

Note:

The Manitoba Social Studies Curriculum is undergoing revision.

The grade 6 and Senior 2 (grade 10) documents are nearly complete and are posted on the website.

Grades 7 to Senior 1 (grade 9) Foundation Documents are under development

Updated key concepts for these grades have been identified and are included those that might pertain to teaching about landmines.

(Note- the term “cluster” is used for “unit” or “teaching area”)

## **Manitoba Social Studies Curriculum**

### **Grade 5 People and Stories of Canada to 1867 ( not relevant)**

### **Grade 6 Canada: A Country of Change 1867 to present**

Cluster 3- Shaping contemporary Canada 1945 to present

- world conflicts ( Canadian involve)
- global events and forces (Canadian involvement)
- United Nations

### **Grade 7 People and Places in the World**

Cluster 1 - World Geography

- maps, mapping, factors that influence population movement...

Cluster 2 - Global Quality of Life

- universal human rights
- international organizations

Cluster 3 - Ways of Life in Asia, Africa, and Australasia

Cluster 4 - Human Impact in Europe or the Americas

### **Grade 8 Societies of the Past (not relevant)**

### **Grade 9 Senior 1 Canada in the Contemporary World**

**Learning Outcomes**

#### **General Expectations/Outcomes**

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

Students will:

1. S-101 Use a variety of strategies in conflict resolution

2. S-104 Seek consensus in collaborative problem solving
3. S-107 Make decisions that reflect social responsibility

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

Students will:

1. S-200 Select information from a variety of ....sources

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

Students will:

1. S-300 Plan topics, goals and methods for inquiry and research
2. S-301 Analyze the context of events, accounts, ideas and interpretations
3. S-302 Draw conclusions and make decisions based on research and various kinds of evidence
4. S-303 Reconsider personal assumptions based on new information and ideas
5. S-304 Analyze materials and visual evidence during research

### **Communication Skills**

Students will :

1. S-400 Listen to others to understand their perspectives
2. S-402 Express informed and reasoned opinions
3. S-403 Present information and ideas in a variety of formats that are appropriate for audience and purpose
4. S-405 Articulate their perspectives on issues
5. S-406 Debate differing points of view on an issue

### **Cluster 3**

#### **Canada in the Global Context**

Students will:

1. KG-035 Evaluate Canadian perspectives regarding current global issues
2. KG-036 Give examples of decisions that reflect the responsibilities of global citizenship
3. KG-038 Give examples of Canadian participation within international organizations
4. KG-039 Evaluate Canadian contributions to international aid and development
5. KG-040 Assess the implications of Canada's military and peacekeeping role in contemporary conflicts

### **Cluster 4**

## **Canada: Opportunities and Challenges**

1. KG-041 Give examples of contributions of various Canadians to the global community
2. KG\_042 Describe Canada's responsibilities and potential for leadership regarding current global issues
3. KG-043 Identify opportunities and challenges regarding Canadian-American relationships

## **Grade 11 Senior 3 Canada: A Social and Political History**

### **Unit VI Canada's External Relations**

- Canada's Involvement in international Affairs
  - Why and how is Canada involved in international affairs
  - What's Canada's role as peacekeepers

## **Grade 12 Senior 4**

(Three optional courses)

### **Senior 4 Western Civilization – Historical Review of its Development**

#### Unit VI The Twentieth Century

- Major Developments from World War II to the end of the Twentieth Century (includes United Nations)
- Toward the 21<sup>st</sup> Century

### **Senior 4 World Geography- A Human Perspective**

#### Unit VI World Interdependence

### **Senior 4 World Issues**

#### Unit II Global Organization : East-West and North-South

-Promoting and Protecting Quality of Life

- Why do nations choose to cooperate or enter into conflict with each other?
- What actions are taken by countries to enhance, promote, and protect their quality of life?

### Unit III Quality of Life Perceptions

#### - Quality of Life in Developing Countries

- What are some differences in quality of life in developed and developing nations
- What would life be like in a developing nation?
- What historic factors have led to the present situation in the developing nations?
- What alternatives are there for enhancing the quality of life in a developing society?

### Unit IV World Issues

#### - Explore a particular issue from both a historic and geographic perspective

- Why is it an issue? Is it a local issue? Is it a world issue?
- How did the issue evolve?
- How are people affected by the issue?
- How does the action of one nation affect another nation?
- How does this issue affect individuals? How does it affect Canada?
- What can individuals do to affect/change the issue? What can nations do?
- What is being done to solve the issue?
- To what extent is it a world issue? Why?

### Unit V The World of the Future