

Grade 6 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

Canada: A Country of Change (1867 to Present)

Grade 6 learners learn about Canadian history from Confederation to the present. This includes the expansion of Canada, immigration, industrialization, the environment, and the changing relationships between the government and First Nations, Métis, and Inuit Peoples. Learners examine world events including the Depression and Canadian involvement in the two world wars. They explore Canadian identity and the growth of Canada as a culturally diverse, bilingual, and democratic society. They study questions related to the responsibilities and rights of citizenship in Canada and the contemporary world.

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: Building a Nation (1867 to 1914)

Knowledge Learning Outcomes

- 6-KC-001** Explain the significance of the British North America Act (e.g., federal system of government, constitutional monarchy, British-style parliament).
- 6-KC-002** Compare responsibilities and rights of citizens of Canada at the time of Confederation to those of today. Include First Nations, Métis, and Inuit peoples, francophones, and women.
- 6-KI-007** Give reasons for the establishment of treaties and reserves, and describe their impact on individuals, families, and communities (e.g., Indigenous Rights, no right to vote, permission needed to leave a reserve).
- 6-KI-008** Identify various groups that immigrated to Canada in the late nineteenth and early twentieth centuries (e.g., African-Americans, Asians, British, Central and Eastern Europeans, Icelanders), and give reasons for their emigration.
- 6-KI-009** Describe ways in which immigration was encouraged by and important to the Canadian government from 1867 to 1914.
- 6-KI-010** Describe various challenges faced by new immigrants to Canada (e.g., language, climate and environment, differing laws and customs, discrimination, physical and cultural isolation).
- 6-KI-011** Describe daily life on a prairie homestead between 1890 and 1914 (e.g., survey system, role of women, challenges facing early settlers, education).
- 6-KL-022** Locate on a map of Canada the major landforms and bodies of water.
- 6-KL-023** Locate on a map the major settlements of Rupert's Land and the original provinces of Canada in 1867.

- 6-KH-027** Identify individuals and events connected with Manitoba's entry into Confederation. Include Louis Riel, Red River Resistance, Métis Bill of Rights, and provisional government.
- 6-KH-027F** Identify the roles of Father Noël-Joseph Ritchot and Archbishop Alexandre-Antonin Taché in Manitoba's entry into Confederation.
- 6-KH-028** Identify causes, events, individuals, and consequences of the 1885 Resistance.
- 6-KH-029** Describe the role of the North West Mounted Police.
- 6-KH-030** Relate stories about the gold rushes, and describe the impact of the gold rushes on individuals and communities (e.g., Fraser River, Cariboo, Klondike).
- 6-KH-031** Identify events and issues related to the construction of the Canadian Pacific Railway (e.g., workers and working conditions, Chinese labourers, construction difficulties, mapping Canada).
- 6-KH-032** Identify contributions of Indigenous leaders from 1867 to 1914 (e.g., Gabriel Dumont, Mistahimaskwa [Big Bear], Pitikwahanapiwiyin [Poundmaker], Isapomuxika [Crowfoot]).
- 6-KH-033** Identify factors leading to the entry into Confederation of Manitoba, Northwest Territories, British Columbia, Prince Edward Island, Yukon, Saskatchewan, Alberta, Newfoundland and Labrador, and Nunavut, and specify the year of entry.
- 6-KH-034** Identify the prime ministers of Canada from 1867 to 1914, and give examples of their achievements.
- 6-KE-055** Explain the importance of agriculture in the development of Canada from 1867 to 1914.

Values Learning Outcomes

- 6-VC-001** Appreciate the rights afforded by Canadian citizenship.
- 6-VI-005** Appreciate the importance of immigration in the development of Canada.
- 6-VL-010** Appreciate the efforts of people in early Canada to overcome environmental hardships.
- 6-VH-012** Value the diverse stories and perspectives that comprise the history of Canada.
- 6-VE-018** Appreciate the importance of agriculture in the development of Canada.

Cluster 2: An Emerging Nation (1914 to 1945)

Knowledge Learning Outcomes

- 6-KC-003** Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts.

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- 6-KI-012** Identify contributions of First Nations, Métis, and Inuit Peoples to Canada's war efforts.
 - 6-KL-024** Give examples of the influence of the natural environment on daily life for various groups during the Depression.
 - 6-KH-035** Describe the causes, main events, and results of the 1919 Winnipeg General Strike.
 - 6-KH-036** Identify the prime ministers of Canada from 1914 to 1945, and give examples of their achievements.
 - 6-KH-037** Describe changing roles for women in Canada from 1914 to 1945.
 - 6-KG-039** Identify major causes and events of the First World War.
 - 6-KG-040** Describe Canada's involvement in the First World War, and identify its impact on Canadian individuals and communities. Include internment of ethnocultural groups.
 - 6-KG-041** Identify major causes and events of the Second World War.
 - 6-KG-042** Describe Canada's involvement in the Second World War, and identify its impact on Canadian individuals and communities. Include internment of ethnocultural groups and the Holocaust.
 - 6-KP-046** Describe the struggle for and identify individuals involved in women's suffrage in Manitoba and Canada. Include the Famous Five (Emily Murphy, Henrietta Muir Edwards, Louise McKinney, Nellie McClung, and Irene Parlby).
 - 6-KE-056** Relate stories of the Depression and describe its impact on Canada (e.g., changes in agricultural practices, development of the social safety net, new political parties).
 - 6-KE-057** Give examples of the impact of technological development on life in Canada from 1914 to 1945 (e.g., electricity, telecommunication, transportation, medicine, industrialization).

Values Learning Outcomes

- 6-VI-006** Value the contributions of various groups to the development of Canada (e.g., suffragettes, trade unions).
- 6-VH-013** Appreciate the struggles of past generations in achieving the rights that people in Canada enjoy today.
- 6-VG-014** Appreciate the sacrifices that soldiers and other Canadians made during the world wars.




Cluster 3: Shaping Contemporary Canada (1945 to Present)

Knowledge Learning Outcomes

- 6-KI-013** Identify historical reasons for bilingual and multicultural policies in Canada.
- 6-KI-013F** Describe the impact of the Affaire Forest on the linguistic rights of Franco-manitobains.
- 6-KI-014** Identify changes and developments regarding First Nations, Métis, and Inuit rights in Canada from 1867 to the present (e.g., suffrage, changes to Status and entitlement, self-governance, land claims, new treaties).
- 6-KI-015** Give examples of changes to francophone populations in Canada since Confederation (e.g., characteristics, distribution).
- 6-KI-015F** Identify events surrounding the creation of the Division scolaire franco-manitobaine (DSFM) (e.g., Manitoba Schools Question, Bill 113, Article 23 of the Canadian Charter of Rights and Freedoms, the Mahé Ruling, the Manitoba Referral).
- 6-KL-025** Locate on a map of Canada the provinces, territories, and capital cities.
- 6-KH-038** Identify the prime ministers of Canada from 1945 to the present, and give examples of their achievements.
- 6-KG-043** Give examples of Canada's involvement in world conflicts since 1945 (e.g., Korean War, Cold War, Gulf War, Bosnia, Afghanistan, international peacekeeping).
- 6-KG-044** Give examples of global events and forces that have affected Canadians from 1945 to the present (e.g., international cooperation, relief efforts, disease, environmental changes, famine, refugee movement).
- 6-KG-045** Give examples of Canada's participation in the United Nations and other international organizations (e.g., the Commonwealth, La Francophonie, Organization of American States).
- 6-KE-058** Give examples of ways in which industry and technology have changed life in Canada since 1945 (e.g., urbanization, transportation, communication, education).
- 6-KE-059** Give examples of inventions and technologies created in Canada (e.g., kayaks, snowmobiles, Canadarm, insulin, canola).

Values Learning Outcomes

- 6-VI-007** Value the cultural and linguistic diversity of the Canadian community.
- 6-VI-007A** Value their First Nation, Métis, or Inuit language, heritage, and culture.
- 6-VI-007F** Value the French language and their francophone heritage and culture.
- 6-VI-008** Demonstrate respect for people of all cultures.



Cluster 4: Canada Today: Democracy, Diversity, and the Influence of the Past

Knowledge Learning Outcomes

- 6-KC-004** Identify the ideals of democracy, and describe the influence of democracy on quality of life for Canadians.
- 6-KC-005** Identify rights and freedoms described in the 1982 Canadian Charter of Rights and Freedoms, and explain why they are important.
- 6-KC-006** Identify current issues related to citizenship in Canada.
- 6-KI-016** Describe factors that shape personal and national identities (e.g., social, cultural, linguistic), and explain how they may coexist.
- 6-KI-016F** Describe the influence of their social, cultural, and linguistic choices on their francophone identities.
- 6-KI-017** Describe characteristics that define Canada as a country (e.g., multicultural, bilingual, northern).
- 6-KI-018** Give examples of ways in which the government helps protect Canadian identity (e.g., Canadian content rules in the media; support for the Canadian Broadcasting Corporation and the arts).
- 6-KI-019** Give examples from the arts and media that are expressions of Canadian culture and/or identity.
- 6-KI-020** Identify various groups and organizations that may contribute to personal identity.
- 6-KI-020A** Identify the roles of Indigenous organizations (e.g., Assembly of Manitoba Chiefs, Manitoba Métis Federation, Assembly of First Nations, Métis National Council), and give examples of ways in which they promote First Nations, Métis, and Inuit rights.
- 6-KI-020F** Describe the role of francophone organizations (e.g., Société franco-manitobaine, Pluri-Elles), and identify ways in which they promote francophone rights.
- 6-KI-021** Identify various individuals from Canada's past and present, and describe their achievements.
- 6-KL-026** Describe the influence of the natural environment on life in Canada.
- 6-KL-026A** Describe the influence of the land on their First Nations, Métis, and Inuit identity (e.g., values, beliefs, traditions, customs, art, clothing).
- 6-KG-047** Give examples of Canada's connections to other regions of the world (e.g., environmental, social, political, economic).
- 6-KP-048** Identify First Nations, Métis, and Inuit perspectives regarding self-determination (e.g., resource use, land claims, treaties, government).
- 6-KP-049** Describe the main features of the Canadian government. Include parliamentary system and federal democracy.
- 6-KP-050** Define the term *political party*, and identify political parties and their leaders in Canada.

- 6-KP-051** Describe characteristics of the electoral processes in Canada.
- 6-KP-052** Identify the main responsibilities of municipal, provincial, First Nations, and federal governments in Canada.
- 6-KP-053** Identify elected or appointed municipal, provincial, and federal government representatives, and describe their main responsibilities. Include Governor General and Manitoba Lieutenant-Governor.
- 6-KP-053A** Identify and describe the main responsibilities of elected representatives of their First Nations, Métis, or Inuit community.
- 6-KP-054** Identify factors that contribute to inequities in Canada (e.g., poverty, racism, sexism), and propose solutions.

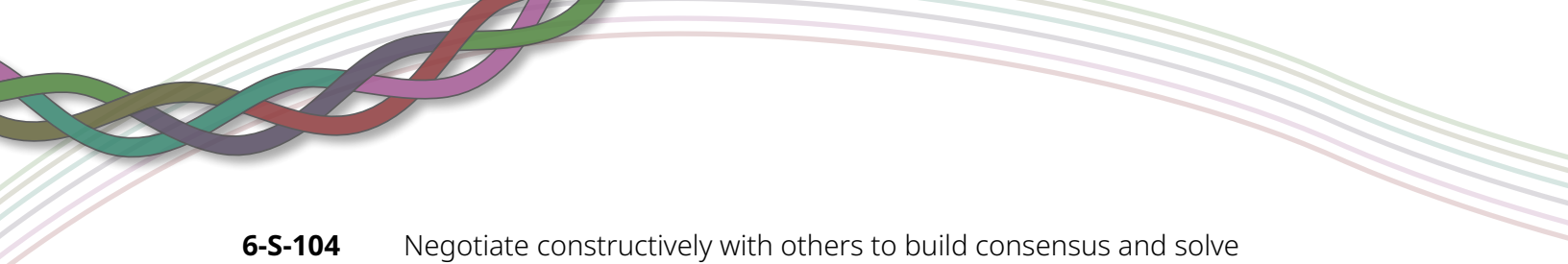
Values Learning Outcomes

- 6-VC-002** Be willing to support the ideals of democracy and contribute to local democratic processes (e.g., school or community projects, student councils).
- 6-VC-002A** Be willing to participate in democratic processes to protect and affirm their First Nations, Métis, or Inuit identities.
- 6-VC-003** Appreciate the struggles and achievements of past generations in shaping Canada.
- 6-VC-004** Appreciate the benefits of living in Canada (e.g., freedoms, education, health, safety).
- 6-VI-009** Appreciate the arts as important expressions of culture and identity.
- 6-VL-011** Value the natural environment.
- 6-VL-011A** Respect the spiritual dimension of nature.
- 6-VG-015** Appreciate Canada's interdependence with other regions of the world.
- 6-VP-016** Respect authority when it is consistent with democratic ideals.
- 6-VP-017** Be willing to support solutions to address inequities.

Grade 6 Skills

Skills for Active Democratic Citizenship

- 6-S-100** Collaborate with others to establish and carry out group goals and responsibilities.
- 6-S-101** Use a variety of strategies to resolve conflicts peacefully and fairly (e.g., clarification, negotiation, compromise).
- 6-S-102** Make decisions that reflect fairness and equality in their interactions with others.
- 6-S-103** Make decisions that reflect care, concern, and responsibility for the environment.


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- 6-S-104** Negotiate constructively with others to build consensus and solve problems.
 - 6-S-105** Recognize bias and discrimination, and propose solutions.
 - 6-S-106** Treat places and objects of historical significance with respect (e.g., burial grounds, memorials, artifacts).

Skills for Managing Information and Ideas

- 6-S-200** Select information from a variety of oral, visual, material, print, or electronic sources (e.g., maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction).
- 6-S-201** Organize and record information in a variety of formats (e.g., maps, charts, outlines, concept maps), and reference sources appropriately.
- 6-S-202** Distinguish between primary and secondary information sources for research.
- 6-S-203** Select and use appropriate tools and technologies to accomplish tasks.
- 6-S-204** Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.
- 6-S-205** Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.
- 6-S-206** Select and interpret various types of maps for specific purposes.
- 6-S-207** Use latitude and longitude to locate and describe places on maps and globes.
- 6-S-207A** Use Traditional Knowledge to read the land.
- 6-S-208** Orient themselves by observing the landscape, using Traditional Knowledge, or using a compass or other tools and technologies.

Skills for Critical and Creative Thinking

- 6-S-300** Plan topics, goals, and methods for historical inquiry and research.
- 6-S-301** Evaluate the advantages and disadvantages of solutions to a problem.
- 6-S-302** Draw conclusions based on research and evidence.
- 6-S-303** Evaluate personal assumptions based on new information and ideas.
- 6-S-304** Distinguish fact from opinion and interpretation.
- 6-S-305** Observe and analyze material and visual evidence for research (e.g., artifacts, photographs, works of art).
- 6-S-306** Assess the validity of information sources (e.g., purpose, context, authenticity, origin, objectivity, evidence, reliability).
- 6-S-307** Compare differing accounts of historical events.
- 6-S-308** Compare diverse perspectives in a variety of information sources.
- 6-S-309** Interpret information and ideas in a variety of media (e.g., art, music, historical fiction, drama, primary sources).

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- 6-S-310** Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.

Skills for Communication

- 6-S-400** Listen to others to understand their perspectives.
- 6-S-401** Use language that is respectful of human diversity.
- 6-S-402** Persuasively express differing viewpoints regarding an issue.
- 6-S-403** Present information and ideas orally, visually, concretely, or electronically.
- 6-S-404** Elicit and clarify questions and ideas in discussions.
- 6-S-405** Articulate their beliefs and perspectives on issues.

Curriculum Implementation Resources

Curriculum implementation resources are frequently added. Please refer to https://www.edu.gov.mb.ca/k12/framework/immersion/socstud/resources/grade_6.html.