

Global Competencies in Social Studies



Critical Thinking

Critical thinking in social studies is essential to making ethical decisions and to being reflective and active global citizens. It involves the processes of inquiry and historical and geographical thinking, and the use of evidence, criteria, and reasoning that allows for informed decision-making and the creation of solutions necessary for a sustainable and ethical future.

- Learners will critically, strategically, efficiently, and effectively select and use sources in their research and inquiry, to ensure a depth and breadth of understanding, to draw conclusions, and to make informed decisions.
- Learners will make reasoned judgments about the world by evaluating sources for reliability and relevance, and by analyzing for bias, which could include prejudice, racism, and stereotyping.
- Learners will connect ideas, patterns, and relationships, using criteria and reasoning to understand historical thinking concepts.
- Learners will consider multiple perspectives and contexts to understand the diversity of the human experience.
- Learners will interpret information and ideas and recognize that interpretations may change with new information.
- Learners will evaluate personal assumptions and bias based on new information and ideas.
- Learners will ask relevant and clarifying questions to broaden and deepen knowledge and understanding.
- Learners will distinguish fact from opinion and interpretation to arrive at reasoned judgments.
- Learners will weigh criteria, based on observation, experience, and/or evidence, to make informed judgments and ethical decisions about the future of the world.



Creativity

Creativity in social studies enables learners to make observations and decisions, to solve problems, and to devise innovative strategies. This involves making connections among concepts and applying a variety of tools. Creative thinking emphasizes flexibility, divergent thinking, the generation of ideas, and the exploration of diverse choices to enhance understanding and consider sustainable and ethical solutions.

- Learners will demonstrate initiative and ingenuity, explore opportunities, be open to new ideas and possibilities, and take risks to consider different choices that could shape the future.
- Learners will demonstrate curiosity about choices made by people within a given context and explore new ideas/possibilities by asking relevant questions about those choices.
- Learners will use strategies and ways of thinking including historical/geographical thinking, perspective taking, and ethical decision-making to generate innovative ideas and concepts, solve problems, and/or make a difference to consider new opportunities for the future.
- Learners will build on the ideas and understandings of others.
- Learners will create plans and adjust them as they gain understanding of new information and/or changing contexts.
- Learners will test, refine, and adapt ideas in innovative and unique ways, and persevere through ambiguity and obstacles.
- Learners will reflect, seek, and use feedback from others to consider sustainable and ethical solutions and to enhance understanding.



Citizenship

Citizenship in social studies prepares learners to be informed and engaged global citizens. As they reflect upon diverse perspectives, narratives, and stories, they develop historical/geographical knowledge and conceptual understanding of the principles of Truth and Reconciliation, sustainability, and human rights, which provide a foundation for their role as engaged and responsible citizens—locally, nationally, and globally.

- Learners will understand and reflect on their own perspective in regard to complex issues in a rapidly changing world.
- Learners will recognize bias, including racism, prejudice, stereotyping, and discrimination, and they will support the principles of Truth and Reconciliation, sustainability, and human rights.
- Learners will explore the interconnectedness of self, others, and the natural world.

- Learners will explore how the contributions of the past shape our present concepts of citizenship and democracy.
- Learners will use conceptual understanding and historical/geographical thinking to analyze information and to make informed decisions.
- Learners will explore diverse ideas, experiences, and world views to evaluate personal assumptions and bias and to make informed decisions that reflect the principles of Truth and Reconciliation, sustainability, and human rights.
- Learners will empathize with others and reflect on perspectives that do not fit their own to understand the diversity of the human experience.
- Learners will engage with others in responsible, respectful, and inclusive ways, in person and in digital contexts, to constructively shape dialogue and build relationships.
- Learners will evaluate factors and realize their own potential to propose solutions for the well-being of self, others, and the natural world.
- Learners will work with others to develop strategies to find equitable solutions that support equity, diversity, and inclusion, and that uphold human rights.
- Learners will make ethical choices to promote healthy and sustainable outcomes for the natural world.



Connection to Self

Connection to self in social studies is the learners' personal connection with historical and geographical thinking and knowing, and making connections with others and the natural world. Learners explore their dynamic relationships with people and the land, past and present, near and far, which develops knowledge and understanding of human interdependence and impact upon societies and natural environments, and of their role as responsible citizens for a sustainable and ethical future.

- Learners will recognize personal interests, strengths, challenges, and gifts to support their learning, their well-being, and their well-becoming.
- Learners will appreciate the factors that shape their identity, including the interrelationship of land and people within the cultural and historical context of their community, to gain an understanding of themselves.
- Learners will value and respect the interdependence of and personal connections to people and place, including the natural environment, to develop empathy and belonging.
- Learners will understand and use strategies to support self-regulation and well-being as citizens in a complex and ever-changing world.
- Learners will reflect on their biases, decisions, effort, and experiences, and on others' feedback.

- Learners will set goals to strengthen their learning and well-being as engaged citizens.
- Learners will have hope and demonstrate empathy as they plan for the future for themselves and as part of the natural world near and far.
- Learners will demonstrate an ability to persevere and adapt to new experiences and perspectives, environmental and global realities, and world events.
- Learners will recognize and embrace their role in lifelong learning, and take responsibility for personal growth, well-being, and well-becoming as global citizens.



Collaboration

Collaboration in social studies includes appreciating the diversity of perspectives, beliefs, and values, which is part of living in a democratic society and being part of the natural world. Collaboration includes learning with and from others and working together with a shared commitment to common purposes including Truth and Reconciliation. Collaboration builds relationships to enable learners to make informed decisions and accomplish common goals. Furthermore, productive discussion and debate concerning ethical questions serve to motivate learners, making learning more meaningful, and provide the opportunity for learners to contribute to their communities.

- Learners will seek to understand and clarify diverse perspectives, voices, and ideas.
- Learners will build on each other's ideas through productive, meaningful, and respectful interactions.
- Learners will value and put trust in others' contributions to deepen thinking about topics.
- Learners will practise active listening and ask ethical questions while considering diverse perspectives.
- Learners will work through differences and show a willingness to compromise or change perspective where appropriate to make informed and respectful decisions.
- Learners will co-construct with others by negotiating to build an ethical understanding and work together to solve problems for the well-being of people and as part of the natural world.
- Learners will use their gifts and commit to establishing and carrying out their responsibilities for a collective purpose and/or a common goal for the well-being of people and as part of the natural world.



Communication

Communication in social studies enables learners to interpret received information, and to share information and express ideas clearly and purposefully using a variety of media. This includes the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas. Learners constructively exchange information and ideas to build knowledge and to strengthen relationships for a sustainable and ethical future for themselves and the natural world.

- Learners will consider audience, purpose, context, modes, and forms to share ideas and present information thoughtfully and effectively.
- Learners will use clear and concise language to express ideas and voice perspectives that are inclusive and respectful of others, avoiding generalizations and pejoratives, while understanding how their words and actions impact others.
- Learners consider context cues (e.g., text features, non-verbal communication, tone of voice, appropriate digital images, icons) to enhance understanding when receiving messages.
- Learners will seek to understand others' perspectives to clarify and broaden thinking and negotiate constructively through active listening and questioning.
- Learners recognize how diverse contexts (linguistic, cultural, generational, experiential) can influence understanding.
- Learners will engage in productive, meaningful, and respectful discussions to build relationships and deepen understandings in a variety of ways including in digital contexts.
- Learners will relate events and stories in a way that makes sense to self and others.
- Learners will negotiate constructively with others to build consensus within a community of learners.

Enduring Understandings

Identity, Culture, and Community

Learners will explore the concepts of identity, culture, and community as they relate to individuals, societies, and nations. Many factors influence identity and life in communities, including geography and history, culture, language, economic factors, and shared beliefs and values, and these factors are subject to time and place. By studying various cultures, including one's own, learners develop a better understanding of diverse points of view and become sensitive to the fact that a community is strengthened by the interaction and interdependence among individuals through cultural diversity and pluralism.



The Land: Places and People

The exploration of people's dynamic interrelationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Learners consider how connections to the land influence their identities and define their roles and responsibilities as civil stewards of the land—locally, nationally, and globally.

Historical Connections

Learners will explore how people, events, and ideas from the past shape the present and influence the future. In addition, stories and traditions allow learners to deepen their historical understanding of the influence of the past on the present. Through the exploration of one's own history, and history near and far, learners can draw on the past to understand the present and live with the future in mind, thereby providing a foundation for active democratic citizenship.

Global Interdependence

Learners will explore the interdependence of people, communities, societies, nations, and environments. This exploration will enhance the learners' global consciousness and help them develop empathy with respect to human rights and the human condition. Consideration of global connections enables them to expand their knowledge of the world in which they live and to engage in global citizenship.

Power and Authority

Learners will explore the diverse processes and structures of power and authority through time, and their impact on people, relationships, communities, and nations, along with issues of fairness and equity. Power and authority affect all human relations, in everyday life and in official situations. Rules and laws, both formal and traditional, exist to protect people and to meet their needs for living together in a just and peaceful manner. Through an exploration of power and authority and its influence on human relationships, learners develop a sense of personal empowerment as active democratic citizens.

Economics and Resources

Learners build an understanding of the impact, the sharing, and the interdependence of resources and wealth in relation to individuals, communities, and nations, both past and present. They examine economic factors that affect decision-making, the use and distribution of resources, and the development of technologies, and they consider social and environmental implications.

Learning Outcomes

Learning Outcome Code

The first letter refers to the learning outcome type:

K – Knowledge

V – Values

S – Skills

The second letter, where it appears, refers to the Enduring Understandings (and one Global Competency):

I – Identity, Culture, and Community

H – Historical Connections

P – Power and Authority

L – The Land: Places and People

G – Global Interdependence

E – Economics and Resources

C – Citizenship (Global Competency)

Distinctive Learning Outcomes are indicated, at the end of the specific learning outcome code, by the following letters:

A – Indigenous

F – Francophone

Cluster 1: Diversity and Pluralism in Canada

Knowledge Learning Outcomes

- 9-KC-001** Give examples of human rights as defined in the United Nations Universal Declaration of Human Rights. Include basic, citizenship, and legal rights.
- 9-KC-002** Give examples of the effects of the Canadian Charter of Rights and Freedoms on individuals and groups.
- 9-KC-002F** Describe effects of Article 23 of the Canadian Charter of Rights and Freedoms on linguistic minorities. Include effects on their local community.
- 9-KC-003** Describe the criteria for becoming a Canadian citizen.
- 9-KC-004** Describe contributions of Canadians whose social and political actions have promoted human rights.
- 9-KI-016** Describe factors that shape personal, regional, and national identities. Include media influences.
- 9-KI-017** Give examples of ways in which First Nations, Inuit, and Métis Peoples are rediscovering their cultures.
- 9-KI-018** Evaluate effects of assimilative policies on cultural and linguistic groups in Canada. Include First Nations, Métis, and Inuit residential schools and language laws.
- 9-KI-018A** Evaluate effects of residential schools on their own and other First Nations, Métis, and Inuit communities.
- 9-KI-018F** Evaluate effects of language and education laws on their francophone community.
- 9-KI-019** Describe effects of stereotyping and discrimination on individuals, communities, and regions.

- 9-KI-020** Evaluate the influence of mass media and pop culture on individuals, groups, and communities. Include decision-making, perspectives, identity, and culture.
- 9-KI-020A** Evaluate the influence of mass media and pop culture on First Nations, Métis, and Inuit identities and cultures.
- 9-KI-020F** Evaluate the influence of mass media and pop culture on francophone identities and cultures.
- 9-KI-021** Describe ways in which identity, diversity, and culture are protected in Canada (e.g., Charter, multicultural policies, bilingualism, Canadian content rules in the media, support for the arts and sports, CBC, national celebrations).
- 9-KL-024** Identify on a map distinguishing elements of the physical and human geography of Canada. Include political boundaries, capital cities, population clusters, and regions.
- 9-KH-029** Describe factors affecting demographic patterns in Canada since the beginning of the 20th century (e.g., immigration, birth rate, life expectancy, urbanization).
- 9-KH-030** Describe social and cultural injustices in Canada's past (e.g., status of women, Chinese head tax, wartime internments of ethnic groups as enemy aliens, Jewish immigration restrictions during Second World War, Indian Act).
- 9-KH-031** Identify significant events in the development of human rights in Canada.
- 9-KH-032** Describe ways in which the status of women in Canada has changed since the early 20th century. Include Bill C-31 and the status of First Nations women, and suffrage.
- 9-KP-043** Give examples of diverse approaches to conflict resolution.

Values Learning Outcomes

- 9-VI-004** Be willing to consider diverse social and cultural perspectives.
- 9-VI-005** Appreciate Canadian cultural pluralism.
- 9-VI-005A** Be willing to support the vitality of their First Nations, Métis, or Inuit languages and cultures.
- 9-VI-005F** Be willing to support the vitality of their French language and francophone culture.
- 9-VH-008** Appreciate the efforts of Canadians who have helped to promote human rights.
- 9-VH-009** Value the contributions of diverse cultural and social groups to Canadian society.
- 9-VP-014** Value non-violent resolutions to conflict.




Cluster 2: Democracy and Governance in Canada

Knowledge Learning Outcomes

- 9-KC-005** Give examples of ways in which government affects their daily lives (e.g., rights and freedoms, security, laws, education, health care, services).
- 9-KC-006** Describe Canadian parliamentary democracy. Include constitutional monarchy, federalism, Governor General, Prime Minister, Cabinet, House of Commons, and Senate.
- 9-KC-007** Describe the responsibilities and processes of the legislative, executive, and judicial branches of the federal government.
- 9-KC-008** Describe electoral processes and roles of political parties.
- 9-KC-009** Identify contemporary political leaders in Canada. Include First Nations, Métis, Inuit, federal, provincial, and local.
- 9-KC-010** Describe responsibilities and processes of the justice system in Manitoba. Include Indigenous justice systems, and the Youth Criminal Justice Act.
- 9-KC-010A** Describe Indigenous perspectives on justice and law (e.g., Indigenous justice systems, restorative justice, alternative sentencing, policing).
- 9-KC-011** Identify ways in which democratic ideals have shaped contemporary Canadian society (e.g., rule of law, equality, diversity, freedom, citizen participation in government).
- 9-KC-012** Assess the advantages and disadvantages of democratic processes in Canada. Include majority/minority issues.
- 9-KC-013** Describe their responsibilities and rights as citizens of Canada and the world.
- 9-KC-013A** Describe their responsibilities and rights as First Nations, Métis, or Inuit citizens in Canada and the world.
- 9-KC-013F** Describe their responsibilities and rights as francophone citizens of Canada and the world.
- 9-KP-044** Describe the division of power and responsibilities of federal, First Nations, provincial, and municipal governments.
- 9-KP-045** Describe factors related to First Nations, Métis, and Inuit self-determination in Canada (e.g., Indian Act, treaties, land claims, natural resources, traditional forms of decision-making).
- 9-KP-046** Give examples of ways in which people can individually and collectively influence Canada's political and social systems (e.g., voting, political parties, labour organizations, civil disobedience, NGOs, lobbying).

Values Learning Outcomes

- 9-VC-001** Appreciate democratic ideals in Canadian society.
- 9-VC-002** Value their democratic responsibilities and rights.

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- 9-VP-015** Be willing to exercise their responsibilities and rights as citizens living in a democracy (e.g., citizen involvement in political processes, freedom of speech, freedom of association).
 - 9-VP-016** Be sensitive to the impact of majority rule on minorities and marginalized groups.

Cluster 3: Canada in the Global Context

Knowledge Learning Outcomes

- 9-KL-025** Identify on a world map countries in which events of global significance are taking place.
- 9-KG-034** Give examples of Canada's connections with other nations (e.g., trade, communication, environment, entertainment, sports).
- 9-KG-035** Evaluate Canadian perspectives regarding current global issues.
- 9-KG-036** Give examples of decisions that reflect the responsibilities of global citizenship. Include personal and national decisions.
- 9-KG-037** Compare media portrayals of current issues. Include local, national, and international sources.
- 9-KG-038** Give examples of Canada's participation within international organizations (e.g., United Nations, Commonwealth, la Francophonie, Olympics).
- 9-KG-039** Evaluate Canada's contributions to international aid and development. Include government and NGOs.
- 9-KG-040** Assess the implications of Canada's military role in contemporary conflicts.
- 9-KE-048** Describe characteristics of Canada as an industrialized nation.
- 9-KE-049** Evaluate implications of living in a consumer-based economy (e.g., social, political, environmental).
- 9-KE-050** Give examples of the cultural, political, and economic impact of globalization on Canada. Include transnational corporations.
- 9-KE-051** Analyze possible consequences of their consumer choices.

Values Learning Outcomes

- 9-VG-011** Appreciate Remembrance Day as a commemoration of Canadian participation in world conflicts.
- 9-VG-012** Be willing to consider local, national, and global interests in their decisions and actions.
- 9-VE-017** Be willing to consider the impact of their consumer choices.



Cluster 4: Canada: Opportunities and Challenges

Knowledge Learning Outcomes

- 9-KC-014** Describe current issues related to citizenship in Canada.
- 9-KC-015** Give examples of evolving challenges and opportunities in Canadian society as a result of the Charter of Rights and Freedoms.
- 9-KI-022** Analyze current issues surrounding Canadian culture and identity.
- 9-KI-023** Identify possible ways of addressing social injustices in Canada.
- 9-KL-026** Analyze current Canadian demographics and predict future trends.
- 9-KL-027** Give examples of opportunities and challenges related to First Nations treaties and First Nations, Métis, and Inuit rights.
- 9-KL-028** Evaluate Canadian concerns and commitments regarding environmental stewardship and sustainability.
- 9-KH-033** Give examples of social and technological changes that continue to influence quality of life in Canada (e.g., education, health care, social programs, communication, transportation).
- 9-KG-041** Give examples of contributions of various Canadians to the global community. Include arts and science.
- 9-KG-042** Describe Canada's responsibilities and potential for leadership regarding current global issues (e.g., refugees, international development, environmental stewardship, military defence).
- 9-KP-047** Identify opportunities and challenges regarding Canadian-American relationships (e.g., protection of national sovereignty, trade, defence, environment).
- 9-KE-052** Identify poverty issues in Canada (e.g., homelessness, child poverty, health care, education, nutrition), and propose ideas for a more equitable society.

Values Learning Outcomes

- 9-VC-003** Be willing to engage in discussion and debate about citizenship.
- 9-VL-006** Respect traditional relationships that First Nations, Métis, and Inuit Peoples of Canada have with the land.
- 9-VL-007** Be willing to make personal choices to sustain the environment.
- 9-VH-010** Appreciate that knowledge of the past helps to understand the present and prepare for the future.
- 9-VG-013** Value Canada's contributions to the global community (e.g., humanitarian, artistic, scientific, environmental).
- 9-VE-018** Be willing to consider ethical questions related to sharing wealth and resources.



Grade 9 Skills

Skills for Active Democratic Citizenship

- 9-S-100** Collaborate with others to achieve group goals and responsibilities.
- 9-S-101** Use a variety of strategies in conflict resolution.
- 9-S-102** Make decisions that reflect fairness and equality in their interactions with others.
- 9-S-103** Promote actions that reflect the principles of sustainable development.
- 9-S-104** Seek consensus in collaborative problem solving.
- 9-S-105** Recognize and take a stand against discriminatory practices and behaviours.
- 9-S-106** Propose options that are inclusive of diverse perspectives.
- 9-S-107** Make decisions that reflect social responsibility.

Skills for Managing Information and Ideas

- 9-S-200** Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
- 9-S-201** Organize and record information in a variety of formats (e.g., maps, graphs, tables, concept maps), and reference sources appropriately.
- 9-S-202** Select and use appropriate tools and technologies to accomplish tasks.
- 9-S-203** Construct maps using a variety of information sources and technologies (e.g., observation, Traditional Knowledge, compass, geographic information systems [GIS] and Global Positioning Systems [GPS]).
- 9-S-204** Select, use, and interpret various types of maps.

Skills for Critical and Creative Thinking

- 9-S-300** Plan topics, goals, and methods for inquiry and research.
- 9-S-301** Analyze the context of events, accounts, ideas, and interpretations.
- 9-S-302** Draw conclusions and make decisions based on research and various types of evidence.
- 9-S-303** Reconsider personal assumptions based on new information and ideas.
- 9-S-304** Analyze material and visual evidence during research (e.g., artifacts, photographs, political cartoons, works of art).
- 9-S-305** Compare diverse perspectives and interpretations in the media and other information sources.
- 9-S-306** Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.
- 9-S-307** Propose and defend innovative options or solutions to address issues and problems.

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- 9-S-308** Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. Include learner-gathered data.

Skills for Communication

- 9-S-400** Listen to others to understand their perspectives.
- 9-S-401** Use language that is respectful of human diversity.
- 9-S-402** Express informed and reasoned opinions.
- 9-S-403** Present information and ideas in a variety of formats appropriate for audience and purpose (e.g., models, displays, multimedia presentations, editorials).
- 9-S-404** Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.
- 9-S-405** Articulate their perspectives on issues.
- 9-S-406** Debate differing points of view regarding an issue.

Curriculum Implementation Resources

Curriculum implementation resources are frequently added. Please refer to https://www.edu.gov.mb.ca/k12/framework/english/socstud/resources/grade_9.html.