

# Canadian History in Alberta's Revised Social Studies Curriculum



## *A Strong Focus on Canadian History*

Throughout Alberta's K–12 Social Studies Program of Studies students learn about our country's origins, Canada's role in significant world events, and the ways in which our cultural mosaic has shaped our society. This creates a deeper understanding of our country's heritage and our nation's place in the world. Canadian and world history, government, economics, and global interaction continue to be important components of social studies. By incorporating multiple perspectives, including Francophone, First Nations, Métis and Inuit, an even more comprehensive story of Canada's history is uncovered.

### **A New Approach to Learning**

The revised social studies curriculum fosters a dynamic, inquiry approach to learning. Students are encouraged to explore concepts and ideas relative to their own identity, and within the world around them.

This gives teachers and students the freedom to look at important events or experiences in Canada's history through many different lenses. Students are asked to supplement their textbook learning and classroom discussions with investigations of their own. These investigations can take on many forms, from research to discussions with people in their community.

### **Community Involvement**

Hundreds of Albertans were consulted on the development of the revised K–12 Social Studies Program of Studies, including teachers, students, veterans, seniors, First Nations Métis and Inuit community leaders, Francophone community leaders, and other Albertans with an interest in education. Their support demonstrates our shared goal of giving students a solid understanding of Alberta's and Canada's past, present and future, and our place in the world.

### **How History is Explored**

Teaching history is not just about teaching facts and events. It is also about helping students make connections, assimilate new information and apply their learning to new contexts. The Alberta Social Studies program helps students develop historical thinking skills – giving them the ability to:

- rethink assumptions about the past and to reimagine both the present and the future,
- examine sequencing and analyze the patterns and placement of events in context to gain meaning and understanding
- consider multiple perspectives on history, and contemporary issues within their historical context, enabling students to understand and appreciate the social, cultural and political dimensions of the past, make meaning of the present and make decisions for the future.

### Examples from the Revised Social Studies Program of Studies:

The following are some examples of historical thinking skills outcomes and sample Canadian history topics found in the K-12 Social Studies program.

#### Grade 4

Historical thinking skills outcomes	Sample topics of study
<ul style="list-style-type: none"><li>• Use photographs and interviews to make meaning of historical information</li><li>• Use historical and community resources to understand and organize the sequence of local historical events</li><li>• Explain the historical context of key events of a given time period</li></ul>	<ul style="list-style-type: none"><li>• In what ways did Francophones establish their roots in urban and rural Alberta (i.e. voyageurs, missionary work, founding institutions, media, politics, commerce)?</li><li>• What led to Alberta's joining Confederation?</li></ul>

#### Grade 6

Historical thinking skills outcomes	Sample topics of study
<ul style="list-style-type: none"><li>• Use primary sources to interpret historical events and issues</li><li>• Explain the historical contexts of key events of a given time period</li></ul>	<ul style="list-style-type: none"><li>• Iroquois Confederacy</li><li>• The influence of historical events and legislation on democratic decision making in Canada</li></ul>

#### Grade 9

Historical thinking skills outcomes	Sample topics of study
<ul style="list-style-type: none"><li>• Analyze selected issues and problems from the past, placing people and events in a context of time and place</li><li>• Distinguish cause, effect, sequence and correlation in historical events and issues, including the long- and short-term causal relations</li></ul>	<ul style="list-style-type: none"><li>• How does legislation such as Treaty 6, Treaty 7 and Treaty 8 recognize the status and identity of Aboriginal peoples?</li><li>• What factors influence immigration policies in Canada (i.e., economic, political, health, security)?</li></ul>

#### Grade 12

Historical thinking skills outcomes	Sample topics of study
<ul style="list-style-type: none"><li>• Analyze multiple historical and contemporary perspectives within and across cultures</li><li>• Analyze connections among patterns of historical change by identifying cause and effect relationships</li><li>• Evaluate the impact of significant historical periods and patterns of change on the contemporary world</li><li>• Discern historical facts from historical interpretations through an examination of multiple sources</li><li>• Develop a reasoned position that is informed by historical and contemporary evidence</li></ul>	<ul style="list-style-type: none"><li>• Evaluate the extent to which governments should promote individual and collective rights (American Bill of Rights; Canadian Charter of Rights and Freedoms; Québec Charter of Human Rights and Freedoms; First Nations, Métis and Inuit rights; language legislation; emergencies and security legislation)</li><li>• Examine the growth of liberalism (labour standards and unions, voting rights, welfare state, protection of human rights, feminism)</li></ul>

Detailed information on the specific outcomes and topics for each grade of Alberta's revised K-12 Social Studies Program of Studies can be found at: [education.alberta.ca/teachers/program/socialstudies.aspx](http://education.alberta.ca/teachers/program/socialstudies.aspx)