

DRAFT Kindergarten to Grade 4 Social Studies

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Active citizenship contributes to the vitality of communities in which diverse people live well together.				
Guiding Questions	How can I participate in my communities?	How can I contribute to my communities?	How can we support one another in our communities?	How can our actions strengthen our own and surrounding communities?	In what ways can individuals and groups take action to promote the vitality of their communities?
Learning Outcomes	Children explore and share how people participate in their communities.	Students investigate and represent ways to contribute to communities.	Students examine and describe ways that people can support one another in local communities.	Students analyze and explain how people’s actions can strengthen communities and foster a sense of belonging.	Students analyze and demonstrate how individuals and groups can contribute to the vitality of their communities, past and present.
Conceptual Knowledge	<ul style="list-style-type: none"> • individuals belong to communities • children are active participants in their communities, including their learning and playing environments • children participate in their communities by leading, sharing, and helping one another • ideas and opinions of individuals are important to share with one another 	<ul style="list-style-type: none"> • communities are made of people with similarities, including shared experiences and interests • individuals contribute to their communities in various ways • individuals have roles in their communities • people can feel a sense of belonging by sharing ideas and giving time to their communities • awareness of local events builds connections among people in communities 	<ul style="list-style-type: none"> • communities reflect diverse peoples and needs • individuals have roles and responsibilities in their local communities • actions taken to support one another within local communities can build a sense of belonging • awareness of local needs and issues can inspire a commitment to take action within communities 	<ul style="list-style-type: none"> • diversity in culture and language can shape communities • individuals and groups within communities have rights that need to be protected • individuals within communities have a responsibility to respect diversity • people demonstrate active citizenship by contributing to their communities • active citizenship can contribute to a sense of belonging • actions informed by current topics and issues, including expressing views and taking initiative on community projects, can strengthen communities 	<ul style="list-style-type: none"> • inclusive relationships can contribute to the vitality of communities • the actions of individuals and groups can promote or hinder community vitality • the actions of First Nations and Métis affected change in their communities • the actions of settlers, including Francophone settlers, affected change in their communities • groups can contribute to the vitality of their communities by sharing their perspectives and taking action to promote rights • current events can inform understandings of how communities change
Procedural Knowledge	<ul style="list-style-type: none"> • exploring various communities to which individuals can belong • generating ideas about ways to participate in communities • sharing and listening respectfully to ideas and opinions 	<ul style="list-style-type: none"> • exploring events and places that bring people together in a community • exploring various roles people have in their communities • discussing various ways that people contribute to their communities • recognizing that participating in local community events can build a sense of belonging 	<ul style="list-style-type: none"> • investigating how local needs and issues are addressed by people who provide their time and services • identifying roles and responsibilities of various community members • discussing various ways individuals can help one another in their communities • recognizing that helping one another can build a sense of belonging in local communities • exploring how responsibility to community can promote actions to address local needs and issues 	<ul style="list-style-type: none"> • examining types of diversity in local and surrounding communities • identifying how individuals and groups can take action to support the rights of one another • investigating ways that active engagement in communities creates a sense of belonging and responsibility to one another • proposing actions that can strengthen communities by supporting the rights of one another 	<ul style="list-style-type: none"> • discussing types of contributions made by individuals and groups that can promote a sense of belonging • investigating how the rights of individuals and groups, including treaty rights, affected relationships within communities • determining how the actions of individuals and groups prior to 1905 in what is now Alberta shaped their communities • analyzing current events about change in communities • proposing actions that can strengthen relationships within communities
Competencies	<ul style="list-style-type: none"> • Communication • Cultural and Global Citizenship 	<ul style="list-style-type: none"> • Communication • Cultural and Global Citizenship 	<ul style="list-style-type: none"> • Communication • Cultural and Global Citizenship 	<ul style="list-style-type: none"> • Critical Thinking • Cultural and Global Citizenship 	<ul style="list-style-type: none"> • Critical Thinking • Cultural and Global Citizenship
Literacy	<ul style="list-style-type: none"> • LKU3a.K: Background Knowledge • LKU3b.K: Vocabulary • LKU3d.K: Comprehension Strategies • LKU4a.K: Clarity 	<ul style="list-style-type: none"> • LKU3d.1: Comprehension Strategies • LKU4a.1: Clarity 	<ul style="list-style-type: none"> • LKU3b.1: Vocabulary • LKU3d.1: Comprehension Strategies • LKU4a.1: Clarity 	<ul style="list-style-type: none"> • LKU3b.1: Vocabulary • LKU3d.1: Comprehension Strategies • LKU4a.1: Clarity • LKU4c.1: Intent 	<ul style="list-style-type: none"> • LKU3d.2: Comprehension Strategies • LKU4a.2: Clarity
Numeracy	<ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • None identified

DRAFT Kindergarten to Grade 4 Social Studies

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Critically analyzing diverse worldviews and experiences fosters empathy, respect, and pluralism.				
Guiding Questions	What are my stories and experiences?	What are the stories of my communities, past and present?	What can we learn from stories, past and present, about the origins of our communities?	What can we learn from stories of individuals and groups in our own and surrounding communities, past and present?	How are stories about Alberta’s past shaped by diverse experiences and perspectives?
Learning Outcomes	Children explore stories and experiences of personal significance.	Students explore and illustrate stories of communities, past and present.	Students examine and represent stories about the origins of local communities.	Students interpret and explain how the contributions of individuals and groups influence communities.	Students analyze and describe how stories about Alberta’s past are shaped by diverse experiences and perspectives.
Conceptual Knowledge	<ul style="list-style-type: none"> personal stories and experiences can hold meaning stories of First Nations, Métis, Inuit, Francophone, and diverse groups hold meaning artifacts can hold meaning references to time, including before and after, contribute to the meaning of stories 	<ul style="list-style-type: none"> stories and experiences of communities, past and present, can hold meaning stories of diverse communities, including oral traditions, hold meaning stories can show how aspects of daily life have stayed the same or changed over time 	<ul style="list-style-type: none"> stories about the origins of communities shape understandings of self and one another stories about the origins of local communities, including pre-contact, are shaped by the presence of First Nations and Métis, Francophones, and diverse settler groups First Nations and Métis stories from oral traditions are sources of knowledge and hold meaning stories of treaties can shape understandings of early relationships between First Nations and settlers aspects of community life have stayed the same or changed over time 	<ul style="list-style-type: none"> contributions of individuals and groups shape stories of local and surrounding communities First Nations and Métis have made contributions, past and present, to communities Francophone and diverse settler groups and newcomers have made contributions, past and present, to communities stories of treaties and oral agreements hold meaning for communities and shape understandings of one another primary sources can provide information and knowledge about the past evidence of contributions by individuals and groups builds understanding of the past and present 	<ul style="list-style-type: none"> stories of Alberta’s past are shaped by events and developments prior to 1905 in what is now Alberta, including the fur trade, the signed treaties, and Métis scrip information and knowledge about Alberta’s past comes from a variety of sources, including primary and secondary sources sources of information and knowledge include oral traditions, ceremonies, celebrations, and written documents stories of First Nations and Métis, Francophones, and diverse settler groups in Alberta’s past reflect diverse perspectives
Procedural Knowledge	<ul style="list-style-type: none"> discussing personal stories and experiences that hold meaning exploring stories of First Nations, Métis, Inuit, Francophone, and diverse groups 	<ul style="list-style-type: none"> differentiating between past and present making personal connections to stories of the past and present engaging with stories of the past and present, including those shared by Elders and Knowledge Keepers exploring aspects of daily life, past and present 	<ul style="list-style-type: none"> exploring and discussing the importance of stories about the origins of communities examining local community stories about treaties to identify community priorities investigating and discussing the origins of communities recognizing that stories about the origins of communities come from a variety of sources comparing aspects of community life, past and present 	<ul style="list-style-type: none"> gathering information from primary sources, including the stories of Elders, Knowledge Keepers, and other community members identifying sources of information and knowledge investigating the importance of treaties and oral agreements investigating and discussing the importance of contributions made by individuals and groups, past and present 	<ul style="list-style-type: none"> distinguishing between historical events and historical developments recognizing sources of information and knowledge determining similarities and differences in stories about events and developments prior to 1905 in what is now Alberta sequencing events and developments over time, beginning from contact to 1905 discussing different perspectives reflected in stories about Alberta’s past
Competencies	<ul style="list-style-type: none"> Communication Personal Growth and Well-being 	<ul style="list-style-type: none"> Communication Cultural and Global Citizenship 	<ul style="list-style-type: none"> Communication Cultural and Global Citizenship 	<ul style="list-style-type: none"> Critical Thinking Cultural and Global Citizenship 	<ul style="list-style-type: none"> Critical Thinking Cultural and Global Citizenship
Literacy	<ul style="list-style-type: none"> LKU3a.K: Background Knowledge LKU3b.K: Vocabulary LKU4a.K: Clarity 	<ul style="list-style-type: none"> LKU2b.1: Access Sources LKU3a.1: Background Knowledge LKU3b.1: Vocabulary LKU4a.1: Clarity LKU3d.1 Comprehension Strategies 	<ul style="list-style-type: none"> LKU2b.1: Access Sources LKU3d.1: Comprehension Strategies LKU4a.1: Clarity 	<ul style="list-style-type: none"> LKU2b.1: Access Sources LKU2c.1: Evaluate Sources LKU3b.1: Vocabulary LKU3d.1: Comprehension Strategies LKU4a.1: Clarity 	<ul style="list-style-type: none"> LKU2c.1: Evaluate Sources LKU4a.2: Clarity LKU3b.2: Vocabulary LKU3d.2: Comprehension Strategies

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Numeracy	<ul style="list-style-type: none">• NKU2f.K: Time	<ul style="list-style-type: none">• NKU2f.K: Time	<ul style="list-style-type: none">• NKU2f.K: Time	<ul style="list-style-type: none">• NKU2f.K: Time	<ul style="list-style-type: none">• NKU2f.2: Time• NKU3b.2: Interpretation and Representation of Spatial Information

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DRAFT Kindergarten to Grade 4 Social Studies

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Exploring dynamic interconnections in the world and universe strengthens our understandings of relationships.				
Guiding Questions	What can I learn from stories of land and place that are special to me?	In what ways can we come to know land and place in our communities?	In what ways do people feel a sense of belonging through their relationships to land and place?	How can our actions affect relationships to land and place?	In what ways can relationships to land and place inform responsible decision making in Alberta?
Learning Outcomes	Children explore stories of land and place.	Students explore and represent personal connections to land and place.	Students explore and describe relationships of individuals and groups to land and place.	Students investigate and illustrate ways that people’s actions affect their relationships to land and place.	Students analyze and explain how relationships to land and place can inform responsible decision making.
Conceptual Knowledge	<ul style="list-style-type: none"> people have connections to land and place stories can show the importance of land and place stories of land and place can include natural and built landmarks 	<ul style="list-style-type: none"> stories of land and place can hold personal meaning people have a responsibility to care for land, including animals and plants, and places in their communities natural and built features in familiar environments can hold personal meaning 	<ul style="list-style-type: none"> individuals and groups can connect to land and place personal connections to land and place can foster a sense of belonging people can demonstrate responsibility by caring for and taking actions to preserve land and places First Nations, Métis, and Inuit acknowledge the importance of respectful relationships to land and place natural and built features, including names of places, can build connections to land and place 	<ul style="list-style-type: none"> people’s actions can have an impact on land and place individuals and groups have a responsibility to protect the natural environment First Nations, Métis, and Inuit traditional practices have protocols that demonstrate mutual respect for land and place location and availability of natural resources can influence relationships to land and place 	<ul style="list-style-type: none"> people have a responsibility to consider the immediate and future impact of actions on land and place choices and decisions that affect land and place are shaped by relationships with land and place people hold differing views on the use and management of land and natural resources that inform choices and decisions First Nations, Métis, and Inuit traditional knowledge considers the impact of land use for future generations the physical and human geography of Alberta’s regions is diverse features of land and place (geographic, topographical, demographic) can be represented in variety of ways
Procedural Knowledge	<ul style="list-style-type: none"> sharing stories of land and places that hold personal meaning, including those of First Nations, Métis, and Inuit listening to a variety of stories about land and place exploring simple representations of natural and built landmarks that include simple points of reference 	<ul style="list-style-type: none"> discussing personal connections to land and place exploring stories of land and place that hold personal meaning identifying ways to care for land and place identifying natural and built features in familiar environments exploring the significance of animals and plants in First Nations, Métis, and Inuit stories that foster a sense of place creating simple representations that include relative location of natural and built features 	<ul style="list-style-type: none"> exploring ways that individuals and groups connect to and care for land and place discussing how personal connections to land and place can create a sense of belonging exploring and identifying ways that the land provides for people, including First Nations, Métis, and Inuit exploring geographical representations that show natural and built features in familiar environments creating simple maps with cardinal directions and simple scales 	<ul style="list-style-type: none"> examining effects of people’s actions on land and place identifying ways that individuals and groups demonstrate responsibility to land and place considering mutual benefits of the relationship between people and the land examining how First Nations, Métis, and Inuit protocols and practices give respect to land and place interpreting geographical representations, including maps with legends and scales, that show locations of natural resources 	<ul style="list-style-type: none"> examining the significance of land and place to various groups, including cultural or spiritual connections examining differing views on the use and management of land and natural resources recognizing that First Nations, Métis, and Inuit knowledge about traditional territories that informs decision making related to land and place interpreting diverse representations of Alberta’s regions that include geographical features and locations
Competencies	<ul style="list-style-type: none"> Communication 	<ul style="list-style-type: none"> Communication Personal Growth and Well-being 	<ul style="list-style-type: none"> Cultural and Global Citizenship Communication 	<ul style="list-style-type: none"> Critical Thinking Cultural and Global Citizenship 	<ul style="list-style-type: none"> Critical Thinking Cultural and Global Citizenship
Literacy	<ul style="list-style-type: none"> LKU3a.K: Background Knowledge LKU4a.K: Clarity 	<ul style="list-style-type: none"> LKU3a.1: Background Knowledge LKU3d.1: Comprehension Strategies LKU4a.1: Clarity 	<ul style="list-style-type: none"> LKU3b.1: Vocabulary LKU3d.1: Comprehension Strategies LKU4a.1: Clarity 	<ul style="list-style-type: none"> LKU3a.1: Background Knowledge LKU3d.1: Comprehension Strategies 	<ul style="list-style-type: none"> LKU3b.2: Vocabulary LKU3d.2: Comprehension Strategies LKU4a.2: Clarity

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Numeracy		<ul style="list-style-type: none"> • NKU2b.1: Management of Space • NKU2g.1: Location and Direction • NKU3b.1: Interpretation and Representation of Spatial Information 	<ul style="list-style-type: none"> • NKU2b.1: Management of Space • NKU2g.1: Location and Direction • NKU3b.1: Interpretation and Representation of Spatial Information 	<ul style="list-style-type: none"> • NKU1g.1: Interpretation of Data • NKU2b.1: Management of Space • NKU2g.1: Location and Direction • NHU3b.1: Interpretation and Representation of Spatial Information 	<ul style="list-style-type: none"> • NKU2g.2: Location and Direction • NKU3b.2: Interpretation and Representation of Spatial Information
Guiding Questions	Why is fairness important in my relationships?	How can we strengthen relationships by making decisions that are fair?	How can the fairness of decisions affect relationships in our communities?	How can people make fair decisions that build relationships in their own and surrounding communities?	In what ways has decision making become more equitable or less equitable in Alberta over time?
Learning Outcomes	Children explore and illustrate the importance of fairness in relationships with one another.	Students describe how the fairness of actions can influence relationships.	Students examine and describe how fair and unfair decisions can influence relationships.	Students investigate and explain how people can make fair decisions that build relationships.	Students analyze and explain how the equity of decisions and policies affects relationships among individuals and groups.
Conceptual Knowledge	<ul style="list-style-type: none"> • fairness involves listening respectfully to and sharing and cooperating with one another • fairness is important when interacting with one another 	<ul style="list-style-type: none"> • fair and unfair actions can affect relationships • including one another when interacting in familiar contexts is important • fair agreements and expectations can foster positive relationships • personal choices and decisions can affect interactions with one another 	<ul style="list-style-type: none"> • fair decisions consider the voice and needs of one another • fair and unfair decisions made by individuals and groups can affect relationships within communities • disagreements can be resolved respectfully • the fairness of decisions can be affected by how decisions are made and who makes them 	<ul style="list-style-type: none"> • fair decisions can be made in a variety of ways • fair and unfair decisions on topics and issues can influence relationships • individuals and groups can hold different views on the fairness of decisions • individuals can have roles in decision making, including roles related to local councils and governments 	<ul style="list-style-type: none"> • equity involves fair, respectful, and inclusive treatment of individuals and groups • equitable and inequitable decisions can affect individuals and groups in a variety of ways • decision making prior to 1905 in what is now Alberta has included and excluded individuals and groups • sources of authority, including regional, First Nations, and Métis systems of governance, have changed over time • actions taken to address inequitable decisions and policies toward First Nations and Métis in the past strengthen relationships over time
Procedural Knowledge	<ul style="list-style-type: none"> • discussing the importance of being fair to one another • demonstrating fairness in personal interactions, including playing cooperatively and sharing with one another 	<ul style="list-style-type: none"> • identifying actions that are fair and unfair • exploring how choices and decisions can affect relationships • generating ideas about ways to demonstrate fairness 	<ul style="list-style-type: none"> • exploring and identifying how and by whom decisions are made in familiar contexts • recognizing individual and group decisions that are fair and unfair • exploring and discussing decisions that can affect interactions with one another • proposing ideas for creating fair agreements in familiar contexts 	<ul style="list-style-type: none"> • investigating ways that decisions can be made fairly, including how decisions are made by local councils and governments • examining the fairness and unfairness of decisions on topics and issues of importance to local and surrounding communities • sharing views respectfully on topics and issues 	<ul style="list-style-type: none"> • identifying sources of authority in Alberta prior to 1905 • examining and identifying First Nations, Métis, and Francophone and diverse groups in Alberta who have been excluded from or included in decision making • examining the impacts of decisions and policies on the treatment of diverse groups • analyzing various actions taken to address historical injustices
Competencies	<ul style="list-style-type: none"> • Personal Growth and Well-being • Communication 	<ul style="list-style-type: none"> • Personal Growth and Well-being 	<ul style="list-style-type: none"> • Critical Thinking • Personal Growth and Well-being 	<ul style="list-style-type: none"> • Communication • Cultural and Global Citizenship 	<ul style="list-style-type: none"> • Critical Thinking • Cultural and Global Citizenship
Literacy	<ul style="list-style-type: none"> • LKU3b.K: Vocabulary • LKU4a.K: Clarity • LKU3d.K Comprehension Strategies 	<ul style="list-style-type: none"> • LKU3b.1: Vocabulary • LKU3d.1: Comprehension Strategies • LKU4a.1: Clarity 	<ul style="list-style-type: none"> • LKU3d.1: Comprehension Strategies • LKU4a.1: Clarity 	<ul style="list-style-type: none"> • LKU4b.1: Audience • LKU3d.1: Comprehension Strategies • LKU4a.1 Clarity 	<ul style="list-style-type: none"> • LKU3d.2: Comprehension Strategies • LKU4a.2: Clarity
Numeracy	<ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • None identified

DRAFT Kindergarten to Grade 4 Social Studies

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Guiding Questions	How can I address my personal needs?	How are my personal needs unique?	In what ways can communities support individuals and groups in addressing their needs?	In what ways can various factors support people in our immediate and surrounding communities to address their needs?	In what ways do where, when, and how people live contribute to their quality of life in Alberta?
Learning Outcomes	Children illustrate how personal needs can be addressed in familiar environments.	Students explain how personal needs may be unique.	Students describe how communities can support individuals and group needs.	Students examine how various factors can assist people in addressing needs.	Students analyze how addressing needs, past and present, can influence quality of life.
Conceptual Knowledge	<ul style="list-style-type: none"> • individuals have personal needs, including basic needs • people, places, and things can help people address their basic needs 	<ul style="list-style-type: none"> • individuals have personal needs that may be different from person to person • people, places, and things can help individuals address their basic and personal needs • objects can hold personal and monetary value 	<ul style="list-style-type: none"> • needs and wants are different • individuals and groups have needs and wants that may differ • people, places, and things within communities can support individuals and groups in addressing their needs • addressing needs and wants involves costs 	<ul style="list-style-type: none"> • individuals and groups in immediate and surrounding communities address their needs and wants in various ways • communities can assist people in addressing their needs, including those related to health, education, recreation, material well-being, and social interactions • community services and organizations can assist people in addressing their needs • the costs of goods and services in communities can be different 	<ul style="list-style-type: none"> • quality of life is shaped by different factors, including cultural, social, economic, and political factors • how people address their needs and wants can change over time • people address their needs and wants in a variety of ways, including trade and barter • access to resources and the natural environment in urban and rural communities can influence quality of life
Procedural Knowledge	<ul style="list-style-type: none"> • discussing different types of personal needs • identifying people, places, and things that can help people meet their basic needs 	<ul style="list-style-type: none"> • exploring and describing ways that basic and personal needs can be addressed • comparing how personal needs may be similar and different from one person to another • identifying people, places, and things that can help individuals address their basic needs • examining how the value of objects may be different for each person 	<ul style="list-style-type: none"> • exploring and identifying differences between needs and wants • exploring needs and wants of individuals and groups • identifying people, places, and things that support individuals and groups in addressing their needs • identifying possible costs related addressing needs and wants 	<ul style="list-style-type: none"> • examining how health, education, recreation, material well-being, and social interactions can assist people in addressing their needs and wants • identifying how community services and organizations can assist people in addressing their needs • investigating and discussing differences in the costs of goods and services in communities 	<ul style="list-style-type: none"> • investigating different factors that can contribute to quality of life • exploring and comparing how ways of addressing needs and wants, long ago and in the present, have changed • examining how access to resources and the natural environment in urban and rural communities can influence quality of life
Competencies	<ul style="list-style-type: none"> • Communication • Personal Growth and Well-being 	<ul style="list-style-type: none"> • Communication • Personal Growth and Well-being 	<ul style="list-style-type: none"> • Cultural and Global Citizenship 	<ul style="list-style-type: none"> • Critical Thinking • Cultural and Global Citizenship 	<ul style="list-style-type: none"> • Critical Thinking • Cultural and Global Citizenship
Literacy	<ul style="list-style-type: none"> • LKU3a.K: Background Knowledge • LKU3b.K: Vocabulary • LKU4a.K: Clarity • LKU3d.K Comprehension Strategies 	<ul style="list-style-type: none"> • LKU3a.1: Background Knowledge • LKU3b.1: Vocabulary • LKU3d.1: Comprehension Strategies • LKU4a.1: Clarity 	<ul style="list-style-type: none"> • LKU3b.1: Vocabulary • LKU3d.1: Comprehension Strategies • LKU4a.1: Clarity 	<ul style="list-style-type: none"> • LKU3b.1: Vocabulary • LKU3d.1: Comprehension Strategies • LKU4a.1: Clarity 	<ul style="list-style-type: none"> • LKU3b.2: Vocabulary • LKU3d.2: Comprehension Strategies
Numeracy	<ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • NKU1b.1 Using Numbers 	<ul style="list-style-type: none"> • NKU4b.1: Estimation 	<ul style="list-style-type: none"> • NKU3a.1: Interpretation and Representation of Quantitative Information • NKU3c.1 Communication 	<ul style="list-style-type: none"> • NKU2f.2: Time

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Developing and affirming identity through lived experiences contributes to well-being and understandings of self and one another.				
Guiding Questions	How am I unique?	How can personal experiences shape our identities?	How can shared experiences in diverse communities shape personal identity?	How can shared experiences of diverse groups in our own and surrounding communities shape identities?	In what ways did interactions between First Nations, Métis, and settler groups in what is now Alberta shape identities?
Learning Outcomes	Children explore and share aspects of their identities that make them unique.	Students explore and describe how personal experiences contribute to their identities.	Students explore and illustrate how shared experiences can shape personal identity.	Students propose and describe actions that demonstrate respect for diverse identities.	Students explain how interactions among diverse peoples shape identities.
Conceptual Knowledge	<ul style="list-style-type: none"> individuals are unique and have personal interests and gifts traditions, celebrations, stories, and events can hold personal significance 	<ul style="list-style-type: none"> aspects of personal identity that make people unique can include personal interests and gifts experiences can shape personal identity traditions and celebrations in familiar contexts can enrich personal identity 	<ul style="list-style-type: none"> aspects of personal identity that make individuals unique include culture and language individuals can share similar experiences personal identities are shaped by experiences in diverse communities 	<ul style="list-style-type: none"> individuals can belong to more than one social and cultural group individual and group identities are shaped by shared experiences social and cultural diversity is reflected in a variety of ways, including language, symbols, and customs individual and group actions can promote respect for diverse identities 	<ul style="list-style-type: none"> characteristics of group identity include shared experiences, culture, and language ways of life shape individual and group identities interactions among diverse peoples can shape group identity interactions between First Nations and Métis and Francophone and diverse settler groups affected their ways of life
Procedural Knowledge	<ul style="list-style-type: none"> exploring traditions, celebrations, and events of personal significance discussing and representing personal experiences that make individuals unique 	<ul style="list-style-type: none"> discussing aspects of personal identity that make individuals unique connecting experiences to individual identities exploring and comparing traditions and celebrations in different communities, including those of First Nations, Métis, Inuit, and Francophone communities identifying and discussing traditions and celebrations that hold personal meaning 	<ul style="list-style-type: none"> sharing and representing different aspects of personal identity, including those related to culture and language connecting shared experiences to aspects of personal identity exploring shared experiences of diverse groups that shape identities of community members, including those of First Nations, Métis, Inuit, and Francophone communities 	<ul style="list-style-type: none"> reflecting on similarities and differences within and between social and cultural groups identifying and discussing shared experiences that shape identities, including those of First Nations, Métis, and Inuit and Francophone and diverse settler groups investigating actions that can promote respect for diversity generating ideas about ways to show respect for the identities of individuals and diverse groups 	<ul style="list-style-type: none"> exploring how ways of life shape individual and group identities investigating First Nations and Métis and Francophone and diverse settler ways of life prior to 1905 in what is now Alberta investigating effects of interactions among diverse groups on ways of life and group identities
Competencies	<ul style="list-style-type: none"> Communication Cultural and Global Citizenship 	<ul style="list-style-type: none"> Cultural and Global Citizenship Personal Growth and Well-being 	<ul style="list-style-type: none"> Cultural and Global Citizenship Communication 	<ul style="list-style-type: none"> Critical Thinking Problem Solving 	<ul style="list-style-type: none"> Critical Thinking Cultural and Global Citizenship
Literacy	<ul style="list-style-type: none"> LKU3a.K: Background Knowledge LKU4a.K: Clarity LKU3b.K Vocabulary 	<ul style="list-style-type: none"> LKU3a.1: Background Knowledge LKU3d.1: Comprehension Strategies LKU4a.1: Clarity LKU3b.1 Vocabulary 	<ul style="list-style-type: none"> LKU3a.1: Background Knowledge LKU3b.1: Vocabulary LKU4a.1: Clarity LKU3d.1 Comprehension Strategies 	<ul style="list-style-type: none"> LKU2c1: Evaluate Sources LKU3b.1: Vocabulary LKU3d.1: Comprehension Strategies LKU4a.1: Clarity 	<ul style="list-style-type: none"> LKU3d.2: Comprehension Strategies LKU4a.2: Clarity
Numeracy	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified