



Poverty Pledge: Manitoba Curriculum Links

<https://www.edu.gov.mb.ca/k12/cur/socstud/9to12.html>

Grade 9 Social Studies: Canada in the Contemporary World

Social Studies Skills

Active Democratic Citizenship

- 9-S-100 Collaborate with others to achieve group goals and responsibilities.
- 9-S-102 Make decisions that reflect fairness and equality in their interactions with others.
- 9-S-105 Recognize and take a stand against discriminatory practices and behaviours.
- 9-S-107 Make decisions that reflect social responsibility.

Critical and Creative Thinking

- 9-S-300 Plan topics, goals, and methods for inquiry and research.
- 9-S-303 Reconsider personal assumptions based on new information and ideas.
- 9-S-306 Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.
- 9-S-307 Propose and defend innovative options or solutions to address issues and problems.

Communication

- 9-S-400 Listen to others to understand their perspectives.
- 9-S-404 Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.

Cluster 1: Diversity and Pluralism in Canada

9.1.2 Human Rights

- 9-VH-008 Appreciate the efforts of Canadians who have helped to promote human rights.

9.1.4 Pluralism and Integration

- 9-KI-019 Describe effects of stereotyping and discrimination on individuals, communities, and regions.

Cluster 2: Democracy and Governance in Canada

9.2.2 Representing Canadians

- 9-KP-046 Give examples of ways in which people can individually and collectively influence Canada's political and social systems. Examples: voting, political parties, labour organizations, civil disobedience, NGOs, lobbying...



9.2.4 Citizen Participation

9-KC-013 Describe their responsibilities and rights as citizens of Canada and the world.

9-VP-015 Be willing to exercise their responsibilities and rights as citizens living in a democracy. Examples: citizen involvement in political processes, freedom of speech, freedom of association...

9.2.5 Democratic Ideals in Canada

9-VP-016 Be sensitive to the impact of majority rule on minorities and marginalized groups.

Cluster 3: Canada in the Global Context

9.3.1 Living in the Global Village

9-VG-012 Be willing to consider local, national, and global interests in their decisions and actions.

9.3.3 Living in an Industrialized Consumer Society

9-KE-049 Evaluate implications of living in a consumer-based economy. Examples: social, political, environmental...

9-VE-017 Be willing to consider the impact of their consumer choices.

Cluster 4: Canada - Opportunities and Challenges

9.4.2 Engaging in the Citizenship Debate

9-KC-014 Describe current issues related to citizenship in Canada.

9-KI-022 Analyze current issues surrounding Canadian culture and identity.

9-VC-003 Be willing to engage in discussion and debate about citizenship.

9.4.3 Social Justice in Canada

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

9-KE-052 Identify poverty issues in Canada and propose ideas for a more equitable society.

9.4.4 Taking Our Place in the Global Village

9-VE-018 Be willing to consider ethical questions related to sharing wealth and resources.

Grade 10 Social Studies: Geographic Issues of the 21st Century

Social Studies Skills

Active Democratic Citizenship

S2-S-100 Collaborate with others to achieve group goals and responsibilities.

S2-S-102 Make decisions that reflect fairness and equality in their interactions with others.



S2-S-105 Recognize and take a stand against discriminatory practices and behaviours.

S2-S-107 Make decisions that reflect social responsibility.

Critical and Creative Thinking

S2-S-301 Consider the context of events, accounts, ideas, and interpretations.

S2-S-302 Draw conclusions and make decisions based on research and various types of evidence.

S2-S-303 Reconsider personal assumptions based on new information and ideas.

S2-S-307 Propose and defend innovative options or solutions to address issues and problems.

Communication

S2-S-400 Listen to others to understand their perspectives.

S2-S-402 Express informed and reasoned opinions.

S2-S-404 Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.

S2-S-405 Articulate their perspectives on issues.

Cluster 3: Food from the Land

S2.3.4 Contemporary Issues Related to Food

S2-KG-038 Identify issues relating to scarcity and distribution of food.

Cluster 5: Urban Places

S2.5.1 Rural, Urban, and Remote Places

S2-VL-007 Be willing to consider the merits of living in rural, urban, and remote places.

S2.5.2 Location and Function of Urban Places

S2-KL-028 Identify factors that influence the location of urban centres.

S2.5.3 Environmental and Economic Issues

S2-KL-030 Describe urban environmental and economic issues.

S2.5.4 The Impact of Urbanization

S2-KI-007 Analyze urban social issues.



Grade 11 History of Canada

Cluster 4: Achievements and Challenges (1931-1982)

11.4.1 How did Canada seek to establish economic security and social justice from the period of the Depression to the patriation of the Constitution?

Cluster 5: Defining Contemporary Canada (1982-Present)

11.5.1 How has Canada been shaped by the Canadian Charter of Rights and Freedoms, cultural diversity, and demographic and technological change?

11.5.2 How has the question of national unity influenced federalism, constitutional debate, and political change?

Grade 12 Global Issues: Citizenship and Sustainability

Course Rationale

Millennium Development Goals

- Eradicate extreme poverty and hunger

The Role of Education in Social Change

"Education plays a crucial role in motivating and informing both personal and social change. With this in mind, this course is designed to help students acquire a critical awareness about global issues, to alert them to the need to be vigilant about the consequences of their decisions and actions, and to provide them with opportunities to take action for positive change."

– Page 4 - *Grade 12 Global Issues: Citizenship and Sustainability (curriculum document)*

Pillars of Learning

Learning to Know: *Acquire knowledge and understanding, and think critically about our complex and changing world.*

- Be open to new ideas and divergent thinking.
- Seek knowledge from diverse sources and perspectives.
- Use creative, critical, and systems thinking to address complex questions.
- Conduct focused in-depth inquiry.
- Explore alternative approaches to issues without fear of challenging the status quo.



Learning to Do: Learn to participate effectively in local, national, and global communities.

- Be willing to let go and give back, and to make changes so as to live sustainably.
- Be an empowered and committed agent of change, willing to take a stand and engage in action for a sustainable future.
- Practise helpfulness and share hopefulness.

Learning to Be: Build self-knowledge and be conscious of connections to nature and society.

- Be willing to contribute to the present and future well-being of all.
- Be introspective, reflective, and self-aware.
- Accept and express multiple identities, allegiances, and influences.

Learning to Live Together: Learn to live peacefully with others and to care for our common homeland.

- Engage in intercultural dialogue and cultivate a widening circle of empathy and concern.
- Respect the inherent, inalienable, and universal nature of human rights.
- Be willing to collaborate, lead, and support.

Enduring Understandings

- Political systems distribute power, privilege, and wealth in different ways, some more justly than others.
- A just society respects human diversity and recognizes universal, equal, and inalienable human rights.

Take Action

- Be an ethical decision-maker, take a stand to support quality of life for all, and challenge the unethical and the unsustainable.
- Support democratic citizenship and be vigilant about political decisions that affect social, economic, and environmental conditions.
- Be committed to universal human rights, regardless of gender, age, physical ability, sexual orientation, language, culture, religion, political beliefs, ethnicity, national or social origin, or status (e.g., property, birth, economic...).
- Uphold the value of every person and strive to build community; act in ways that acknowledge human solidarity and the complexity and interrelatedness of all life.



Fighting Hunger and Feeding Hope

Area of Inquiry: Poverty, Wealth and Power

- forms of inequality/disparity: income, consumption, access to necessities of life (e.g., food, water, shelter, education, health, employment, safety)
- causes of inequality: colonialism, debt, unequal trade, economic policies (e.g., World Bank, IMF), natural and human causes of inequality/disparity
- measuring poverty: absolute, relative
- causes: political, economic, natural
- forms of poverty: discrimination, marginalization
- effects of poverty: infant mortality, maternal health, child labour, working conditions, social vitality, income, basic needs, safety
- solutions/poverty reduction

Area of Inquiry: Social Justice and Human Rights

- economic disparities, poverty, quality of life
- access to food, water, health care, education, employment
- action for human rights
- forms of activism (e.g., the power of one, resistance to oppression, civil disobedience, conscientious objectors, boycotts, protests, grassroots movements, local community groups, citizen action groups, social networking and mobilization for change, popular culture and the arts)