 8: World History: Societies of the Past
- **Cumulative Skills Charts:** These charts present a continuum of social studies skills for Kindergarten to Grade 4 and for Grades 5 to 8.
  - **Glossary:** The glossary clarifies the meaning of words and expressions used in this document.
  - **Bibliography:** The bibliography lists the resources used in the development of the Framework.

# Overview

## Definition

Social studies is the study of people in relation to each other and to the world in which they live. In Manitoba, social studies comprises the disciplines of history and geography, draws upon the social sciences, and integrates relevant content from the humanities. As a study of human beings in their physical, social, and cultural environments, social studies examines the past and present and looks toward the future. Social studies helps students acquire the skills, knowledge, and values necessary to become active democratic citizens and contributing members of their communities, locally, nationally, and globally.

## Vision

Social studies has at its foundation the concepts of citizenship and identity in the Canadian and global contexts. Intended to reflect the many voices and stories that comprise the Canadian experience past and present, the Framework is inclusive of Aboriginal, francophone, and diverse cultural perspectives.

Social studies engages students in the continuing debate concerning citizenship and identity in Canada and the world. Through social studies, students are encouraged to participate actively as citizens and members of communities and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic society.

## Goals of Social Studies

Social studies enables students to acquire the skills, knowledge, and values necessary to understand Canada and the world in which they live, to engage in active democratic citizenship, and to contribute to the betterment of society.

The goals of social studies learning in Manitoba from Kindergarten to Senior 4 are divided into the following categories: Canada, The World, The Environment, Democracy, and General Skills and Competencies.

### *Canada*

With respect to **Canada**, social studies enables students to

- acquire knowledge and understanding of Canadian history and geography
- appreciate the achievements of previous generations whose efforts contributed to the building of Canada
- critically understand Canadian political structures and processes and the institutions of Canadian society
- fulfill their responsibilities and understand their rights as Canadian citizens
- understand and respect the principles of Canadian democracy, including social justice, federalism, bilingualism, and pluralism
- analyze Canadian public issues and take rationally and morally defensible positions
- develop a sense of belonging to their communities and to Canadian society

- respect Aboriginal perspectives, francophone perspectives, and the perspectives of the many cultural groups that have shaped Canada, past and present

### *The World*

With respect to **the world**, social studies enables students to

- acquire knowledge and understanding of world history and geography
- respect the world's peoples and cultures through a commitment to human rights, equity, and the dignity of all persons
- develop global awareness and a sense of global citizenship
- understand and appreciate the role of international organizations
- analyze global issues and take rationally and morally defensible positions
- develop a commitment to social justice and quality of life for all the world's peoples
- assess questions of national self-interest and the interests of other countries and the world as a whole

### *The Environment*

With respect to **the environment**, social studies enables students to

- acquire and apply geographic skills, knowledge, and understanding
- recognize that a sustainable natural environment is essential to human life
- assess the impact of human interaction with the environment

- propose possible solutions to environmental problems
- live in ways that respect principles of environmental stewardship and sustainability

### *Democracy*

With respect to **democracy**, social studies enables students to

- critically understand the history, nature, and implications of democracy
- assess alternatives to democracy, past and present
- understand the history and foundations of parliamentary democracy in Canada
- demonstrate a commitment to democratic ideals and principles, including respect for human rights, principles of social justice, equity, freedom, dissent, and differences, and willingness to take action for the public good
- participate in public affairs in accordance with democratic principles
- critically understand the role of various institutions in civil society
- recognize that democracy involves negotiation and that political and social problems do not always have simple solutions
- identify ways in which Canadian democracy could be improved, and work to improve it
- participate as informed citizens in the ongoing debates that characterize democracy in Canada and the world
- take a stand on matters of fundamental principle or individual conscience

### *General Skills and Competencies*

With respect to **general skills and competencies**, social studies enables students to

- engage in disciplined inquiry, applying research skills, critical thinking, and decision making
- think historically and geographically
- critically analyze and research social issues, including controversial issues
- work collaboratively and effectively with others
- solve problems and address conflicts in creative, ethical, and non-violent ways
- develop openness to new ideas and think beyond the limits of conventional wisdom
- apply effective communication skills and enhance media literacy
- use and manage information and communication technologies

### **Guiding Principles for Social Studies Learning, Teaching, and Assessment**

#### *The Learning Process*

Learning is the active process of constructing meaning. It involves the interaction of prior knowledge, motivation and purpose, and new experiences. The learning process varies from one individual to another, and is influenced by many personal, social, and cultural factors. Learning is more meaningful when individual backgrounds are acknowledged and valued, when learners are provided with opportunities to reflect critically on their own views, and when students are encouraged to broaden their perspectives through informed and focused interaction with others.

### *Social Studies Learning*

Skills, knowledge, and values are interdependent aspects of learning, and are intended to be integrated in the social studies classroom. Meaningful social studies learning requires both depth and breadth of understanding. This includes the incorporation of basic general knowledge, as well as opportunities for more intensive study of selected topics.

#### *Instructional Strategies*

Social studies learning is enhanced by the use of a variety of settings and flexible student groupings. Well-balanced social studies programming includes individual, collaborative, and teacher-directed learning experiences, and provides students with a variety of conceptual tools and advance organizers. Effective social studies teaching involves the use of strategies that promote student inquiry and interaction, such as cooperative and peer learning, interviews, project-based learning, structured controversy or debate, teacher- and student-initiated inquiry and research, role-play, and sharing circles. These types of strategies make learning meaningful by encouraging critical reflection, questioning, and the consideration of diverse points of view.

Meaningful learning activities engage students in “doing” social studies through resource-based and experiential learning, including on-the-land experiences, field studies, guided tours, and participation in diverse cultural activities. Social studies teaching offers the ideal opportunity to integrate literature and the arts, and to use information and communication technologies. Best practices in social studies actively engage students in democratic processes through learning experiences such as consensus building, collective decision making, student government, class meetings, student-generated

topics of study, and school event planning. As well, social studies incorporates authentic opportunities for home and community involvement.

### ***Role of the Social Studies Teacher***

Social studies is conducive to a variety of teaching styles. Given the nature of social studies topics, a teacher's personal beliefs and convictions influence the presentation of content, as well as the selection of teaching strategies. Complete neutrality is not always possible in the classroom; however, teachers need to be aware of the implications of presenting their own beliefs and perspectives as fact rather than opinion.

Social studies is rich in opportunities to detect and analyze bias through the critical exploration of diverse points of view. When a classroom climate is open and fair, teachers and students together will establish a learning culture that integrates democratic principles and encourages active citizenship. Finally, it is critical that teachers be well informed about social studies content and issues, and that they be prepared to provide students with guidance in selecting reliable information sources.

### ***Dealing with Controversial Issues***

A fundamental aspect of social studies learning and teaching is the consideration of controversial issues that involve ethical principles, beliefs, and values. Teachers should not avoid controversial issues. Diversity of perspectives, beliefs and values, disagreement, and dissension are part of living in a democratic society. Furthermore, discussion and debate concerning ethical or existential questions serve to motivate students and make learning more personally meaningful.

The following guidelines will assist teachers in dealing with controversial issues in the classroom:

- approach all issues with sensitivity
- clearly define the issues
- establish a clear purpose for discussions
- establish parameters for discussions
- ensure that the issues do not become personalized or directed at individual students
- protect the interests of individual students by finding out in advance whether any student would be personally affected by the discussion
- exercise flexibility by permitting students to choose alternative assignments
- accept that there may not be a single “right answer” to a question or issue
- respect everyone's right to voice opinions or perspectives
- help students clarify the distinction between informed opinion and bias
- help students seek sufficient and reliable information to support the various perspectives
- allow time to present all relevant perspectives fairly and to reflect upon their validity

### ***Assessment Strategies***

An important component of learning is the assessment and evaluation of student progress and achievement. The skills, knowledge, and values learning outcomes identified in this Framework are intended to be observable and measurable. Just as diverse instructional strategies are important, so too are various strategies for the ongoing assessment of social studies learning. These

strategies include portfolios, interviews, individual and group inquiry and research, journals, role-play and oral presentations, tests, hands-on projects, teacher observation checklists, peer assessment, and self-assessment. Effective assessment and evaluation give students opportunities to synthesize their learning, to solve problems, and to apply their learning in situations that are as authentic as possible.

A significant aspect of this Framework is the development of values outcomes related to active democratic citizenship. Values are not always assessable or measurable in the same way as knowledge or skills outcomes are measurable. Furthermore, active democratic citizenship does not apply solely within the confines of the classroom: certain social studies outcomes refer to student behaviour in groups and communities beyond the school. In this case, assessment may include student self-assessment and self-reporting. The assessment of many social studies learning outcomes requires ongoing teacher observation and the use of behavioural indicators as expressions of student values.

# Notes

## Citizenship As a Core Concept in Social Studies

### Role of Citizenship in Social Studies

Citizenship is the core concept that provides the learning focus for social studies at all grades. To identify the skills, knowledge, and values that students will need as active democratic citizens, social studies must take into account the society in which students live and anticipate the challenges they will face in the future. Citizenship is a fluid concept that changes over time: its meaning is often contested, and it is subject to interpretation and continuing debate.

Achievement of the learning outcomes identified in this Framework will prepare students to participate in the public dialogue that characterizes any democracy and that plays an important role in Canadian society. As students engage in this dialogue, they will enhance their understanding of citizenship in Canada and the world, and will be better prepared to become active participants in their communities, locally, nationally, and globally.

### Rationale for Citizenship Education

Citizenship education is fundamental to living in a democratic society. The concept of citizenship takes on meaning in specific contexts and is determined by time and place. Diverse notions of citizenship have been used in the past and are being used in the present, for both good and ill. Throughout much of history, citizenship has been exclusionary, class-based, racist, and sexist. In Canada, for instance, First Nations parents were forced to send their children to residential schools in the interests of citizenship.

The concept of citizenship must be considered within the context of democracy, human rights, and public debate. Social studies provides opportunities for students to explore the complexities of citizenship.

### Active Democratic Citizenship in Canada

Since citizenship issues are rooted in the past, Canadian history occupies an important place in the social studies curriculum. Canada is regionally diverse and geographically expansive. It is organized as a federal parliamentary monarchy, with a mixed, although largely capitalist, economy. It is a bilingual and multicultural country committed to pluralism, human rights, and democracy. Canada is regarded as one of the most prosperous, peaceful, and democratic countries in the world, although it still has its share of economic and social injustices and inequities.

Canada is a complex country that requires special qualities in its citizens. These citizenship qualities include:

- knowledge of Canadian history and geography
- understanding of the distinctive nature of Canadian society, the Canadian state, and its institutions
- the ability to approach public issues critically, rationally, and democratically
- informed involvement in public affairs
- respect for human rights and democratic ideals and principles
- commitment to freedom, equality, and social justice
- the ability to work through conflicts and contradictions that can arise among citizens
- willingness to live with ambiguity and uncertainty
- civility and tolerance for dissension and disagreement
- willingness to balance the pursuit of private interests with concern for the public good

- the ability to balance personal claims of conscience and principle against the similar claims of others
- a sense of shared identity as Canadians, combined with a realization that Canadian identity is multi-faceted, open to debate, and not exclusive of other identities

### **Canadian Citizenship for the Future**

For the foreseeable future, Canadian citizens will likely continue to face issues such as

- balancing the jurisdictional claims of the provinces and the federal government
- redressing past and present injustices inflicted on Aboriginal peoples and other groups in Canada
- coming to terms with the complexities of Québec's place in Canada
- balancing regional and cultural diversity with national unity
- protecting Canadian identity and sovereignty
- assuring access to social services and quality of life for all
- eliminating inequalities related to race, gender, age, class, and ethnicity
- protecting the environment
- ensuring the successful functioning of the economy

### **Citizenship in the Global Context**

Canada does not exist in isolation; it is part of a global community that is becoming increasingly interconnected and interdependent. Many of the most serious problems facing the world must be dealt with on a global basis. The nation-state—including Canada—is under increasing challenge, externally from the forces of globalization, and internally from demands for more local or regional autonomy. The world also continues to be characterized by severe disparities between rich and poor countries. This disparity violates the basic principles of social justice and human dignity, and, at the same time, gives rise to dangerous tensions and rivalries. War and violence continue to be a common means of addressing internal and international disputes, and, because of developments in weapons technology, are becoming ever more destructive. In these circumstances, Canadian citizens need to think and act globally as well as nationally.

### **Environmental Citizenship**

Underlying both national and global realities, and the responsibilities they impose on citizens, is the increasing fragility of the natural environment. Quality of life depends upon the sustainability of the environment. This places a particularly important responsibility on citizens, who must ultimately balance the demands of economic growth and high living standards against respect for the environment and the needs of future generations.

## General Learning Outcomes

The following six general learning outcomes provide the conceptual structure for social studies from Kindergarten through Grade 8. They are the basis for the specific learning outcomes for each grade.

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### **Identity, Culture, and Community**

*Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.*

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Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.

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### **The Land: Places and People**

*Students will explore the dynamic relationships of people with the land, places, and environments.*

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People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.

---

**Historical Connections**

*Students will explore how people, events, and ideas of the past shape the present and influence the future.*

---

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

---

**Global Interdependence**

*Students will explore the global interdependence of people, communities, societies, nations, and environments.*

---

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

---

**Power and Authority**

*Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.*

---

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

---

**Economics and Resources**

*Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.*

---

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

**Notes**

## Social Studies Skills

Social studies skills for Kindergarten to Grade 8 are grouped under four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Ideas and Information
- Critical and Creative Thinking Skills
- Communication Skills

### **Skills for Active Democratic Citizenship**

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

### **Skills for Managing Information and Ideas**

Information-management skills enable students to access, select, organize, and record information and ideas using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

### **Critical and Creative Thinking Skills**

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgements. These judgements include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

### **Communication Skills**

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

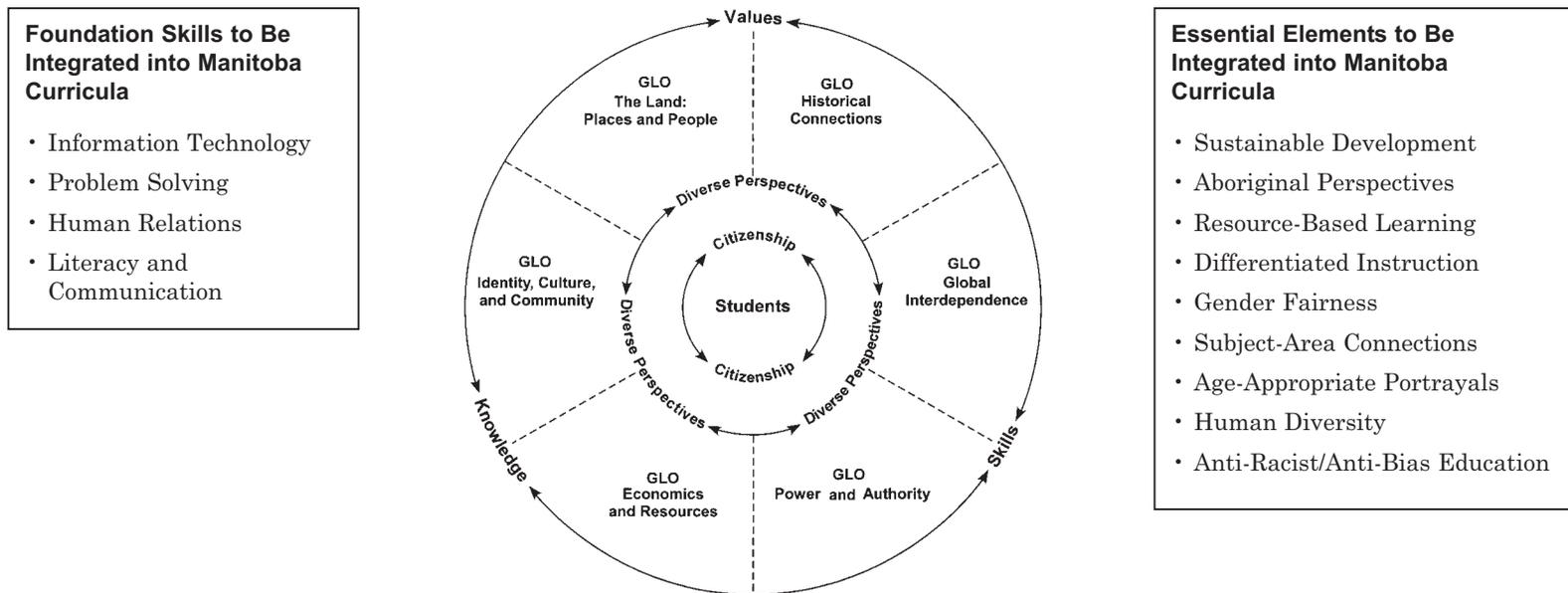
**Notes**

# Framework Components and Structure

## Framework Components

The student learning outcomes presented in this Framework address the foundation skill areas and other essential elements common to all Manitoba curricula (*A Foundation for Excellence*). The following conceptual map illustrates these and other key components upon which Manitoba social studies curricula are based.

**Conceptual Map of the Framework**



- Foundation Skills to Be Integrated into Manitoba Curricula**
- Information Technology
  - Problem Solving
  - Human Relations
  - Literacy and Communication

- Essential Elements to Be Integrated into Manitoba Curricula**
- Sustainable Development
  - Aboriginal Perspectives
  - Resource-Based Learning
  - Differentiated Instruction
  - Gender Fairness
  - Subject-Area Connections
  - Age-Appropriate Portrayals
  - Human Diversity
  - Anti-Racist/Anti-Bias Education

**General Learning Outcomes**

- Specific Learning Outcomes**
- |   |  |
|---|--|
| <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Skills for Active Democratic Citizenship</li> <li>• Skills for Managing Ideas and Information</li> <li>• Critical and Creative Thinking Skills</li> <li>• Communication Skills</li> </ul> | <p><b>Knowledge and Values</b><br/>(Organized into Clusters)</p> |
|---|--|

### Core Concept

As illustrated in the preceding Conceptual Map of the Framework, the core concept of citizenship provides a focus for social studies learning for all grades. In this document, citizenship learning outcomes are incorporated into the knowledge and values outcomes (clusters) for each grade.

### Diverse Perspectives

The concept of diversity is integrated throughout the Framework. Learning outcomes are inclusive of diverse perspectives and encourage critical consideration of differing points of view as students engage in purposeful dialogue with others.

### General Learning Outcomes

The six general learning outcomes are broad statements that provide a conceptual structure for social studies:

- **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.

The general learning outcomes are the basis for the specific learning outcomes in each grade.

### Specific Learning Outcomes

Specific learning outcomes are statements that describe the skills, knowledge, and values that students are expected to achieve in each grade. Although these three types of learning outcomes are presented separately in the Framework, they are interdependent in the learning process and are intended to be integrated in the social studies classroom.

- **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 also 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.

The Framework organizes skills learning outcomes in four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Information and Ideas
- Critical and Creative Thinking Skills
- Communication Skills

In this document, skills learning outcomes appear at the beginning of each grade. The social studies skills are not integrated within clusters, as they are intended to be integrated across the content for each grade.

A cumulative chart presenting a continuum of social studies skills for Kindergarten to Grade 4 and Grades 5 to 8 is included at the end of this Framework.

- **Knowledge and Values Learning Outcomes:** Knowledge learning outcomes and values learning outcomes complement one another. Both types of learning outcomes are presented under cluster headings for each grade.
- **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.

### Framework Structure

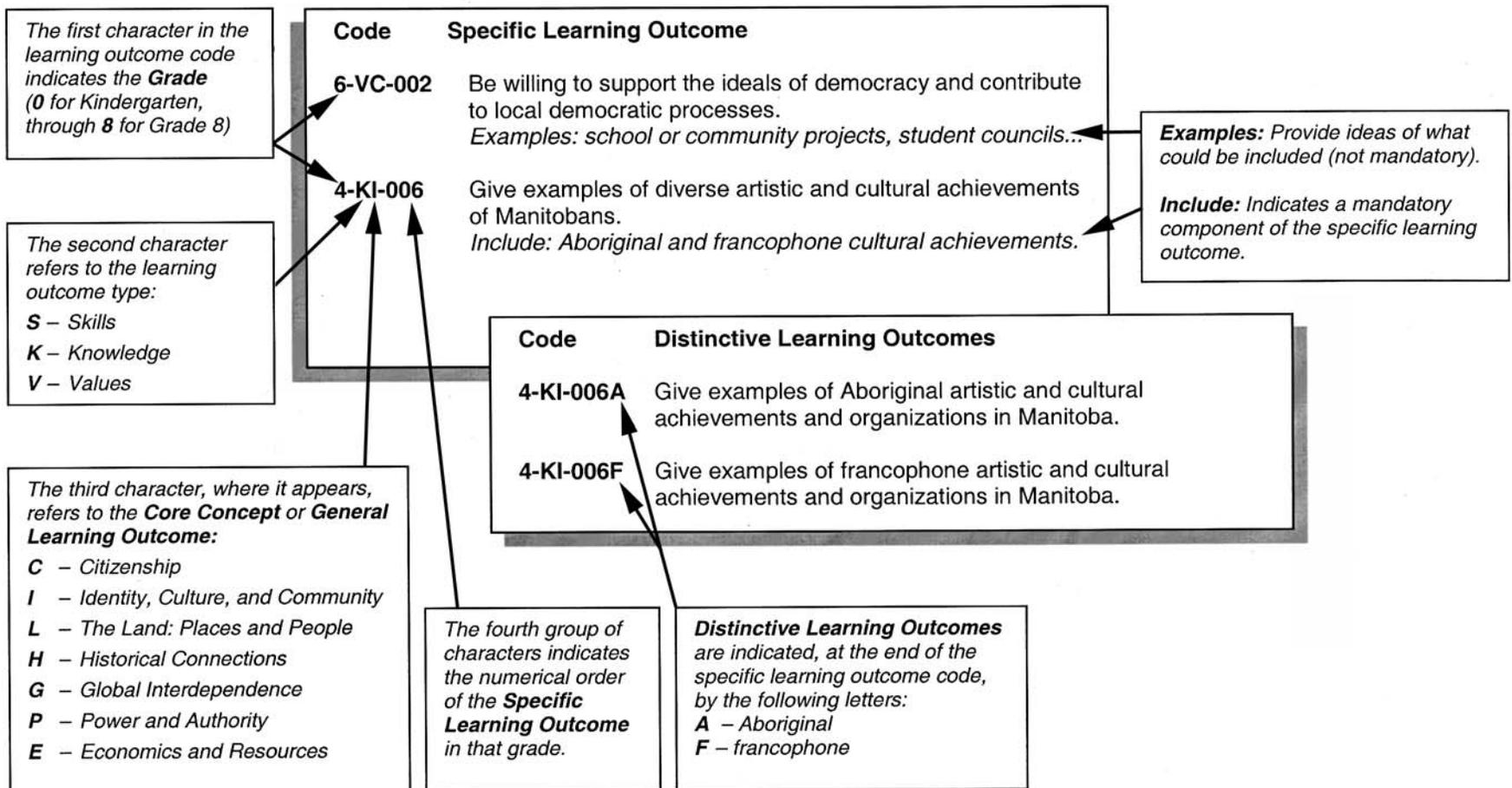
This Framework presents specific learning outcomes (SLOs) for each individual grade from Kindergarten to Grade 8. Each grade contains the following components:

- **Grade Overview:** A brief description of the content and focus of a given grade is presented in the grade overview.
- **Cluster Overview:** The knowledge and values learning outcomes are organized into groups referred to as clusters. The focus of each cluster is briefly described in the cluster overview for each grade, as well as on the respective pages where the cluster-specific learning outcomes are presented.
- **Specific Learning Outcomes:** Within each grade, specific learning outcomes are presented in the following order:
  - **Social Studies Skills:** The skills learning outcomes are intended to be integrated across the grades. They are organized into four categories: Skills for Active Democratic Citizenship; Skills for Managing Information and Ideas; Critical and Creative Thinking Skills; and Communication Skills.
  - **Knowledge and Values:** The knowledge and values outcomes are grouped thematically into clusters to facilitate instructional planning in each grade. Each grade contains three to five clusters. The specific learning outcomes for the core concept of citizenship are integrated into the clusters.

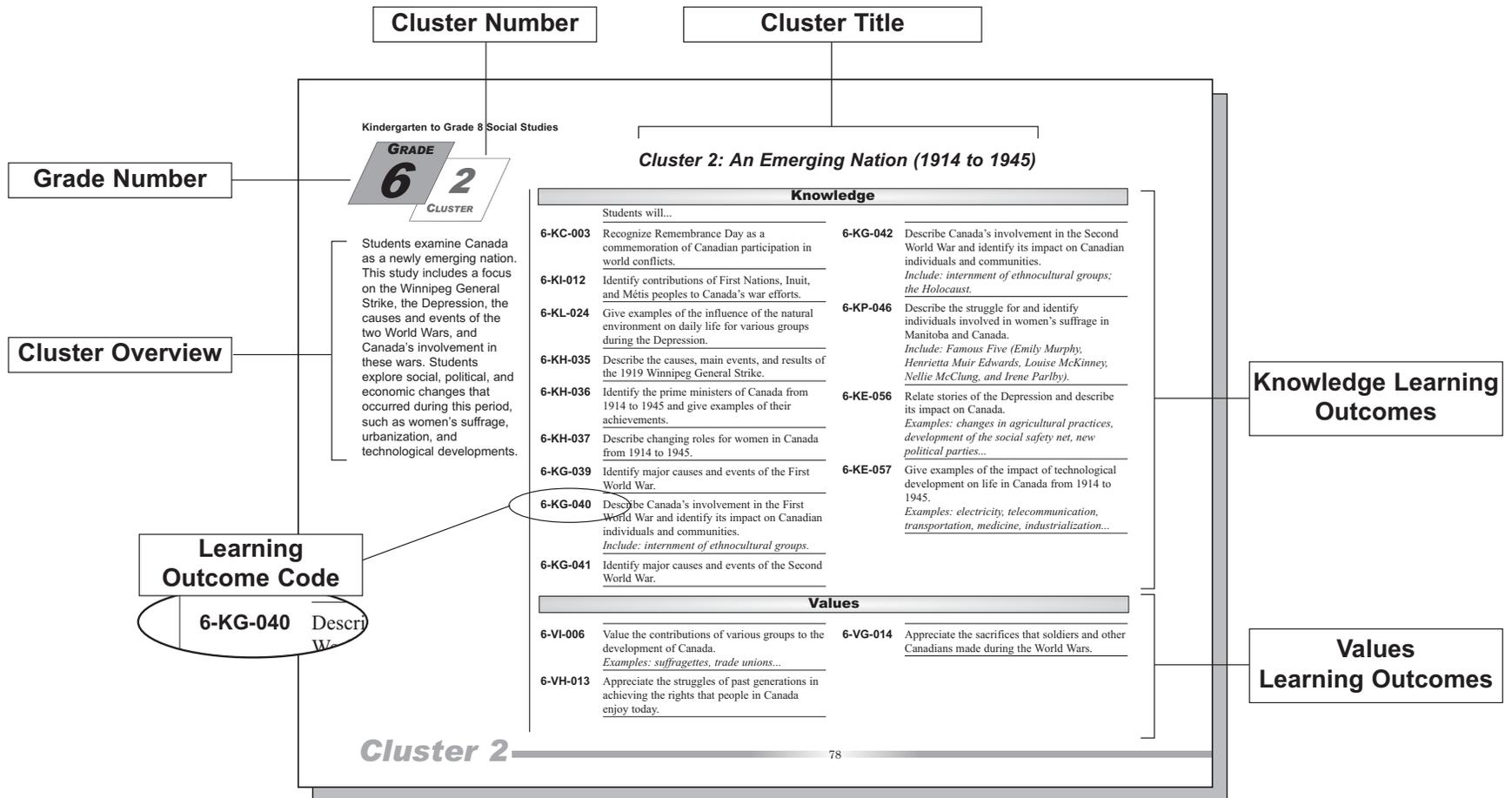
The skill categories and cluster titles for Kindergarten to Grade 8 are identified in the following table.

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>
<b>Skills Outcomes</b>	Active Democratic Citizenship		Managing Information and Ideas			Critical and Creative Thinking		Communication	
<b>Knowledge and Values Outcomes</b>	Organized by Clusters Include the Core Concept of Citizenship								
<b>Cluster 1</b>	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
<b>Cluster 2</b>	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
<b>Cluster 3</b>	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
<b>Cluster 4</b>				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)
<b>Cluster 5</b>					Canada's North				Shaping the Modern World (Circa 1400 to 1850)

## Guide to Reading the Learning Outcome Code



# Cluster Format Guide



***KINDERGARTEN TO GRADE 8  
SOCIAL STUDIES***

*STUDENT LEARNING OUTCOMES*



***BEING TOGETHER***

**GRADE**

**K**

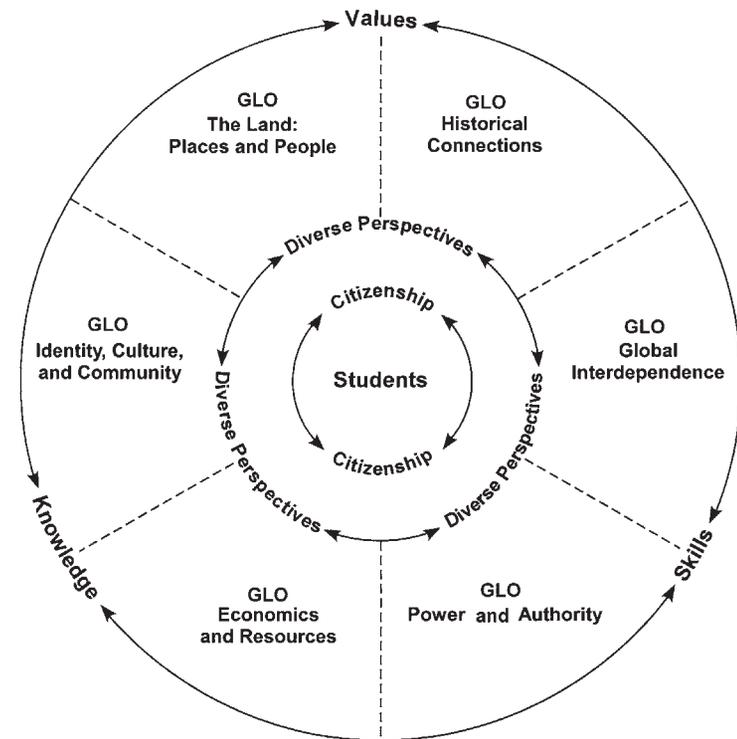




## Being Together

### Grade Overview

**Kindergarten** students explore who they are in relation to others in their world. They become aware of how people live, play, and work together in order to meet their basic needs. Students are encouraged to express interest in the experiences of others and discover their connections to the people around them. As they explore their social and natural environments, they become aware that they live in a country called Canada, and begin to see themselves as part of a larger world.



## *Being Together*

**GRADE**  
**K**

### **Cluster Overview**

#### **Cluster 1: Me**

Students explore what makes them unique, considering their abilities and interests, and identify groups and places that are important to them. They also examine rules and responsibilities and study basic needs.

#### **Cluster 2: The People around Me**

Students identify the people who care for them and influence their lives. They explore different ways of cooperating, communicating, and solving problems in order to live and work together with others. Students also begin to examine time by investigating recurring events in their lives.

#### **Cluster 3: The World around Me**

Students study the world around them, exploring the physical environment of their local neighbourhood and learning that they live in a country called Canada. They learn that although all people have the same basic needs, they have different ways of meeting those needs.



### Skills for Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

### Skills for Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

## Social Studies Skills

### Active Democratic Citizenship

Students will...

- 0-S-100** Cooperate and collaborate with others.  
*Examples: take turns, share space and classroom resources...*
- 0-S-101** Consider others' needs when working and playing together.
- 0-S-102** Interact fairly and respectfully with others.
- 0-S-103** Make decisions that reflect care, concern, and responsibility for the environment.

### Managing Information and Ideas

- 0-S-200** Gather information from oral, visual, material, or print sources.
- 0-S-201** Sort information using selected criteria.
- 0-S-202** Use appropriate terms or expressions to describe periods of time.
- 0-S-203** Use tools and technologies to accomplish given tasks.

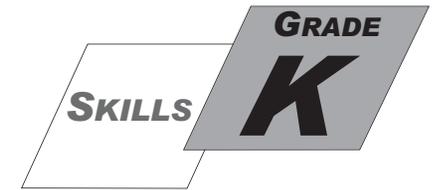
**Social Studies Skills****Critical and Creative Thinking**

Students will...

- 0-S-300** Use comparison in investigations.
- 0-S-301** Identify consequences of their decisions and actions.

**Communication**

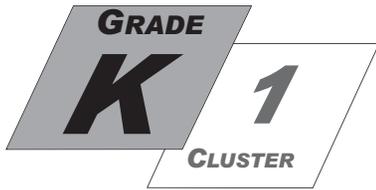
- 0-S-400** Listen actively to others.
- 0-S-401** Use language that is respectful of others.
- 0-S-402** Express reasons for their ideas and opinions.
- 0-S-403** Present information and ideas orally, visually, or concretely.
- 0-S-404** Relate events and stories in chronological order.

**Critical and Creative Thinking Skills**

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgements. These judgements include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

**Communication Skills**

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.



Students explore what makes them unique, considering their abilities and interests, and identify groups and places that are important to them. They also examine rules and responsibilities and study basic needs.

## Cluster 1: Me

### Knowledge

Students will...

- 0-KC-001** Describe their responsibilities at home and in school.
- 0-KC-002** Recognize that their actions affect others.
- 0-KC-006** Identify Remembrance Day as a time to think about peace and war.
- 0-KI-007** Identify groups that are important to them.
- 0-KI-008** Recognize that everyone has particular interests and abilities.
- 0-KP-022** Give examples of rules and identify their purposes.  
*Examples: school rules, safety rules...*
- 0-KE-025** Give examples of basic needs.  
*Examples: food, clothing, shelter...*

### Values

- 0-VI-002** Value their own and others' interests and abilities.
- 0-VI-002A** Value the special talents or strengths that are given to them.
- 0-VP-006** Respect the rules of the classroom, playground, and school.
- 0-VE-007** Respect their own and others' property.

## Cluster 2: The People around Me



### Knowledge

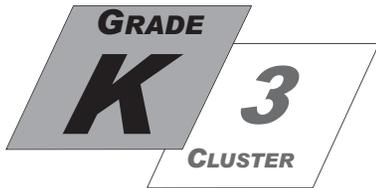
Students will...

- |  |   |
|--|---|
| <p><b>0-KC-003</b> Identify people who are responsible for helping and caring for them at home, at school, and in the community.</p> <p><b>0-KC-004</b> Give examples of ways in which people cooperate in order to live together peacefully.</p> <p><b>0-KI-009</b> Identify groups in which people live, work, and play together.</p> <p><b>0-KI-010</b> Identify different ways people communicate.<br/><i>Examples: art, dance, song, facial expression, body language, sign language...</i></p> <p><b>0-KI-010A</b> Recognize the importance of non-verbal communication in their Aboriginal culture.</p> <p><b>0-KI-011</b> Recognize that people have diverse celebrations.</p> | <p><b>0-KH-017</b> Give examples of repeating patterns and events in their lives.<br/><i>Examples: class routines, celebrations, Canada Day, Earth Day...</i></p> <p><b>0-KH-018</b> Distinguish between yesterday, today, and tomorrow.</p> <p><b>0-KH-019</b> Recognize that they can learn from stories of the past.</p> <p><b>0-KP-023</b> Identify people who make decisions that influence their lives.</p> <p><b>0-KP-024</b> Recognize that disagreement or conflict may be part of living and working together.</p> <p><b>0-KE-026</b> Give examples of different types of work in their families, schools, and communities.</p> |
|--|---|

Students identify the people who care for them and influence their lives. They explore different ways of cooperating, communicating, and solving problems in order to live and work together with others. Students also begin to examine time by investigating recurring events in their lives.

### Values

- 0-VC-001** Be willing to contribute to their groups and communities.
- 0-VH-004** Demonstrate interest in stories of the past.
- 0-VE-008** Value the sharing of work and resources.



Students study the world around them, exploring the physical environment of their local neighbourhood and learning that they live in a country called Canada. They learn that although all people have the same basic needs, they have different ways of meeting those needs.

## Cluster 3: The World around Me

### Knowledge

Students will...

- |   |  |
|---|--|
| <p><b>0-KC-005</b> Recognize that they live in a country called Canada.</p>   | <p><b>0-KL-015</b> Identify familiar places and landmarks.<br/><i>Examples: parks, statues, buildings, natural landmarks...</i></p>        |
| <p><b>0-KL-012</b> Describe characteristics of the local physical environment.<br/><i>Include: natural and constructed elements.</i></p>  | <p><b>0-KL-015F</b> Identify meeting places where they can associate with other francophones.</p>  |
| <p><b>0-KL-013</b> Give examples of how the natural environment influences daily life.<br/><i>Examples: work, play, clothing...</i></p>   | <p><b>0-KL-016</b> Recognize globes, maps, and models as representations of actual places.</p>   |
| <p><b>0-KL-014</b> Describe the location of their home in relation to familiar landmarks.<br/><i>Include: the name of their village, town, city, or First Nation community.</i></p> | <p><b>0-KG-020</b> Recognize that people all over the world have the same basic needs.<br/><i>Examples: food, clothing, shelter...</i></p> |
|   | <p><b>0-KG-021</b> Recognize that they may have different ways of meeting their basic needs than people in other parts of the world.</p>   |

### Values

- 0-VL-003** Appreciate the beauty and importance of the natural environment.
- 0-VG-005** Demonstrate interest in the larger world beyond their immediate environment.

***CONNECTING AND BELONGING***

**GRADE**

**1**

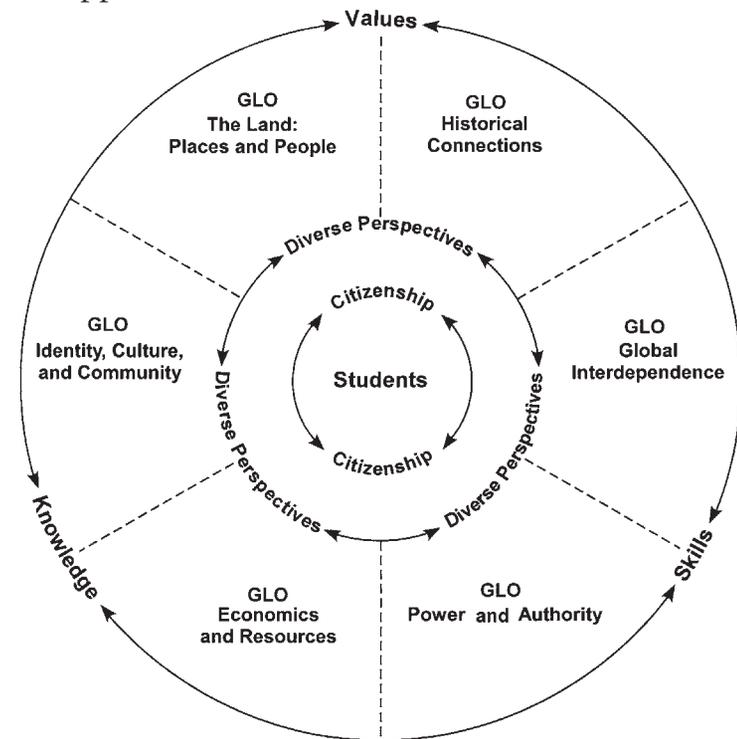


**GRADE**  
**1**

# Connecting and Belonging

## Grade Overview

**Grade 1** students explore connections and relationships that exist in groups and communities. They become aware of their responsibilities and rights and discover how they can contribute to the well-being of the groups and communities to which they belong. Students enhance their awareness of Canada as a country and consider the connections that bring people together in communities, past and present. As they learn about human diversity and interdependence, students begin to appreciate the importance of connecting and belonging.



## Connecting and Belonging

GRADE

1

### Cluster Overview

#### Cluster 1: I Belong

Students examine their relationships with others as they explore groups in communities. They discover family and community expressions of culture and identity, and explore how traditions, celebrations, and personal stories connect them to the past.

#### Cluster 2: My Environment

Students explore their environment. They study maps and globes, locate themselves in their community, in Manitoba, and in Canada, and discover various aspects of their community, including the natural environment and important landmarks and places. They also explore the national aspects of official languages and Canada's national anthem. In addition, students distinguish between needs and wants, and explore how the media influence choices.

#### Cluster 3: Connecting with Others

Students explore their responsibilities and rights as members of communities and learn various ways people help and depend upon one another. They consider diverse and similar ways people live, meet their needs, express themselves, and influence each other. They also explore the purpose of rules and the causes of and solutions to conflict.



**Skills for Active Democratic Citizenship**

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

**Skills for Managing Information and Ideas**

Information-management skills enable students to access, select, organize, and record information and ideas using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

**Social Studies Skills**

**Active Democratic Citizenship**

Students will...

- 1-S-100** Cooperate and collaborate with others.  
*Examples: share space and resources, assume responsibilities, seek agreement...*
- 1-S-101** Consider others' needs when working and playing together.
- 1-S-102** Interact fairly and respectfully with others.
- 1-S-103** Make decisions that reflect care, concern, and responsibility for the environment.

**Managing Information and Ideas**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li><b>1-S-200</b> Gather information from oral, visual, material, print, or electronic sources.</li> <li><b>1-S-201</b> Categorize information using selected criteria.</li> <li><b>1-S-202</b> Use appropriate terms or expressions to describe periods of time.</li> <li><b>1-S-203</b> Use tools and technologies to accomplish given tasks.</li> <li><b>1-S-204</b> Use simple timelines to organize information chronologically.</li> <li><b>1-S-205</b> Construct simple maps to represent familiar places and locations.</li> </ul> | <ul style="list-style-type: none"> <li><b>1-S-206</b> Interpret simple maps as representations of familiar places and locations.</li> <li><b>1-S-207</b> Use relative terms to describe familiar locations.</li> </ul> |
|--|--|

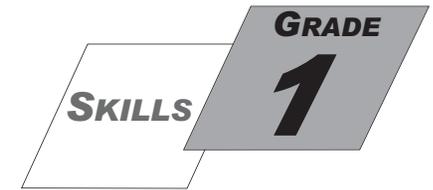
**Social Studies Skills****Critical and Creative Thinking**

Students will...

- 1-S-300** Use comparison in investigations.
- 1-S-301** Identify consequences of their decisions and actions.
- 1-S-302** Use information or observation to form opinions.
- 1-S-303** Revise ideas and opinions based on new information.

**Communication**

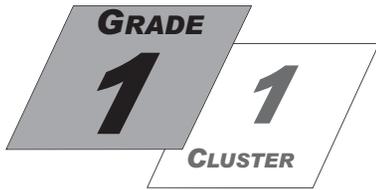
- 1-S-400** Listen actively to others.
- 1-S-401** Use language that is respectful of others.
- 1-S-402** Express reasons for their ideas and opinions.
- 1-S-403** Present information and ideas orally, visually, concretely, or electronically.
- 1-S-404** Relate events and stories in chronological order.

**Critical and Creative Thinking Skills**

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgements. These judgements include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

**Communication Skills**

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.



Students examine their relationships with others as they explore groups in communities. They discover family and community expressions of culture and identity, and explore how traditions, celebrations, and personal stories connect them to the past.

## Cluster 1: I Belong

### Knowledge

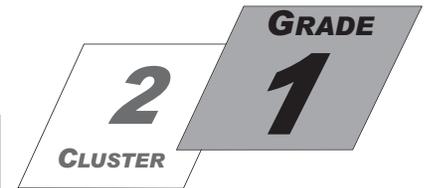
Students will...

- |                  |   |                  |   |
|------------------|---|------------------|---|
| <b>1-KC-004</b>  | Identify Remembrance Day as a time to think about peace and war.  | <b>1-KH-017</b>  | Give examples of traditions and celebrations that connect them to the past.   |
| <b>1-KI-007</b>  | Give examples of groups with which they identify.<br><i>Examples: cultural, linguistic, community..</i> | <b>1-KH-017F</b> | Recognize that stories, traditions, and celebrations of the francophone community connect them to previous generations. |
| <b>1-KI-007A</b> | Recognize that they are members of a First Nation, Inuit, or Métis community.                           | <b>1-KH-018</b>  | Identify family connections to previous generations.<br><i>Examples: grandparents, parents, aunts, uncles...</i>        |
| <b>1-KI-007F</b> | Recognize that they are members of a francophone community.   |                  |   |
| <b>1-KI-009</b>  | Describe ways in which their family expresses its culture and identity.                                 |                  |   |

### Values

- |                 |   |
|-----------------|---|
| <b>1-VI-003</b> | Respect the stories, traditions, and celebrations of others.                                  |
| <b>1-VI-005</b> | Value the stories, languages, traditions, and celebrations of their families and communities. |
| <b>1-VH-009</b> | Value stories of the past as an important way to learn about the present.                     |

## Cluster 2: My Environment



### Knowledge

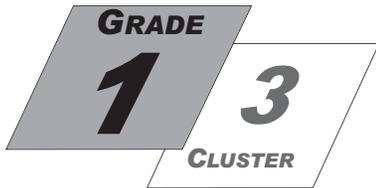
Students will...

<p><b>1-KC-001</b> Identify Manitoba as their province and Canada as their country.</p> <hr/> <p><b>1-KC-002</b> Recognize English and French as the two official languages of Canada.</p> <hr/> <p><b>1-KC-002A</b> Identify the language spoken in their First Nation, Inuit, or Métis community.</p> <hr/> <p><b>1-KC-003</b> Recite the words to Canada’s national anthem in English or French.</p> <hr/> <p><b>1-KC-003A</b> Recite the words to Canada’s national anthem in their First Nation, Inuit, or Métis language.</p> <hr/> <p><b>1-KI-008</b> Identify characteristics of communities.</p> <hr/> <p><b>1-KL-012</b> Recognize that people depend on the environment for survival.</p> <hr/> <p><b>1-KL-013</b> Identify their address or describe the relative location of their home in their community, town, or city.</p> <hr/> <p><b>1-KL-014</b> Recognize globes and maps as representations of the surface of the Earth.</p> <hr/>	<p><b>1-KL-015</b> Distinguish land and water masses on globes and maps.</p> <hr/> <p><b>1-KL-016</b> Identify and locate landmarks and significant places using relative terms. <i>Examples: the statue is in the park beside the river...</i></p> <hr/> <p><b>1-KL-016A</b> Identify local Aboriginal landmarks and significant places.</p> <hr/> <p><b>1-KL-016F</b> Identify local francophone landmarks and significant places.</p> <hr/> <p><b>1-KH-019</b> Describe how the repeating patterns of the seasons influence their lives.</p> <hr/> <p><b>1-KE-027</b> Give examples to distinguish needs from wants.</p> <hr/> <p><b>1-KE-028</b> Give examples of how media may influence their needs, wants, and choices. <i>Include: advertising and television programming.</i></p> <hr/>
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### Values

<p><b>1-VL-007</b> Appreciate the beauty and benefits that the natural environment brings to their lives.</p> <hr/> <p><b>1-VL-007A</b> Value the special relationships Aboriginal people have with the natural environment.</p> <hr/> <p><b>1-VL-008</b> Respect neighbourhood and community places and landmarks. <i>Examples: do not litter or vandalize...</i></p> <hr/>	<p><b>1-VE-013</b> Respect differences between their own and others’ needs and wants.</p> <hr/>
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Students explore their environment. They study maps and globes, locate themselves in their community, in Manitoba, and in Canada, and discover various aspects of their community, including the natural environment and important landmarks and places. They also explore the national aspects of official languages and Canada’s national anthem. In addition, students distinguish between needs and wants, and explore how the media influence choices.



Students explore their responsibilities and rights as members of communities and learn various ways people help and depend upon one another. They consider diverse and similar ways people live, meet their needs, express themselves, and influence each other. They also explore the purpose of rules and the causes of and solutions to conflict.

## Cluster 3: Connecting with Others

### Knowledge

Students will...	
<b>1-KC-005</b>	Describe their responsibilities and rights in the school and community.
<b>1-KC-006</b>	Describe various ways in which people depend upon and help one another.
<b>1-KI-010</b>	Give examples of diverse ways in which people live and express themselves. <i>Examples: language, clothing, food, art, celebrations...</i>
<b>1-KI-011</b>	Identify similarities between diverse communities. <i>Examples: cultural, social, geographic...</i>
<b>1-KG-020</b>	Recognize that people all over the world have similar concerns, needs, and relationships.
<b>1-KG-021</b>	Identify relationships or connections they have with people in other places in the world.
<b>1-KP-022</b>	Give examples of decision making in their daily lives. <i>Examples: families, schools, communities...</i>
<b>1-KP-023</b>	Describe how other people may influence their lives and how they may influence the lives of others.
<b>1-KP-024</b>	Explain purposes of rules and laws in the school and community.
<b>1-KP-025</b>	Give examples of causes of interpersonal conflict and solutions to interpersonal conflict in the school and community.
<b>1-KP-026</b>	Identify ways to deal with bullying.
<b>1-KE-029</b>	Describe ways in which work may be shared in families, schools, and communities.
<b>1-KE-030</b>	Recognize the need to care for personal property.

### Values

<b>1-VC-001</b>	Respect the needs and rights of others.	<b>1-VP-011</b>	Respect rules and laws in their school and community.
<b>1-VC-002</b>	Be willing to contribute to their groups and communities.	<b>1-VP-011A</b>	Respect the traditional laws of their Aboriginal community.
<b>1-VI-004</b>	Appreciate the importance of relationships and connections to others.	<b>1-VP-012</b>	Be willing to help resolve interpersonal conflicts peacefully.
<b>1-VI-006</b>	Value diversity among their peers and community members.	<b>1-VE-014</b>	Respect their own and others' property.
<b>1-VG-010</b>	Be willing to consider the needs of people elsewhere in the world. <i>Examples: Project Love, UNICEF...</i>		

***COMMUNITIES IN CANADA***

**GRADE**

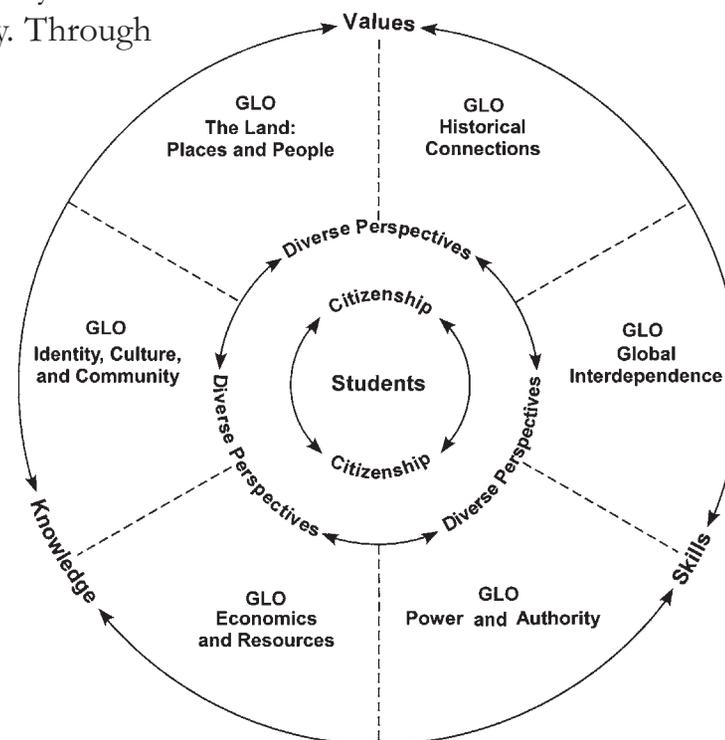
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## Communities in Canada

### Grade Overview

**Grade 2** students explore life in Canada, beginning with a study of their own community and moving outward to other communities. They become aware of their Canadian heritage as they discover stories of their local community's past and present. They explore ways in which people interact with the natural environment and come to understand the nature of communities. Students enhance their awareness of the cultural and geographic diversity of Canada through the study of an Aboriginal community and one other Canadian community. Through this exploration, students discover the diversity and commonalities that link Canadian communities.



## Communities in Canada

GRADE

2

### Cluster Overview

#### Cluster 1: Our Local Community

Students focus on various aspects of communities. They locate their local communities on a map and explore the influence of the natural environment, important people and leaders, and cultural groups in their communities. Through stories of their local community, past and present, students become aware of their identity and heritage. They also consider their personal contributions to leadership and peaceful conflict resolution.

#### Cluster 2: Communities in Canada

Students enhance their awareness of the cultural and geographic diversity of Canada through the study of *one Aboriginal community and one other Canadian community*. They explore natural and constructed features of communities and examine concepts related to natural resources, work, goods, and services, and how these factors shape life in communities. They also discover how communities have changed over time.

#### Cluster 3: The Canadian Community

Students explore different aspects of Canada, including national symbols, the origins of place names, and the presence and influence of diverse languages and cultural communities. They examine the diverse yet similar aspects of the Canadian community and how people in communities meet their needs. They also locate Canada on a map and consider connections that link Canada to other countries.



**Skills for Active Democratic Citizenship**

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

**Skills for Managing Information and Ideas**

Information-management skills enable students to access, select, organize, and record information and ideas using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

**Social Studies Skills**

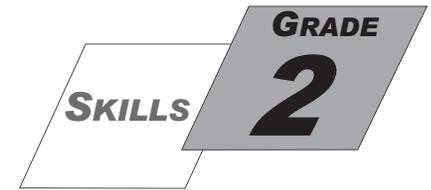
**Active Democratic Citizenship**

Students will...

- 2-S-100** Cooperate and collaborate with others.  
*Examples: make collective decisions, share responsibilities, seek agreement...*
- 2-S-101** Resolve conflicts peacefully and fairly.
- 2-S-102** Interact fairly and respectfully with others.
- 2-S-103** Make decisions that reflect care, concern, and responsibility for the environment.
- 2-S-104** Consider the rights and opinions of others during interactions.

**Managing Information and Ideas**

- 2-S-200** Select information from oral, visual, material, print, or electronic sources.
- 2-S-201** Organize and record information using visual organizers.
- 2-S-202** Use appropriate terms or expressions to describe periods of time.
- 2-S-203** Use tools and technologies to accomplish given tasks.
- 2-S-204** Use simple timelines to organize information chronologically.
- 2-S-205** Construct maps that include a title, legend, and symbols.
- 2-S-206** Interpret maps that include a title, legend, and symbols.
- 2-S-207** Use cardinal directions to describe location.



## Social Studies Skills

### Critical and Creative Thinking

Students will...

- 2-S-300** Formulate questions for research.
- 2-S-301** Consider advantages and disadvantages of solutions to a problem.
- 2-S-302** Use information or observation to form opinions.
- 2-S-303** Revise ideas and opinions based on new information.

### Communication

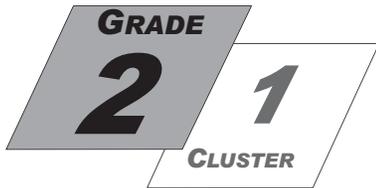
- 2-S-400** Listen actively to others.
- 2-S-401** Use language that is respectful of others.
- 2-S-402** Express reasons for their ideas and opinions.
- 2-S-403** Present information and ideas orally, visually, concretely, or electronically.
- 2-S-404** Relate events and stories in chronological order.

### Critical and Creative Thinking Skills

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgements. These judgements include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

### Communication Skills

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.



Students focus on various aspects of communities. They locate their local communities on a map and explore the influence of the natural environment, important people and leaders, and cultural groups in their communities. Through stories of their local community, past and present, students become aware of their identity and heritage. They also consider their personal contributions to leadership and peaceful conflict resolution.

## Cluster 1: Our Local Community

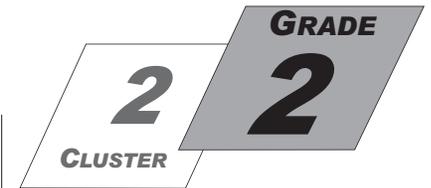
### Knowledge

Students will...	
<b>2-KC-001</b>	Recognize that all members of communities have responsibilities and rights.
<b>2-KC-003</b>	Describe Remembrance Day as a time to think about peace and war.
<b>2-KI-004</b>	Identify the defining characteristics of communities.
<b>2-KI-005</b>	Describe characteristics of their local communities. <i>Examples: transportation, services, schools...</i>
<b>2-KI-006</b>	Identify cultural groups in their local communities.
<b>2-KI-007</b>	Give examples of factors that shape who they are. <i>Examples: language, family, community, traditions, gender, where they live...</i>
<b>2-KI-008</b>	Recognize that stories of their elders, groups, and communities help shape who they are.
<b>2-KI-008A</b>	Recognize that their Elders, ancestors, and communities connect them to the past, present, and future.
<b>2-KI-009</b>	Describe groups with which they identify. <i>Examples: cultural, linguistic, community, First Nation...</i>
<b>2-KI-010</b>	Identify their heritage and culture.
<b>2-KI-010A</b>	Identify their Aboriginal heritage and culture.
<b>2-KI-010F</b>	Identify their francophone heritage and culture.
<b>2-KL-016</b>	Name natural resources in their local community.
<b>2-KL-017</b>	Give examples of ways in which the natural environment influences their communities.
<b>2-KL-018</b>	Locate their local community on a map of Canada.
<b>2-KH-025</b>	Relate stories of significant events and people in their local community's past.
<b>2-KH-025A</b>	Relate stories of significant events and people in their local Aboriginal community.
<b>2-KH-025F</b>	Relate stories of significant events and people in their local francophone community.
<b>2-KP-033</b>	Identify leaders in their communities. <i>Examples: mayor, reeve, chief, elders, community volunteers...</i>
<b>2-KP-034</b>	Give examples of ways in which they may demonstrate leadership.
<b>2-KP-035</b>	Identify possible sources of conflict in groups and communities.

### Values

<b>2-VC-001</b>	Value the contributions of individuals to their communities.	<b>2-VH-008A</b>	Value personal connections to stories of their Aboriginal community's past.
<b>2-VC-002</b>	Be willing to contribute to their groups and communities.	<b>2-VH-008F</b>	Value personal connections to stories of their francophone community's past.
<b>2-VI-005</b>	Value their groups and communities.	<b>2-VP-011</b>	Be sensitive to others when taking on leadership roles.
<b>2-VH-008</b>	Value personal connections to stories of their community's past.	<b>2-VP-012</b>	Value peaceful, non-violent ways of resolving conflicts.

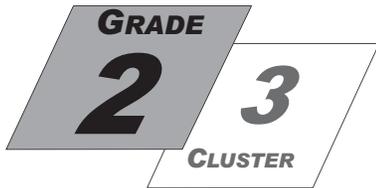
## Cluster 2: Communities in Canada



Knowledge	
Students will...	
<b>2-KI-012</b>	Identify common features of Canadian communities. <i>Examples: transportation, services, schools...</i>
<b>2-KL-019</b>	Describe natural and constructed features of communities studied. <i>Examples: landforms, climate, waterways; buildings, bridges...</i>
<b>2-KL-020</b>	Give examples of natural resources in communities studied.
<b>2-KL-021</b>	Give examples of ways in which the natural environment shapes daily life in communities studied.
<b>2-KL-022</b>	Explain the importance of conserving or restoring natural resources.
<b>2-KL-023</b>	Locate communities studied on a map of Canada.
<b>2-KH-026</b>	Identify ways in which life in Canadian communities has changed over time.
<b>2-KH-027</b>	Recognize that First Nations and Inuit people are Canada's original peoples.
<b>2-KH-028</b>	Recognize that many people came to Canada from other parts of the world to establish communities.
<b>2-KE-036</b>	Give examples of goods produced in Canadian communities.
<b>2-KE-037</b>	Describe different types of work in Canadian communities studied.

Students enhance their awareness of the cultural and geographic diversity of Canada through the study of *one Aboriginal community and one other Canadian community*. They explore natural and constructed features of communities and examine concepts related to natural resources, work, goods, and services, and how these factors shape life in communities. They also discover how communities have changed over time.

Values	
<b>2-VI-006</b>	Appreciate the diversity of ways of life in Canadian communities.
<b>2-VI-006A</b>	Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.
<b>2-VI-006F</b>	Demonstrate interest in the shared experiences and stories of members of francophone communities in Canada.
<b>2-VH-009</b>	Value oral history as a way to learn about the land.
<b>2-VE-013</b>	Appreciate that their quality of life is enhanced by the work and products of other Canadian communities. <i>Examples: West Coast lumber, Atlantic fish, Northern mines, Prairie grain...</i>



Students explore different aspects of Canada, including national symbols, the origins of place names, and the presence and influence of diverse languages and cultural communities. They examine the diverse yet similar aspects of the Canadian community and how people in communities meet their needs. They also locate Canada on a map and consider connections that link Canada to other countries.

## Cluster 3: The Canadian Community

### Knowledge

Students will...

- |   |   |
|---|---|
| <p><b>2-KC-002</b> Identify significant Canadian and Manitoban symbols, buildings, and monuments.<br/><i>Examples: Canadian flag, Manitoba flag and floral emblem, Maple Leaf, beaver, buffalo, Manitoba Legislative Building, Parliament Buildings, National War Memorial, drums, inuksuit, Red River Cart, York Boat...</i></p> <p><b>2-KI-011</b> Recognize the diversity that characterizes Canada.<br/><i>Examples: cultural, linguistic, geographic, artistic...</i></p> <p><b>2-KI-013</b> Recognize that Aboriginal, francophone, and other cultural communities are part of the Canadian community.</p> <p><b>2-KI-014</b> Identify English and French as the two official languages of Canada.</p> <p><b>2-KI-015</b> Recognize that a variety of languages are spoken in Canada.</p> | <p><b>2-KL-024</b> Locate Canada on a world map or globe.</p> <p><b>2-KH-029</b> Describe the origins of a variety of place names in Canada.</p> <p><b>2-KH-030</b> Give examples of the historical francophone influence on the Canadian community.<br/><i>Examples: place names, stories of historical figures, celebrations...</i></p> <p><b>2-KG-031</b> Identify Canada as one of many countries in the world.</p> <p><b>2-KG-032</b> Give examples of connections linking Canada to other countries.<br/><i>Examples: food, immigration, media...</i></p> <p><b>2-KE-038</b> Give examples of needs common to all Canadians.</p> <p><b>2-KE-039</b> Give examples of media influences on their choices and decisions.</p> |
|---|---|

### Values

- 2-VC-003** Value being a member of the Canadian community.
- 2-VI-004** Be willing to consider diverse points of view.
- 2-VL-007** Appreciate diverse artistic representations of the land.  
*Examples: poetry, painting, music...*
- 2-VG-010** Value Canada's global connections.

***COMMUNITIES OF THE WORLD***

**GRADE**

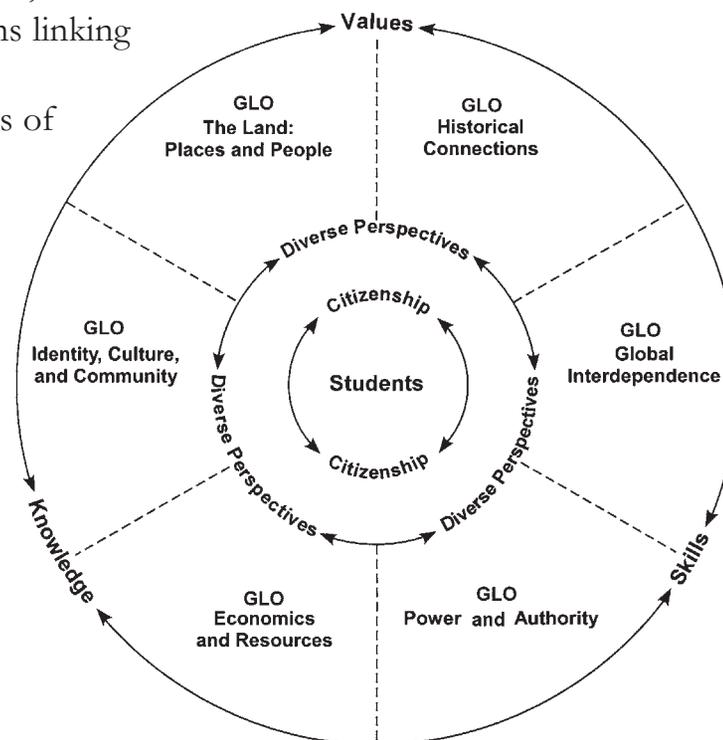
**3**



## Communities of the World

### Grade Overview

**Grade 3** students explore ways of life in selected communities of the world, past and present. They are introduced to world geography and enrich their appreciation of global diversity as they explore communities and cultures. Students study physical, social, and cultural characteristics of two contemporary communities of the world, one of which is an indigenous community. They also explore life in an ancient society selected from Egypt, China, Japan, the Vikings, Incas, Mayas, or Aztecs. Through this exploration, students discover the connections linking diverse communities, past and present, and develop an appreciation of the enduring contributions of communities of the world.



## Communities of the World

GRADE  
**3**

### Cluster Overview

#### Cluster 1: Connecting with Canadians

Students examine the rights and responsibilities of Canadian citizens and explore their connections with other Canadians. This includes a focus on Canada's national anthem and Remembrance Day. Students also consider community influences and interactions related to identity, leadership, and decision making, and explore ways of dealing with conflict and bullying.

#### Cluster 2: Exploring the World

Students are introduced to world geography and the use of maps and images to represent geographic concepts such as borders, hemispheres, and the equator. They explore common concerns and connections between world communities. They also examine human rights, the role of community services, and the effects of personal decisions.

#### Cluster 3: Communities of the World

Students enrich their appreciation of global diversity as they explore communities and cultures in other places of the world. Students explore the elements that constitute a culture and examine the physical, social, and cultural characteristics of *two contemporary communities of the world, one of which is an indigenous community*.

#### Cluster 4: Exploring an Ancient Society

Students explore life in *one ancient society selected from a choice of Egypt, China, Japan, the Vikings, Incas, Mayas, or Aztecs*. They consider various aspects of that society, including its ways of life, cultural expressions, customs and traditions, and enduring contributions.



**Skills for Active Democratic Citizenship**

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

**Skills for Managing Information and Ideas**

Information-management skills enable students to access, select, organize, and record information and ideas using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

**Social Studies Skills**

**Active Democratic Citizenship**

Students will...

- 3-S-100** Collaborate with others to share ideas, decisions, and responsibilities in groups.
- 3-S-101** Resolve conflicts peacefully and fairly.
- 3-S-102** Interact fairly and respectfully with others.
- 3-S-103** Make decisions that reflect care, concern, and responsibility for the environment.
- 3-S-104** Consider the rights and opinions of others during interactions.

**Managing Information and Ideas**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li><b>3-S-200</b> Select information from oral, visual, material, print, or electronic sources.<br/><i>Examples: maps, atlases...</i></li> <li><b>3-S-201</b> Organize and record information in a variety of formats and reference sources appropriately.<br/><i>Examples: maps, charts, outlines, concept maps...</i></li> <li><b>3-S-202</b> Use appropriate terms or expressions to describe periods of time.</li> <li><b>3-S-203</b> Select and use appropriate tools and technologies to accomplish tasks.</li> </ul> | <ul style="list-style-type: none"> <li><b>3-S-204</b> Use timelines to organize information chronologically.</li> <li><b>3-S-205</b> Construct maps that include a title, legend, and compass rose.</li> <li><b>3-S-206</b> Interpret maps that include a title, legend, and compass rose.</li> <li><b>3-S-207</b> Use cardinal directions to describe the relative locations of places on maps and globes.</li> </ul> |
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## Social Studies Skills

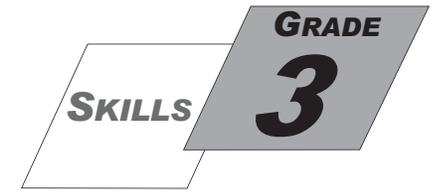
### Critical and Creative Thinking

Students will...

- 3-S-300** Formulate questions for research.
- 3-S-301** Consider advantages and disadvantages of solutions to a problem.
- 3-S-302** Draw conclusions based on information and evidence.
- 3-S-303** Revise ideas and opinions based on new information.
- 3-S-304** Distinguish fact from opinion.

### Communication

- 3-S-400** Listen actively to others to understand their perspectives.
- 3-S-401** Use language that is respectful of human diversity.
- 3-S-402** Support their ideas and opinions with information or observations.
- 3-S-403** Present information and ideas orally, visually, concretely, or electronically.

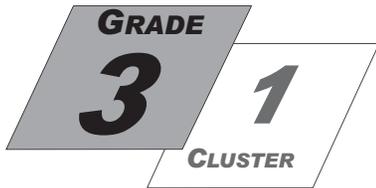


### Critical and Creative Thinking Skills

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgements. These judgements include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

### Communication Skills

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.



Students examine the rights and responsibilities of Canadian citizens and explore their connections with other Canadians. This includes a focus on Canada’s national anthem and Remembrance Day. Students also consider community influences and interactions related to identity, leadership, and decision making, and explore ways of dealing with conflict and bullying.

## Cluster 1: Connecting with Canadians

### Knowledge

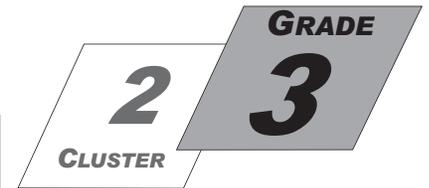
Students will...

<b>3-KC-001</b>	Recognize citizenship as membership in the Canadian community.	<b>3-KI-007A</b>	Describe personally significant aspects of their Aboriginal community.
<b>3-KC-002</b>	Give examples of responsibilities and rights of Canadian citizens.	<b>3-KI-007F</b>	Describe personally significant aspects of their francophone community.
<b>3-KC-003</b>	Recite the words to Canada’s national anthem in English, French, and a local Aboriginal language. <i>Examples: Cree, Ojibway, Michif, Dene...</i>	<b>3-KP-032</b>	Give examples of formal and informal leadership and decision making in groups and communities.
<b>3-KC-004</b>	Describe Remembrance Day as a time to think about peace and war.	<b>3-KP-033</b>	Identify ways of resolving conflict in groups and communities.
<b>3-KI-007</b>	Identify factors that may influence their identities. <i>Examples: culture and language, time and place, groups and communities, arts and media...</i>	<b>3-KP-034</b>	Identify ways to deal with bullying.

### Values

<b>3-VC-002</b>	Be willing to contribute to their groups and communities.
<b>3-VP-011</b>	Respect positive leadership in their groups and communities and in Canada.
<b>3-VP-011A</b>	Respect the teachings of Elders, leaders, parents, and community members.

## Cluster 2: Exploring the World



### Knowledge

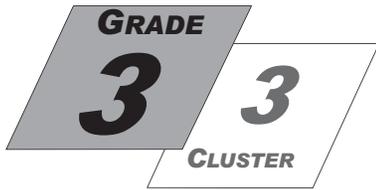
Students will...

<b>3-KC-005</b>	Recognize that people around the world have basic human rights. <i>Examples: access to food, water, shelter, a secure environment, education, fair and equal treatment...</i>	<b>3-KG-027</b>	Give examples of concerns common to communities around the world.
<b>3-KC-006</b>	Explain the importance of fairness and sharing in groups and communities.	<b>3-KG-028</b>	Identify organizations that support communities in all countries of the world. <i>Examples: United Nations and UNICEF, Red Cross, Médecins sans frontières...</i>
<b>3-KI-008</b>	Describe countries as types of communities defined by borders.	<b>3-KG-029</b>	Identify ways in which community services can help people acquire their basic human rights. <i>Examples: ensure quality housing, education, security, food and water...</i>
<b>3-KL-014</b>	Locate on a map or globe the equator and the Northern and Southern hemispheres.	<b>3-KG-030</b>	Describe similarities and connections between communities around the world.
<b>3-KL-015</b>	Locate on a map or globe the continents and oceans.	<b>3-KG-031</b>	Give examples of personal decisions and actions that may positively affect people locally or globally. <i>Examples: charitable donations and projects, recycling...</i>
<b>3-KL-016</b>	Identify maps, aerial photographs, and satellite images as representations of the surface of the Earth.		

Students are introduced to world geography and the use of maps and images to represent geographic concepts such as borders, hemispheres, and the equator. They explore common concerns and connections between world communities. They also examine human rights, the role of community services, and the effects of personal decisions.

### Values

<b>3-VC-001</b>	Support fairness in social interactions.
<b>3-VC-003</b>	Respect the equality of all human beings.
<b>3-VG-009</b>	Be willing to accept differences among people, communities, and ways of life.
<b>3-VG-010</b>	Appreciate their connections to people and communities elsewhere in the world.



Students enrich their appreciation of global diversity as they explore communities and cultures in other places of the world. Students explore the elements that constitute a culture and examine the physical, social, and cultural characteristics of *two contemporary communities of the world, one of which is an indigenous community.*

## Cluster 3: Communities of the World

### Knowledge

Students will...	
<b>3-KI-009</b>	Define the elements that constitute a culture. <i>Include: ways of life, language, art, clothing, beliefs.</i>
<b>3-KI-009A</b>	Identify the protocols within their Aboriginal culture.
<b>3-KI-010</b>	Describe characteristics of daily life in communities studied. <i>Examples: housing, tools, work, use of the land, recreation, education...</i>
<b>3-KI-011</b>	Give examples of cultural expression in communities studied. <i>Examples: language and stories, art, music and dance, architecture, traditions, clothing...</i>
<b>3-KI-012</b>	Recognize the diversity of cultures and communities in the world.
<b>3-KI-013</b>	Compare daily life in their own communities to life in communities studied.
<b>3-KL-017</b>	Describe the influence of natural phenomena on ways of life in communities studied. <i>Examples: climate, vegetation, natural resources, landforms, floods, droughts, storms...</i>
<b>3-KL-018</b>	Give examples of the use of natural resources in communities studied.
<b>3-KL-019</b>	Recognize that people have diverse ways of living on or with the land.
<b>3-KL-020</b>	Locate communities or countries studied on a world map or globe.
<b>3-KE-035</b>	Give examples of work, goods, and technologies in communities studied.
<b>3-KE-036</b>	Give examples of how the natural environment influences work, goods, technologies, and trade in communities studied.
<b>3-KE-037</b>	Describe diverse ways in which communities meet their members' needs.
<b>3-KE-038</b>	Identify media influences on their perceptions of people and places elsewhere in the world.

### Values

<b>3-VI-004</b>	Express interest in the ways of life of diverse cultures and communities.	<b>3-VL-006A</b>	Appreciate the sacredness of living on and with the land.
<b>3-VL-005</b>	Appreciate the diversity of the global natural environment.	<b>3-VE-012</b>	Value the contributions individuals make to their communities.
<b>3-VL-006</b>	Value the land for what it provides for communities.		

## Cluster 4: Exploring an Ancient Society



### Knowledge

Students will...

- 3-KH-021** Recognize the continuity of cultures, traditions, and practices over time.
- 3-KH-022** Recognize that communities change over time.
- 3-KH-023** Describe characteristics of daily life in an ancient society.  
*Examples: food, clothing, shelter, work, social organization, families, education, religion, celebrations, recreation...*
- 3-KH-024** Give examples of customs, stories, and traditions of an ancient society.
- 3-KH-025** Describe ways in which members of an ancient society expressed themselves.  
*Examples: art and architecture, music and dance, writing and stories, religious practices...*
- 3-KH-026** Give examples of the enduring contributions of an ancient society.  
*Examples: ideas, inventions, art and architecture, stories...*

### Values

- 3-VH-007** Express interest in and curiosity about people, events, and ways of life in the past.
- 3-VH-008** Value the enduring contributions of societies of the past.

Students explore life in *one ancient society selected from a choice of Egypt, China, Japan, the Vikings, Incas, Mayas, or Aztecs*. They consider various aspects of that society, including its ways of life, cultural expressions, customs and traditions, and enduring contributions.

Notes

***MANITOBA, CANADA, AND THE NORTH:  
PLACES AND STORIES***

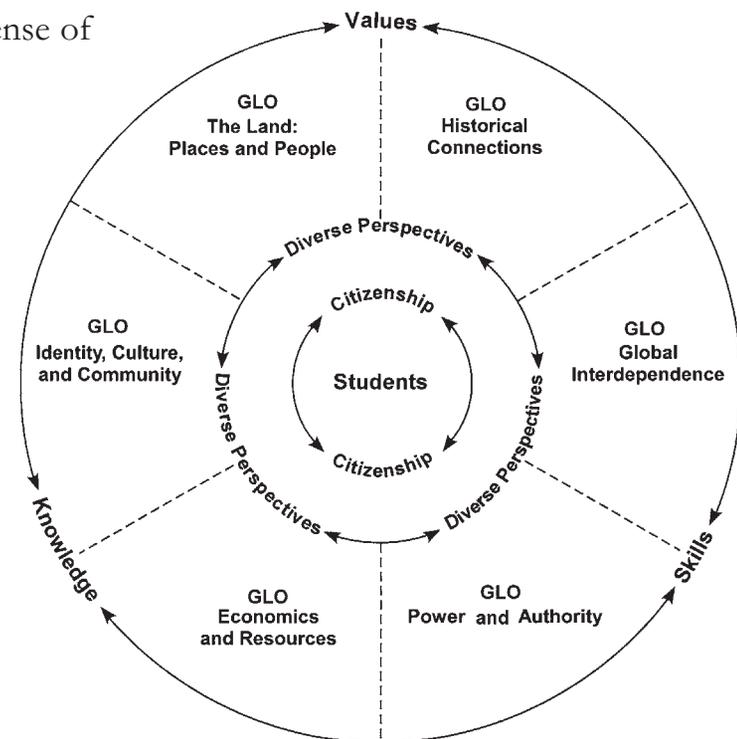
**GRADE**

**4**

## *Manitoba, Canada, and the North: Places and Stories*

### **Grade Overview**

**Grade 4** students explore life in Canada, Manitoba, and Canada’s North. They enhance their knowledge of Canada’s physical and human geography and develop an awareness of Canadian citizenship and governance. Students explore the places, stories, and cultures of Manitoba and discover the diversity and shared experiences of Manitobans, past and present. They also develop an awareness of life in Canada’s North through a study of the physical and human geography of one of the northern territories. Through this exploration, students develop a sense of belonging and enrich their understanding of citizenship in Manitoba and Canada.



## Manitoba, Canada, and the North: Places and Stories

GRADE  
4

### Cluster Overview

#### Cluster 1: Geography of Canada

Students study the physical geography of Manitoba and Canada, including the political boundaries and geographic regions of Canada.

#### Cluster 2: Living in Canada

Students enhance their awareness of Canada by examining various aspects of government, leadership, and power, including concepts related to citizenship and democracy. This study includes a focus on national, provincial, and territorial symbols, monuments, and commemorative days.

#### Cluster 3: Living in Manitoba

Students explore the physical and natural environment, people, places, and communities of Manitoba. They also consider Manitoba's contributions and links to the rest of the world.

#### Cluster 4: History of Manitoba

Students explore important events and individuals from Manitoba's past. This study includes a focus on early settlement, contributions of diverse cultural communities, and ways in which life in Manitoba has changed over time.

#### Cluster 5: Canada's North

Students explore *one of Canada's northern territories*. They consider the physical and human geography of the territory studied, which includes a focus on stories, traditions, and changes in ways of life in Canada's North. Students examine Aboriginal contributions, as well as the contribution of the North to the Canadian community.



**Skills for Active Democratic Citizenship**

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

**Skills for Managing Information and Ideas**

Information-management skills enable students to access, select, organize, and record information and ideas using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

**Social Studies Skills**

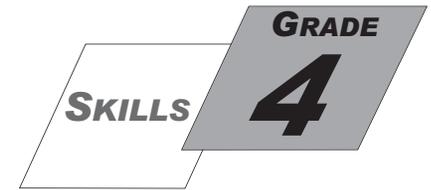
**Active Democratic Citizenship**

Students will...

- 4-S-100** Collaborate with others to share ideas, decisions, and responsibilities in groups.
- 4-S-101** Resolve conflicts peacefully and fairly.
- 4-S-102** Interact fairly and respectfully with others.
- 4-S-103** Make decisions that reflect care, concern, and responsibility for the environment.
- 4-S-104** Negotiate constructively with others to build consensus.

**Managing Information and Ideas**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li><b>4-S-200</b> Select information from oral, visual, material, print, or electronic sources.<br/><i>Examples: maps, atlases...</i></li> <li><b>4-S-201</b> Organize and record information in a variety of formats and reference sources appropriately.<br/><i>Examples: maps, charts, outlines, concept maps...</i></li> <li><b>4-S-202</b> Use appropriate terms or expressions to describe periods of time.<br/><i>Examples: decade, generation, century, when the Earth was new, in the time of our ancestors...</i></li> <li><b>4-S-203</b> Select and use appropriate tools and technologies to accomplish tasks.</li> <li><b>4-S-204</b> Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.</li> <li><b>4-S-205</b> Construct maps that include a title, legend, compass rose, and grid.</li> </ul> | <ul style="list-style-type: none"> <li><b>4-S-206</b> Interpret maps that include a title, legend, compass rose, and grid.</li> <li><b>4-S-207</b> Use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes.</li> <li><b>4-S-208</b> Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.<br/><i>Examples: sun, moon, or stars, inuksuit, Global Positioning Systems (GPS)...</i></li> </ul> |
|---|--|



## Social Studies Skills

### Critical and Creative Thinking

Students will...

- 4-S-300** Formulate questions for research.
- 4-S-301** Consider advantages and disadvantages of solutions to a problem.
- 4-S-302** Draw conclusions based on information and evidence.
- 4-S-303** Evaluate personal assumptions based on new information and ideas.
- 4-S-304** Distinguish fact from opinion.
- 4-S-305** Observe and analyze material or visual evidence for research.  
*Examples: artifacts, photographs, works of art...*

### Communication

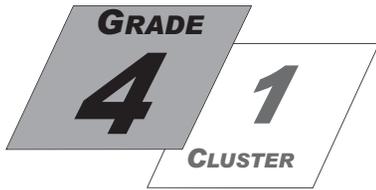
- 4-S-400** Listen actively to others to understand their perspectives.
- 4-S-401** Use language that is respectful of human diversity.
- 4-S-402** Support their ideas and opinions with information or observations.
- 4-S-403** Present information and ideas orally, visually, concretely, or electronically.

### Critical and Creative Thinking Skills

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgements. These judgements include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

### Communication Skills

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.



Students study the physical geography of Manitoba and Canada, including the political boundaries and geographic regions of Canada.

## Cluster 1: Geography of Canada

### Knowledge

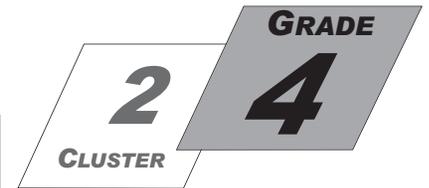
Students will...

- 4-KL-015** Describe the relative locations of Manitoba and Canada in the world using cardinal directions.
- 4-KL-016** Locate the geographic regions on a map of Canada.  
*Examples: Western Cordillera, Prairie Region, Canadian Shield, St. Lawrence – Great Lakes Lowlands, Atlantic Region, Arctic Region...*
- 4-KL-017** Describe characteristics of the geographic regions of Canada.  
*Examples: landforms, bodies of water, vegetation, climate, population distribution...*
- 4-KL-018** Locate the oceans, major landforms, lakes, and waterways on a map of Canada.
- 4-KL-019** Locate the provinces, territories, and capital cities on a map of Canada.

### Values

- 4-VL-005** Appreciate Canada's vast and diverse geography.

## Cluster 2: Living in Canada



### Knowledge

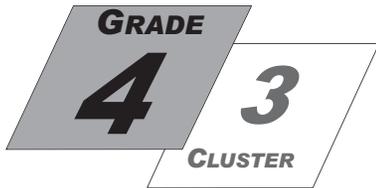
Students will...

- |  |   |
|--|---|
| <p><b>4-KC-001</b> Describe Canadian and provincial or territorial symbols and monuments.<br/><i>Examples: national anthem, coats of arms, flags, monuments, legislative buildings...</i></p> <p><b>4-KC-002</b> Identify democratic ideals in Canadian society.<br/><i>Examples: equality, freedom, citizen participation in government...</i></p> <p><b>4-KC-003</b> Identify days important to Canadians and Manitobans.<br/><i>Examples: Canada Day, Remembrance Day, National Aboriginal Day, Saint-Jean-Baptiste Day, Manitoba Day, Louis Riel Day...</i></p> <p><b>4-KC-004</b> Explain from a personal perspective what it means to be a citizen of Canada.</p> <p><b>4-KC-004A</b> Explain from a personal perspective what it means to be an Aboriginal citizen in Canada.</p> <p><b>4-KC-004F</b> Explain from a personal perspective what it means to be a francophone citizen in Canada.</p> <p><b>4-KP-041</b> Explain the purposes of government.</p> <p><b>4-KP-042</b> Identify levels of government in Canada and give examples of their responsibilities.<br/><i>Include: municipal or local, provincial or territorial, First Nation, and federal governments.</i></p> | <p><b>4-KP-043</b> Identify elected government leaders in their local communities, in Manitoba, and in Canada.</p> <p><b>4-KP-044</b> Recognize that there are elected Aboriginal representatives in Manitoba and in Canada.</p> <p><b>4-KP-044A</b> Identify elected representatives of their Aboriginal communities.</p> <p><b>4-KP-045</b> Give examples of formal and informal power and authority in their lives.<br/><i>Examples: rules, laws, student councils, bullying, gangs...</i></p> <p><b>4-KP-046</b> Identify positive ways of dealing with conflict or the misuse of power and authority.</p> <p><b>4-KE-047</b> Use examples to distinguish between public and private property.</p> <p><b>4-KE-048</b> Identify various ways in which governments help people meet their needs.<br/><i>Examples: education, health care, sanitation...</i></p> <p><b>4-KE-049</b> Describe media influences on their perceptions of people and places in Canada.</p> |
|--|---|

### Values

- |   |   |
|---|---|
| <p><b>4-VC-001</b> Be willing to contribute to their groups and communities.</p> <p><b>4-VC-002</b> Value Canadian citizenship.</p> | <p><b>4-VP-011</b> Respect the rights of others when using personal power or authority.<br/><i>Examples: as a member of cooperative groups, patrols, class monitors, conflict managers...</i></p> <p><b>4-VE-012</b> Respect public and private property.</p> |
|---|---|

Students enhance their awareness of Canada by examining various aspects of government, leadership, and power, including concepts related to citizenship and democracy. This study includes a focus on national, provincial, and territorial symbols, monuments, and commemorative days.



Students explore the physical and natural environment, people, places, and communities of Manitoba. They also consider Manitoba's contributions and links to the rest of the world.

## Cluster 3: Living in Manitoba

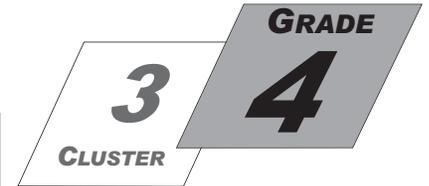
### Knowledge

Students will...

- |                  |   |                  |   |
|------------------|---|------------------|---|
| <b>4-KI-005</b>  | Identify cultural communities in Manitoba.  | <b>4-KL-020</b>  | Locate on a map and describe geographic features of Manitoba.<br><i>Examples: lakes and rivers, landforms, vegetation, forests, parks, cities and towns, First Nations communities...</i>                   |
| <b>4-KI-006</b>  | Give examples of diverse artistic and cultural achievements of Manitobans.<br><i>Include: Aboriginal and francophone cultural achievements.</i> | <b>4-KL-020A</b> | Use traditional knowledge to describe and locate places in Manitoba.  |
| <b>4-KI-006A</b> | Give examples of Aboriginal artistic and cultural achievements and organizations in Manitoba.   | <b>4-KL-021</b>  | Locate on a map and identify major natural resources in Manitoba.   |
| <b>4-KI-006F</b> | Give examples of francophone artistic and cultural achievements and organizations in Manitoba.  | <b>4-KL-022</b>  | Describe the main demographic features of Manitoba.<br><i>Include: population, population distribution, cultural communities.</i>   |
| <b>4-KI-007</b>  | Identify Aboriginal communities, cultures, and languages in Manitoba.<br><i>Examples: Cree, Ojibway, Dakota, Michif, Oji-Cree, Dene...</i>      | <b>4-KL-023</b>  | Identify issues related to environmental stewardship and sustainability in Manitoba.  |
| <b>4-KI-007A</b> | Identify connections between their community and other Aboriginal communities in Manitoba.  | <b>4-KL-024</b>  | Give examples of Aboriginal peoples' traditional relationships with the land.   |
| <b>4-KI-008</b>  | Identify francophone communities in Manitoba.   | <b>4-KL-025</b>  | Describe places of historic, cultural, or environmental significance in Manitoba.<br><i>Examples: Lower Fort Garry, the Forks, musée de Saint-Boniface, Thunderbird House, provincial/national parks...</i> |
| <b>4-KI-008F</b> | Identify connections between their local community and other francophone communities in Manitoba.   | <b>4-KG-039</b>  | Identify ways in which the people of Manitoba are connected to other people in the world.<br><i>Examples: immigration, imports and exports, travel...</i>   |
| <b>4-KI-009</b>  | Describe the influence of various factors on their identities.<br><i>Include: culture, community, place, region.</i>                            | <b>4-KG-040</b>  | Recognize that personal decisions and actions can affect people elsewhere in the world.<br><i>Examples: UNICEF, Project Love, recycling projects...</i>   |
| <b>4-KI-009A</b> | Understand the teachings of Elders about their culture and identity.  |                  |   |
| <b>4-KI-009F</b> | Describe the influence of their cultural heritage on their francophone identity.  |                  |   |

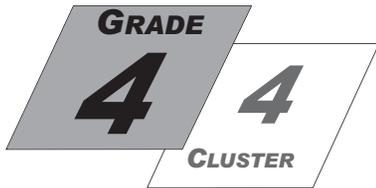
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## Cluster 3: Living in Manitoba (continued)



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Values	
	Students will...
<b>4-VI-003</b>	Value ethnic and cultural diversity in Manitoba.
<b>4-VI-004</b>	Value the artistic and cultural achievements of Manitobans.
<b>4-VL-006</b>	Appreciate Manitoba's natural environment.
<b>4-VL-006A</b>	Respect their spiritual connection to the natural environment (land, water, sky).
<b>4-VG-010</b>	Appreciate Manitoba's interdependence with the world.



Students explore important events and individuals from Manitoba's past. This study includes a focus on early settlement, contributions of diverse cultural communities, and ways in which life in Manitoba has changed over time.

## Cluster 4: History of Manitoba

### Knowledge

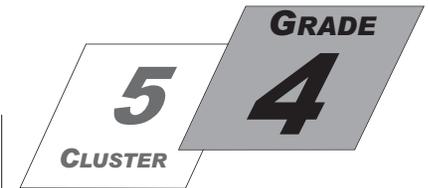
Students will...

- |                  |  |                 |   |
|------------------|--|-----------------|---|
| <b>4-KI-010</b>  | Give examples of the contributions of diverse ethnic and cultural communities to the history of Manitoba.  | <b>4-KL-026</b> | Describe the influence of the natural environment on settlement in Manitoba.  |
| <b>4-KI-011</b>  | Give examples of Aboriginal contributions to the history of Manitoba.<br><i>Examples: place names, art, parks and historic sites, symbols and stories, guidance to early settlers...</i> | <b>4-KL-027</b> | Relate stories of interactions between the Selkirk settlers and Aboriginal peoples.   |
| <b>4-KI-011A</b> | Recognize that their identities are connected to the history of their Aboriginal community.  | <b>4-KH-033</b> | Relate stories of people and events that shaped Manitoba.<br><i>Examples: voyageurs, Louis Riel, Chief Peguis, Lord Selkirk, Nellie McClung, Thanadelthur, bison hunt...</i>                      |
| <b>4-KI-012</b>  | Give examples of francophone contributions to the history of Manitoba.<br><i>Examples: settlement of Saint-Boniface, place names, language and culture, voyageurs...</i>                 | <b>4-KH-034</b> | Give examples of the impact of European settlement on Aboriginal communities in Manitoba.<br><i>Include: displacement of communities, disease, cultural change.</i>                               |
| <b>4-KI-012F</b> | Recognize that their identities are connected to the history of their francophone community.   | <b>4-KH-035</b> | Describe ways in which life in Manitoba has changed over time.<br><i>Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation...</i> |

### Values

- |                 |  |
|-----------------|--|
| <b>4-VH-008</b> | Value oral tradition as an important way to learn history. |
| <b>4-VH-009</b> | Appreciate the significance of history in their lives.     |

## Cluster 5: Canada's North



Students explore *one of Canada's northern territories*. They consider the physical and human geography of the territory studied, which includes a focus on stories, traditions, and changes in ways of life in Canada's North. Students examine Aboriginal contributions, as well as the contribution of the North to the Canadian community.

### Knowledge

Students will...

<b>4-KI-013</b>	Describe Aboriginal contributions to the northern territory studied. <i>Examples: visual arts, games, music, dance...</i>	<b>4-KL-031</b>	Give examples of changes to place names in the northern territory studied. <i>Examples: Kugluktuk/Coppermine...</i>
<b>4-KI-014</b>	Give examples of Aboriginal languages, cultures, and communities in the northern territory studied.	<b>4-KL-032</b>	Describe various purposes of <i>inuksuit</i> . <i>Examples: companionship; to mark food caches, hunting locations, direction...</i>
<b>4-KL-028</b>	Locate on a map and describe physical features of the northern territory studied.	<b>4-KH-036</b>	Give examples of stories and traditions of the northern territory studied.
<b>4-KL-029</b>	Identify natural resources in the northern territory studied.	<b>4-KH-037</b>	Identify the main reasons for the creation of Nunavut and the new Northwest Territories.
<b>4-KL-030</b>	Describe the demographic features of the northern territory studied. <i>Examples: population, population distribution...</i>	<b>4-KH-038</b>	Describe changes in ways of life in the last century in the northern territory studied. <i>Examples: food, clothing, transportation, languages, recreation, education...</i>

### Values

<b>4-VL-007</b>	Value the contributions of the North to the Canadian community.
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Notes

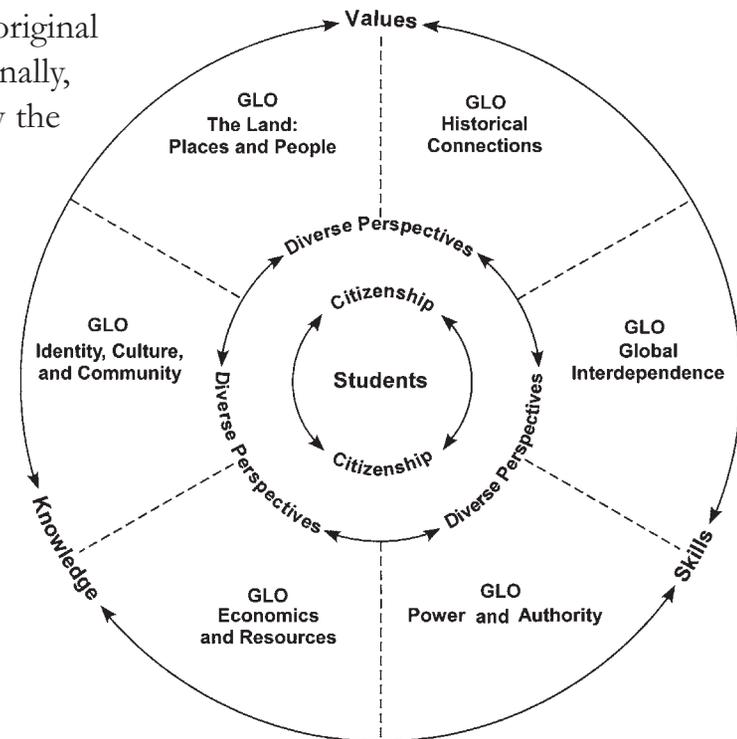
***PEOPLES AND STORIES OF CANADA  
TO 1867***

**GRADE  
5**

## Peoples and Stories of Canada to 1867

### Grade Overview

**Grade 5** students focus on the stories of the peoples of early Canada and how they came to share this land. They explore ways of life of First Peoples before and after European contact and consider how Aboriginal cultures have influenced this country. Students examine early European exploration and consider the experiences of French and British settlers and of diverse cultural groups as they developed roots in this country. They become aware of the development of Canada as a nation, from a vast land rich in natural resources inhabited by Aboriginal peoples, to a colony of France and then of Britain, and, finally, as a confederation of provinces and territories. They study the fur trade and the rise of the Métis Nation, and examine cultural interaction and interdependence in early Canada. As students reflect upon the stories of people and events that shaped early Canada, they learn how the history and geography of this land influenced Canadians.



## Peoples and Stories of Canada to 1867

GRADE  
**5**

### Cluster Overview

#### Cluster 1: First Peoples

Students explore First Peoples' ways of life before and during their early contact with Europeans, which includes a focus on the daily life, leadership, culture, and beliefs of First Peoples communities. Students also consider traditional territories of First Peoples and their connections with the natural environment.

#### Cluster 2: Early European Colonization (1600 to 1763)

Students examine causes and consequences of European exploration and settlement in early Canada. This study includes a focus on individuals and places of the period, as well as daily life of French and British colonists and their relationships with First Peoples. Students explore the influence of the environment, resources, trade, and conflict during the establishment of the French and British colonial empires. They also study the Acadian deportation, settlement of Nouvelle-France, and the British conquest of Nouvelle-France.

#### Cluster 3: Fur Trade

Students explore the influence of the fur trade on the exploration, westward and northward expansion, and historical development of Canada. This study includes a focus on explorers and other groups associated with the fur trade, social and economic aspects of the fur trade, rivalry between the Hudson's Bay Company and North West Company, the rise of the Métis Nation, and settlement of the Red River colony.

#### Cluster 4: From British Colony to Confederation (1763 to 1867)

Students examine life and citizenship in British North America. This study includes a focus on the United Empire Loyalists, War of 1812, Selkirk Settlement, 1837 to 1838 Rebellions, and the people, issues, and events surrounding the origins of Canadian Confederation. Students explore cultural diversity in early Canada, including relationships between Europeans, First Peoples, and Métis people. They also consider issues related to traditional Métis lands and communities, immigration, culture, and identity.



**Skills for Active Democratic Citizenship**

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

**Skills for Managing Information and Ideas**

Information-management skills enable students to access, select, organize, and record information and ideas using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

**Social Studies Skills**

**Active Democratic Citizenship**

Students will...

**5-S-100**

Collaborate with others to establish and carry out group goals and responsibilities.

**5-S-101**

Use a variety of strategies to resolve conflicts peacefully and fairly.  
*Examples: clarification, negotiation, compromise...*

**5-S-102**

Make decisions that reflect fairness and equality in their interactions with others.

**5-S-103**

Make decisions that reflect care, concern, and responsibility for the environment.

**5-S-104**

Negotiate constructively with others to build consensus and solve problems.

**5-S-105**

Recognize bias and discrimination and propose solutions.

**5-S-106**

Treat places and objects of historical significance with respect.  
*Examples: burial grounds, memorials, artifacts...*

**Managing Information and Ideas**

**5-S-200**

Select information from oral, visual, material, print, or electronic sources.  
*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*

**5-S-201**

Organize and record information in a variety of formats and reference sources appropriately.  
*Examples: maps, charts, outlines, concept maps...*

**5-S-202**

Distinguish between primary and secondary information sources for research.

**5-S-203**

Select and use appropriate tools and technologies to accomplish tasks.

**5-S-204**

Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.

**5-S-205**

Construct maps that include a title, legend, compass rose, grid, and scale.

**5-S-206**

Interpret maps that include a title, legend, compass rose, grid, and scale.

**5-S-207**

Use latitude and longitude to locate and describe places on maps and globes.

**5-S-207A**

Use traditional knowledge to read the land.

**5-S-208**

Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.



## Social Studies Skills

### Critical and Creative Thinking

	Students will...		
<b>5-S-300</b>	Plan topics and goals for historical inquiry and research.	<b>5-S-306</b>	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
<b>5-S-301</b>	Evaluate the advantages and disadvantages of solutions to a problem.	<b>5-S-307</b>	Compare differing accounts of historical events.
<b>5-S-302</b>	Draw conclusions based on research and evidence.	<b>5-S-308</b>	Compare diverse perspectives in a variety of information sources.
<b>5-S-303</b>	Evaluate personal assumptions based on new information and ideas.	<b>5-S-309</b>	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>
<b>5-S-304</b>	Distinguish fact from opinion and interpretation.	<b>5-S-310</b>	Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.
<b>5-S-305</b>	Observe and analyze material or visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>		

### Communication

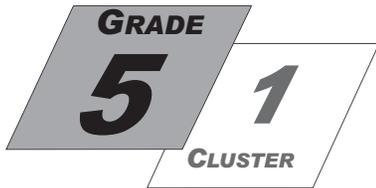
<b>5-S-400</b>	Listen to others to understand their perspectives.	<b>5-S-405</b>	Articulate their beliefs and perspectives on issues.
<b>5-S-401</b>	Use language that is respectful of human diversity.		
<b>5-S-402</b>	Support their ideas and opinions with information or observations.		
<b>5-S-403</b>	Present information and ideas orally, visually, concretely, or electronically.		
<b>5-S-404</b>	Elicit and clarify questions and ideas in discussions.		

### Critical and Creative Thinking Skills

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgements. These judgements include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

### Communication Skills

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.



Students explore First Peoples' ways of life before and during their early contact with Europeans, which includes a focus on the daily life, leadership, culture, and beliefs of First Peoples communities. Students also consider traditional territories of First Peoples and their connections with the natural environment.

## Cluster 1: First Peoples

### Knowledge

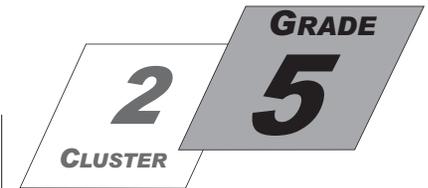
Students will...

- |                 |  |                 |   |
|-----------------|--|-----------------|---|
| <b>5-KI-004</b> | Describe First Peoples' stories of their origins, as well as current theories of migration to the North American continent.                    | <b>5-KL-017</b> | Describe practices and beliefs that reflected First Peoples' connections with the land and the natural environment.                       |
| <b>5-KI-005</b> | Describe characteristics of diverse First Peoples cultures before contact with Europeans.  | <b>5-KH-024</b> | Relate First Peoples' stories of their pre-contact and early contact with Europeans.  |
| <b>5-KI-006</b> | Compare daily life in diverse First Peoples communities.<br><i>Examples: food, clothing, shelter; roles of men, women, children, Elders...</i> | <b>5-KP-046</b> | Compare types of leadership in diverse First Peoples communities.<br><i>Examples: hereditary right, matriarchy, democracy...</i>          |
| <b>5-KL-014</b> | Describe the impact of the ice age on the land.  | <b>5-KE-050</b> | Describe various ways in which First Peoples communities interacted with each other.<br><i>Examples: trade, cooperation, conflicts...</i> |
| <b>5-KL-015</b> | Locate on a map of Canada the major physical regions, vegetation zones, and bodies of water.   |                 |   |
| <b>5-KL-016</b> | Locate on a map of North America the traditional territories of First Peoples.   |                 |   |

### Values

- |                 |   |
|-----------------|---|
| <b>5-VH-008</b> | Value oral tradition as an important source of knowledge about First Peoples. |
| <b>5-VP-014</b> | Value diverse approaches to leadership.                                       |

## Cluster 2: Early European Colonization (1600 to 1763)



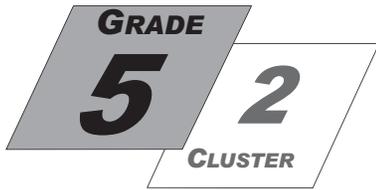
### Knowledge

Students will...

<b>5-KI-007</b>	Describe daily life in early French and British settlements in Atlantic Canada.	<b>5-KH-028</b>	Describe the reasons for and the impact of the Acadian deportation.
<b>5-KI-008</b>	Describe the organization and daily life of Nouvelle-France. <i>Examples: seigneurial system, agriculture, religion, les Filles du Roi...</i>	<b>5-KH-029</b>	Describe the major events and impact of the British conquest of Nouvelle-France. <i>Include: Battle of the Plains of Abraham (1759), Treaty of Paris (1763); impact on First Peoples.</i>
<b>5-KL-018</b>	Locate on a map of Canada places of historical significance during early European colonization. <i>Include: L'Anse aux Meadows, L'Acadie, La Nouvelle-France.</i>	<b>5-KH-033</b>	Describe contributions of individuals in the settlement of Nouvelle-France. <i>Include: Samuel de Champlain, Jean Talon, Louis de Buade, comte de Frontenac, Marguerite Bourgeoys.</i>
<b>5-KL-019</b>	Identify factors that influenced the movement and settlement of Europeans in early Canada. <i>Include: natural environment, fur trade, military posts.</i>	<b>5-KG-043</b>	Identify European countries that established colonial empires and locate on a world map their areas of colonization. <i>Include: Portugal, Spain, France, England, Holland.</i>
<b>5-KH-025</b>	Relate stories of European explorers and traders in their search for new lands or the Northwest Passage. <i>Examples: Leif Eriksson, Giovanni Caboto, Henry Hudson, Jacques Cartier, Martin Frobisher, David Thompson...</i>	<b>5-KP-047</b>	Identify reasons why Europeans expanded their territories to include North America. <i>Examples: international competition, resources, religion, trade ...</i>
<b>5-KH-026</b>	Give examples of the impact of interactions between First Peoples and European explorers, colonists, and missionaries. <i>Examples: shared technologies, trade, spread of disease...</i>	<b>5-KP-048</b>	Describe the organization of the royal government in Nouvelle-France.
<b>5-KH-027</b>	Describe the impact of European wars on First Peoples and French and British colonies in early Canada. <i>Include: First Peoples alliances.</i>	<b>5-KE-051</b>	Compare First Peoples' and European approaches to natural resource use in early Canada. <i>Examples: hunting and fishing, agriculture, trade, landholding and ownership...</i>

(continued on the next page)

Students examine causes and consequences of European exploration and settlement in early Canada. This study includes a focus on individuals and places of the period, as well as daily life of French and British colonists and their relationships with First Peoples. Students explore the influence of the environment, resources, trade, and conflict during the establishment of the French and British colonial empires. They also study the Acadian deportation, settlement of Nouvelle-France, and the British conquest of Nouvelle-France.



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## **Cluster 2: Early European Colonization (1600 to 1763) (continued)**

### **Values**

Students will...

- 5-VH-009** Appreciate the contributions of First Peoples to the development of Canada.
- 5-VH-011** Appreciate the Aboriginal, French, and British heritage of Canada.
- 5-VH-012** Demonstrate empathy for the struggles of the peoples of early Canada.
- 5-VE-015** Be willing to consider diverse approaches to resource and land use.

### Cluster 3: Fur Trade



Students explore the influence of the fur trade on the exploration, westward and northward expansion, and historical development of Canada. This study includes a focus on explorers and other groups associated with the fur trade, social and economic aspects of the fur trade, rivalry between the Hudson’s Bay Company and North West Company, the rise of the Métis Nation, and settlement of the Red River colony.

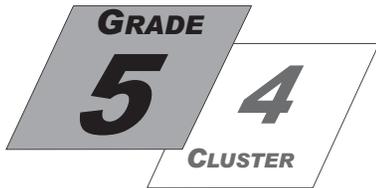
#### Knowledge

Students will...

- |  |   |
|--|---|
| <p><b>5-KI-009</b> Describe daily life and challenges for various groups involved in the fur trade.<br/><i>Examples: coureurs de bois, trappers, trading post employees, voyageurs, factors, women...</i></p>  | <p><b>5-KH-034</b> Describe the historical significance of Canadian place names.</p>  |
| <p><b>5-KL-020</b> Locate on a map of Canada places and regions of historical significance to the fur trade and the Métis Nation.</p>  | <p><b>5-KH-035</b> Describe events related to the origins and rise of the Métis Nation.</p>   |
| <p><b>5-KL-021</b> Give examples of ways in which the fur trade operations were influenced by the land.<br/><i>Examples: location of posts, transportation, food, clothing...</i></p>  | <p><b>5-KH-036</b> Give examples of the impact of interactions between First Peoples and European traders and settlers.<br/><i>Examples: shared technologies, cultural change, spread of disease...</i></p> |
| <p><b>5-KH-030</b> Describe the influence of the fur trade on the historical development of Canada.<br/><i>Include: Hudson’s Bay and North West Companies; the creation of Rupert’s Land and the western expansion of Canada.</i></p>  | <p><b>5-KG-044</b> Identify global factors that influenced the fur trade in Canada.<br/><i>Examples: European fashion, wars in Europe...</i></p>  |
| <p><b>5-KH-031</b> Describe factors that led to the development and expansion of the fur trade into the west and north of Canada.</p>  | <p><b>5-KP-049</b> Give examples of conflicting priorities between the demands of the fur trade and agricultural settlement.<br/><i>Include: Selkirk and Métis settlements of the Red River.</i></p>        |
| <p><b>5-KH-032</b> Relate stories of the people and events of the fur trade.<br/><i>Examples: coureurs de bois, Pierre-Esprit Radisson and Médard Chouart Des Groseilliers, Pierre Gaultier de Varennes, sieur La Vérendrye, Henry Kelsey, Simon Fraser, James McGill...</i></p> | <p><b>5-KE-052</b> Describe how the fur trade was dependent on the men and women of the First Nations and Métis Nation.</p>   |
|  | <p><b>5-KE-053</b> Compare and contrast the operations of the Hudson’s Bay and the North West Companies and describe the competition between them.</p>  |

#### Values

- |  |  |
|--|--|
| <p><b>5-VI-003</b> Appreciate the contributions of various groups involved in the fur trade to the historical development of Canada.</p> | <p><b>5-VL-007</b> Appreciate the significance of the land and natural resources in the development of Canada.</p> |
|--|--|



Students examine life and citizenship in British North America. This study includes a focus on the United Empire Loyalists, War of 1812, Selkirk Settlement, 1837 to 1838 Rebellions, and the people, issues, and events surrounding the origins of Canadian Confederation. Students explore cultural diversity in early Canada, including relationships between Europeans, First Peoples, and Métis people. They also consider issues related to traditional Métis lands and communities, immigration, culture, and identity.

## Cluster 4: From British Colony to Confederation (1763 to 1867)

### Knowledge

Students will...

<b>5-KC-001</b>	Give examples of the responsibilities and rights of citizens of Canada in 1867.	<b>5-KH-038</b>	Identify the causes, major events, and results of the War of 1812.
<b>5-KC-002</b>	Identify differences in citizenship rights for various groups in 1867. <i>Include: First Nations, French, British, women.</i>	<b>5-KH-039</b>	Describe the reasons for, main events of, and impact of the Selkirk Settlement of the Red River.
<b>5-KC-003</b>	Compare what it meant to be a citizen of Canada in 1867 to what it means today.	<b>5-KH-040</b>	Identify people, events, and results of the 1837 to 1838 Rebellions and explain their impact on the development of Canada. <i>Include: Durham Report, Act of Union, establishment of responsible government, French-English relations.</i>
<b>5-KI-010</b>	Describe the cultural diversity of pre-Confederation Canada. <i>Examples: English, First Nations, French, German, Inuit, Irish, Métis, Scottish...</i>	<b>5-KH-041</b>	Describe the origins of Confederation and give arguments for and against Canadian Confederation. <i>Include: significance of the British North America Act; resistance of Prince Edward Island, Newfoundland, and Nova Scotia to Confederation.</i>
<b>5-KI-011</b>	Describe ways in which migration to another country or contact with other cultures may affect identities.	<b>5-KH-042</b>	Describe the roles of individuals in building Canadian Confederation. <i>Include: John A. Macdonald, Georges Étienne Cartier, Charles Tupper, Thomas D'Arcy McGee, George Brown, Samuel Tilley, John H. Gray.</i>
<b>5-KI-012</b>	Describe how European views of First Peoples changed from 1763 to 1867. <i>Examples: First Peoples regarded as dependents and inferiors rather than allies and equals...</i>	<b>5-KG-045</b>	Identify global factors that influenced immigration to Canada. <i>Examples: political and social issues, European famine, increasing European populations...</i>
<b>5-KI-013</b>	Compare daily life in Canada East and Canada West. <i>Include: language, religion, government, laws.</i>		
<b>5-KL-022</b>	Locate on a map of Canada the four provinces of Confederation in 1867.		
<b>5-KL-023</b>	Locate on a map of western Canada traditional Métis lands and communities.		
<b>5-KH-037</b>	Give reasons for the migration of the United Empire Loyalists and describe their impact on Canada. <i>Include: American Revolution, hardships, settlement areas, cultural diversity of the Loyalists.</i>		

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## Cluster 4: From British Colony to Confederation (1763 to 1867) (continued)

### Values

Students will...

- 5-VC-001** Respect the rights, opinions, and perspectives of others.
- 5-VC-002** Be willing to contribute to their groups and communities.
- 5-VI-004** Appreciate Canadian history and geography as important contributors to personal identity.
- 5-VI-005** Value the contributions of First Nations, Inuit, Métis, French, British, and diverse cultural communities to the development of Canada.
- 5-VI-006** Appreciate the historical roots of the multicultural nature of Canada.
- 5-VH-010** Value history as a way of understanding contemporary Canada.
- 5-VG-013** Appreciate the connections Canadians have with various places in the world.



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previous page)*

Notes

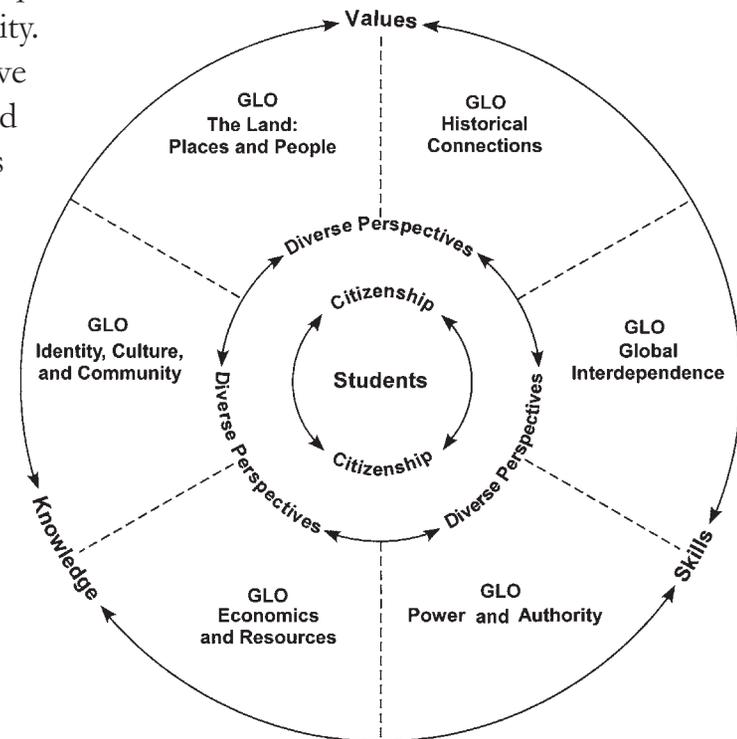
***CANADA: A COUNTRY OF CHANGE  
(1867 TO PRESENT)***

**GRADE  
6**

## Canada: A Country of Change (1867 to Present)

### Grade Overview

**Grade 6** students focus on people and events in Canada from Confederation to the present. They explore the changing character of this country as they examine territorial expansion, the role of immigration, and the evolving relationships between First Nations, Inuit, and Métis peoples and the Canadian government. Students learn about democratic processes and study the emergence of Canada as a culturally diverse, bilingual, and democratic society. They focus on Canadian questions regarding the environment, citizenship, identity, and diversity. Students also consider contemporary world events that have shaped Canadian society. As they explore Canada’s past and present, they enhance their awareness of democratic ideals and their understanding of Canadian citizenship.



**Canada: A Country of Change (1867 to Present)****GRADE  
6****Cluster Overview****Cluster 1: Building a Nation (1867 to 1914)**

Students examine life in post-Confederation Canada. They explore the expansion of Canada through the addition of new provinces and territories, including the influence of individuals and events of this time. Students focus on the entry of Manitoba into Confederation, establishment of treaties and reserves, building of railroads, role of the North West Mounted Police, the 1885 Resistance, and the gold rushes. Students consider the impact of immigration and hardships faced by new settlers. They also study cultural diversity, including the evolving relationships between First Nations, Inuit, and Métis peoples and the Canadian government, and relationships between anglophones and francophones.

**Cluster 2: An Emerging Nation (1914 to 1945)**

Students examine Canada as a newly emerging nation. This study includes a focus on the Winnipeg General Strike, the Depression, the causes and events of the two World Wars, and Canada's involvement in these wars. Students explore social, political, and economic changes that occurred during this period, such as women's suffrage, urbanization, and technological developments.

**Cluster 3: Shaping Contemporary Canada (1945 to Present)**

Students explore factors that have shaped contemporary Canadian life. This study includes a focus on the impact of global events and forces, Canadian involvement in international organizations and world conflicts, and the impact of technological and industrial advancements. Students also study developments regarding Aboriginal rights and the evolution of Canada as a bilingual and multicultural nation.

**Cluster 4: Canada Today: Democracy, Diversity, and the Influence of the Past**

Students explore Canadian governance, citizenship, and identity, and the ideals, responsibilities, and rights of democracy. This study includes a focus on electoral processes, as well as federal, provincial, First Nations, and municipal governments, and the responsibilities of elected representatives. Students examine issues related to the protection and expression of culture and identity and the role of various groups and organizations in the promotion of identity and democratic rights. Students also consider the influence of the natural environment, as well as the contributions of past generations in shaping modern-day Canada.



**Skills for Active Democratic Citizenship**

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

**Skills for Managing Information and Ideas**

Information-management skills enable students to access, select, organize, and record information and ideas using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

**Social Studies Skills**

**Active Democratic Citizenship**

Students will...

**6-S-100**

Collaborate with others to establish and carry out group goals and responsibilities.

**6-S-101**

Use a variety of strategies to resolve conflicts peacefully and fairly.  
*Examples: clarification, negotiation, compromise...*

**6-S-102**

Make decisions that reflect fairness and equality in their interactions with others.

**6-S-103**

Make decisions that reflect care, concern, and responsibility for the environment.

**6-S-104**

Negotiate constructively with others to build consensus and solve problems.

**6-S-105**

Recognize bias and discrimination and propose solutions.

**6-S-106**

Treat places and objects of historical significance with respect.  
*Examples: burial grounds, memorials, artifacts...*

**Managing Information and Ideas**

**6-S-200**

Select information from a variety of oral, visual, material, print, or electronic sources.  
*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*

**6-S-201**

Organize and record information in a variety of formats and reference sources appropriately.  
*Examples: maps, charts, outlines, concept maps...*

**6-S-202**

Distinguish between primary and secondary information sources for research.

**6-S-203**

Select and use appropriate tools and technologies to accomplish tasks.

**6-S-204**

Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.

**6-S-205**

Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.

**6-S-206**

Select and interpret various types of maps for specific purposes.

**6-S-207**

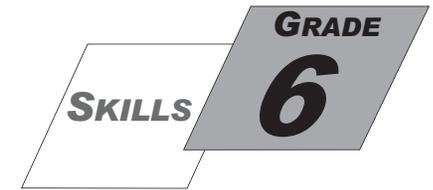
Use latitude and longitude to locate and describe places on maps and globes.

**6-S-207A**

Use traditional knowledge to read the land.

**6-S-208**

Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.



## Social Studies Skills

### Critical and Creative Thinking

Students will...

<b>6-S-300</b>	Plan topics, goals, and methods for historical inquiry and research.	<b>6-S-306</b>	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
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<b>6-S-304</b>	Distinguish fact from opinion and interpretation.	<b>6-S-310</b>	Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.
<b>6-S-305</b>	Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>		

### Communication

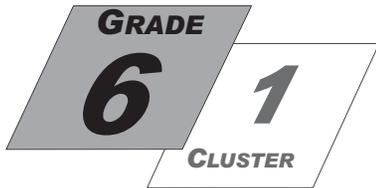
<b>6-S-400</b>	Listen to others to understand their perspectives.	<b>6-S-405</b>	Articulate their beliefs and perspectives on issues.
<b>6-S-401</b>	Use language that is respectful of human diversity.		
<b>6-S-402</b>	Persuasively express differing viewpoints regarding an issue.		
<b>6-S-403</b>	Present information and ideas orally, visually, concretely, or electronically.		
<b>6-S-404</b>	Elicit and clarify questions and ideas in discussions.		

### Critical and Creative Thinking Skills

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgements. These judgements include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

### Communication Skills

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

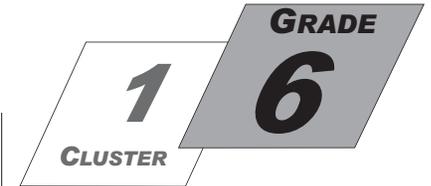


Students examine life in post-Confederation Canada. They explore the expansion of Canada through the addition of new provinces and territories, including the influence of individuals and events of this time. Students focus on the entry of Manitoba into Confederation, establishment of treaties and reserves, building of railroads, role of the North West Mounted Police, the 1885 Resistance, and the gold rushes. Students consider the impact of immigration and hardships faced by new settlers. They also study cultural diversity, including the evolving relationships between First Nations, Inuit, and Métis peoples and the Canadian government, and relationships between anglophones and francophones.

## Cluster 1: Building a Nation (1867 to 1914)

Knowledge	
	Students will...
<b>6-KC-001</b>	<p>Explain the significance of the British North America Act. <i>Examples: federal system of government, constitutional monarchy, British-style parliament...</i></p>
<b>6-KC-002</b>	<p>Compare responsibilities and rights of citizens of Canada at the time of Confederation to those of today. <i>Include: Aboriginal peoples, francophones, women.</i></p>
<b>6-KI-007</b>	<p>Give reasons for the establishment of treaties and reserves and describe their impact on individuals, families, and communities. <i>Examples: indigenous rights, no right to vote, permission needed to leave a reserve...</i></p>
<b>6-KI-008</b>	<p>Identify various groups that immigrated to Canada in the late nineteenth and early twentieth centuries and give reasons for their emigration. <i>Examples: African-Americans, Asians, British, Central and Eastern Europeans, Icelanders...</i></p>
<b>6-KI-009</b>	<p>Describe ways in which immigration was encouraged by and important to the Canadian government from 1867 to 1914.</p>
<b>6-KI-010</b>	<p>Describe various challenges faced by new immigrants to Canada. <i>Examples: language, climate and environment, differing laws and customs, discrimination, physical and cultural isolation...</i></p>
<b>6-KI-011</b>	<p>Describe daily life on a prairie homestead between 1890 and 1914. <i>Examples: survey system, role of women, challenges facing early settlers, education...</i></p>
<b>6-KL-022</b>	<p>Locate on a map of Canada the major landforms and bodies of water.</p>
<b>6-KL-023</b>	<p>Locate on a map the major settlements of Rupert's Land and the original provinces of Canada in 1867.</p>
<b>6-KH-027</b>	<p>Identify individuals and events connected with Manitoba's entry into Confederation. <i>Include: Louis Riel, Red River Resistance, Métis Bill of Rights, provisional government.</i></p>
<b>6-KH-027F</b>	<p>Identify the roles of Father Noël-Joseph Ritchot and Archbishop Alexandre-Antonin Taché in Manitoba's entry into Confederation.</p>
<b>6-KH-028</b>	<p>Identify causes, events, individuals, and consequences of the 1885 Resistance.</p>
<b>6-KH-029</b>	<p>Describe the role of the North West Mounted Police.</p>
<b>6-KH-030</b>	<p>Relate stories about the gold rushes and describe the impact of the gold rushes on individuals and communities. <i>Examples: Fraser River, Cariboo, Klondike...</i></p>
<b>6-KH-031</b>	<p>Identify events and issues related to the construction of the Canadian Pacific Railway. <i>Examples: workers and working conditions, Chinese labourers, construction difficulties, mapping Canada...</i></p>
<b>6-KH-032</b>	<p>Identify contributions of Aboriginal leaders from 1867 to 1914. <i>Examples: Gabriel Dumont, Mistahimaskwa (Big Bear), Pitikwahanapiwiyin (Poundmaker), Isapomuxika (Crowfoot)...</i></p>

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**Cluster 1: Building a Nation (1867 to 1914) (continued)**

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### Knowledge

Students will...

- 6-KH-033** Identify factors leading to the entry into Confederation of Manitoba, Northwest Territories, British Columbia, Prince Edward Island, Yukon, Saskatchewan, Alberta, Newfoundland and Labrador, and Nunavut, and specify the year of entry.
- 6-KH-034** Identify the prime ministers of Canada from 1867 to 1914 and give examples of their achievements.
- 6-KE-055** Explain the importance of agriculture in the development of Canada from 1867 to 1914.

### Values

- 6-VC-001** Appreciate the rights afforded by Canadian citizenship.
- 6-VI-005** Appreciate the importance of immigration in the development of Canada.
- 6-VL-010** Appreciate the efforts of people in early Canada to overcome environmental hardships.
- 6-VH-012** Value the diverse stories and perspectives that comprise the history of Canada.
- 6-VE-018** Appreciate the importance of agriculture in the development of Canada.

**GRADE**  
**6** **2**  
**CLUSTER**

Students examine Canada as a newly emerging nation. This study includes a focus on the Winnipeg General Strike, the Depression, the causes and events of the two World Wars, and Canada’s involvement in these wars. Students explore social, political, and economic changes that occurred during this period, such as women’s suffrage, urbanization, and technological developments.

**Cluster 2: An Emerging Nation (1914 to 1945)**

**Knowledge**

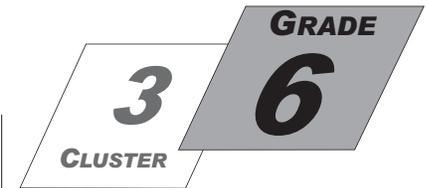
Students will...

- |   |   |
|---|---|
| <p><b>6-KC-003</b> Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts.</p> <hr/> <p><b>6-KI-012</b> Identify contributions of First Nations, Inuit, and Métis peoples to Canada’s war efforts.</p> <hr/> <p><b>6-KL-024</b> Give examples of the influence of the natural environment on daily life for various groups during the Depression.</p> <hr/> <p><b>6-KH-035</b> Describe the causes, main events, and results of the 1919 Winnipeg General Strike.</p> <hr/> <p><b>6-KH-036</b> Identify the prime ministers of Canada from 1914 to 1945 and give examples of their achievements.</p> <hr/> <p><b>6-KH-037</b> Describe changing roles for women in Canada from 1914 to 1945.</p> <hr/> <p><b>6-KG-039</b> Identify major causes and events of the First World War.</p> <hr/> <p><b>6-KG-040</b> Describe Canada’s involvement in the First World War and identify its impact on Canadian individuals and communities.<br/><i>Include: internment of ethnocultural groups.</i></p> <hr/> <p><b>6-KG-041</b> Identify major causes and events of the Second World War.</p> <hr/> | <p><b>6-KG-042</b> Describe Canada’s involvement in the Second World War and identify its impact on Canadian individuals and communities.<br/><i>Include: internment of ethnocultural groups; the Holocaust.</i></p> <hr/> <p><b>6-KP-046</b> Describe the struggle for and identify individuals involved in women’s suffrage in Manitoba and Canada.<br/><i>Include: Famous Five (Emily Murphy, Henrietta Muir Edwards, Louise McKinney, Nellie McClung, and Irene Parlby).</i></p> <hr/> <p><b>6-KE-056</b> Relate stories of the Depression and describe its impact on Canada.<br/><i>Examples: changes in agricultural practices, development of the social safety net, new political parties...</i></p> <hr/> <p><b>6-KE-057</b> Give examples of the impact of technological development on life in Canada from 1914 to 1945.<br/><i>Examples: electricity, telecommunication, transportation, medicine, industrialization...</i></p> <hr/> |
|---|---|

**Values**

- |  |  |
|--|--|
| <p><b>6-VI-006</b> Value the contributions of various groups to the development of Canada.<br/><i>Examples: suffragettes, trade unions...</i></p> <hr/> <p><b>6-VH-013</b> Appreciate the struggles of past generations in achieving the rights that people in Canada enjoy today.</p> <hr/> | <p><b>6-VG-014</b> Appreciate the sacrifices that soldiers and other Canadians made during the World Wars.</p> <hr/> |
|--|--|

## Cluster 3: Shaping Contemporary Canada (1945 to Present)



Students explore factors that have shaped contemporary Canadian life. This study includes a focus on the impact of global events and forces, Canadian involvement in international organizations and world conflicts, and the impact of technological and industrial advancements. Students also study developments regarding Aboriginal rights and the evolution of Canada as a bilingual and multicultural nation.

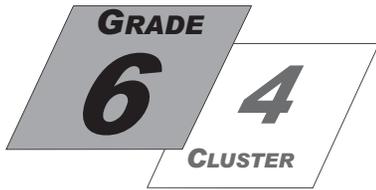
### Knowledge

Students will...

<b>6-KI-013</b>	Identify historical reasons for bilingual and multicultural policies in Canada.	<b>6-KG-043</b>	Give examples of Canada's involvement in world conflicts since 1945. <i>Examples: Korean War; Cold War; Gulf War; Bosnia, Afghanistan, international peacekeeping...</i>
<b>6-KI-013F</b>	Describe the impact of the Affaire Forest on the linguistic rights of Franco-manitobains.	<b>6-KG-044</b>	Give examples of global events and forces that have affected Canadians from 1945 to the present. <i>Examples: international cooperation, relief efforts, disease, environmental changes, famine, refugee movement...</i>
<b>6-KI-014</b>	Identify changes and developments regarding Aboriginal rights in Canada from 1867 to the present. <i>Examples: suffrage, changes to Status and entitlement, self-governance, land claims, new treaties...</i>	<b>6-KG-045</b>	Give examples of Canada's participation in the United Nations and other international organizations. <i>Examples: the Commonwealth, La Francophonie, Organization of American States...</i>
<b>6-KI-015</b>	Give examples of changes to francophone populations in Canada since Confederation. <i>Examples: characteristics, distribution...</i>	<b>6-KE-058</b>	Give examples of ways in which industry and technology have changed life in Canada since 1945. <i>Examples: urbanization, transportation, communication, education...</i>
<b>6-KI-015F</b>	Identify events surrounding the creation of the Division scolaire franco-manitobaine (DSFM). <i>Examples: Manitoba Schools Question, Bill 113, Article 23 of the Canadian Charter of Rights and Freedoms, the Mahé Ruling, the Manitoba Referral...</i>	<b>6-KE-059</b>	Give examples of inventions and technologies created in Canada. <i>Examples: kayaks, snowmobiles, Canadarm, insulin, canola...</i>
<b>6-KL-025</b>	Locate on a map of Canada the provinces, territories, and capital cities.		
<b>6-KH-038</b>	Identify the prime ministers of Canada from 1945 to the present and give examples of their achievements.		

### Values

<b>6-VI-007</b>	Value the cultural and linguistic diversity of the Canadian community.	<b>6-VI-007F</b>	Value the French language and their francophone heritage and culture.
<b>6-VI-007A</b>	Value their First Nation, Inuit, or Métis language, heritage, and culture.	<b>6-VI-008</b>	Demonstrate respect for people of all cultures.



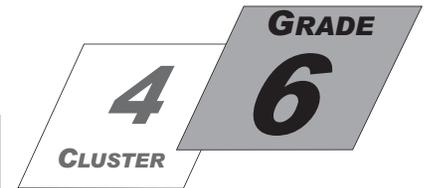
Students explore Canadian governance, citizenship, and identity, and the ideals, responsibilities, and rights of democracy. This study includes a focus on electoral processes, as well as federal, provincial, First Nations, and municipal governments, and the responsibilities of elected representatives. Students examine issues related to the protection and expression of culture and identity and the role of various groups and organizations in the promotion of identity and democratic rights. Students also consider the influence of the natural environment, as well as the contributions of past generations in shaping modern-day Canada.

## Cluster 4: Canada Today: Democracy, Diversity, and the Influence of the Past

Knowledge	
Students will...	
<p><b>6-KC-004</b> Identify the ideals of democracy and describe the influence of democracy on quality of life for Canadians.</p> <p><b>6-KC-005</b> Identify rights and freedoms described in the 1982 Canadian Charter of Rights and Freedoms and explain why they are important.</p> <p><b>6-KC-006</b> Identify current issues related to citizenship in Canada.</p> <p><b>6-KI-016</b> Describe factors that shape personal and national identities and explain how they may coexist. <i>Examples: social, cultural, linguistic...</i></p> <p><b>6-KI-016F</b> Describe the influence of their social, cultural, and linguistic choices on their francophone identities.</p> <p><b>6-KI-017</b> Describe characteristics that define Canada as a country. <i>Examples: multicultural, bilingual, northern...</i></p> <p><b>6-KI-018</b> Give examples of ways in which the government helps protect Canadian identity. <i>Examples: Canadian content rules in the media; support for the Canadian Broadcasting Corporation and the arts...</i></p> <p><b>6-KI-019</b> Give examples from the arts and media that are expressions of Canadian culture and/or identity.</p> <p><b>6-KI-020</b> Identify various groups and organizations that may contribute to personal identity.</p>	<p><b>6-KI-020A</b> Identify the roles of Aboriginal organizations and give examples of ways in which they promote Aboriginal rights. <i>Examples: Assembly of Manitoba Chiefs, Manitoba Métis Federation, Assembly of First Nations, Métis National Council...</i></p> <p><b>6-KI-020F</b> Describe the role of francophone organizations and identify ways in which they promote francophone rights. <i>Examples: Société franco-manitobaine, Pluri-Elles...</i></p> <p><b>6-KI-021</b> Identify various individuals from Canada's past and present, and describe their achievements.</p> <p><b>6-KL-026</b> Describe the influence of the natural environment on life in Canada.</p> <p><b>6-KL-026A</b> Describe the influence of the land on their First Nation, Inuit, or Métis identity. <i>Examples: values, beliefs, traditions, customs, art, clothing...</i></p> <p><b>6-KG-047</b> Give examples of Canada's connections to other regions of the world. <i>Examples: environmental, social, political, economic...</i></p> <p><b>6-KP-048</b> Identify First Nations, Inuit, and Métis perspectives regarding self-determination. <i>Examples: resource use, land claims, treaties, government...</i></p> <p><b>6-KP-049</b> Describe the main features of the Canadian government. <i>Include: parliamentary system, federal democracy.</i></p>

*(continued on the next page)*

## Cluster 4: Canada Today: Democracy, Diversity, and the Influence of the Past (continued)



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### Knowledge

Students will...

- |  |  |
|--|--|
| <p><b>6-KP-050</b> Define the term <i>political party</i> and identify political parties and their leaders in Canada.</p>  | <p><b>6-KP-053A</b> Identify and describe the main responsibilities of elected representatives of their Aboriginal community.</p>                      |
| <p><b>6-KP-051</b> Describe characteristics of the electoral processes in Canada.</p>  | <p><b>6-KP-054</b> Identify factors that contribute to inequities in Canada and propose solutions.<br/><i>Examples: poverty, racism, sexism...</i></p> |
| <p><b>6-KP-052</b> Identify the main responsibilities of municipal, provincial, First Nations, and federal governments in Canada.</p>  |  |
| <p><b>6-KP-053</b> Identify elected or appointed municipal, provincial, and federal government representatives and describe their main responsibilities.<br/><i>Include: Governor General, Manitoba Lieutenant-Governor.</i></p> |  |

### Values

- |   |  |
|---|--|
| <p><b>6-VC-002</b> Be willing to support the ideals of democracy and contribute to local democratic processes.<br/><i>Examples: school or community projects, student councils...</i></p> | <p><b>6-VI-009</b> Appreciate the arts as important expressions of culture and identity.</p> |
| <p><b>6-VC-002A</b> Be willing to participate in democratic processes to protect and affirm their Aboriginal identities.</p>  | <p><b>6-VL-011</b> Value the natural environment.</p>  |
| <p><b>6-VC-003</b> Appreciate the struggles and achievements of past generations in shaping Canada.</p>   | <p><b>6-VL-011A</b> Respect the spiritual dimension of nature.</p>                           |
| <p><b>6-VC-004</b> Appreciate the benefits of living in Canada.<br/><i>Examples: freedoms, education, health, safety...</i></p>   | <p><b>6-VG-015</b> Appreciate Canada's interdependence with other regions of the world.</p>  |
|   | <p><b>6-VP-016</b> Respect authority when it is consistent with democratic ideals.</p>       |
|   | <p><b>6-VP-017</b> Be willing to support solutions to address inequities.</p>                |

Notes

***PEOPLE AND PLACES IN THE WORLD***

**GRADE**

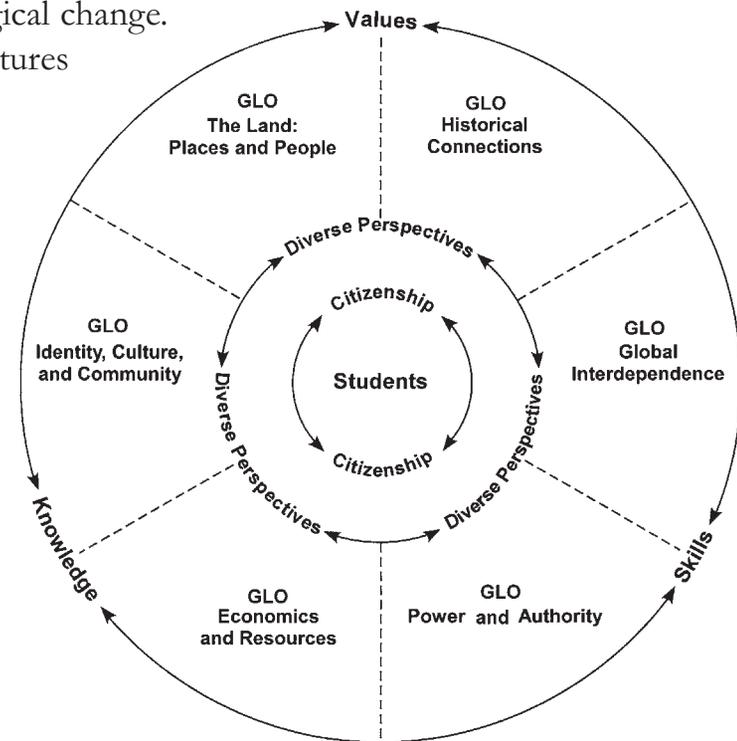
**7**



## People and Places in the World

### Grade Overview

**Grade 7** students focus on environmental, social, and cultural factors that affect quality of life for people in various places in the world. They study physical and human geography and global demographic trends. Students enhance their awareness of indigenous peoples and explore ways of life in other places. They examine how various factors shape ways of life in a contemporary society of Asia, Africa, or Australasia. They also focus on a contemporary society in Europe or the Americas as they consider the human impact of urbanization and technological change. Students become aware of the commonalities that link cultures and societies and the disparities that divide them. As they explore global challenges and opportunities, students become aware of the importance of international cooperation and begin to understand their roles as citizens in an increasingly interdependent world.



## People and Places in the World

GRADE

7

### Cluster Overview

#### Cluster 1: World Geography

Students examine human and physical geography and their connections. This study includes a focus on maps and mapping, population clusters, principal regions, bodies of water, vegetation and climatic zones, more and less developed nations, and time zones.

#### Cluster 2: Global Quality of Life

Students examine environmental, social, and cultural factors that affect quality of life for people in Canada and other places in the world. This study includes a focus on concepts related to universal human rights, diverse cultural perspectives, citizenship and democracy, identity, and discrimination. Students examine the role of international agencies and global cooperation, the relationship between wealth, resources, and power, as well as the impact of their personal actions on quality of life for people in other places.

#### Cluster 3: Ways of Life in Asia, Africa, or Australasia

Students examine how various factors shape ways of life in *one contemporary society, selected from a choice of Asia, Africa, or Australasia*. This study includes a focus on environmental, historical, social, political, and cultural issues, as well as a focus on indigenous peoples. Students also explore economic activities, including work and trade, and consider the impact of technological change, urbanization, industrialization, and westernization within the selected society.

#### Cluster 4: Human Impact in Europe or the Americas

Students examine the impact of human activities in *one contemporary society, selected from a choice of Europe or the Americas*. This study includes a focus on environmental, social, political, cultural, and economic issues. Students explore historical events, climate change, technological development and urbanization, use of natural resources, food production and distribution, and consumerism. They also consider concepts related to sustainable development. Finally, as students assess the consequences of their personal actions and choices, they come to understand their roles as citizens in an increasingly interdependent world.



**Skills for Active Democratic Citizenship**

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

**Skills for Managing Information and Ideas**

Information-management skills enable students to access, select, organize, and record information and ideas using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

**Social Studies Skills**

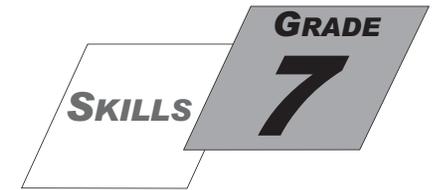
**Active Democratic Citizenship**

Students will...

- |                |   |                |   |
|----------------|---|----------------|---|
| <b>7-S-100</b> | Collaborate with others to establish and carry out goals and responsibilities.  | <b>7-S-104</b> | Negotiate constructively with others to build consensus and solve problems.   |
| <b>7-S-101</b> | Use a variety of strategies to resolve conflicts peacefully and fairly.<br><i>Examples: clarification, negotiation, compromise...</i> | <b>7-S-105</b> | Recognize bias and discrimination and propose solutions.<br><i>Examples: racism, ageism, heterosexism...</i>                  |
| <b>7-S-102</b> | Make decisions that reflect fairness and equality in their interactions with others.  | <b>7-S-106</b> | Treat places and objects of historical significance with respect.<br><i>Examples: burial grounds, memorials, artifacts...</i> |
| <b>7-S-103</b> | Make decisions that reflect principles of environmental stewardship and sustainability.   |                |   |

**Managing Information and Ideas**

- |                |  |                 |  |
|----------------|--|-----------------|--|
| <b>7-S-200</b> | Select information from a variety of oral, visual, material, print, or electronic sources.<br><i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>   | <b>7-S-205</b>  | Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.                                  |
| <b>7-S-201</b> | Organize and record information in a variety of formats and reference sources appropriately.<br><i>Examples: maps, charts, outlines, concept maps...</i>   | <b>7-S-206</b>  | Select and interpret various types of maps for specific purposes.  |
| <b>7-S-202</b> | Interpret primary and secondary information sources for research.  | <b>7-S-207</b>  | Use latitude and longitude to locate and describe places on maps and globes.   |
| <b>7-S-203</b> | Select and use appropriate tools and technologies to accomplish tasks.   | <b>7-S-207A</b> | Use traditional knowledge to read the land.  |
| <b>7-S-204</b> | Create maps using a variety of information sources, tools, and technologies.<br><i>Examples: observation, traditional knowledge, geographic information systems (GIS), Global Positioning Systems (GPS)...</i> | <b>7-S-208</b>  | Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies. |



## Social Studies Skills

### Critical and Creative Thinking

	Students will...		
<b>7-S-300</b>	Plan topics, goals, and methods for inquiry and research.	<b>7-S-307</b>	Compare differing viewpoints regarding global issues.
<b>7-S-301</b>	Evaluate the advantages and disadvantages of solutions to a problem.	<b>7-S-308</b>	Compare diverse perspectives in the media and other information sources.
<b>7-S-302</b>	Draw conclusions based on research and evidence.	<b>7-S-309</b>	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>
<b>7-S-303</b>	Evaluate personal assumptions based on new information and ideas.	<b>7-S-310</b>	Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.
<b>7-S-304</b>	Distinguish fact from opinion and interpretation.	<b>7-S-311</b>	Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.
<b>7-S-305</b>	Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>		
<b>7-S-306</b>	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>		

### Communication

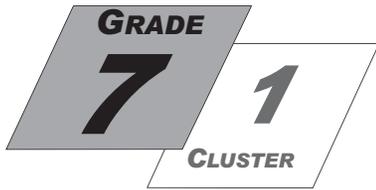
<b>7-S-400</b>	Listen to others to understand their perspectives.	<b>7-S-405</b>	Articulate their beliefs and perspectives on issues.
<b>7-S-401</b>	Use language that is respectful of human diversity.		
<b>7-S-402</b>	Persuasively express differing viewpoints regarding an issue.		
<b>7-S-403</b>	Present information and ideas orally, visually, concretely, or electronically.		
<b>7-S-404</b>	Elicit and clarify questions and ideas in discussions.		

### Critical and Creative Thinking Skills

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgements. These judgements include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

### Communication Skills

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.



Students examine human and physical geography and their connections. This study includes a focus on maps and mapping, population clusters, principal regions, bodies of water, vegetation and climatic zones, more and less developed nations, and time zones.

## Cluster 1: World Geography

### Knowledge

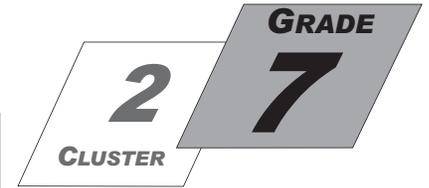
Students will...

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|--|---|
| <p><b>7-KL-015</b> Explain the purpose of latitude, longitude, parallels, and meridians.</p>   | <p><b>7-KL-020</b> Locate the time zones on a world map and explain their purpose.</p>  |
| <p><b>7-KL-016</b> Locate on a world map the continents, major landforms, and major bodies of water.</p>   | <p><b>7-KL-021</b> Explain standards related to time zones.<br/><i>Include: International Date Line, Universal Time, local time.</i></p>  |
| <p><b>7-KL-017</b> Locate on a world map and describe the major climatic and vegetation zones.</p>   | <p><b>7-KG-032</b> Identify on a world map the more and less developed nations and explain why a nation is considered to be more or less developed.</p>   |
| <p><b>7-KL-018</b> Locate on a world map the major population clusters and explain the relationship between population distribution and the natural environment.</p> | <p><b>7-KP-038</b> Compare the accuracy of various map projections and describe their influence on perceptions of the size and importance of the continents.<br/><i>Examples: Goode, Mercator, Peters, Robinson, polar...</i></p> |
| <p><b>7-KL-018F</b> Locate on a world map the major francophone countries.</p>   |   |
| <p><b>7-KL-019</b> Identify factors that influence the movement of people around the world.<br/><i>Examples: environmental, economic, political, social...</i></p>   |   |

### Values

- 7-VL-008** Appreciate the diversity of the global natural environment.

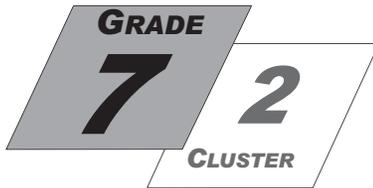
## Cluster 2: Global Quality of Life



Knowledge	
Students will...	
<b>7-KC-001</b>	Describe the impact of various factors on citizenship rights in Canada and elsewhere in the world. <i>Examples: laws, culture, labour practices, education...</i>
<b>7-KC-002</b>	Describe the impact of various factors on quality of life in Canada and elsewhere in the world. <i>Examples: access to shelter, food, water, health care, and education; globalization...</i>
<b>7-KC-003</b>	Give examples of ways in which quality of life may be enhanced within a democracy. <i>Examples: freedom of association, speech, and the press; universal suffrage...</i>
<b>7-KC-004</b>	Describe ways in which their personal actions may affect quality of life for people elsewhere in the world. <i>Examples: consumer choices, conservation actions, sharing of resources, letters and petitions...</i>
<b>7-KC-005</b>	Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts.
<b>7-KI-006</b>	Identify diverse cultural and social perspectives regarding quality of life. <i>Examples: differing concepts of poverty and wealth; materialism...</i>
<b>7-KI-007</b>	Describe the impact of discriminatory attitudes and practices on quality of life. <i>Include: racism, prejudice, stereotyping.</i>
<b>7-KI-008</b>	Describe the influence of various factors on personal identity. <i>Examples: gender and gender images, sexual orientation, physical characteristics, socio-economic situation, peer pressure, media portrayals...</i>
<b>7-KG-033</b>	Give examples of events and achievements that enhance understanding among peoples and nations. <i>Examples: international sporting events, world fairs and expositions, film, music, and literary festivals, Nobel Prizes...</i>
<b>7-KG-034</b>	Identify reasons why people emigrate.
<b>7-KG-035</b>	Give examples of global cooperation to solve conflicts or disasters.
<b>7-KG-036</b>	Identify various international organizations and describe their role in protecting or enhancing global quality of life. <i>Examples: United Nations, Amnesty International, Greenpeace, Médecins sans frontières...</i>
<b>7-KG-037</b>	Identify universal human rights and explain their importance.
<b>7-KP-039</b>	Give examples of government decisions that affect quality of life.
<b>7-KP-040</b>	Compare and contrast various types of power and authority.
<b>7-KP-041</b>	Explain the relationship between power and access to wealth and resources.
<b>7-KP-042</b>	Identify various individuals who influence world affairs.

Students examine environmental, social, and cultural factors that affect quality of life for people in Canada and other places in the world. This study includes a focus on concepts related to universal human rights, diverse cultural perspectives, citizenship and democracy, identity, and discrimination. Students examine the role of international agencies and global cooperation, the relationship between wealth, resources, and power, as well as the impact of their personal actions on quality of life for people in other places.

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## Cluster 2: Global Quality of Life (continued)

### Knowledge

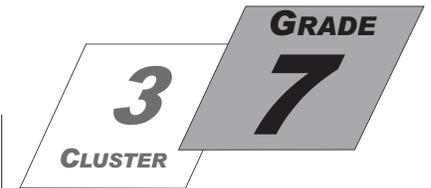
Students will...

- 7-KE-045** Give examples of the uneven distribution of wealth and resources in the world and describe the impact on individuals, communities, and nations.

### Values

- 7-VC-001** Respect the inherent dignity of all people.
- 7-VC-002** Acknowledge that the rights of citizenship involve limitations on personal freedom for the sake of collective quality of life.
- 7-VC-003** Be willing to contribute to their groups and communities.
- 7-VC-004** Be willing to take action to support quality of life for people around the world.
- 7-VI-005** Respect others' rights to express their points of view.
- 7-VG-011** Value the contributions of international agencies and humanitarians to quality of life.  
*Examples: Mennonite Central Committee, Red Cross; Nelson Mandela, Mother Teresa...*
- 7-VP-013** Demonstrate concern for people who are affected by discrimination, injustice, or abuse of power.
- 7-VP-014** Appreciate the positive contributions of various individuals to world affairs.
- 7-VE-016** Appreciate that quality of life is not solely determined by access to wealth, resources, and technologies.

## Cluster 3: Ways of Life in Asia, Africa, or Australasia



Students examine how various factors shape ways of life in *one contemporary society, selected from a choice of Asia, Africa, or Australasia*. This study includes a focus on environmental, historical, social, political, and cultural issues, as well as a focus on indigenous peoples. Students also explore economic activities, including work and trade, and consider the impact of technological change, urbanization, industrialization, and westernization within the selected society.

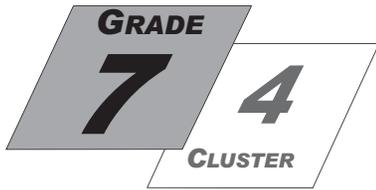
### Knowledge

Students will...

<b>7-KI-009</b>	Identify elements that all societies have in common. <i>Examples: social structure, communication, art, beliefs, technology, governance, economic organization...</i>	<b>7-KL-022</b>	Identify on a map the major cities, landforms, and bodies of water of a society of Asia, Africa, or Australasia.
<b>7-KI-010</b>	Give examples of cultural factors that shape ways of life in a society of Asia, Africa, or Australasia.	<b>7-KL-023</b>	Give examples of the influence of the natural environment on ways of life in a society of Asia, Africa, or Australasia.
<b>7-KI-011</b>	Give examples of the artistic expression of culture in a society of Asia, Africa, or Australasia. <i>Examples: art, music, dance, literature, oral tradition...</i>	<b>7-KH-030</b>	Identify historical events that continue to affect a society of Asia, Africa, or Australasia. <i>Examples: colonization, slavery, wars, disasters...</i>
<b>7-KI-012</b>	Describe the influence of westernization in a society of Asia, Africa, or Australasia. <i>Examples: cultural homogenization, global communication...</i>	<b>7-KP-043</b>	Give examples of the impact of government and the justice system on ways of life in a society of Asia, Africa, or Australasia.
<b>7-KI-013</b>	Describe factors that affect health in a society of Asia, Africa, or Australasia. <i>Examples: access to safe water, food, and medical care; AIDS and other epidemics...</i>	<b>7-KE-046</b>	Identify major economic activities in a society of Asia, Africa, or Australasia.
<b>7-KI-014</b>	Describe characteristics of indigenous ways of life in a society of Asia, Africa, or Australasia.	<b>7-KE-047</b>	Describe the impact of urbanization and industrialization on indigenous peoples in a society of Asia, Africa, or Australasia.
		<b>7-KE-048</b>	Give examples of the impact of changing technologies on ways of life in a society of Asia, Africa, or Australasia.
		<b>7-KE-049</b>	Identify issues related to work and trade in a society of Asia, Africa, or Australasia. <i>Examples: child labour, exploitation in or exclusion from the workforce, cooperatives, fair trade...</i>

### Values

<b>7-VI-006</b>	Be willing to broaden personal perspectives and experiences beyond the familiar.	<b>7-VG-012</b>	Demonstrate interest in ways of life of other societies in the world.
<b>7-VI-007</b>	Appreciate the importance of cultural and linguistic diversity in the world.	<b>7-VP-015</b>	Demonstrate concern for the loss of indigenous ways of life.



Students examine the impact of human activities in *one contemporary society, selected from a choice of Europe or the Americas*. This study includes a focus on environmental, social, political, cultural, and economic issues. Students explore historical events, climate change, technological development and urbanization, use of natural resources, food production and distribution, and consumerism. They also consider concepts related to sustainable development. Finally, as students assess the consequences of their personal actions and choices, they come to understand their roles as citizens in an increasingly interdependent world.

## Cluster 4: Human Impact in Europe or the Americas

### Knowledge

Students will...

- |                 |   |                 |   |
|-----------------|---|-----------------|---|
| <b>7-KL-024</b> | Identify on a map the major cities, landforms, and bodies of water of a society of Europe or the Americas.  | <b>7-KH-031</b> | Identify historical events that continue to affect a society of Europe or the Americas.<br><i>Examples: colonization, slavery, wars, disasters, agricultural or technological change...</i> |
| <b>7-KL-025</b> | Give reasons for increased urbanization in a society of Europe or the Americas.<br><i>Examples: housing, access to services, employment, industry...</i>  | <b>7-KP-044</b> | Identify ways in which government decisions may affect human impact on the natural environment.   |
| <b>7-KL-026</b> | Identify human activities that contribute to climate change.  | <b>7-KE-050</b> | Identify major economic activities in a society of Europe or the Americas.  |
| <b>7-KL-027</b> | Describe social, environmental, and economic consequences of climate change.  | <b>7-KE-051</b> | Identify common challenges faced by large urban centres.<br><i>Examples: economic, environmental, social...</i>   |
| <b>7-KL-028</b> | Describe diverse approaches to land and natural resource use in a society of Europe or the Americas.  | <b>7-KE-052</b> | Identify issues related to food production and distribution in a society of Europe or the Americas.   |
| <b>7-KL-029</b> | Give examples of the impact of human activity on the natural environment in a society of Europe or the Americas.<br><i>Examples: endangered plant and animal species, reforestation, restoration of wetlands...</i> | <b>7-KE-053</b> | Describe sustainable development issues in a society of Europe or the Americas.   |
|                 |   | <b>7-KE-054</b> | Give examples of the environmental and social impact of consumerism in the local community and in a society of Europe or the Americas.  |

### Values

- 7-VL-009** Be willing to take actions to help sustain the natural environment in Canada and the world.
- 7-VH-010** Appreciate history as an important way to understand contemporary life.
- 7-VE-017** Be willing to consider the consequences of their consumer choices.

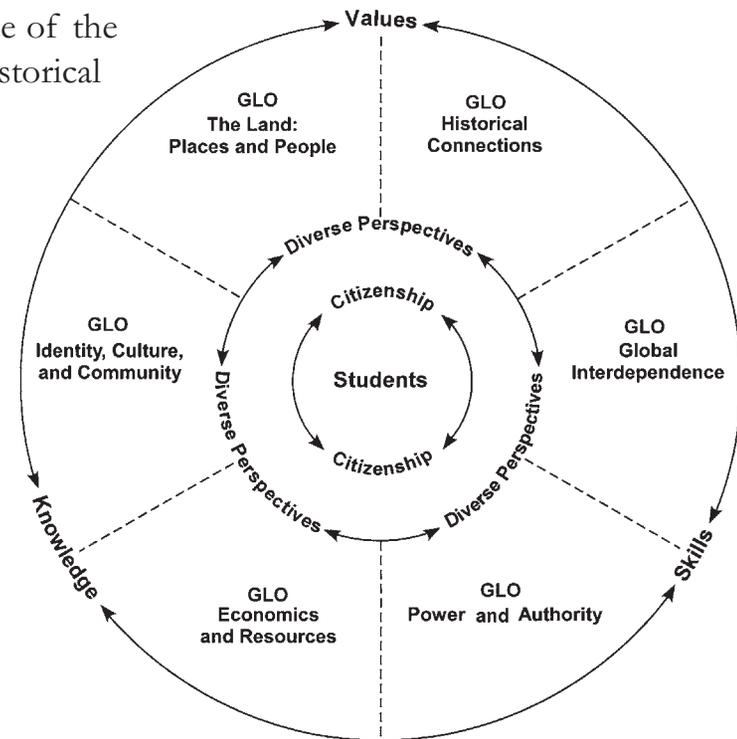
***WORLD HISTORY:  
SOCIETIES OF THE PAST***

**GRADE  
8**

## World History: Societies of the Past

### Grade Overview

**Grade 8** students explore societies of the past and make connections between the past and present. They examine the origins of human societies from early hunter-gatherer ways of life to societies of the nineteenth century. They study significant people, ideas, and events of historical periods that have shaped the modern world and consider the implications of contact between diverse societies. As they explore selected past societies, students become aware of differing world views and the factors that influence change in societies. They assess the influence of the past on the present and develop an appreciation for the historical significance of past societies and civilizations.



## World History: Societies of the Past

### Cluster Overview

#### Cluster 1: Understanding Societies Past and Present

In Cluster 1, students explore concepts related to society, civilization, and world view. This study includes a focus on stories and theories of the origin and development of human life and the transition from hunter-gatherer to agrarian ways of life. In addition, students examine ways in which societies change or remain the same, how they organize and perpetuate themselves, and how the natural environment influences their development. Students also study various sources of historical knowledge and consider the importance of knowing and understanding the past.

#### Cluster 2: Early Societies of Mesopotamia, Egypt, or the Indus Valley

Cluster 2 begins with a brief world overview, focusing on Mesopotamia, Egypt, the Indus Valley, and China from about 3500 to 500 BCE.

Students then explore life in *one early society, selected from a choice of Mesopotamia, Egypt, or the Indus Valley*. This comprehensive study includes a focus on the physical environment and the social, political, technological, and cultural aspects of the selected society.

#### Cluster 3: Ancient Societies of Greece and Rome

Cluster 3 begins with a brief world overview, focusing on China, Greece, Rome, Persia, and the Mayas from about 500 BCE to 500 CE. This overview includes a consideration of world religions that emerged during this time period.

Students then explore life in ancient societies of *both Greece and Rome*. This comprehensive study focuses on the physical environment and the social, cultural, political, economic, and technological issues of these societies. Students consider the enduring qualities of the art, architecture, science, and ideas of ancient Greece and Rome, and explore their influence on the contemporary world.

##### Key Concepts

- *Greece*: rise and decline, social organization, citizenship and democracy, life in Sparta and Athens, Greek myths, technology, and achievements.
- *Rome*: rise and decline, governance, trade, empire building, war and territorial expansion, technology, and achievements.

#### Cluster 4: Transition to the Modern World (Circa 500 to 1400)

Cluster 4 has a global perspective. It begins with a brief world overview, focusing on China, Europe, the Middle East, Africa, Asia, and the Americas from about 500 to 1400.

Students then explore individuals and events in selected places in the world during this time

period. This study includes a focus on the impact of the fall of Rome, the rise of Islam, Arab conquests and Viking invasions, life in medieval Europe, and the expansion of the Mongol and Ottoman Empires. Students examine the significance and impact of technological development and the spread of ideas during this period. Through an exploration of art, architecture, literature, and science, students consider achievements and contributions of diverse cultures during this period of transition to the modern world.

#### Cluster 5: Shaping the Modern World (Circa 1400 to 1850)

Cluster 5 begins with a brief world overview, focusing on Europe, Africa, Asia, Australasia, and the Americas from about 1400 to 1850.

Students then explore individuals, ideas, and events related to the Renaissance, the Protestant Reformation, global exploration, and the Industrial Revolution. Students also focus on the impact of changing social and political ideas and advances in science and technology. They examine the motivations for global exploration and territorial expansion and their impact on diverse groups, including indigenous peoples. Through an exploration of art, architecture, ideas, literature, science, and technology, students consider achievements and contributions of diverse cultures of the past and how they continue to influence and shape the modern world.



**Skills for Active Democratic Citizenship**

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

**Skills for Managing Information and Ideas**

Information-management skills enable students to access, select, organize, and record information and ideas using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

**Social Studies Skills**

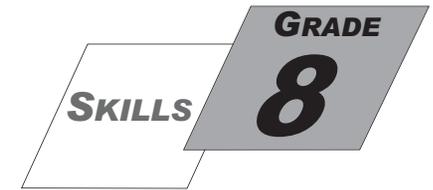
**Active Democratic Citizenship**

Students will...

<b>8-S-100</b>	Collaborate with others to establish and carry out group goals and responsibilities.	<b>8-S-104</b>	Negotiate constructively with others to build consensus and solve problems.
<b>8-S-101</b>	Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>	<b>8-S-105</b>	Recognize bias and discrimination and propose solutions. <i>Examples: racism, ageism, heterosexism...</i>
<b>8-S-102</b>	Make decisions that reflect fairness and equality in their interactions with others.	<b>8-S-106</b>	Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i>
<b>8-S-103</b>	Make decisions that reflect principles of environmental stewardship and sustainability.		

**Managing Information and Ideas**

<b>8-S-200</b>	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>	<b>8-S-205</b>	Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.
<b>8-S-201</b>	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>	<b>8-S-206</b>	Select, use, and interpret various types of maps for specific purposes. <i>Examples: historical maps and atlases...</i>
<b>8-S-202</b>	Interpret primary and secondary information sources for research.	<b>8-S-207</b>	Use latitude and longitude to locate and describe places on maps and globes.
<b>8-S-203</b>	Select and use appropriate tools and technologies to accomplish tasks.	<b>8-S-207A</b>	Use traditional knowledge to read the land.
<b>8-S-204</b>	Create timelines and other visual organizers to sequence and represent historical periods, figures, relationships, or chronological events.	<b>8-S-208</b>	Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.



## Social Studies Skills

### Critical and Creative Thinking

	Students will...		
<b>8-S-300</b>	Plan topics, goals, and methods for historical inquiry and research.	<b>8-S-307</b>	Compare differing accounts of historical events.
<b>8-S-301</b>	Consider the context of events, accounts, ideas, and interpretations.	<b>8-S-308</b>	Compare diverse perspectives in the media and other information sources.
<b>8-S-302</b>	Draw conclusions based on research and evidence.	<b>8-S-309</b>	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>
<b>8-S-303</b>	Evaluate personal assumptions based on new information and ideas.	<b>8-S-310</b>	Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.
<b>8-S-304</b>	Distinguish fact from opinion and interpretation.	<b>8-S-311</b>	Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.
<b>8-S-305</b>	Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>		
<b>8-S-306</b>	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>		

### Communication

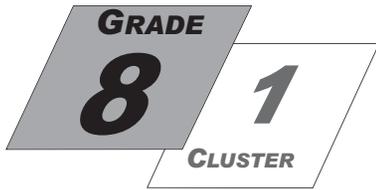
<b>8-S-400</b>	Listen to others to understand their perspectives.
<b>8-S-401</b>	Use language that is respectful of human diversity.
<b>8-S-402</b>	Persuasively express differing viewpoints regarding an issue.
<b>8-S-403</b>	Present information and ideas orally, visually, concretely, or electronically.
<b>8-S-404</b>	Elicit and clarify questions and ideas in discussions.
<b>8-S-405</b>	Articulate their beliefs and perspectives on issues.

### Critical and Creative Thinking Skills

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgements. These judgements include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

### Communication Skills

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.



In Cluster 1, students explore concepts related to society, civilization, and world view. This study includes a focus on stories and theories of the origin and development of human life and the transition from hunter-gatherer to agrarian ways of life. In addition, students examine ways in which societies change or remain the same, how they organize and perpetuate themselves, and how the natural environment influences their development. Students also study various sources of historical knowledge and consider the importance of knowing and understanding the past.

## Cluster 1: Understanding Societies Past and Present

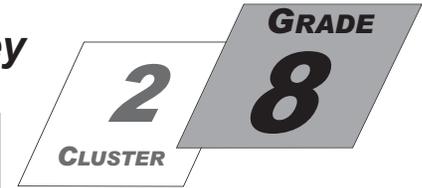
### Knowledge

Students will...	
<b>8-KI-005</b>	Explain the concept of world view.
<b>8-KI-006</b>	Describe influences that create differences in world views. <i>Examples: culture, time, place, cross-cultural interactions, media, governance...</i>
<b>8-KI-007</b>	Compare and contrast the concepts of society and civilization.
<b>8-KI-008</b>	Give reasons why societies may stay the same or change over time. <i>Examples: culture, education, trade, power, war...</i>
<b>8-KI-009</b>	Describe ways in which societies organize, maintain, and perpetuate themselves. <i>Examples: physical survival, education, culture...</i>
<b>8-KI-010</b>	Relate various stories and theories of the origin and development of human life.
<b>8-KI-011</b>	Identify the characteristics, advantages, and disadvantages of a hunter-gatherer way of life.
<b>8-KI-012</b>	Describe the development of agrarian societies and explain how they differed from hunter-gatherer societies. <i>Examples: food surplus, movement from nomadic to sedentary, division of labour, growth of villages and cities...</i>
<b>8-KL-022</b>	Give examples of the influence of the natural environment on the development of societies.
<b>8-KH-027</b>	Identify various sources of historical evidence and information and explain how each enhances understanding of the past. <i>Include: archeology, artifacts, literature, art, music, biographies, journals, photographs, oral histories.</i>
<b>8-KH-028</b>	Explain the importance of knowing the past and understanding history.

### Values

<b>8-VI-004</b>	Be willing to consider differing world views.
<b>8-VL-008</b>	Appreciate the importance of sustaining the natural environment for future societies.

## Cluster 2: Early Societies of Mesopotamia, Egypt, or the Indus Valley



### Knowledge

Students will...

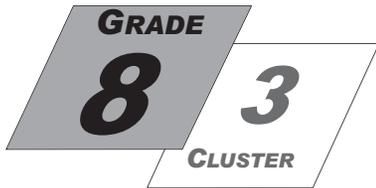
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|---|---|
| <p><b>8-KI-013</b> Describe life for various groups in an early society of Mesopotamia, Egypt, or the Indus Valley.<br/><i>Examples: priests, scribes, traders, peasants, slaves...</i></p> | <p><b>8-KH-030</b> Describe the impact and significance of the development of writing in an early society of Mesopotamia, Egypt, or the Indus Valley.</p>   |
| <p><b>8-KI-014</b> Describe the art, architecture, and science of an early society of Mesopotamia, Egypt, or the Indus Valley.</p>  | <p><b>8-KG-038</b> Identify defining characteristics of societies in Mesopotamia, Egypt, the Indus Valley, and China from 3500 to 500 BCE.</p>  |
| <p><b>8-KL-023</b> Locate on a map the major landforms, bodies of water, and population clusters of a society of Mesopotamia, Egypt, or the Indus Valley.</p>                               | <p><b>8-KP-045</b> Describe governance in an early society of Mesopotamia, Egypt, or the Indus Valley.<br/><i>Examples: military organization, political structures...</i></p>  |
| <p><b>8-KL-024</b> Give examples of the influence of the natural environment on ways of life in an early society of Mesopotamia, Egypt, or the Indus Valley.</p>                            | <p><b>8-KE-054</b> Describe technologies and tools in an early society of Mesopotamia, Egypt, or the Indus Valley.<br/><i>Examples: animal and crop domestication, irrigation, construction, weapons, transportation...</i></p> |
| <p><b>8-KH-029</b> Identify people, events, and ideas in an early society of Mesopotamia, Egypt, or the Indus Valley.</p>   |   |

Cluster 2 begins with a brief world overview, focusing on Mesopotamia, Egypt, the Indus Valley, and China from about 3500 to 500 BCE.

Students then explore life in *one early society, selected from a choice of Mesopotamia, Egypt, or the Indus Valley*. This comprehensive study includes a focus on the physical environment and the social, political, technological, and cultural aspects of the selected society.

### Values

- 8-VH-009** Appreciate the historical significance of early societies.  
*Examples: adaptations for survival, enduring human aspirations, origins of social and political structures...*
- 8-VH-010** Value the study of early societies as a way of understanding contemporary life.
- 8-VE-017** Appreciate the technologies of early societies.



Cluster 3 begins with a brief world overview, focusing on China, Greece, Rome, Persia, and the Mayas from about 500 BCE to 500 CE. This overview includes a consideration of world religions that emerged during this time period.

Students then explore life in ancient societies of *both Greece and Rome*. This comprehensive study focuses on the physical environment and the social, cultural, political, economic, and technological issues of these societies. Students consider the enduring qualities of the art, architecture, science, and ideas of ancient Greece and Rome, and explore their influence on the contemporary world.

**Key Concepts**

- *Greece*: rise and decline, social organization, citizenship and democracy, life in Sparta and Athens, Greek myths, technology, and achievements.
- *Rome*: rise and decline, governance, trade, empire building, war and territorial expansion, technology, and achievements.

## Cluster 3: Ancient Societies of Greece and Rome

### Knowledge

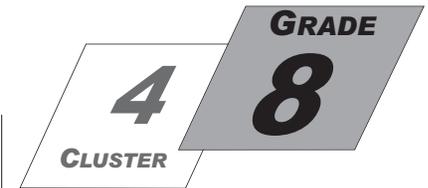
Students will...

<p><b>8-KC-001</b> Describe the social organization of ancient Greece. <i>Examples: classes of citizens, slavery; role and status of children, women, and men...</i></p> <p><b>8-KC-002</b> Describe the rise of democracy in ancient Greece.</p> <p><b>8-KC-003</b> Compare criteria for citizenship and participation in government in ancient Greece and in contemporary Canada.</p> <p><b>8-KI-015</b> Compare and contrast life in Sparta and Athens. <i>Examples: social roles, education, governance, beliefs...</i></p> <p><b>8-KI-016</b> Describe the importance of Greek myths in ancient Greek culture.</p> <p><b>8-KI-017</b> Identify defining characteristics of world religions that emerged in antiquity. <i>Include: Buddhism, Christianity, Confucianism, Hinduism, Judaism.</i></p> <p><b>8-KL-025</b> Illustrate on a map the expansion of the Roman Empire.</p> <p><b>8-KH-031</b> Identify people, events, and ideas in ancient Greece and Rome.</p>	<p><b>8-KH-032</b> Identify ways in which today’s world has been influenced by the ideas of ancient Greece and Rome. <i>Examples: the arts, philosophy, science, mathematics...</i></p> <p><b>8-KG-039</b> Identify defining characteristics of the ancient civilizations of China, Greece, Rome, Persia, and the Mayas from 500 BCE to 500 CE.</p> <p><b>8-KP-046</b> Identify factors that influenced the rise and decline of ancient Greece and Rome.</p> <p><b>8-KP-047</b> Describe structures of governance in ancient Rome.</p> <p><b>8-KP-048</b> Describe the nature of war and territorial expansion in the Roman Empire.</p> <p><b>8-KE-055</b> Describe the influence of trade on the exchange of ideas within the Roman Empire and between Rome and other places in the world.</p> <p><b>8-KE-056</b> Describe technologies and achievements in ancient Greece and Rome. <i>Examples: architecture, transportation, weapons, aqueducts...</i></p>
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### Values

<p><b>8-VC-001</b> Appreciate the contributions of ancient Greece to modern concepts of citizenship and democracy.</p> <p><b>8-VI-005</b> Appreciate the enduring qualities of the arts, architecture, science, and ideas of ancient Greece and Rome.</p>	<p><b>8-VI-006</b> Respect others’ ways of life and beliefs.</p> <p><b>8-VH-011</b> Appreciate stories, legends, and myths of ancient societies as important ways to learn about the past.</p> <p><b>8-VP-016</b> Appreciate the benefits of citizenship within a democracy.</p>
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## Cluster 4: Transition to the Modern World (Circa 500 to 1400)



### Knowledge

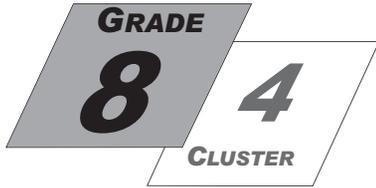
Students will...

<b>8-KI-018</b>	Identify Islamic achievements from the seventh to fifteenth centuries and describe how they influenced other societies. <i>Examples: artistic, literary, intellectual, scientific, religious...</i>	<b>8-KP-049</b>	Locate on a map and describe the Arab conquests in the Middle East, North Africa, India, and southern Europe in the seventh and eighth centuries.
<b>8-KI-019</b>	Explain why China may be regarded as one of the most advanced civilizations of the fifth to fifteenth centuries. <i>Examples: science, technology, philosophy, art...</i>	<b>8-KP-050</b>	Locate on a map and describe the impact of the Viking invasions on Europe from the ninth to twelfth centuries.
<b>8-KH-033</b>	Identify the consequences of the fall of the Western Roman Empire. <i>Examples: the Dark Ages, expansion of Arab-Islamic culture...</i>	<b>8-KP-051</b>	Locate on a map and describe the expansion of the Mongol Empire into China, Europe, and the Middle East in the thirteenth century.
<b>8-KH-034</b>	Identify motivations for and consequences of the Crusades. <i>Examples: Peasants', Nobles', Kings', and Children's Crusades...</i>	<b>8-KP-052</b>	Describe the influence of the Catholic Church in medieval Europe. <i>Examples: education, art, political and social stability, suppression of ideas, attitudes to other faiths...</i>
<b>8-KH-035</b>	Describe characteristics of medieval Europe. <i>Examples: feudalism, social and political organization, plagues, medical practices...</i>	<b>8-KP-053</b>	Locate on a map and describe the nature of the Ottoman Empire and its expansion into the Middle East, North Africa, India, and Europe from the fourteenth to sixteenth centuries.
<b>8-KG-040</b>	Identify major events in Europe, the Middle East, Africa, Asia, and the Americas from the fifth to fifteenth centuries.	<b>8-KE-057</b>	Identify how work and education were organized in medieval Europe. <i>Examples: guilds and apprenticeships, universities, military training, religious training...</i>
<b>8-KG-041</b>	Describe the significance of the spread of ideas and technologies between societies from the fifth to fifteenth centuries.	<b>8-KE-058</b>	Describe the impact of technological developments from the fifth to fifteenth centuries. <i>Examples: wind power, gunpowder, stirrups, catapults, longbows, armour...</i>
<b>8-KG-042</b>	Give examples of achievements in art, architecture, literature, and science in diverse societies from the fifth to fifteenth centuries.		

(continued on the next page)

Cluster 4 has a global perspective. It begins with a brief world overview, focusing on China, Europe, the Middle East, Africa, Asia, and the Americas from about 500 to 1400.

Students then explore individuals and events in selected places in the world during this time period. This study includes a focus on the impact of the fall of Rome, the rise of Islam, Arab conquests and Viking invasions, life in medieval Europe, and the expansion of the Mongol and Ottoman Empires. Students examine the significance and impact of technological development and the spread of ideas during this period. Through an exploration of art, architecture, literature, and science, students consider achievements and contributions of diverse cultures during this period of transition to the modern world.



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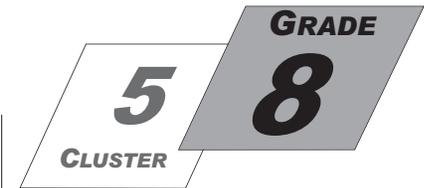
## **Cluster 4: Transition to the Modern World (Circa 500 to 1400) (continued)**

### **Values**

Students will...

- 8-VH-012** Appreciate the contributions of all societies to the development of the modern world.
- 8-VG-014** Appreciate the enduring qualities of art, architecture, literature, and science of the fifth to fifteenth centuries.
- 8-VG-015** Appreciate the importance of world history in understanding the contemporary world.

## Cluster 5: Shaping the Modern World (Circa 1400 to 1850)



### Knowledge

Students will...

<p><b>8-KC-004</b> Identify the origins and significance of the rule of law. <i>Include: transition from absolute monarchy to representative government.</i></p>	<p><b>8-KH-037</b> Identify individuals and ideas of the Protestant Reformation during the sixteenth century and describe the historical significance of this movement. <i>Include: shift in power from church to state.</i></p>
<p><b>8-KI-020</b> Give examples of the expression of the Renaissance in its art, architecture, philosophy, literature, science, or technology from the fourteenth to sixteenth centuries.</p>	<p><b>8-KG-043</b> Identify major events in Europe, Africa, Asia, Australasia, and the Americas during the fifteenth to eighteenth centuries.</p>
<p><b>8-KI-021</b> Give examples of the impact of interactions between Europeans and indigenous peoples of Africa, Asia, Australasia, and the Americas from the fifteenth to nineteenth centuries. <i>Examples: slavery, diseases, missionaries, intermarriage, adoption of indigenous practices...</i></p>	<p><b>8-KG-044</b> Explain the motivations for and the impact of global exploration and territorial expansion from the fifteenth to eighteenth centuries.</p>
<p><b>8-KL-026</b> Illustrate on a world map the voyages of European explorers during the fifteenth to eighteenth centuries. <i>Examples: Christopher Columbus, Giovanni Caboto, Vasco da Gama, Ferdinand Magellan, James Cook...</i></p>	<p><b>8-KE-059</b> Describe the impact of advances in science and technology on societies from the fifteenth to nineteenth centuries. <i>Examples: printing press, compass, telescope, guns, steam engine...</i></p>
<p><b>8-KH-036</b> Identify individuals and ideas of the Renaissance and describe the historical significance of this period.</p>	<p><b>8-KE-060</b> Describe the impact of the Industrial Revolution on individuals and societies. <i>Examples: work and living conditions, urbanization, education...</i></p>
	<p><b>8-KE-061</b> Give examples of the continuing influence of ideas and technologies of past societies.</p>

### Values

<p><b>8-VC-002</b> Appreciate the enduring significance of the rule of law.</p>	<p><b>8-VH-013</b> Appreciate the contributions of past societies to the shaping of the modern world.</p>
<p><b>8-VC-003</b> Appreciate the struggles of past societies for their importance in shaping the modern world.</p>	<p><b>8-VE-018</b> Appreciate the benefits afforded to the modern world by ideas and technologies of past societies.</p>
<p><b>8-VI-007</b> Value the enduring qualities of art, architecture, ideas, literature, and science of the fifteenth to eighteenth centuries.</p>	

Cluster 5 begins with a brief world overview, focusing on Europe, Africa, Asia, Australasia, and the Americas from about 1400 to 1850.

Students then explore individuals, ideas, and events related to the Renaissance, the Protestant Reformation, global exploration, and the Industrial Revolution. Students also focus on the impact of changing social and political ideas and advances in science and technology. They examine the motivations for global exploration and territorial expansion and their impact on diverse groups, including indigenous peoples. Through an exploration of art, architecture, ideas, literature, science, and technology, students consider achievements and contributions of diverse cultures of the past and how they continue to influence and shape the modern world.

Notes

***KINDERGARTEN TO GRADE 8  
SOCIAL STUDIES***

*CUMULATIVE SKILLS CHARTS*



***SOCIAL STUDIES SKILLS***

**GRADES**  
**K<sup>to</sup> 4**



**Active Democratic Citizenship**

**Skills**

<b>Code</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	Students will...	Students will...	Students will...
<b>S-100</b>	<p><b>0-S-100</b> Cooperate and collaborate with others. <i>Examples: take turns, share space and resources...</i></p>	<p><b>1-S-100</b> Cooperate and collaborate with others. <i>Examples: share space and resources, assume responsibilities, seek agreement...</i></p>	<p><b>2-S-100</b> Cooperate and collaborate with others. <i>Examples: make collective decisions, share responsibilities, seek agreement...</i></p>
<b>S-101</b>	<p><b>0-S-101</b> Consider others' needs when working and playing together.</p>	<p><b>1-S-101</b> Consider others' needs when working and playing together.</p>	<p><b>2-S-101</b> Resolve conflicts peacefully and fairly.</p>
<b>S-102</b>	<p><b>0-S-102</b> Interact fairly and respectfully with others.</p>	<p><b>1-S-102</b> Interact fairly and respectfully with others.</p>	<p><b>2-S-102</b> Interact fairly and respectfully with others.</p>
<b>S-103</b>	<p><b>0-S-103</b> Make decisions that reflect care, concern, and responsibility for the environment.</p>	<p><b>1-S-103</b> Make decisions that reflect care, concern, and responsibility for the environment.</p>	<p><b>2-S-103</b> Make decisions that reflect care, concern, and responsibility for the environment.</p>
<b>S-104</b>			<p><b>2-S-104</b> Consider the rights and opinions of others during interactions.</p>

## Active Democratic Citizenship



### Skills

Grade 3	Grade 4	Code
Students will...	Students will...	
<b>3-S-100</b> Collaborate with others to share ideas, decisions, and responsibilities in groups.	<b>4-S-100</b> Collaborate with others to share ideas, decisions, and responsibilities in groups.	<b>S-100</b>
<b>3-S-101</b> Resolve conflicts peacefully and fairly.	<b>4-S-101</b> Resolve conflicts peacefully and fairly.	<b>S-101</b>
<b>3-S-102</b> Interact fairly and respectfully with others.	<b>4-S-102</b> Interact fairly and respectfully with others.	<b>S-102</b>
<b>3-S-103</b> Make decisions that reflect care, concern, and responsibility for the environment.	<b>4-S-103</b> Make decisions that reflect care, concern, and responsibility for the environment.	<b>S-103</b>
<b>3-S-104</b> Consider the rights and opinions of others during interactions.	<b>4-S-104</b> Negotiate constructively with others to build consensus.	<b>S-104</b>



## Managing Information and Ideas

### Skills

Code	Kindergarten	Grade 1	Grade 2
	Students will...	Students will...	Students will...
<b>S-200</b>	0-S-200 Gather information from oral, visual, material, or print sources.	1-S-200 Gather information from oral, visual, material, print, or electronic sources.	2-S-200 Select information from oral, visual, material, print, or electronic sources.
<b>S-201</b>	0-S-201 Sort information using selected criteria.	1-S-201 Categorize information using selected criteria.	2-S-201 Organize and record information using visual organizers.
<b>S-202</b>	0-S-202 Use appropriate terms or expressions to describe periods of time.	1-S-202 Use appropriate terms or expressions to describe periods of time.	2-S-202 Use appropriate terms or expressions to describe periods of time.
<b>S-203</b>	0-S-203 Use tools and technologies to accomplish given tasks.	1-S-203 Use tools and technologies to accomplish given tasks.	2-S-203 Use tools and technologies to accomplish given tasks.
<b>S-204</b>		1-S-204 Use simple timelines to organize information chronologically.	2-S-204 Use simple timelines to organize information chronologically.
<b>S-205</b>		1-S-205 Construct simple maps to represent familiar places and locations.	2-S-205 Construct maps that include a title, legend, and symbols.
<b>S-206</b>		1-S-206 Interpret simple maps as representations of familiar places and locations.	2-S-206 Interpret maps that include a title, legend, and symbols.
<b>S-207</b>		1-S-207 Use relative terms to describe familiar locations.	2-S-207 Use cardinal directions to describe location.
<b>S-208</b>			

## Managing Information and Ideas



### Skills

Grade 3	Grade 4	Code
Students will...	Students will...	
<b>3-S-200</b> Select information from oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases...</i>	<b>4-S-200</b> Select information from oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases...</i>	<b>S-200</b>
<b>3-S-201</b> Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>	<b>4-S-201</b> Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>	<b>S-201</b>
<b>3-S-202</b> Use appropriate terms or expressions to describe periods of time.	<b>4-S-202</b> Use appropriate terms or expressions to describe periods of time. <i>Examples: decade, generation, century, when the Earth was new, in the time of our ancestors...</i>	<b>S-202</b>
<b>3-S-203</b> Select and use appropriate tools and technologies to accomplish tasks.	<b>4-S-203</b> Select and use appropriate tools and technologies to accomplish tasks.	<b>S-203</b>
<b>3-S-204</b> Use timelines to organize information chronologically.	<b>4-S-204</b> Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.	<b>S-204</b>
<b>3-S-205</b> Construct maps that include a title, legend, and compass rose.	<b>4-S-205</b> Construct maps that include a title, legend, compass rose, and grid.	<b>S-205</b>
<b>3-S-206</b> Interpret maps that include a title, legend, and compass rose.	<b>4-S-206</b> Interpret maps that include a title, legend, compass rose, and grid.	<b>S-206</b>
<b>3-S-207</b> Use cardinal directions to describe the relative locations of places on maps and globes.	<b>4-S-207</b> Use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes.	<b>S-207</b>
	<b>4-S-208</b> Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies. <i>Examples: sun, moon, or stars, inuksuit, Global Positioning Systems (GPS)...</i>	<b>S-208</b>



**Critical and Creative Thinking**

**Skills**

<b>Code</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	Students will...	Students will...	Students will...
<b>S-300</b>	0-S-300 Use comparison in investigations.	1-S-300 Use comparison in investigations.	2-S-300 Formulate questions for research.
<b>S-301</b>	0-S-301 Identify consequences of their decisions and actions.	1-S-301 Identify consequences of their decisions and actions.	2-S-301 Consider advantages and disadvantages of solutions to a problem.
<b>S-302</b>		1-S-302 Use information or observation to form opinions.	2-S-302 Use information or observation to form opinions.
<b>S-303</b>		1-S-303 Revise ideas and opinions based on new information.	2-S-303 Revise ideas and opinions based on new information.
<b>S-304</b>			
<b>S-305</b>			

**Critical and Creative Thinking**



**Skills**

Grade 3	Grade 4	Code
Students will...	Students will...	
3-S-300 Formulate questions for research.	4-S-300 Formulate questions for research.	<b>S-300</b>
3-S-301 Consider advantages and disadvantages of solutions to a problem.	4-S-301 Consider advantages and disadvantages of solutions to a problem.	<b>S-301</b>
3-S-302 Draw conclusions based on information and evidence.	4-S-302 Draw conclusions based on information and evidence.	<b>S-302</b>
3-S-303 Revise ideas and opinions based on new information.	4-S-303 Evaluate personal assumptions based on new information and ideas.	<b>S-303</b>
3-S-304 Distinguish fact from opinion.	4-S-304 Distinguish fact from opinion.	<b>S-304</b>
	4-S-305 Observe and analyze material or visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>	<b>S-305</b>



**Communication**

**Skills**

<b>Code</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	Students will...	Students will...	Students will...
<b>S-400</b>	0-S-400 Listen actively to others.	1-S-400 Listen actively to others.	2-S-400 Listen actively to others.
<b>S-401</b>	0-S-401 Use language that is respectful of others.	1-S-401 Use language that is respectful of others.	2-S-401 Use language that is respectful of others.
<b>S-402</b>	0-S-402 Express reasons for their ideas and opinions.	1-S-402 Express reasons for their ideas and opinions.	2-S-402 Express reasons for their ideas and opinions.
<b>S-403</b>	0-S-403 Present information and ideas orally, visually, or concretely.	1-S-403 Present information and ideas orally, visually, concretely, or electronically.	2-S-403 Present information and ideas orally, visually, concretely, or electronically.
<b>S-404</b>	0-S-404 Relate events and stories in chronological order.	1-S-404 Relate events and stories in chronological order.	2-S-404 Relate events and stories in chronological order.

**Communication**



**Skills**

<b>Grade 3</b>	<b>Grade 4</b>	<b>Code</b>
Students will...	Students will...	
3-S-400 Listen actively to others to understand their perspectives.	4-S-400 Listen actively to others to understand their perspectives.	<b>S-400</b>
3-S-401 Use language that is respectful of human diversity.	4-S-401 Use language that is respectful of human diversity.	<b>S-401</b>
3-S-402 Support their ideas and opinions with information or observations.	4-S-402 Support their ideas and opinions with information or observations.	<b>S-402</b>
3-S-403 Present information and ideas orally, visually, concretely, or electronically.	4-S-403 Present information and ideas orally, visually, concretely, or electronically.	<b>S-403</b>
		<b>S-404</b>

**Notes**

***SOCIAL STUDIES SKILLS***

**GRADES**

**5<sup>to</sup> 8**



**Active Democratic Citizenship**

**Skills**

Code	Grade 5	Grade 6
<b>S-100</b>	Students will... 5-S-100 Collaborate with others to establish and carry out group goals and responsibilities.	Students will... 6-S-100 Collaborate with others to establish and carry out group goals and responsibilities.
<b>S-101</b>	5-S-101 Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>	6-S-101 Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>
<b>S-102</b>	5-S-102 Make decisions that reflect fairness and equality in their interactions with others.	6-S-102 Make decisions that reflect fairness and equality in their interactions with others.
<b>S-103</b>	5-S-103 Make decisions that reflect care, concern, and responsibility for the environment.	6-S-103 Make decisions that reflect care, concern, and responsibility for the environment.
<b>S-104</b>	5-S-104 Negotiate constructively with others to build consensus and solve problems.	6-S-104 Negotiate constructively with others to build consensus and solve problems.
<b>S-105</b>	5-S-105 Recognize bias and discrimination and propose solutions.	6-S-105 Recognize bias and discrimination and propose solutions.
<b>S-106</b>	5-S-106 Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i>	6-S-106 Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i>

## Active Democratic Citizenship

GRADES

5 to 8

### Skills

Grade 7	Grade 8	Code
Students will...	Students will...	
<b>7-S-100</b> Collaborate with others to establish and carry out goals and responsibilities.	<b>8-S-100</b> Collaborate with others to establish and carry out group goals and responsibilities.	<b>S-100</b>
<b>7-S-101</b> Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>	<b>8-S-101</b> Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>	<b>S-101</b>
<b>7-S-102</b> Make decisions that reflect fairness and equality in their interactions with others.	<b>8-S-102</b> Make decisions that reflect fairness and equality in their interactions with others.	<b>S-102</b>
<b>7-S-103</b> Make decisions that reflect principles of environmental stewardship and sustainability.	<b>8-S-103</b> Make decisions that reflect principles of environmental stewardship and sustainability.	<b>S-103</b>
<b>7-S-104</b> Negotiate constructively with others to build consensus and solve problems.	<b>8-S-104</b> Negotiate constructively with others to build consensus and solve problems.	<b>S-104</b>
<b>7-S-105</b> Recognize bias and discrimination and propose solutions. <i>Examples: racism, ageism, heterosexism...</i>	<b>8-S-105</b> Recognize bias and discrimination and propose solutions. <i>Examples: racism, ageism, heterosexism...</i>	<b>S-105</b>
<b>7-S-106</b> Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i>	<b>8-S-106</b> Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i>	<b>S-106</b>



## Managing Information and Ideas

### Skills

Code	Grade 5	Grade 6
	Students will...	Students will...
<b>S-200</b>	<p>5-S-200 Select information from oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i></p>	<p>6-S-200 Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i></p>
<b>S-201</b>	<p>5-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i></p>	<p>6-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i></p>
<b>S-202</b>	<p>5-S-202 Distinguish between primary and secondary information sources for research.</p>	<p>6-S-202 Distinguish between primary and secondary information sources for research.</p>
<b>S-203</b>	<p>5-S-203 Select and use appropriate tools and technologies to accomplish tasks.</p>	<p>6-S-203 Select and use appropriate tools and technologies to accomplish tasks.</p>
<b>S-204</b>	<p>5-S-204 Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.</p>	<p>6-S-204 Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.</p>
<b>S-205</b>	<p>5-S-205 Construct maps that include a title, legend, compass rose, grid, and scale.</p>	<p>6-S-205 Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.</p>
<b>S-206</b>	<p>5-S-206 Interpret maps that include a title, legend, compass rose, grid, and scale.</p>	<p>6-S-206 Select and interpret various types of maps for specific purposes.</p>
<b>S-207</b>	<p>5-S-207 Use latitude and longitude to locate and describe places on maps and globes.</p>	<p>6-S-207 Use latitude and longitude to locate and describe places on maps and globes.</p>
<b>S-207A</b>	<p>5-S-207A Use traditional knowledge to read the land.</p>	<p>6-S-207A Use traditional knowledge to read the land.</p>
<b>S-208</b>	<p>5-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.</p>	<p>6-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.</p>

## Managing Information and Ideas

**GRADES**
**5 to 8**
**Skills**

Grade 7	Grade 8	Code
Students will...	Students will...	
<b>7-S-200</b> Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>	<b>8-S-200</b> Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>	<b>S-200</b>
<b>7-S-201</b> Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>	<b>8-S-201</b> Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>	<b>S-201</b>
<b>7-S-202</b> Interpret primary and secondary information sources for research.	<b>8-S-202</b> Interpret primary and secondary information sources for research.	<b>S-202</b>
<b>7-S-203</b> Select and use appropriate tools and technologies to accomplish tasks.	<b>8-S-203</b> Select and use appropriate tools and technologies to accomplish tasks.	<b>S-203</b>
<b>7-S-204</b> Create maps using a variety of information sources, tools, and technologies. <i>Examples: observation, traditional knowledge, geographic information systems (GIS), Global Positioning Systems (GPS)...</i>	<b>8-S-204</b> Create timelines and other visual organizers to sequence and represent historical periods, figures, relationships, or chronological events.	<b>S-204</b>
<b>7-S-205</b> Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.	<b>8-S-205</b> Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.	<b>S-205</b>
<b>7-S-206</b> Select and interpret various types of maps for specific purposes.	<b>8-S-206</b> Select, use, and interpret various types of maps for specific purposes. <i>Examples: historical maps and atlases...</i>	<b>S-206</b>
<b>7-S-207</b> Use latitude and longitude to locate and describe places on maps and globes.	<b>8-S-207</b> Use latitude and longitude to locate and describe places on maps and globes.	<b>S-207</b>
<b>7-S-207A</b> Use traditional knowledge to read the land.	<b>8-S-207A</b> Use traditional knowledge to read the land.	<b>S-207A</b>
<b>7-S-208</b> Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.	<b>8-S-208</b> Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.	<b>S-208</b>



**Critical and Creative Thinking**

**Skills**

<b>Code</b>	<b>Grade 5</b>	<b>Grade 6</b>
	Students will...	Students will...
<b>S-300</b>	5-S-300 Plan topics and goals for historical inquiry and research.	6-S-300 Plan topics, goals, and methods for historical inquiry and research.
<b>S-301</b>	5-S-301 Evaluate the advantages and disadvantages of solutions to a problem.	6-S-301 Evaluate the advantages and disadvantages of solutions to a problem.
<b>S-302</b>	5-S-302 Draw conclusions based on research and evidence.	6-S-302 Draw conclusions based on research and evidence.
<b>S-303</b>	5-S-303 Evaluate personal assumptions based on new information and ideas.	6-S-303 Evaluate personal assumptions based on new information and ideas.
<b>S-304</b>	5-S-304 Distinguish fact from opinion and interpretation.	6-S-304 Distinguish fact from opinion and interpretation.
<b>S-305</b>	5-S-305 Observe and analyze material or visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>	6-S-305 Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>
<b>S-306</b>	5-S-306 Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>	6-S-306 Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
<b>S-307</b>	5-S-307 Compare differing accounts of historical events.	6-S-307 Compare differing accounts of historical events.
<b>S-308</b>	5-S-308 Compare diverse perspectives in a variety of information sources.	6-S-308 Compare diverse perspectives in a variety of information sources.
<b>S-309</b>	5-S-309 Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>	6-S-309 Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>
<b>S-310</b>	5-S-310 Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.	6-S-310 Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.
<b>S-311</b>		

**Critical and Creative Thinking****GRADES****5 to 8****Skills**

<b>Grade 7</b>	<b>Grade 8</b>	<b>Code</b>
Students will...	Students will...	
<b>7-S-300</b> Plan topics, goals, and methods for inquiry and research.	<b>8-S-300</b> Plan topics, goals, and methods for historical inquiry and research.	<b>S-300</b>
<b>7-S-301</b> Evaluate the advantages and disadvantages of solutions to a problem.	<b>8-S-301</b> Consider the context of events, accounts, ideas, and interpretations.	<b>S-301</b>
<b>7-S-302</b> Draw conclusions based on research and evidence.	<b>8-S-302</b> Draw conclusions based on research and evidence.	<b>S-302</b>
<b>7-S-303</b> Evaluate personal assumptions based on new information and ideas.	<b>8-S-303</b> Evaluate personal assumptions based on new information and ideas.	<b>S-303</b>
<b>7-S-304</b> Distinguish fact from opinion and interpretation.	<b>8-S-304</b> Distinguish fact from opinion and interpretation.	<b>S-304</b>
<b>7-S-305</b> Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>	<b>8-S-305</b> Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>	<b>S-305</b>
<b>7-S-306</b> Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>	<b>8-S-306</b> Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>	<b>S-306</b>
<b>7-S-307</b> Compare differing viewpoints regarding global issues.	<b>8-S-307</b> Compare differing accounts of historical events.	<b>S-307</b>
<b>7-S-308</b> Compare diverse perspectives in the media and other information sources.	<b>8-S-308</b> Compare diverse perspectives in the media and other information sources.	<b>S-308</b>
<b>7-S-309</b> Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>	<b>8-S-309</b> Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>	<b>S-309</b>
<b>7-S-310</b> Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.	<b>8-S-310</b> Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.	<b>S-310</b>
<b>7-S-311</b> Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.	<b>8-S-311</b> Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.	<b>S-311</b>



**Communication**

**Skills**

<b>Code</b>	<b>Grade 5</b>	<b>Grade 6</b>
	Students will...	Students will...
<b>S-400</b>	5-S-400 Listen to others to understand their perspectives.	6-S-400 Listen to others to understand their perspectives.
<b>S-401</b>	5-S-401 Use language that is respectful of human diversity.	6-S-401 Use language that is respectful of human diversity.
<b>S-402</b>	5-S-402 Support their ideas and opinions with information or observations.	6-S-402 Persuasively express differing viewpoints regarding an issue.
<b>S-403</b>	5-S-403 Present information and ideas orally, visually, concretely, or electronically.	6-S-403 Present information and ideas orally, visually, concretely, or electronically.
<b>S-404</b>	5-S-404 Elicit and clarify questions and ideas in discussions.	6-S-404 Elicit and clarify questions and ideas in discussions.
<b>S-405</b>	5-S-405 Articulate their beliefs and perspectives on issues.	6-S-405 Articulate their beliefs and perspectives on issues.

**Communication**



**Skills**

<b>Grade 7</b>	<b>Grade 8</b>	<b>Code</b>
Students will...	Students will...	
7-S-400 Listen to others to understand their perspectives.	8-S-400 Listen to others to understand their perspectives.	<b>S-400</b>
7-S-401 Use language that is respectful of human diversity.	8-S-401 Use language that is respectful of human diversity.	<b>S-401</b>
7-S-402 Persuasively express differing viewpoints regarding an issue.	8-S-402 Persuasively express differing viewpoints regarding an issue.	<b>S-402</b>
7-S-403 Present information and ideas orally, visually, concretely, or electronically.	8-S-403 Present information and ideas orally, visually, concretely, or electronically.	<b>S-403</b>
7-S-404 Elicit and clarify questions and ideas in discussions.	8-S-404 Elicit and clarify questions and ideas in discussions.	<b>S-404</b>
7-S-405 Articulate their beliefs and perspectives on issues.	8-S-405 Articulate their beliefs and perspectives on issues.	<b>S-405</b>

Notes

***KINDERGARTEN TO GRADE 8  
SOCIAL STUDIES***

*GLOSSARY*



## Glossary

The glossary is intended to clarify the meaning of words and expressions as they are used in this document.

**Aboriginal:** First Nations, Inuit, and Métis peoples.

**civilization:** a society or group of societies with a developed culture and advanced social and political institutions that endures over a long period of time.

**community:** refers to a group of people with commonalities that may include culture, language, values and beliefs, interests, practices and ways of life, history, or shared space. In some instances, community refers to a geographically defined space (e.g., a prairie community, the town of Willow Bunch in Saskatchewan).

**consensus:** the achievement of agreement through a process of communication in which all parties affected by a decision have equal power and equal voice. Consensus is achieved when: all parties to a decision have been thoroughly consulted; all parties have been given all available information on the matter; adequate time for reflection has been provided; debate has been conducted in a manner respectful to all parties; and there is common agreement on a plan of action. Consensus may, under some circumstances, provide for the recording of dissenting opinions.

**culture:** the collective beliefs, values, socially transmitted behaviours and traditions, language, arts, and other human endeavours considered to be characteristic of a particular community, period, or people.

**democratic ideals:** pertain to rule by the people, including ideals that favour: citizen voice and participation in government; the principle of equality of rights, opportunity, and treatment of citizens; equity and justice; freedom of expression, opinion, belief, and association; the principle of the rule of law; and balance between individual and collective responsibilities and rights.

**First Nations:** “a term that came into common usage in the 1970s to replace the word ‘Indian,’ which many people found offensive. Although the term First Nation is widely used, no legal definition of it exists. Among its uses, the term ‘First Nations peoples’ refers to the Indian people in Canada, both Status and Non-Status. Many Indian people have also adopted the term ‘First Nation’ to replace the word ‘band’ in the name of their community.” (Indian and Northern Affairs Canada)

**First Peoples:** a collective term used to describe the inhabitants of the land now known as Canada prior to European contact.

**globalization:** the integration and interdependence of economies and cultures around the world through trade and financial flows across national boundaries and through the movement and exchange of people, knowledge, culture, and technologies.

**historical consciousness:** how people today think about and understand the past, as well as how they use this understanding to inform their actions in the present and their plans for the future. Historical consciousness may be individual or collective, and may or may not reflect accurate factual knowledge or defensible historical interpretations.

**humanism:** a belief system based on the inherent dignity and worth of human beings and their potential for self-fulfillment and morality independent of religious doctrine.

**indigenous peoples:** a term used worldwide to identify the original people of all countries, such as Aboriginal peoples in Canada.

**interdisciplinary:** an approach that connects interdependent skills, knowledge, and values from more than one subject area to examine a central theme, issue, problem, topic, or experience; an interdisciplinary approach stresses connections between concepts and across disciplines.

**Inuit:** “an Aboriginal people in northern Canada, who live above the tree line in Nunavut, the Northwest Territories, Northern Quebec and Labrador. The word means ‘people’ in the Inuit language—Inuktitut. The singular of Inuit is Inuk.” (Indian and Northern Affairs Canada)

**inuksuit:** (plural for inuksuk) may be translated as “replicas of people.” Inuksuit are structures built from various types of rocks and are intended for specific purposes, such as indicating navigation routes, good hunting areas, migration routes, or sacred places. Inuksuit have different shapes and names, depending on their purposes. Inuksuk (“replica of a person”) is often spelled incorrectly as “inukshuk.” Inuktitut, the language of the Inuit, is phonetic and does not have a “sh” combination sound.

**land:** the totality of the natural environment, including earth, water, and sky, which both gives and sustains life.

**Métis:** “people of mixed and European ancestry who identify themselves as Métis people, as distinct from First Nations people, Inuit or non-Aboriginal people.” (Indian and Northern Affairs Canada)

**nation-state:** an independent, self-governing nation as a modern unit of political organization.

**oral tradition:** includes narratives, accounts, songs and dances, stories and legends, knowledge, and laws that are passed from one generation to another.

**place:** the tangible and intangible characteristics of a location or region that distinguish it from any other location and make it unique.

**region:** a geographic area with homogeneous physical, human, or cultural characteristics. Geographers identify regions in order to divide the world into manageable units of study.

**resource list:** an alphabetical list of primary and secondary information sources, including print texts, journals, interviews, and websites, with publication data provided where applicable.

**society:** a group of people with common interests in a particular place and time, who have joined together to meet their material and non-material needs.

**spiritual, spirituality:** refers, in the general sense, to beliefs, values, practices, or questions concerning the fundamental meaning and purpose of human life beyond its physical manifestations.

From an Aboriginal perspective, spirituality refers to a way of seeing the world as created by a principle that is ever present and always active. This perspective involves a total way of life and affirms balance and harmony with the land. The practices associated with this way of life create and maintain a sense of Aboriginal identity and membership within one’s family, community, and nation/people. These practices honour the traditions, customs, and symbols that Aboriginal people have inherited from their ancestors.

**stewardship:** the shared responsibility of human beings as caretakers of the natural environment. Stewardship involves the equitable management of the environment, the economy, and society for the benefit of present and future generations.

**story:** an oral or written narrative, or a drama or dance, that relates the experiences of an individual or group. The narrative relates a truth from a personal perspective, which may or may not be historically verifiable. The inclusion of story in social studies leads to an enriched and multi-layered understanding of people, relationships, events, and places. Stories, which include legends and myths, enhance historical consciousness and contribute to the collective memories of groups and communities.

From an Aboriginal perspective, there is an expectation that stories will be shared and passed on to the next generation. Stories tell of truth, values, beliefs, origins, family connections, how to live, life in the past, and connections with the land and animals, and are all part of building community.

**sustainability:** a recognition of the interdependence of social health and well-being, the environment, and economic development, and a consciousness of the impact of this relationship on quality of life today and for future generations.

**technology:** an encompassing term that includes tools, instruments, machines, systems, processes, and environments developed by humans to live in or manage the physical environment.

**world view:** the overall perspective from which one sees, interprets, and makes sense of the world; a comprehensive collection of beliefs and values about life and the universe held by an individual or group. Any society has more than one world view. The prevailing world view reflects the values of a society's dominant group.

**Notes**

***KINDERGARTEN TO GRADE 8  
SOCIAL STUDIES***

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**Notes**



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