

Curriculum Connections for Manitoba

Subject Area: Social Studies

Grade Level	Section/Strand	Prescribed Learning Outcome
K	Being Together	<ul style="list-style-type: none"> • Students will recognize that people have diverse celebrations. Cluster: 2 • Students will recognize that people all over the world have the same basic needs. Examples: food, clothing, shelter... Cluster: 3 • Students will recognize that they may have different ways of meeting their basic needs than people in other parts of the world. Cluster: 3 • Students will recognize that disagreement or conflict may be part of living and working together. Cluster: 2 • Students will give examples of basic needs. Examples: food, clothing, shelter Cluster: 1 • Students will give examples of different types of work in their families, schools and communities. Cluster: 2 • Students will be willing to contribute to their groups and communities. Cluster: 2
	Skills for Active Democratic Citizenship	<ul style="list-style-type: none"> • Students will consider others' needs when working and playing together
2	Canada and World Connections: Features of Communities Around the World	<ul style="list-style-type: none"> • Students will describe their responsibilities and rights in the school and community. Cluster: 3 • Students will identify characteristics of communities. Cluster: 2 • Students will give examples of diverse ways in which people live and express themselves. Examples: cultural, social, geographic Cluster: 3 • Students will identify similarities between diverse communities. Examples: cultural, social, geographic Cluster: 3

		<ul style="list-style-type: none"> • Students will recognize that people all over the world have similar concerns, needs, and relationships. Cluster: 3 • Students will give examples of decision making in their daily lives. Examples: families, schools, communities. Cluster: 3 • Students will give examples of causes of interpersonal conflict and solutions to interpersonal conflict in the school and community. Cluster: 3 • Students will give examples to distinguish needs from wants. Cluster: 2 • Students will give examples of how media may influence their needs, wants, and choices. Include: advertising and television programming. Cluster: 2 • Students will describe ways in which work may be shared in families, schools, and communities. Cluster: 3 • Students will respect the needs and rights of others. Cluster: • Students will be willing to contribute to their groups and communities. Cluster: 3 • Students will value the stories, languages, traditions, and celebrations of their families and communities. Cluster: 1 • Students will be willing to consider the needs of people elsewhere in the world. Examples: UNICEF, Project Love... Cluster: 3 • Students will be willing to help resolve interpersonal conflicts peacefully. Cluster: 3 • Students will respect differences between their own and others' needs and wants. Cluster: 2
	Skills for Active Democratic Citizenship	<ul style="list-style-type: none"> • Students will consider others' needs when working and playing together.
2	Communities in Canada	<ul style="list-style-type: none"> • Students will recognize that all members of communities have responsibilities and rights. Cluster: 1 • Students will identify the defining characteristics of communities. Cluster: 1

		<ul style="list-style-type: none"> • Students will identify cultural groups in their local communities. Cluster: 1 • Students will recognize that many people came to Canada from other parts of the world to establish communities. Cluster: 2 • Students will identify possible sources of conflict in groups and communities. Cluster: 1 • Students will give examples of needs common to all Canadians. Cluster: 3 • Students will value the contributions of individuals to their communities. Cluster: 1 • Students will be willing to contribute to their groups and communities. Cluster: 1 • Students will be willing to consider diverse points of view. Cluster: 3 • Students will value their groups and communities. Cluster: 1 • Students will appreciate the diversity of ways of life in Canadian communities. Cluster: 2 • Students will appreciate diverse artistic representations of the land. Cluster: 3 • Students will value Canada's global connections. Cluster: 3 • Students will value peaceful, non-violent ways of resolving conflicts. Cluster: 1
	Skills for Active Democratic Citizenship	<ul style="list-style-type: none"> • Students will resolve conflicts peacefully and fairly • Students will consider the rights and opinions of others during interactions
Grade 3	Communities of the World	<ul style="list-style-type: none"> • Students will give examples of responsibilities and rights of Canadian citizens. Cluster: 1
		<ul style="list-style-type: none"> • Students will recognize that people around the world have basic human rights. Examples: access to food, water shelter, a secure environment, education, fair and equal treatment... Cluster: 2
		<ul style="list-style-type: none"> • Students will explain the importance of fairness and sharing in groups and communities. Cluster: 2
		<ul style="list-style-type: none"> • Students will identify factors that may influence their identities. Examples: culture and language, time and place, groups and

		communities... Cluster: 1
		<ul style="list-style-type: none"> • Students will describe countries as types of communities defined by borders. Cluster: 2.
		<ul style="list-style-type: none"> • Students will describe characteristics of daily life in communities studied. Examples: housing, tools, work, use of land, recreation, education. Cluster: 3
		<ul style="list-style-type: none"> • Students will give examples of cultural expression in communities studied. Examples: language and stories, art, music and dance, architecture, traditions, clothing... Cluster: 3
		<ul style="list-style-type: none"> • Students will recognize a diversity of cultures and communities in the world. Cluster: 3
		<ul style="list-style-type: none"> • Students will compare daily life in their own communities to life in communities studied. Cluster: 3
		<ul style="list-style-type: none"> • Students will describe the influence of natural phenomena on ways of life in communities studied. Examples: climate, vegetation, natural resources, landforms, floods, droughts, storms. Cluster: 3
		<ul style="list-style-type: none"> • Students will give examples of the use of natural resources in communities studied. Cluster: 3
		<ul style="list-style-type: none"> • Students will recognize that people have diverse ways of living on or with the land. Cluster: 3
		<ul style="list-style-type: none"> • Students will locate communities or countries studied on a world map or globe. Cluster: 3
		<ul style="list-style-type: none"> • Students will recognize that communities change over time. Cluster: 4
		<ul style="list-style-type: none"> • Students will give examples of concerns common to communities around the world. Cluster: 2
		<ul style="list-style-type: none"> • Students will identify organizations that support communities in all countries of the world. Examples: United Nations and UNICEF, Red Cross... Cluster: 2

		<ul style="list-style-type: none"> Students will describe similarities and connections between communities around the world. Cluster: 2
		<ul style="list-style-type: none"> Students will give examples of personal decisions and actions that may positively affect people locally or globally. Examples: charitable donations and projects, recycling... Cluster: 2
		<ul style="list-style-type: none"> Students will give examples of formal and informal leadership and decision making in groups and communities. Cluster: 1
		<ul style="list-style-type: none"> Students will identify ways of resolving conflict in groups and communities. Cluster: 1
		<ul style="list-style-type: none"> Students will give examples of work, goods, and technologies in communities studied. Cluster: 3
		<ul style="list-style-type: none"> Students will give examples of how the natural environment influences work, goods, technologies, and trade in communities studied. Cluster: 3
		<ul style="list-style-type: none"> Students will be willing to contribute to their groups and communities. Cluster: 1
		<ul style="list-style-type: none"> Students will express interest in the ways of life of diverse cultures and communities. Cluster: 3
		<ul style="list-style-type: none"> Students will appreciate the diversity of the global natural environment. Cluster: 3
		<ul style="list-style-type: none"> Students will value the land for what it provides for communities. Cluster: 3
		<ul style="list-style-type: none"> Students will be willing to accept differences among people, communities, and ways of life. Cluster: 2
		<ul style="list-style-type: none"> Students will appreciate their connections to people and communities elsewhere in the world. Cluster: 2
		<ul style="list-style-type: none"> Students will respect positive leadership in their groups and communities and in Canada. Cluster: 1
		<ul style="list-style-type: none"> Students will value the contributions individuals make to their communities. Cluster: 3
	Skills for Active Democratic Citizenship	<ul style="list-style-type: none"> Students will resolve conflicts peacefully and fairly.

		<ul style="list-style-type: none"> Students will consider the rights and opinions of others during interactions.
Grade 4	Manitoba, Canada and the North: Places and Stories	<ul style="list-style-type: none"> Students will identify positive ways of dealing with conflict or the misuse of power and authority. Cluster: 2
		<ul style="list-style-type: none"> Students will identify various ways in which governments help people meet their needs. Examples: education, health care, sanitation...Cluster: 2
		<ul style="list-style-type: none"> Students will be willing to contribute to their groups and communities. Cluster: 2
		<ul style="list-style-type: none"> Students will respect the rights of others when using personal power or authority. Examples: as a member of cooperative groups, patrols, class monitors, conflict managers... Cluster: 2
	Skills for Active Democratic Citizenship	<ul style="list-style-type: none"> Students will resolve conflicts peacefully and fairly.
Grade 5	People and Stories of Canada to 1867	<ul style="list-style-type: none"> Students will respect the rights, opinions and perspectives of others. Cluster: 4
		<ul style="list-style-type: none"> Students will be willing to contribute to their groups and communities. Cluster: 4
	Skills for Active Democratic Citizenship	<ul style="list-style-type: none"> Students will use a variety of strategies to resolve conflicts peacefully and fairly. Examples: clarification, negotiation, compromise...
Grade 6	Canada: A Country of Change (1867 to Present)	<ul style="list-style-type: none"> Students will compare responsibilities and rights of citizens of Canada at the time of Confederation to those of today. Include: Aboriginal peoples, children, women.
		<ul style="list-style-type: none"> Students will identify various groups and organizations that may contribute to personal identity. Cluster: 4
		<ul style="list-style-type: none"> Students will give examples of global events and forces that have affected Canadians from 1945 to the present. Examples: international cooperation, relief efforts, environmental changes, famine, refugee movement... Cluster: 3
		<ul style="list-style-type: none"> Students will give examples of Canada's participation in the United Nations and other international organizations. Cluster: 3
		<ul style="list-style-type: none"> Students will appreciate the rights afforded by Canadian citizenship. Cluster: 1

	Skills for Active Democratic Citizenship	<ul style="list-style-type: none"> Students will use a variety of strategies to resolve conflicts peacefully and fairly. Examples: clarification, negotiation, compromise...
Grade 7	People and Places in the World	<ul style="list-style-type: none"> Students will describe the impact of various factors on citizenship rights in Canada and elsewhere in the world. Examples: laws, culture, labour practices, education... Cluster: 2
		<ul style="list-style-type: none"> Students will describe the impact of various factors on quality of life in Canada and elsewhere in the world. Examples: access to shelter, food, water, health care, and education; globalization... Cluster: 2
		<ul style="list-style-type: none"> Students will identify diverse cultural and social perspectives regarding quality of life. Examples: differing concepts of poverty and wealth; materialism... Cluster: 2
		<ul style="list-style-type: none"> Students will identify elements that all societies have in common. Examples: social structure, communication, art, beliefs, technology, governance, economic organization... Cluster: 3
		<ul style="list-style-type: none"> Students will describe the influence of westernization in a society of Asia, Africa, or Australia. Examples: cultural homogenization, global communication...
		<ul style="list-style-type: none"> Students will give examples of global cooperation to solve conflicts or disasters. Cluster: 2
		<ul style="list-style-type: none"> Students will identify various international organizations and describe their role in protecting or enhancing global quality of life. Examples: UNICEF, Amnesty International, Greenpeace, Medecins sans frontiers. Cluster: 2
		<ul style="list-style-type: none"> Students will identify universal human rights and explain their importance. Cluster: 2
		<ul style="list-style-type: none"> Students will give examples of the uneven distribution of wealth and resources in the world and describe the impact on individuals, communities and nations. Cluster: 2

		<ul style="list-style-type: none"> Students will acknowledge that the rights of citizenship involve limitations on personal freedom for the sake of collective quality of life. Cluster: 2
		<ul style="list-style-type: none"> Students will be willing to contribute to their groups and communities. Cluster: 2
		<ul style="list-style-type: none"> Students will respect others' rights to express their points of view. Cluster: 2
		<ul style="list-style-type: none"> Students will appreciate the diversity of the global natural environment. Cluster: 1
	Skills for Active Democratic Citizenship	<ul style="list-style-type: none"> Students will use a variety of strategies to resolve conflicts peacefully and fairly. Examples: clarification, negotiation, compromise...
	Critical and Creative Thinking Skills	<ul style="list-style-type: none"> Students will compare differing viewpoints regarding global issues.
		<ul style="list-style-type: none"> Students will compare diverse perspectives in the media and other information sources.