The following assessment tool appears at the end of every cluster:

- **Connecting and Reflecting:** Every cluster ends with an assessment activity entitled *Connecting and Reflecting*. During this activity, students review their cluster portfolio selections to synthesize their learnings throughout the cluster, and reflect on the implications of those learnings in their daily lives as citizens of their school, their local community, of Canada, or the world. This end-of-cluster activity is an important culminating step. It provides information to both teachers and students about student achievement regarding the essential ideas and understandings of the cluster.

**DOCUMENT COMPONENTS AND STRUCTURE**

**Conceptual Map**

The student learning outcomes presented in this document address the four foundation skill areas and nine essential elements common to all Manitoba curricula. The following conceptual map illustrates the foundation skill areas, essential elements, and other key components upon which the Manitoba social studies curriculum is based.

---

**Figure 4:** Conceptual Map
Core Concept
As illustrated in the preceding Conceptual Map, the core concept of citizenship provides a focus for social studies learning at all grades. Citizenship knowledge, values, and skills learning outcomes are included in each grade. (See page 6.)

Diverse Perspectives
The concept of diversity is integrated throughout the social studies curriculum. Knowledge and values learning outcomes are inclusive of diverse perspectives, and encourage critical consideration of differing viewpoints as students engage in purposeful dialogue with others.

General and Specific Learning Outcomes
This document contains both general and specific learning outcomes. The general learning outcomes are broad statements that provide a conceptual structure for social studies, and are the basis for the specific learning outcomes in each grade. Specific learning outcomes are statements that describe the skills, knowledge, and values that students are expected to achieve in each grade. These three types of specific learning outcomes are interdependent and are intended to be integrated throughout the social studies learning process.

The six general learning outcomes (see page 9), which are the basis for the specific learning outcomes in each grade, are:

• **Identity, Culture, and Community**: Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.

• **The Land: Places and People**: Students will explore the dynamic relationships of people with the land, places, and environments.

• **Historical Connections**: Students will explore how people, events, and ideas of the past shape the present and influence the future.

• **Global Interdependence**: Students will explore the global interdependence of people, communities, societies, nations, and environments.

• **Power and Authority**: Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

• **Economics and Resources**: Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

Skills Learning Outcomes
Social studies involves the development of discipline-related skills, including inquiry and research skills and methods, historical thinking, and geographic thinking. Social studies provides students with opportunities to refine the skills and competencies developed in other subject areas, such as skills in communication and media literacy, collaboration and cooperation, critical and creative thinking, problem solving, and decision making. As students apply these skills to complex social studies problems that may or may not have solutions, they develop competencies integral to active democratic citizenship.
Skills learning outcomes (see page 12) are organized into four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Information and Ideas
- Critical and Creative Thinking Skills
- Communication Skills

In this document, a list of grade-specific skills appears at the beginning of the grade description. The skills are also integrated in each learning activity in every grade.

A continuum of social studies skills for Grades 5 to 8 is found in Appendix E.

**Knowledge and Values Learning Outcomes**

Knowledge learning outcomes and values learning outcomes are intended to complement one another. Both are presented under each of the six general learning outcomes at the beginning of a grade, and are also grouped according to essential ideas within the learning experiences.

**Distinctive Learning Outcomes**

Some specific learning outcomes are designated as distinctive learning outcomes for Aboriginal (First Nations, Inuit, and Métis) or francophone students. Distinctive learning outcomes complement the specific learning outcomes. They are intended to enhance the development of language, identity, culture, and community for Aboriginal and francophone students.

- Distinctive learning outcomes for **Aboriginal students** are intended for First Nations, Inuit, or Métis students in educational settings that include locally controlled First Nations schools, or settings where there are Aboriginal students, and where the school or school division has agreed that the distinctive learning outcomes be addressed. It is advisable that teachers selected to address the distinctive learning outcomes have a background in Aboriginal culture.

- Distinctive learning outcomes for **francophone students** are intended for students enrolled in schools where francophone programming has been developed within the context of Section 23 of the *Charter of Rights and Freedoms*.

**DOCUMENT STRUCTURE**

This document contains the following components:

- **Grade Overview**: A brief description of the content and focus of the grade is presented in the grade overview.

- **Cluster Descriptions**: The knowledge and values learning outcomes are organized into thematic groups referred to as clusters. The focus of each cluster is briefly described in the cluster descriptor.

- **General and Specific Learning Outcomes**: Skills, knowledge, and values specific learning outcomes are presented in the following order:
  - **Skills**: The skills learning outcomes are organized in four categories, and intended to be integrated through each cluster.
— Knowledge and Values: The knowledge and values specific learning outcomes are presented under the Core Concept Citizenship, and under each of the six general learning outcomes.

— Cluster/Learning Experiences Overview: The knowledge and values learning outcomes within each cluster have been divided into smaller groups of related outcomes, referred to as learning experiences. The overview page presents each learning experience with the related knowledge and values learning outcomes.

• Learning Experiences: Each learning experience provides a series of activating, acquiring, and applying strategies to address related knowledge and values learning outcomes, and contains the following components:
  — Skills Progress Chart (teacher tracking tool)
  — Student Portfolio Tracking Chart (student tool)
  — Engaging Students in the Cluster (strategies to activate the cluster)
  — Skills Set (an icon indicating the skills targeted in the learning activity)
  — Suggested Student Portfolio Selections (an icon indicating that a strategy may result in the creation of products, processes, or performances for inclusion in student portfolios)
  — Knowledge and Values Learning Outcomes (targeted outcomes)
  — Description of the Learning Experience
  — Vocabulary List
  — Connecting and Reflecting (end-of-cluster summative assessment activity)
## Kindergarten to Grade 8 Social Studies: Skill Categories and Cluster Titles

<table>
<thead>
<tr>
<th>Grade</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Being Together</td>
<td>Connecting and Belonging</td>
<td>Communities in Canada</td>
<td>Communities of the World</td>
<td>Mandan, Canada, and the People of the Missouri River</td>
<td>People and Places of Canada to 1867</td>
<td>Country of Change (1867 to Present)</td>
<td>People and Places in the World</td>
<td>World History Societies of the Past</td>
</tr>
</tbody>
</table>

### Skills Outcomes
- Active Democratic Citizenship
- Managing Information and Ideas
- Critical and Creative Thinking
- Communication

### Knowledge and Value Outcomes

#### Cluster 1
- Me and Others
- Belonging
- Our Local Community
- Connecting with Canadians
- Exploring the World
- Living in Canada
- First Peoples
- Building a Nation (1867-1914)
- Germany, Napoleonic Wars (1800 to 1815)
- Italian Unification (1891 to 1945)
- World Geography
- UnderstandingOceans Past and Present

#### Cluster 2
- The People of the World
- Communities in Canada
- Exploring the World
- Living in Canada
- Early European Exploration (1800 to 1815)
- An Emerging Nation (1801 to 1847)
- Early Societies: Mesoamerica, Egypt, and the Indus Valley
- Ancient Greece and Rome

#### Cluster 3
- The People of the World
- Communities of the World
- Exploring the World
- Living in Manitoba
- Fur Trade
- Sharing Contemporary Partnerships (1945 to Present)
- Ways of Life in Asia, Africa, Australia
- Human Impact in Europe and the Americas

#### Cluster 4
- The People of the World
- Communities of the World
- Exploring the World
- History of Manitoba
- Canada Today: Democracy, Diversity, and the Influence of the Past
- Transition to the Modern World (Circa 1400 to 1650)

#### Cluster 5
- The People of the World
- Communities of the World
- Exploring the World
- Canada's North
- Canada Today: Democracy, Diversity, and the Influence of the Past
- Transition to the Modern World (Circa 1400 to 1650)
Guide to Reading the Learning Outcome Code

The first character refers to the learning outcome type:
S – Skills
K – Knowledge
V – Values

The second character, where it appears, refers to the Core Concept or General Learning Outcome:
C – Citizenship
I – Identity, Culture, and Community
L – The Land: Places and People
H – Historical Connections
G – Global Interdependence
P – Power and Authority
E – Economics and Resources

The third group of characters indicates the numerical order of the Specific Learning Outcome in that grade.

Specific Learning Outcomes

Code: KP-046
Specific Learning Outcome: Compare types of leadership in diverse First Peoples communities. Examples: hereditary right, matriarchy, democracy...

Code: KI-013
Specific Learning Outcome: Compare daily life in Canada East and Canada West. Include: language, religion, government, laws.

Distinctive Learning Outcomes

Code: KI-007A
Distinctive Learning Outcome: Recognize that they are members of a First Nation, Inuit, or Métis community.*

Code: KI-007F
Distinctive Learning Outcome: Recognize that they are members of a francophone community.*

Examples: Provide ideas of what could be included (not mandatory).
Include: Indicates a mandatory component of the specific learning outcome.

*Note: These are examples of a Grade 1 Aboriginal Distinctive Learning Outcome (DLO) and Francophone DLO. There are no Aboriginal and Francophone DLOs in Grade 5.
5.4.1 Early Immigration and the Impact of the Loyalists

KI-010 Describe the cultural diversity of pre-Confederation Canada.
   Examples: English, First Nations, French, German, Inuit, Irish, Métis, Scottish...

KI-011 Describe ways in which migration to another country or contact with other cultures may affect identities.

KH-037 Give reasons for the migration of the United Empire Loyalists and describe their impact on Canada.
   Include: American Revolution, hardships, settlement areas, cultural diversity of the Loyalists.

VI-006 Appreciate the historical roots of the multicultural nature of Canada.

Description of the Learning Experience

Early Canada was a culturally diverse society composed of Aboriginal peoples and immigrants of European descent. Its population was transformed by the arrival of a large number of United Empire Loyalists during the time of the American Revolution.

Students explore the cultural diversity of early Canada’s population, study the experiences of the United Empire Loyalists, and consider the impact of the Loyalists on Canadian society and history.

Vocabulary: United Empire Loyalists, Upper and lower Canada, Thirteen Colonies, cultural diversity, migration, revolution, multiculturalism (See Appendix D for Vocabulary Strategies.)