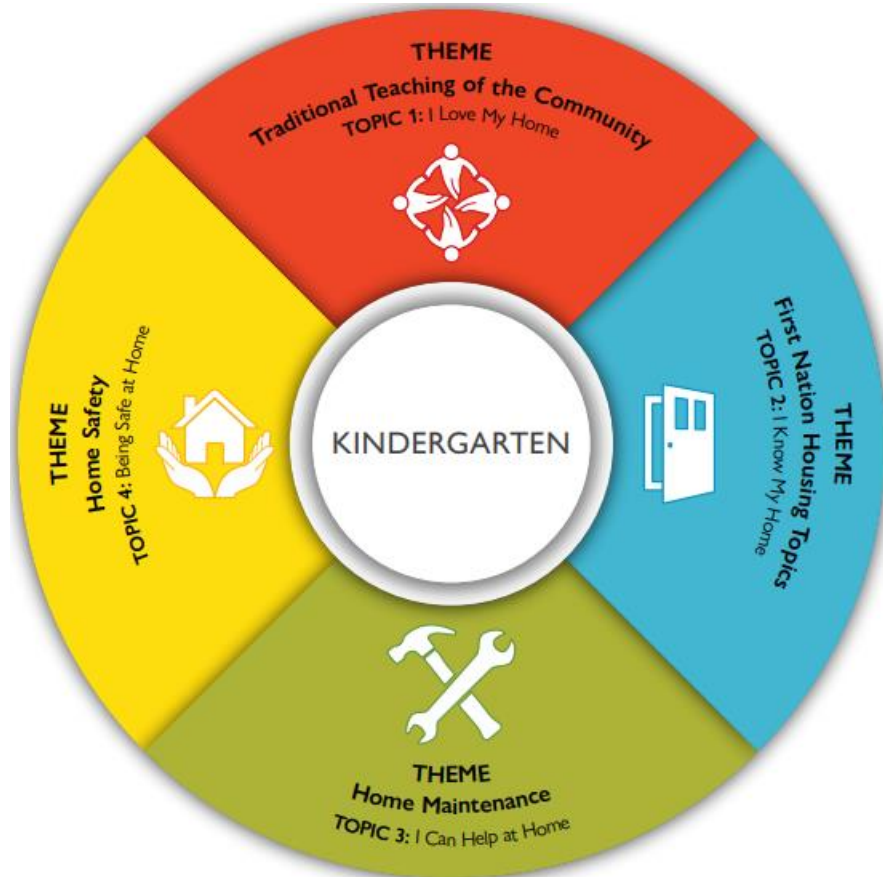




## Kindergarten Curricular Outcomes for Manitoba



### TOPIC 1 THEME: Traditional Teaching of the Community

#### Curricular Outcome

Health  
Personal and social management

K.4.K.B.2a Identify ways to show a person is listening attentively when communicating (for example, focus attention on the speaker, do not talk at the same time as the speaker, nod, keep still).

---



## TOPIC 2 THEME: First Nation Housing Topics

### Curricular Outcome

Social Studies  
Landmarks in my community

K3.1 K-KL-014 Describe the location of their home in relation to familiar landmarks. Include the name of their village, town, city or First Nation community.

---

## TOPIC 3 THEME: Home Maintenance

### Curricular Outcome

Social Studies  
Dynamic relationships

DRK.3 Analyze ways in which place and physical systems influence daily life, including the influence of place on the daily life of First Nation and Métis people.

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## TOPIC 4 THEME: Home Safety

### Curricular Outcome

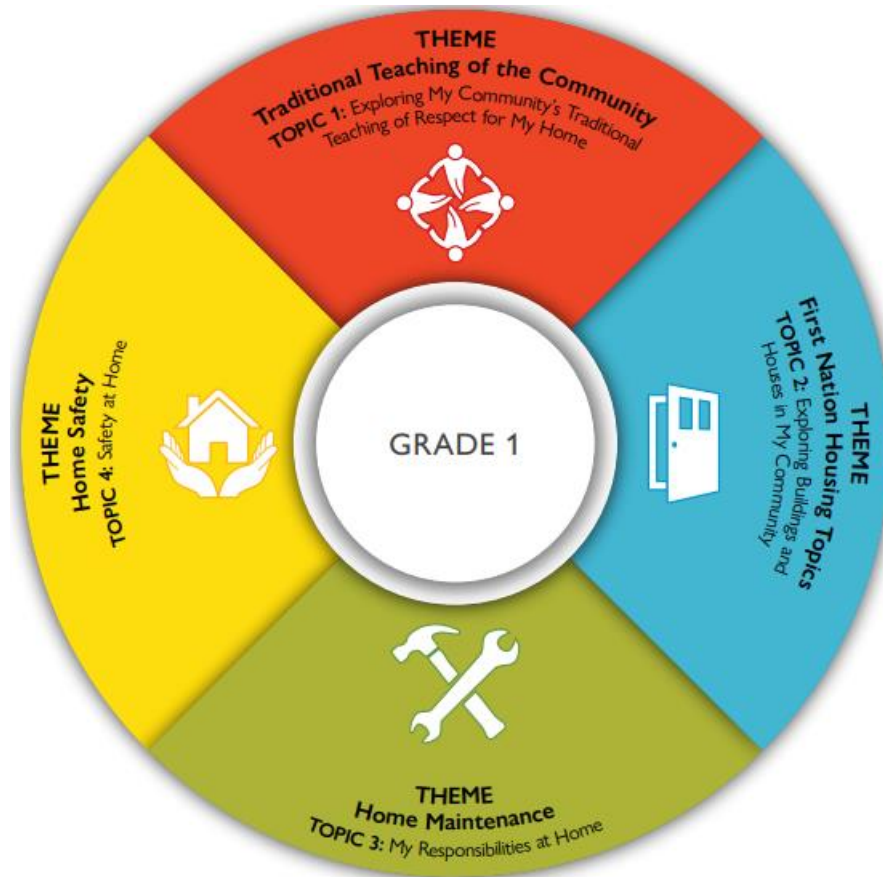
Health

K.3.K.B.1 Identify safety symbols, hazards and risks in everyday living (traffic, school bus ridership, waterfront, poisons, chemicals, stoves/ovens, sharp utensils, bathtubs).

---



## Grade 1 Curricular Outcomes for Manitoba



### TOPIC 1 THEME: Traditional Teaching of the Community

#### Curricular Outcome

Social Studies

1.1.2 Cultural expression (cluster 1: I Belong)

1-VI-005A Value the stories, languages, traditions and celebrations of their First Nation, Inuit or Métis community.



## TOPIC 2 THEME: First Nation Housing Topics

### Curricular Outcome

Social Studies

1.2.4 My community (cluster 2: My Environment)

1-KL-016 Identify and locate landmarks and significant places using relative terms.

Example: The statue is in the park beside the river.

1-KL-016A Identify local Aboriginal landmarks and significant places.

1-VL-008 Respect neighbourhood and community places.

---

## TOPIC 3 THEME: Home Maintenance

### Curricular Outcome

Social Studies

1.3.2 Respect, responsibility and rights (cluster 3: Connecting with others).

1-KE-030 Recognize the need to care for personal property.

1-VE-014 Respect their own and others' property.

---

## TOPIC 4 THEME: Home Safety

### Curricular Outcome

Social Studies

1.3.2 Respect, responsibility and rights

1-KC-005 Describe their responsibilities and rights in the school and community.

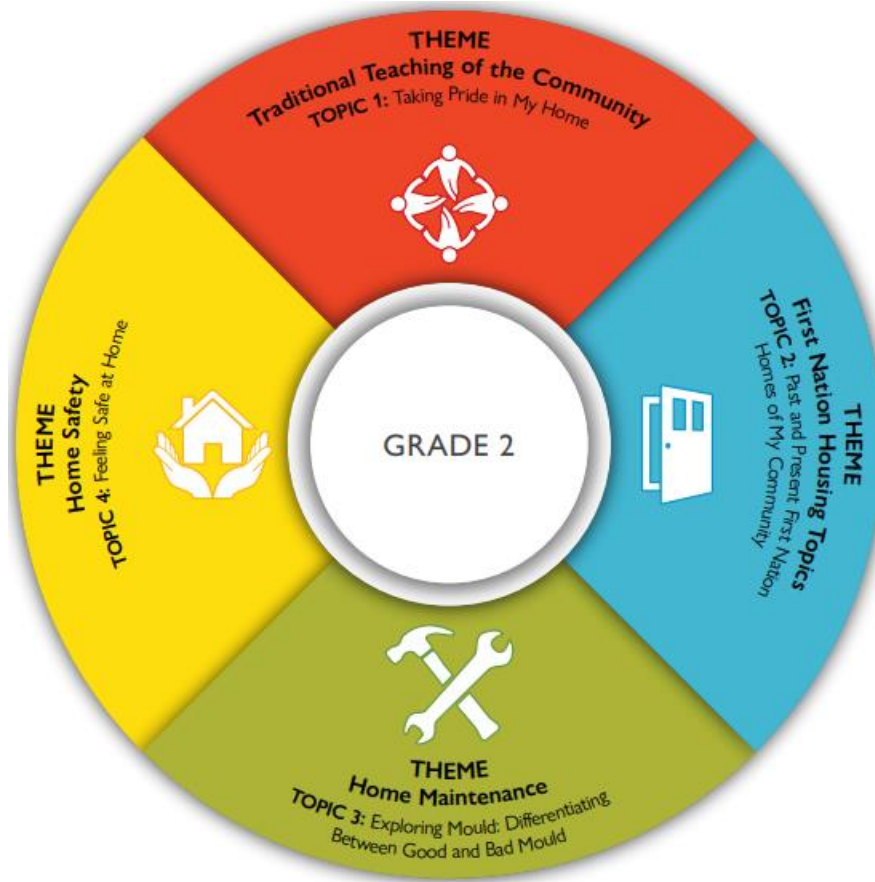
1-VC-001 Respect the needs and rights of others.

1-VE-014 Respect their own and others' property.

---



## Grade 2 Curricular Outcomes for Manitoba



### TOPIC 1 THEME: Traditional Teaching of the Community

#### Curricular Outcome

Social Studies 2

Cluster 1: Our local community

2-KI-008 Recognize that stories of their Elders, groups and communities help shape who they are.

2-KI-008A Recognize that their Elders, ancestors and communities connect them to the past, present and future.

2-KI-010 Identify their heritage and culture.

2-KI-010A Identify their Aboriginal heritage and culture.

2-VH-008 Value personal connections to stories of their community's past.

2-VH-008A Value personal connections to stories of their Aboriginal community's past.



## TOPIC 2 THEME: First Nation Housing Topics

### Curricular Outcome

Social Studies 2

Cluster 1: Our local community

2-KI-004 Identify the defining characteristics of communities.

2-KI-005 Describe characteristics of their local communities. Examples: transportation, services, schools

2-KI-007 Give examples of factors that shape who they are. Examples: language, family, community, traditions, gender, where they live.

2-KL-017 Give examples of ways in which the natural environment influences their communities.

2-KH-025 Relate stories of significant events and people in the local community's past.

---

## TOPIC 3 THEME: Home Maintenance

### Curricular Outcome

Science 2

Grade 2, cluster 4: air and water in the environment

2-4-01 Use appropriate vocabulary related to their investigations of air and water, including wind, air current, temperature, changes of state, water cycle, freeze, melt, condense, evaporate, sources of drinking water, pollution. (GLO: C6, D4, D5)

2-4-04 Identify positive and negative effects of changes in air temperature and air movement in indoor and outdoor environments. (GLO: B1, E3)

2-4-08 Investigate to determine factors that cause things to dry quickly or slowly. Examples: air temperature, amount of moisture in the air, amount of wind. (GLO: C2, D5, E3)

2-4-10 Describe different uses of water by humans. Examples: drinking, washing, cooking, canoeing, irrigating. (GLO: B1)

2-4-11 Explain and appreciate the importance of clean air and water for humans, plants and animals. (GLO: B5, D2)

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## TOPIC 4 THEME: Home Safety

### Curricular Outcome

Social Studies 2

Cluster 1: Our local community

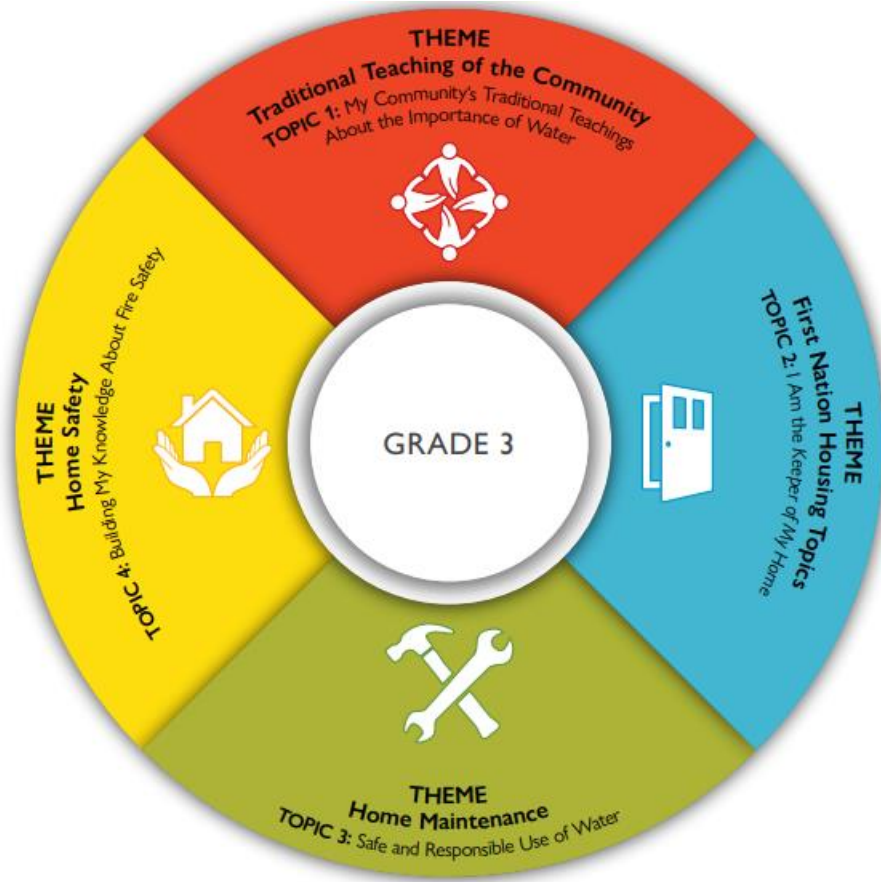
2-KC-001 Recognize that all members of communities have responsibilities and rights.

2-VC-002 Be willing to contribute to their groups and communities.

---



## Grade 3 Curricular Outcomes for Manitoba



### TOPIC 1 THEME: Traditional Teaching of the Community

#### Curricular Outcome

Social Studies

Cluster 1: Connecting with Canadians

3-VP-011A Respect the teachings of Elders, leaders, parents and community members.

Cluster 2: Exploring the world

3-KG-029 Identify ways in which community services can help people acquire their basic human rights. For example, ensure quality housing, education, security, food and water.

Cluster 3: Communities of the world

3-KI-009 Define the elements that constitute a culture. Include ways of life, language, art, clothing, beliefs.





## TOPIC 2 THEME: First Nation Housing Topics

### Curricular Outcome

#### Social Studies

##### Cluster 1: Connecting with Canadians

3-VC-002 Be willing to contribute to their groups and communities.

3-VP-011 Respect positive leadership in their groups and communities and in Canada.

3-VP-011A Respect the teachings of Elders, leaders, parents and community members.

##### Cluster 3: Communities of the world

3-KI-009 Define the elements that constitute a culture. Include ways of life, language, art, clothing, beliefs.

3-KI-010 Describe characteristics of daily life in communities studied. Examples: housing, tools, work, use of the land, recreation, education.

##### Cluster 4: Exploring an ancient society

3-KH-021 Recognize the continuity of cultures, traditions and practices over time.

3-KH-022 Recognize that communities change over time.

3-KH-022 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.

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## TOPIC 3 THEME: Home Maintenance

### Curricular Outcome

#### Social Studies

##### Cluster 1: Connecting with Canadians

3-VC-002 Be willing to contribute to their groups and communities.

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## TOPIC 4 THEME: Home Safety

### Curricular Outcome

Social Studies

Cluster 2: Exploring the world

3-KG-027 Give examples of concerns common to communities around the world.

Cluster 3: Communities of the world

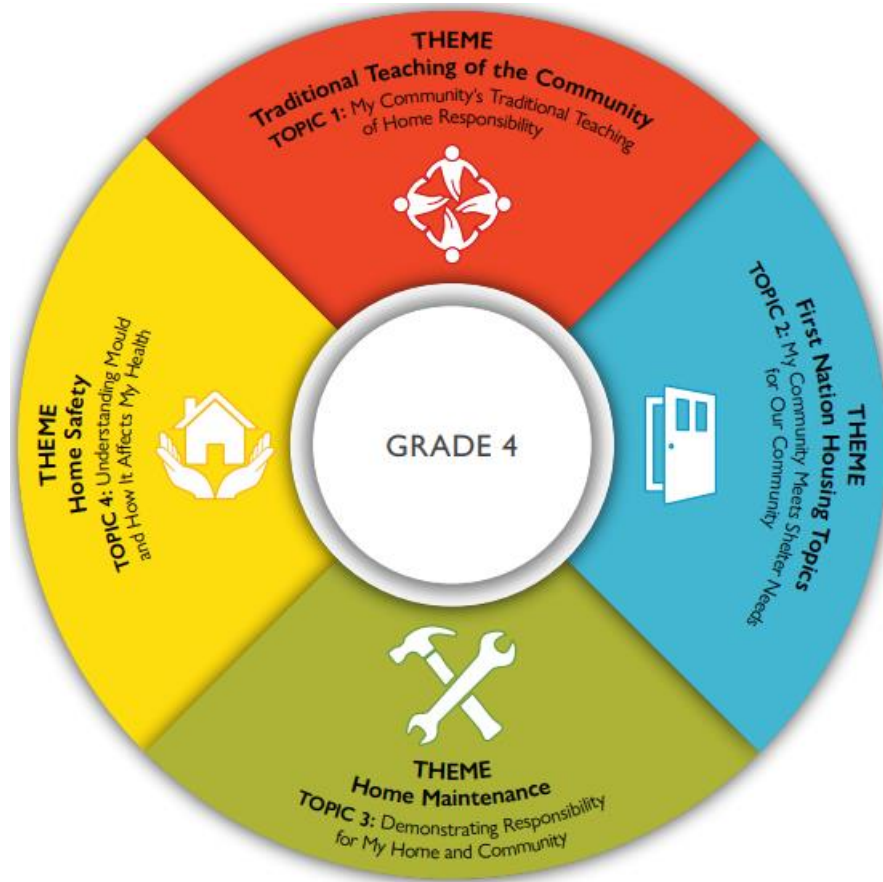
3-KL-017 Describe the influence of natural phenomena on ways of life in the communities studied. Examples: climate, vegetation, natural resources, landforms, floods, droughts, storms.

3-KE-037 Describe diverse ways in which the communities meet their members' needs.

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## Grade 4 Curricular Outcomes for Manitoba



### TOPIC 1 THEME: Traditional Teaching of the Community

#### Curricular Outcome

Social Studies  
Cluster 4: History of Manitoba

4-KI-011 Give examples of Aboriginal contributions to the history of Manitoba. Examples: place names, art, parks and historic sites, symbols and stories, guidance to early settlers.

4-KI-011A Recognize that their identities are connected to the history of their Aboriginal community.

4-KL-026 Describe the influence of the natural environment on settlement in Manitoba.

4-KH-034 Give examples of the impact of European settlement on Aboriginal communities in Manitoba. Include displacement of communities, disease, cultural change.

4-KH-035 Describe ways in which life in Manitoba has changed over time. Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture,



transportation.

4-VH-008 Value oral tradition as an important way to learn history.

4-VH-009 Appreciate the significance of history in their lives.

---

## TOPIC 2 THEME: First Nation Housing Topics

### Curricular Outcome

Social Studies

Cluster 2: Living in Canada

4-KP-041 Explain the purposes of government.

4-KP-042 Identify levels of government in Canada and give examples of their responsibilities. Include municipal or local, provincial or territorial, First Nation and federal governments.

4-KE-047 Use examples to distinguish between public and private property.

4-KE-048 Identify various ways in which governments help people meet their needs. Examples: education, health care, sanitation.

Cluster 4: History of Manitoba

4-KH-035 Describe ways in which life in Manitoba has changed over time. Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation.

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## TOPIC 3 THEME: Home Maintenance

### Curricular Outcome

Social Studies

Cluster 2: Living in Canada

4-VC-001 Be willing to contribute to their groups and communities.

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## TOPIC 4 THEME: Home Safety

### Curricular Outcome

Science

Cluster 0: Overall skills and attitudes

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### Initiating scientific inquiry

4-0-1a. Ask questions that lead to investigations of living things, objects and events in the local environment. (ELA 1.2.4, 3.1.2) GLO: A1, C2, C5

4-0-1b. Make and justify predictions based on observed patterns, collected data or data provided from other sources. Examples: graph, chart... (ELA 1.1.1, 1.2.1; Math PR-III.1.4) GLO: A1, C2

### Design process

4-0-1c. Identify practical problems to solve in the local environment. GLO: C3

### Researching

4-0-2a. Access information using a variety of sources. Examples: school libraries, videos, traditional knowledge, CD-ROMs, internet... (ELA 3.2.2, 3.2.4, TFS 2.1.1) GLO: C6

4-0-2b. Review information to determine its usefulness to inquiry or research needs. (ELA 3.2.3, 3.3.3) GLO: C6, C8

### Planning

4-0-3a. Brainstorm, in small groups, one or more methods of finding the answer to a given question, and reach consensus on which method to implement. GLO: C2, C7

4-0-3b. Identify, in small groups, variables that have an impact on an investigation. GLO: A1, A2, C2, C7

4-0-3c. Create, in small groups, a plan to answer a given question. (ELA 3.1.4; Math SP-V.2.4) GLO: C2

### Implementing a plan

4-0-4a. Carry out a plan and describe the purpose of the steps followed. (Math SP-V.2.4) GLO: C2

4-0-4e. Identify problems as they arise and work with others to find solutions. GLO: C3, C7

4-0-4f. Assume roles and share responsibilities as group members. (ELA 5.2.2) GLO: C7

4-0-4g. Communicate questions, ideas and intentions, and listen effectively to others during classroom-learning experiences. GLO: C6

4-0-4h. Use tools and apparatus in a manner that ensures personal safety and the safety of others. GLO: C1

### Observing, measuring, recording

4-0-5a. Select and use tools to observe, measure and construct. Examples: tuning fork, prism, binoculars, measuring tape... GLO: C2, C3, C5

4-0-5b. Estimate and measure mass/weight, length, volume, area and temperature using standard units. (Math SS-IV.1.4, SS-I.1.4, SS-III.1.4, SS-II.1.4) GLO: C2, C3, C5

4-0-5c. Record observations in a variety of ways. Examples: point-form notes, sentences, labelled diagrams, charts... (ELA 2.1.1, 3.3.1, 4.1.1, 4.1.2; Math SP-1.2.4, SP-II.2.4) GLO: C2, C6

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### Conducting and applying

4-0-7a. Draw a conclusion based on evidence gathered through research and observation.

GLO: A1, A2, C2

4-0-7b. Identify new questions that arise from what was learned. (ELA 3.3.4) GLO: A1, C2, C3

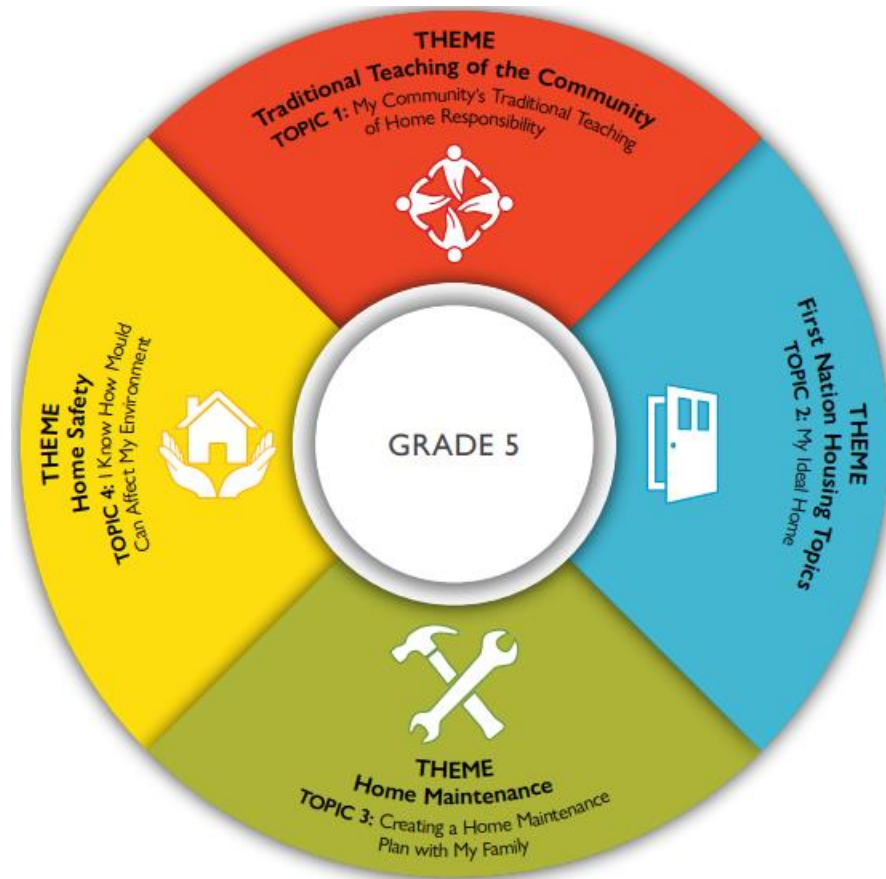
4-0-7d. Construct meaning in different contexts by connecting new experiences and information to prior experiences and knowledge. (ELA 1.2.1, 2.1.2) GLO: A2, C6

4-0-7e. Communicate results and conclusions in a variety of ways. Examples: point-form lists, sentences, graphs, labelled diagrams, charts... (ELA 2.3.5, 4.2.5; Math SP-III.1.4, SP-III.2.4; TFS 2.1.4) GLO: C6

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## Grade 5 Curricular Outcomes for Manitoba



### ❖ TOPIC 1 THEME: Traditional Teaching of the Community

#### Curricular Outcome

Social Studies

Critical and creative thinking

5-S-301 Evaluate the advantages and disadvantages of solutions to a problem.

Cluster 1: The First Peoples

5-KI-006 Compare daily life in diverse First People communities. Examples: food, clothing, shelter; roles of men, women, children, Elders.



## TOPIC 2 THEME: First Nation Housing Topics

### Curricular Outcome

Social Studies  
Communication

5-S-403 Present information and ideas orally, visually, concretely, or electronically.

Cluster 1: The First Peoples

5-KI-006 Compare daily life in diverse First Peoples communities. Examples: food, clothing, shelter; roles of men, women, children, Elders.

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## TOPIC 3 THEME: Home Maintenance

### Curricular Outcome

Social Studies

Active democratic citizenship

5-S-100 Collaborate with others to establish and carry out group goals and responsibilities.

5-S-103 Make decisions that reflect care, concern and responsibility for the environment.

---

## TOPIC 4 THEME: Home Safety

### Curricular Outcome

Health Safety

K.3.5.B.1 Investigate safety concerns in the community and/or the media related to roads, traffic, bus transportation, recreational vehicles and unsupervised areas.

K.3.5.B.2 Describe ways to respond appropriately to potentially dangerous situations related to environmental conditions (for example, floods, fires, extreme weather conditions, icy conditions, lightning) relevant to self and others.

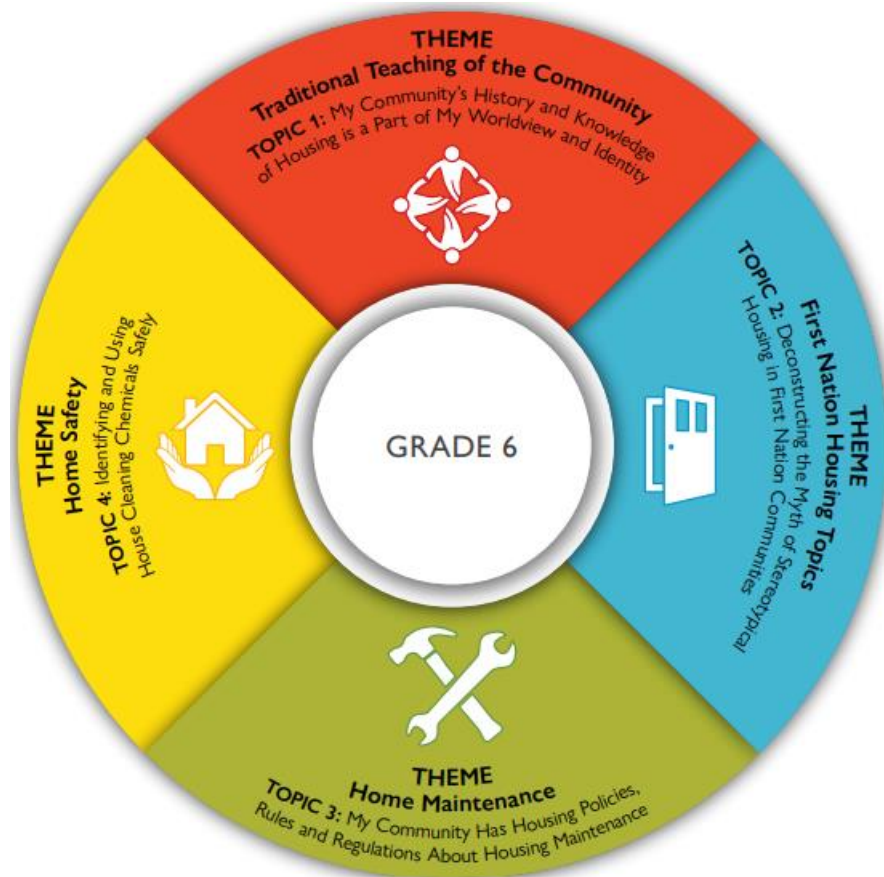
K.3.5.B.4 Identify available community supports that promote safety and community health (for example, helplines, dentists, doctors, nurses, police officers, social workers, security guards, lifeguards, natural healing modalities, physiotherapists, Block Parents).

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## Grade 6 Curricular Outcomes for Manitoba



### ❖ TOPIC 1 THEME: Traditional Teaching of the Community

#### Curricular Outcome

Social Studies

Cluster 1: Building a Nation

6-KI-007 Give reasons for the establishment of treaties and reserves and describe their impact on individuals, families, and communities. Examples: indigenous rights, no right to vote, permission needed to leave a reserve.



## TOPIC 2 THEME: First Nation Housing Topics

### Curricular Outcome

Social Studies  
Cluster 1: Building a Nation

6-KI-007 Give reasons for the establishment of treaties and reserves and describe their impact on individuals, families, and communities. Examples: indigenous rights, no right to vote, permission needed to leave a reserve.

---

## TOPIC 3 THEME: Home Maintenance

### Curricular Outcome

Social Studies  
Cluster 1: Building a Nation

6-KC-002 Compare responsibilities and rights of citizens of Canada at the time of Confederation to those of today.

Include Aboriginal peoples, francophones, women.

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## TOPIC 4 THEME: Home Safety

### Curricular Outcome

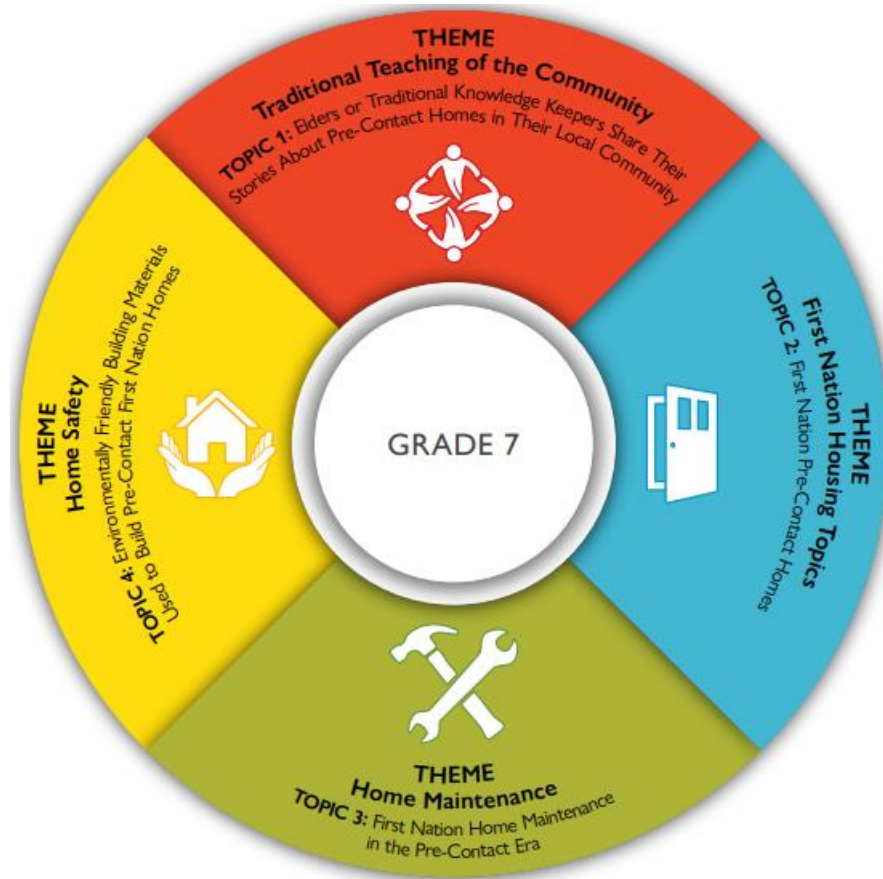
Health  
Safety

K.3.6.B.1 Describe safe and unsafe situations at home, at school, and in the community while caring for self and others (that is, playgrounds, babysitting, internet use, shaken baby syndrome).

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## Grade 7 Curricular Outcomes for Manitoba



### ❖ TOPIC 1 THEME: Traditional Teaching of the Community

#### Curricular Outcome

English Language Arts

Show respect for diverse languages, ideas, texts and traditions, and recognize contributions of self, peers and the wider community.



## TOPIC 2 THEME: First Nation Housing Topics

### Curricular Outcome

English Language Arts

3.2 Select and process

3.2.2 Identify sources

Extend inquiry and research questions using a variety of information.

---

## TOPIC 3 THEME: Home Maintenance

### Curricular Outcome

English Language Arts

General outcome 1: Listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1.2 Consider others' ideas—Compare own and others' insights and viewpoints.

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## TOPIC 4 THEME: Home Safety

### Curricular Outcome

Social Studies

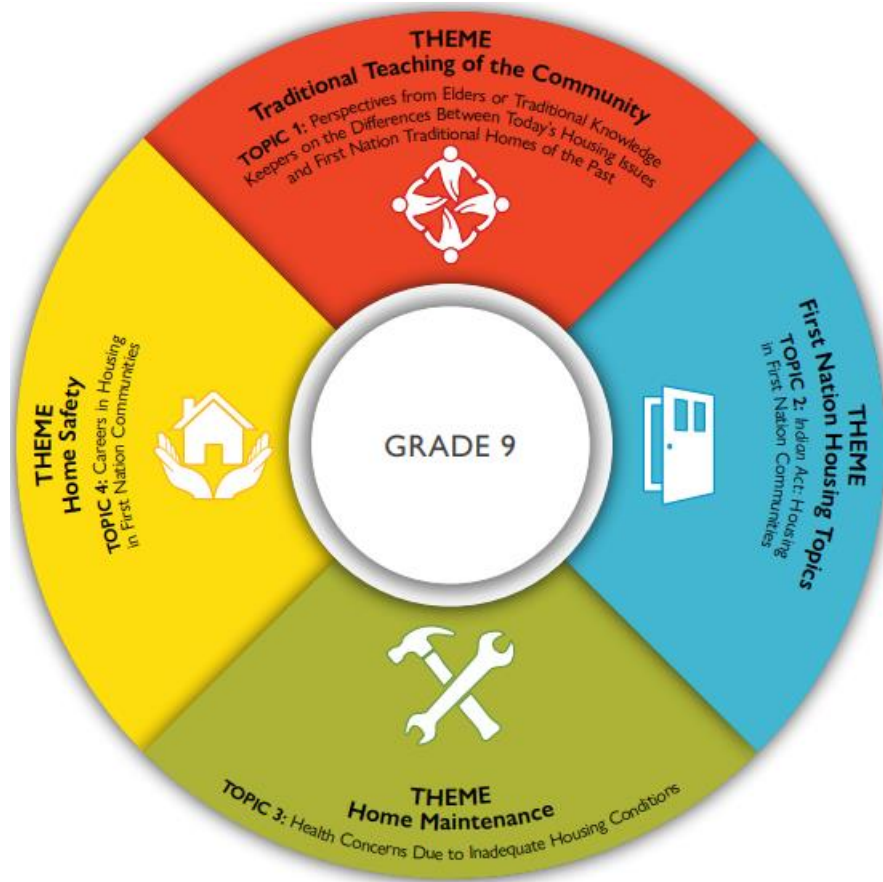
Skills for managing information and ideas

7-S-207A Use traditional knowledge to read the land.

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## Grade 9 Curricular Outcomes for Manitoba



### ❖ TOPIC 1 THEME: Traditional Teaching of the Community

#### Curricular Outcome

Social Studies  
Communication skills

S-400 Listen to others to understand their perspectives.

Opportunities and challenges

VH-010 Appreciate that knowledge of the past helps to understand the present and prepare for the future.



## TOPIC 2 THEME: First Nation Housing Topics

### Curricular Outcome

Social Studies  
Pluralism and integration

KI-018 Evaluate effects of assimilative policies on cultural and linguistic groups in Canada.

Communication skills

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose.

---

## TOPIC 3 THEME: Home Maintenance

### Curricular Outcome

Social Studies  
Communication

S-405 Articulate their perspectives on issues.

Social Justice in Canada

KI-023 Identify possible ways of resolving social injustices in Canada.

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## TOPIC 4 THEME: Home Safety

### Curricular Outcome

Career Development

GLO D Locate and effectively use life/work information.

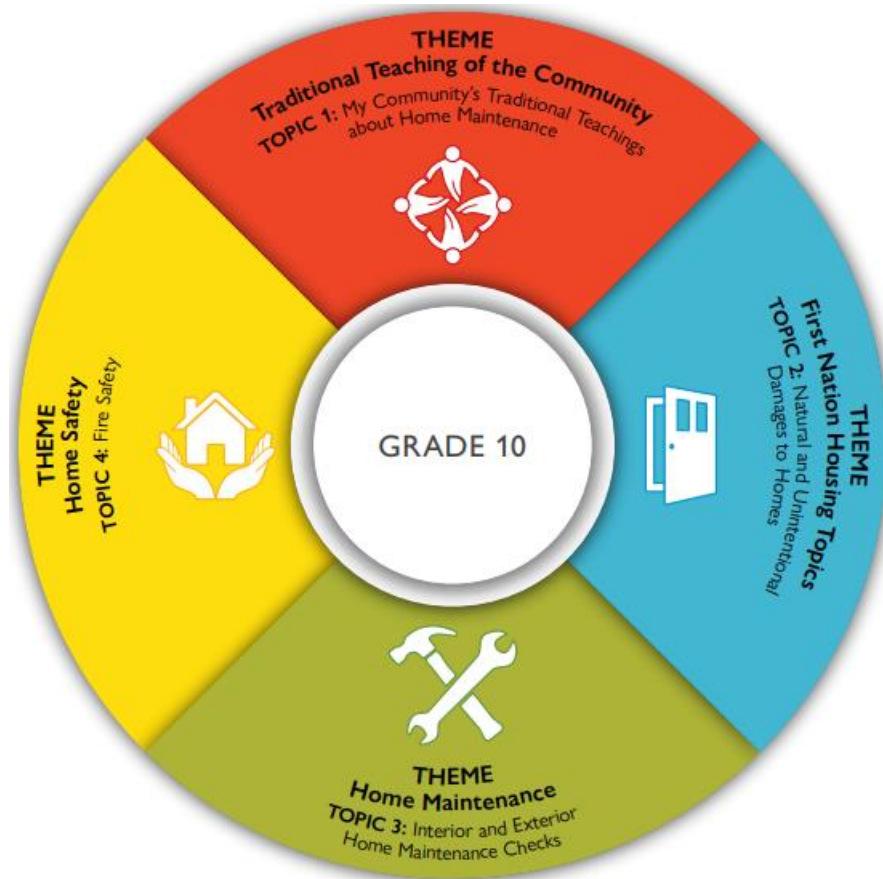
2.D.2 Locate various sources of work information.

2.D.4 Select and review information resources that provide career information.

---



## Grade 10 Curricular Outcomes for Manitoba



### ❖ TOPIC 1 THEME: Traditional Teaching of the Community

#### Curricular Outcome

Social Studies 10

Cluster 1 Geographic literacy

S2.1.3 Place and identity

- Explain the relationship between place and identity.
- Appreciate the importance of place to their identity.



## TOPIC 2 THEME: First Nation Housing Topics

### Curricular Outcome

Social Studies 10

Social studies skills: Active democratic citizenship

- Collaborate with others to achieve group goals and responsibilities.
  - Make decisions that affect social responsibility.
- 

## TOPIC 3 THEME: Home Maintenance

### Curricular Outcome

Social Studies 10

Social studies skills: Managing information and ideas

- Select and use appropriate tools and technologies to accomplish tasks.

Critical and creative thinking

- Propose and defend innovative options or solutions to address issues and problems.
- 

## TOPIC 4 THEME: Home Safety

### Curricular Outcome

Social Studies 10

Social studies skills: Managing information and ideas

- Select and use appropriate tools and technologies to accomplish tasks.

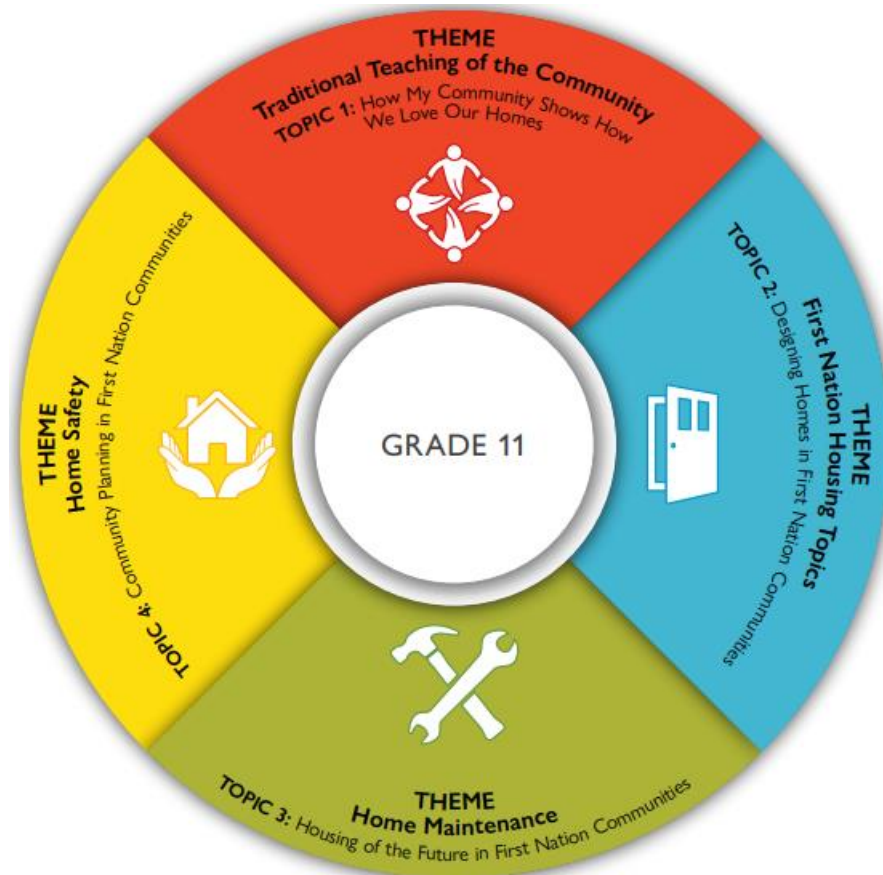
Critical and creative thinking

- Propose and defend innovative options or solutions to address issues and problems.
-





## Grade 11 Curricular Outcomes for Manitoba



### ❖ TOPIC 1 THEME: Traditional Teaching of the Community

#### Curricular Outcome

Social Studies

Cluster 1 core concept: Citizenship

Essential question

Who were the first people and how did they structure their world?

Enduring understandings

- First Nation, Métis and Inuit people have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions.
- The oral traditions of First Nation, Métis and Inuit peoples teach the importance of maintaining a balance among the emotional, physical, mental and spiritual aspects of life.
- The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of



provinces and territories

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## TOPIC 2 THEME: First Nation Housing Topics

### Curricular Outcome

Social Studies  
Cluster 5 core concept: Citizenship

Essential question

How are the First Nation, Métis and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination?

Enduring understandings

- First Nation, Métis and Inuit people have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions.
- 

## TOPIC 3 THEME: Home Maintenance

### Curricular Outcome

Social Studies  
Cluster 5 core concept: Citizenship

Essential question

How are the First Nation, Métis and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination?

Enduring understandings

- First Nation, Métis and Inuit people have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions.
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## TOPIC 4 THEME: Home Safety

### Curricular Outcome

Social Studies

Cluster 5 core concept: Citizenship

Essential question

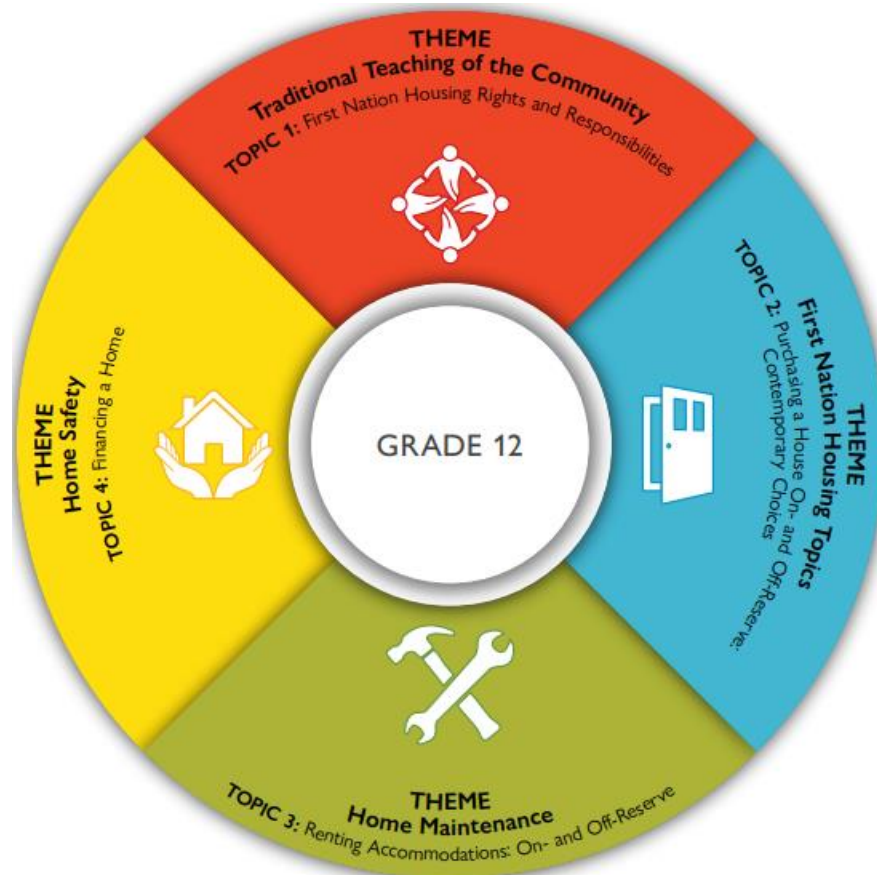
How are the First Nation, Métis and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination?

Enduring understandings

- First Nation, Métis and Inuit people have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions.
-



## Grade 12 Curricular Outcomes for Manitoba



### TOPIC 1 THEME: Traditional Teaching of the Community

#### Curricular Outcome

First Nations, Métis and Inuit Studies  
Learning experiences 1.1: The ghosts of history

Enduring understandings

- Understanding of and respect for First Nation, Métis and Inuit peoples begin with knowledge of their pasts.



## TOPIC 2 THEME: First Nation Housing Topics

### Curricular Outcome

First Nations, Métis and Inuit Studies  
Essential questions

Big question: How has colonialism affected the economies of First Nation, Métis and Inuit peoples?

Focus questions

1. How have the economic practices of First Nation, Métis and Inuit peoples changed over time?
  2. What are the traditional economies of First Nation, Métis and Inuit peoples?
  3. What are the economic issues affecting First Nation, Métis and Inuit peoples today and why have they arisen?
  4. How are First Nation, Métis and Inuit peoples attempting to meet current economic challenges?
- 

## TOPIC 3 THEME: Home Maintenance

### Curricular Outcome

First Nations, Métis and Inuit Studies  
Essential questions

Big question: How has colonialism affected the economies of First Nation, Métis and Inuit peoples?

Focus questions

1. How have the economic practices of First Nation, Métis and Inuit peoples changed over time?
  2. What are the traditional economies of First Nation, Métis and Inuit peoples?
  3. What are the economic issues affecting First Nation, Métis and Inuit peoples today and why have they arisen?
  4. How are First Nation, Métis and Inuit peoples attempting to meet current economic challenges?
-



## TOPIC 4 THEME: Home Safety

### Curricular Outcome

First Nations, Métis and Inuit Studies

Essential questions

Big question: How has colonialism affected the economies of First Nation, Métis and Inuit peoples?

Focus questions

1. How have the economic practices of First Nation, Métis and Inuit peoples changed over time?
  2. What are the traditional economies of First Nation, Métis and Inuit peoples?
  3. What are the economic issues affecting First Nation, Métis and Inuit peoples today and why have they arisen?
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