

# Grade 4 Social Studies

## **FRENCH IMMERSION** 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

Learning in social studies takes into account the role of the French Immersion Program, its vision, its foundations (language, culture, and identity), as well as the principles of learning and assessment. Learners in social studies are exposed to both models of this discipline, and cultural and language models.

### Course Overview

#### **Manitoba, Canada, and the North: Places and Stories**

Grade 4 learners explore life in Canada, Manitoba, and Canada's North. They enhance their knowledge of Canada's physical and human geography and develop an awareness of Canadian citizenship and governance. Learners explore the places, stories, and cultures of Manitoba, and discover the diversity and shared experiences of Manitobans, past and present. They also develop an awareness of life in Canada's North through a study of the physical and human geography of one of the northern territories. Through this exploration, learners develop a sense of belonging and enrich their understanding of citizenship in Manitoba and Canada.

# 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

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**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

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**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

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**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

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**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

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**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: Geography of Canada

### Knowledge Learning Outcomes

- 4-KL-015** Describe the relative locations of Manitoba and Canada in the world using cardinal directions.
- 4-KL-016** Locate the geographic regions on a map of Canada (e.g., Western Cordillera, Prairie Region, Canadian Shield, St. Lawrence-Great Lakes Lowlands, Atlantic Region, Arctic Region).
- 4-KL-017** Describe characteristics of the geographic regions of Canada (e.g., landforms, bodies of water, vegetation, climate, population distribution).
- 4-KL-018** Locate the oceans, major landforms, lakes, and waterways on a map of Canada.
- 4-KL-019** Locate the provinces, territories, and capital cities on a map of Canada.

### Values Learning Outcomes


- 4-VL-005** Appreciate Canada's vast and diverse geography.

## Cluster 2: Living in Canada

### Knowledge Learning Outcomes

- 4-KC-001** Describe Canadian and provincial or territorial symbols and monuments (e.g., national anthem, coats of arms, flags, monuments, legislative buildings).
- 4-KC-002** Identify democratic ideals in Canadian society (e.g., equality, freedom, citizen participation in government).



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- 4-KC-003** Identify days important to Canadians and Manitobans (e.g., Canada Day, Remembrance Day, National Indigenous Peoples Day, Saint-Jean-Baptiste Day, Manitoba Day, Louis Riel Day).
  - 4-KC-004** Explain from a personal perspective what it means to be a citizen of Canada.
  - 4-KC-004A** Explain from a personal perspective what it means to be a First Nations, Métis, or Inuit citizen in Canada.
  - 4-KC-004F** Explain from a personal perspective what it means to be a francophone citizen 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-KP-043** Identify elected government leaders in their local communities, in Manitoba, and in Canada.
  - 4-KP-044** Recognize that there are elected First Nations, Métis, and Inuit representatives in Manitoba and in Canada.
  - 4-KP-044A** Identify elected representatives of their First Nations, Métis, and Inuit communities.
  - 4-KP-045** Give examples of formal and informal power and authority in their lives (e.g., rules, laws, student councils, bullying, gangs).
  - 4-KP-046** Identify positive ways of dealing with conflict or the misuse of power and authority.
  - 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 (e.g., education, health care, sanitation).
  - 4-KE-049** Describe media influences on their perceptions of people and places in Canada.

## Values Learning Outcomes

- 4-VC-001** Be willing to contribute to their groups and communities.
- 4-VC-002** Value Canadian citizenship.
- 4-VP-011** Respect the rights of others when using personal power or authority (e.g., as a member of cooperative groups, patrols, class monitors, conflict managers).
- 4-VE-012** Respect public and private property.




## Cluster 3: Living in Manitoba

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### Knowledge Learning Outcomes

- 4-KI-005** Identify cultural communities in Manitoba.
- 4-KI-006** Give examples of diverse artistic and cultural achievements of Manitobans. Include First Nations, Métis, Inuit, and francophone cultural achievements.
- 4-KI-006A** Give examples of First Nations, Métis, and Inuit artistic and cultural achievements and organizations in Manitoba.
- 4-KI-006F** Give examples of francophone artistic and cultural achievements and organizations in Manitoba.
- 4-KI-007** Identify First Nations, Métis, and Inuit communities, cultures, and languages in Manitoba (e.g., Cree, Ojibway, Dakota, Michif, Ojibway-Cree, Dene).
- 4-KI-007A** Identify connections between their community and other First Nations, Métis, and Inuit communities in Manitoba.
- 4-KI-008** Identify francophone communities in Manitoba.
- 4-KI-008F** Identify connections between their local community and other francophone communities in Manitoba.
- 4-KI-009** Describe the influence of various factors on their identities. Include culture, community, place, and region.
- 4-KI-009A** Understand the teachings of Elders about their culture and identity.
- 4-KI-009F** Describe the influence of their cultural heritage on their francophone identity.
- 4-KL-020** Locate on a map and describe geographic features of Manitoba (e.g., lakes and rivers, landforms, vegetation, forests, parks, cities and towns, First Nations communities).
- 4-KL-020A** Use traditional knowledge to describe and locate places in Manitoba.
- 4-KL-021** Locate on a map and identify major natural resources in Manitoba.
- 4-KL-022** Describe the main demographic features of Manitoba. Include population, population distribution, and cultural communities.
- 4-KL-023** Identify issues related to environmental stewardship and sustainability in Manitoba.
- 4-KL-024** Give examples of First Nations, Métis, and Inuit peoples' traditional relationships with the land.
- 4-KL-025** Describe places of historic, cultural, or environmental significance in Manitoba (e.g., Lower Fort Garry, The Forks, Musée de Saint-Boniface, Thunderbird House, provincial/national parks).



## Values Learning Outcomes

- 4-VI-003** Value ethnic and cultural diversity in Manitoba.
- 4-VI-004** Value the artistic and cultural achievements of Manitobans.
- 4-VL-006** Appreciate Manitoba's natural environment.
- 4-VL-006A** Respect their spiritual connection to the natural environment (land, water, sky).

## Cluster 4: History of Manitoba

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### Knowledge Learning Outcomes

- 4-KI-010** Give examples of the contributions of diverse ethnic and cultural communities to the history of Manitoba.
- 4-KI-011** Give examples of First Nations, Métis, and Inuit contributions to the history of Manitoba (e.g., 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 First Nations, Métis, or Inuit community.
- 4-KI-012** Give examples of francophone contributions to the history of Manitoba (e.g., settlement of Saint-Boniface, place names, language and culture, voyageurs).
- 4-KI-012F** Recognize that their identities are connected to the history of their francophone community.
- 4-KL-026** Describe the influence of the natural environment on settlement in Manitoba.
- 4-KL-027** Relate stories of interactions between the Selkirk settlers and First Nations and Métis Peoples.
- 4-KH-033** Relate stories of people and events that shaped Manitoba (e.g., voyageurs, Louis Riel, Chief Peguis, Lord Selkirk, Nellie McClung, Thanadelthur, bison hunt).
- 4-KH-034** Give examples of the impact of European settlement on First Nations, Métis, and Inuit communities in Manitoba. Include displacement of communities, disease, and cultural change.
- 4-KH-035** Describe ways in which life in Manitoba has changed over time (e.g., housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation).

### Values Learning Outcomes

- 4-VH-008** Value oral tradition as an important way to learn history.
- 4-VH-009** Appreciate the significance of Manitoba's history in their lives.



## Cluster 5: Canada's North

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### Knowledge Learning Outcomes

- 4-KI-013** Describe Indigenous contributions to the northern territory studied (e.g., visual arts, games, music, dance).
- 4-KI-014** Give examples of Indigenous languages, cultures, and communities in the northern territory studied.
- 4-KL-028** Locate on a map and describe physical features of the northern territory studied.
- 4-KL-029** Identify natural resources in the northern territory studied.
- 4-KL-030** Describe the demographic features of the northern territory studied (e.g., population, population distribution).
- 4-KL-031** Give examples of changes to place names in the northern territory studied (e.g., Kugluktuk/Coppermine).
- 4-KL-032** Describe various purposes of inuksuit (e.g., companionship; to mark food caches, hunting locations, direction).
- 4-KH-036** Give examples of stories and traditions of the northern territory studied.
- 4-KH-037** Identify the main reasons for the creation of Nunavut and the new Northwest Territories.
- 4-KH-038** Describe changes in ways of life in the last century in the northern territory studied (e.g., food, clothing, transportation, languages, recreation, education).

### Values Learning Outcome

- 4-VL-007** Value the contributions of the North to the Canadian community.

## Grade 4 Skills

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### Skills for Active Democratic Citizenship

- 4-S-100** Collaborate with others to share ideas, decisions, and responsibilities in groups.
- 4-S-101** Resolve conflicts peacefully and fairly.
- 4-S-102** Interact fairly and respectfully with others.
- 4-S-103** Make decisions that reflect care, concern, and responsibility for the environment.
- 4-S-104** Negotiate constructively with others to build consensus.



## Skills for Managing Information and Ideas

- 4-S-200** Select information from oral, visual, material, print, or electronic sources (e.g., maps, atlases).
- 4-S-201** Organize and record information in a variety of formats (e.g., maps, charts, outlines, concept maps), and reference sources appropriately.
- 4-S-202** Use appropriate terms or expressions to describe periods of time (e.g., decade, generation, century, when the Earth was new, in the time of our ancestors).
- 4-S-203** Select and use appropriate tools and technologies to accomplish tasks.
- 4-S-204** Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.
- 4-S-205** Construct maps that include a title, legend, compass rose, and grid.
- 4-S-206** Interpret maps that include a title, legend, compass rose, and grid.
- 4-S-207** Use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes.
- 4-S-208** Orient themselves by observing the landscape, using Traditional Knowledge, or using a compass or other tools and technologies (e.g., sun, moon, or stars; inuksuit; Global Positioning System [GPS]).

## Skills for Critical and Creative Thinking

- 4-S-300** Formulate questions for research.
- 4-S-301** Consider advantages and disadvantages of solutions to a problem.
- 4-S-302** Draw conclusions based on information and evidence.
- 4-S-303** Evaluate personal assumptions based on new information and ideas.
- 4-S-304** Distinguish fact from opinion.
- 4-S-305** Observe and analyze material or visual evidence for research (e.g., artifacts, photographs, works of art).

## Skills for Communication

- 4-S-400** Listen actively to others to understand their perspectives.
- 4-S-401** Use language that is respectful of human diversity.
- 4-S-402** Support their ideas and opinions with information or observations.
- 4-S-403** Present information and ideas orally, visually, concretely, or electronically.

# Curriculum Implementation Resources

Curriculum implementation resources are frequently added. Please refer to [https://www.edu.gov.mb.ca/k12/framework/immersion/socstud/resources/grade\\_4.html](https://www.edu.gov.mb.ca/k12/framework/immersion/socstud/resources/grade_4.html).