

Kindergarten 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

Being Together

Kindergarten learners explore who they are in relation to others in their world. They become aware of how people live, play, and work together to meet their basic needs. Learners are encouraged to express interest in the experiences of others and discover connections to people around them. As they explore their social and natural environments, they become aware that they live in a country called Canada, and begin to see themselves as part of a larger 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: Me

Knowledge Learning Outcomes

- 0-KC-001** Describe their responsibilities at home and in school.
- 0-KC-002** Recognize that their actions affect others.
- 0-KC-006** Identify Remembrance Day as a time to think about peace and war.
- 0-KI-007** Identify groups that are important to them.
- 0-KI-008** Recognize that everyone has particular interests and abilities.
- 0-KP-022** Give examples of rules and identify their purposes (e.g., school rules, safety rules).
- 0-KE-025** Give examples of basic needs (e.g., food, clothing, shelter).


Values Learning Outcomes

- 0-VI-002** Value their own and others' interests and abilities.
- 0-VI-002A** Value the special talents or strengths that are given to them.
- 0-VP-006** Respect the rules of the classroom, playground, and school.
- 0-VE-007** Respect their own and others' property.

Cluster 2: The People Around Me

Knowledge Learning Outcomes

- 0-KC-003** Identify people who are responsible for helping and caring for them at home, at school, and in the community.

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- 0-KC-004** Give examples of ways in which people cooperate in order to live together peacefully.
 - 0-KI-009** Identify groups in which people live, work, and play together.
 - 0-KI-010** Identify different ways people communicate (e.g., through art, dance, song, facial expression, body language, sign language).
 - 0-KI-010A** Recognize the importance of non-verbal communication in their Indigenous culture(s).
 - 0-KI-011** Recognize that people have diverse celebrations.
 - 0-KH-017** Give examples of repeating patterns and events in their lives (e.g., class routines, celebrations, Canada Day, Earth Day).
 - 0-KH-018** Distinguish between yesterday, today, and tomorrow.
 - 0-KH-019** Recognize that they can learn from stories of the past.
 - 0-KP-023** Identify people who make decisions that influence their lives.
 - 0-KP-024** Recognize that disagreement or conflict may be part of living and working together.
 - 0-KE-026** Give examples of different types of work in their families, schools, and communities.


Values Learning Outcomes

- 0-VC-001** Be willing to contribute to their groups and communities.
- 0-VH-004** Demonstrate interest in stories of the past.
- 0-VE-008** Value the sharing of work and resources.

Cluster 3: The World Around Me

Knowledge Learning Outcomes

- 0-KC-005** Recognize that they live in a country called Canada.
- 0-KL-012** Describe characteristics of the local physical environment. Include natural and constructed elements.
- 0-KL-013** Give examples of how the natural environment influences daily life (e.g., work, play, clothing).
- 0-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.
- 0-KL-015** Identify familiar places and landmarks (e.g., parks, statues, buildings, natural landmarks).
- 0-KL-015F** Identify meeting places where they can associate with other francophones.
- 0-KL-016** Recognize globes, maps, and models as representations of actual places.

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- 0-KG-020** Recognize that people all over the world have the same basic needs (e.g., food, clothing, shelter).
 - 0-KG-021** Recognize that they may have different ways of meeting their basic needs than people in other parts of the world.

Values Learning Outcomes

- 0-VL-003** Appreciate the beauty and importance of the natural environment.
- 0-VG-005** Demonstrate interest in the larger world beyond their immediate environment.

Kindergarten Skills

Skills for Active Democratic Citizenship

- 0-S-100** Cooperate and collaborate with others (e.g., take turns, share space and classroom resources).
- 0-S-101** Consider others' needs when working and playing together.
- 0-S-102** Interact fairly and respectfully with others.
- 0-S-103** Make decisions that reflect care, concern, and responsibility for the environment.

Skills for Managing Information and Ideas

- 0-S-200** Gather information from oral, visual, material, or print sources.
- 0-S-201** Sort information using selected criteria.
- 0-S-202** Use appropriate terms or expressions to describe periods of time.
- 0-S-203** Use tools and technologies to accomplish given tasks.

Skills for Critical and Creative Thinking

- 0-S-300** Use comparison in investigations.
- 0-S-301** Identify consequences of their decisions and actions.

Skills for Communication

- 0-S-400** Listen actively to others.
- 0-S-401** Use language that is respectful of others.
- 0-S-402** Express reasons for their ideas and opinions.
- 0-S-403** Present information and ideas orally, visually, or concretely.
- 0-S-404** Relate events and stories in chronological order.



Curriculum Implementation Resources

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