

Grade 10 Social Studies

Course Code 1180

Course Level 1.0

ENGLISH Program

Discipline Overview

Social studies is the study of people and places, past and present, near and far, in relation to each other and to the natural world. In Manitoba, social studies focuses on the disciplines of history and geography, and embeds the interrelated concepts found within the humanities and social sciences.

Social studies has processes that allow learners to engage effectively with the curriculum and to continuously develop their global competencies and enduring understandings. Learners acquire interdependent knowledge and understanding, skills, and values to become active democratic and responsible citizens who adhere to the principles of Truth and Reconciliation, sustainable development, and human rights.

The enduring understandings of social studies focus on the following topics:

- Identity, Culture, and Community
- The Land: Places and People
- Historical Connections
- Global Interdependence
- Power and Authority
- Economics and Resources

Course Overview

Geographic Issues of the 21st Century

In Geographic Issues of the 21st Century, learners focus on a variety of issues and challenges of the contemporary world. They explore the nature of geography and develop skills related to geographical thinking. Learners use the methods and tools of geography, including geographic information systems (GIS), to examine issues and problems and to propose solutions. They study concepts related to ownership and development of natural resources, production and distribution of food, development of industry and trade, and increasing urbanization. Learners consider these issues in the context of Canada, North America, and the world. Through their study, learners become aware of the importance of the environment, stewardship, and sustainable development, as well as the social, political, and economic implications of their personal choices.

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: Geographic Literacy

Knowledge Learning Outcomes

- 10-KC-001** Give examples of ways in which geographic knowledge and understanding can inform decision-making.
- 10-KI-003** Explain the relationship between place and identity.
- 10-KL-008** Define the term *geography*.
- 10-KL-009** Identify elements of physical and human geography.
- 10-KL-010** Describe the relationship between physical and human geography.
- 10-KL-011** Locate major physical features on a map of North America.
- 10-KL-012** Locate international political divisions on a map of North America.
- 10-KL-013** Locate provinces, territories, and capital cities on a map of Canada.
- 10-KL-014** Explain the concept of global environmental types as physical geographic regions that are composites of climate, vegetation, and soils.
- 10-KL-015** Identify global environmental types on a map of the world.
- 10-KL-016** Locate on a map of Manitoba global environmental types found in Manitoba.
- 10-KL-017** Identify on a map of the world major population clusters, and explain the relationship between population and global environmental types.
- 10-KL-018** Explain the importance of stewardship in the preservation of the Earth's complex environment.
- 10-KH-032** Recognize that the study of geography includes the study of change over time.
- 10-KP-040** Describe ways in which various globes, maps, and map projections may influence perceptions (e.g., relative size and position, power, sovereignty).



Values Learning Outcomes

- 10-VC-001** Value the importance of geographic knowledge and understanding in making informed decisions.
- 10-VI-002** Appreciate the importance of place to their identity.
- 10-VL-005** Respect the Earth as a complex environment in which humans have important responsibilities.

Cluster 2: Natural Resources

Knowledge Learning Outcomes

- 10-KC-002** Describe sustainability issues related to natural resource extraction and consumption.
- 10-KI-004** Identify Indigenous perspectives and rights regarding natural resources and their use (e.g., perspectives—sacred, caretaking; resources—land claims, fishing and hunting rights, mineral rights).
- 10-KL-019** Identify major natural resources on a map of the world, a map of North America, and a map of Canada. Include water, forestry, fossil fuels, and metallic and non-metallic minerals.
- 10-KH-033** Identify factors that influence the changing use of natural resources over time (e.g., technology, culture).
- 10-KG-035** Identify implications of more-developed countries extracting resources from less-developed countries (e.g., social, political, economic, environmental).
- 10-KP-041** Identify ways in which competing interests and needs influence control and use of the land and natural resources in Canada (e.g., mining, forestry, water).


Values Learning Outcomes

- 10-VI-003** Be willing to consider diverse views regarding the use of natural resources.
- 10-VP-009** Be willing to consider the implications of personal choices regarding natural resources.

Cluster 3: Food from the Land

Knowledge Learning Outcomes

- 10-KI-005** Identify human factors affecting the production and use of various types of food (e.g., cultural, economic, political, environmental, marketing).

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- 10-KL-020** Identify the major food production areas (e.g., grains, oilseeds, fruit, vegetables, beverages, animal, fish, fowl) on a map of the world and on a map of Canada.
 - 10-KL-021** Identify physical conditions required to produce major food crops (e.g., topography, soil, climate, water).
 - 10-KL-022** Explain ways in which natural and human-caused phenomena affect food production.
 - 10-KL-023** Describe the impact of various agricultural practices on the physical environment (e.g., soil erosion, water quality, soil fertility).
 - 10-KH-034** Give examples of ways in which food production has changed over time (e.g., soil conservation strategies, technological change).
 - 10-KG-036** Describe issues related to freshwater and saltwater food resources.
 - 10-KG-037** Give examples of the potential impact of climate change on food production.
 - 10-KG-038** Identify issues related to scarcity and distribution of food.
 - 10-KE-043** Identify the changing nature of farming on the prairies, and describe the social and economic implications for communities.
 - 10-KE-044** Identify the stages involved in food production and distribution. Include growing, processing, transportation, and marketing.
 - 10-KE-045** Identify issues related to genetic modification of plants and animals.


Values Learning Outcomes

- 10-VL-005** Respect the Earth as a complex environment in which humans have important responsibilities.
- 10-VL-006** Be willing to consider the environmental consequences of their food choices.
- 10-VP-010** Be willing to consider the economic and political influence of their food choices (e.g., food fashions, food aid, food shortages).

Cluster 4: Industry and Trade

Knowledge Learning Outcomes

- 10-KI-006** Give examples of increasing involvement of Indigenous Peoples in business and industry in Canada (e.g., eco-tourism, APTN [media production], airlines).
- 10-KL-024** Identify on a map of the world Canada's major trading partners and major products traded.
- 10-KL-025** Identify on a map of the world and on a map of North America major manufacturing regions.
- 10-KG-039** Define the concept of globalization, and identify related social issues.

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- 10-KE-046** Define the term *industry*, and give examples of primary, secondary, tertiary, and quaternary industries.
 - 10-KE-047** Identify factors that determine the location of industry (e.g., energy, raw material, transportation, labour, markets, government policies).
 - 10-KE-048** Use examples to describe advantages and disadvantages of locating a manufacturing industry in a particular area.
 - 10-KE-049** Identify current issues related to industry and trade. Include sustainable development and balance of trade.

Values Learning Outcomes

- 10-VG-008** Be willing to consider the social and environmental impacts of their consumer choices.
- 10-VE-011** Be willing to consider the economic implications of their consumer choices.

Cluster 5: Urban Places

Knowledge Learning Outcomes

- 10-KI-007** Analyze urban social issues.
- 10-KL-026** Use examples to distinguish among rural, urban, and remote places.
- 10-KL-027** Locate major urban centres on a map of the world and on a map of North America.
- 10-KL-028** Identify factors that influence the location of urban centres.
- 10-KL-029** Describe the impact of urbanization on Canadian ways of life.
- 10-KL-030** Describe urban environmental and economic issues (e.g., land use, relationship to hinterland, infrastructure).
- 10-KL-031** Describe the role of urban planning, and use examples to illustrate its importance.
- 10-KP-042** Identify reasons for the emergence of particular cities as centres of power and wealth. Include London, Tokyo, and New York.
- 10-KE-050** Use Canadian examples to describe the major functions of urban places (e.g., administration, service, tourism, transportation).
- 10-KE-051** Identify issues related to urban growth and decline.

Values Learning Outcomes

- 10-VI-004** Value the social diversity of urban centres.
- 10-VL-007** Be willing to consider the merits of living in rural, urban, and remote places.
- 10-VE-012** Appreciate the interdependence between urban centres and hinterlands.



Grade 10 Skills

Skills for Active Democratic Citizenship


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

Skills for Managing Information and Ideas

- 10-S-200** Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
- 10-S-201** Organize and record information in a variety of formats (e.g., maps, graphs, tables, concept maps), and reference sources appropriately.
- 10-S-202** Select and use appropriate tools and technologies to accomplish tasks (e.g., geographic information systems [GIS] and Global Positioning Systems [GPS]).
- 10-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]).
- 10-S-204** Select, use, and interpret various types of maps.
- 10-S-205** Recognize and interpret various map projections.

Skills for Critical and Creative Thinking

- 10-S-300** Formulate geographic questions to plan inquiry and research.
- 10-S-301** Consider the context of events, accounts, ideas, and interpretations.
- 10-S-302** Draw conclusions and make decisions based on research and various types of evidence.
- 10-S-303** Reconsider personal assumptions based on new information and ideas.
- 10-S-304** Analyze physical material and evidence during research.
- 10-S-305** Compare diverse perspectives and interpretations in the media and other information sources.
- 10-S-306** Analyze prejudice, racism, stereotyping, and other forms of bias in the media and other information sources.

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- 10-S-307** Propose and defend innovative options or solutions to address issues and problems.
 - 10-S-308** Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. Include learner-gathered data.
 - 10-S-309** Observe patterns and make generalizations based on geographic inquiry.

Skills for Communication

- 10-S-400** Listen to others to understand their perspectives.
- 10-S-401** Use language that is respectful of human diversity.
- 10-S-402** Express informed and reasoned opinions.
- 10-S-403** Present information and ideas in a variety of formats appropriate for audience and purpose (e.g., models, displays, multimedia presentations, editorials).
- 10-S-404** Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.
- 10-S-405** Articulate their perspectives on issues.
- 10-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_10.html.