

**Social Studies DRAFT Kindergarten to Grade 4 Curriculum**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Essential Understanding</b>	<b>Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society.</b>				
<b>Guiding Questions</b>	<b>How can I participate in my diverse communities?</b>	<b>How can I contribute to my diverse communities?</b>	<b>How can contributions to our diverse communities help us to support one another?</b>	<b>How can people’s actions strengthen our own and surrounding diverse communities?</b>	<b>In what ways can individuals and groups take action to promote the vitality of their diverse communities?</b>
<b>Learning Outcomes</b>	<b>Children explore and share how people participate in their diverse communities.</b>	<b>Students investigate and represent ways individuals contribute to diverse communities.</b>	<b>Students examine and describe ways that people can support one another within diverse local communities.</b>	<b>Students explain how people’s actions can strengthen diverse local and surrounding communities.</b>	<b>Students analyze how individuals and groups can contribute to the vitality of their diverse communities, past and present.</b>
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>• individuals belong to communities</li> <li>• communities are diverse in a variety of ways</li> <li>• individuals have roles in communities</li> <li>• children are active participants in communities, including their learning and playing environments</li> <li>• children participate in communities by leading, sharing, and helping one another</li> <li>• ideas and opinions are important to share with one another</li> <li>• awareness of activities and events in familiar contexts can build connections in communities</li> </ul>	<ul style="list-style-type: none"> <li>• people within diverse communities are connected in various ways, including shared experiences and interests</li> <li>• individuals have various roles in communities</li> <li>• individuals contribute to communities in various ways</li> <li>• people can feel a sense of belonging by sharing ideas and volunteering in communities</li> <li>• awareness of and participation in local activities and events can build connections in communities</li> </ul>	<ul style="list-style-type: none"> <li>• communities include people with diverse experiences, interests, and needs</li> <li>• individuals have roles and responsibilities within and beyond local communities</li> <li>• actions taken to support one another within local communities can build a sense of belonging</li> <li>• local issues focus on topics or subjects about which people are concerned and may have differing opinions</li> <li>• awareness of current local needs and issues can inspire a commitment to take action within and beyond local communities</li> </ul>	<ul style="list-style-type: none"> <li>• diversity, including social, cultural, and linguistic diversity, can shape communities</li> <li>• individuals and groups within diverse communities have rights that need to be recognized and protected</li> <li>• individuals within communities have a responsibility to acknowledge and respect diversity</li> <li>• people demonstrate active citizenship by contributing to communities</li> <li>• active engagement can contribute to a sense of belonging</li> <li>• actions informed by current topics and issues, including expressing views and taking initiative on community projects, can strengthen communities</li> </ul>	<ul style="list-style-type: none"> <li>• community vitality involves the capacity of communities to thrive and change</li> <li>• vital communities are characterized by strong, active, and inclusive relationships</li> <li>• the actions of individuals and groups can promote or hinder community vitality</li> <li>• the actions of individuals and groups prior to 1905 in what is now Alberta influenced the vitality of communities</li> <li>• groups can contribute to the vitality of their communities by sharing their views and taking action to promote rights</li> <li>• current events, from local to global, can inform understandings of how communities thrive and change</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>• explore various diverse communities to which individuals can belong</li> <li>• explore various roles individuals have in communities</li> <li>• generate ideas about ways to participate in communities</li> <li>• share opinions respectfully</li> <li>• listen respectfully to ideas and opinions</li> <li>• recognize that participating in activities and events in familiar contexts can foster a sense of belonging</li> </ul>	<ul style="list-style-type: none"> <li>• explore events and places that bring people together in a community</li> <li>• investigate various roles people have in their communities</li> <li>• discuss various ways that individuals contribute to their communities</li> <li>• recognize that participating in local community activities and events can build a sense of belonging</li> </ul>	<ul style="list-style-type: none"> <li>• investigate how local needs and issues can be addressed by individuals who take an active role in communities</li> <li>• identify roles and responsibilities of individuals in local communities</li> <li>• discuss various ways individuals can help one another in their communities</li> <li>• recognize that helping one another can build a sense of belonging in local communities</li> <li>• explore how responsibility of individuals to communities can promote actions to address local needs and issues</li> </ul>	<ul style="list-style-type: none"> <li>• recognize types of diversity in local and surrounding communities</li> <li>• generate ideas about the ways that individuals and groups can contribute to communities</li> <li>• investigate ways that active engagement in communities creates a sense of belonging and responsibility to one another</li> <li>• propose actions that can strengthen communities by supporting the rights of one another</li> </ul>	<ul style="list-style-type: none"> <li>• examine ways that First Nations, Métis, and Inuit affected change in and contributed to the vitality of communities</li> <li>• examine ways that settlers, including Francophone settlers, affected change in and contributed to the vitality of communities</li> <li>• discuss types of contributions made by individuals and groups that can promote a sense of belonging</li> <li>• investigate how the rights of individuals and groups, including treaty rights, affected relationships within communities</li> <li>• discuss current events, from local to global, about change in communities</li> <li>• propose actions that can strengthen relationships within communities</li> </ul>

## Social Studies DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Cultural and Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Cultural and Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Cultural and Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural and Global Citizenship</li> <li>• Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Cultural and Global Citizenship</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Background Knowledge</li> <li>• Vocabulary</li> <li>• Clarity</li> <li>• Audience</li> </ul>	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Background Knowledge</li> <li>• Clarity</li> <li>• Access</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Access</li> <li>• Background Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Clarity</li> <li>• Access</li> <li>• Intent</li> </ul>	<ul style="list-style-type: none"> <li>• Access</li> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Intent</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• None identified</li> </ul>	<ul style="list-style-type: none"> <li>• None identified</li> </ul>	<ul style="list-style-type: none"> <li>• None identified</li> </ul>	<ul style="list-style-type: none"> <li>• None identified</li> </ul>	<ul style="list-style-type: none"> <li>• None identified</li> </ul>
<b>Guiding Questions</b>	<b>Why is fairness important in my diverse communities?</b>	<b>How can fairness affect interactions with one another in my diverse communities?</b>	<b>How can we build relationships within our diverse communities by making decisions that are fair?</b>	<b>How can individuals and groups make fair decisions within diverse communities?</b>	<b>In what ways can individual and group decision making support equity within diverse communities?</b>
<b>Learning Outcomes</b>	<b>Children explore and illustrate the importance of fairness in interactions with one another.</b>	<b>Students describe how fairness can affect interactions with one another.</b>	<b>Students examine how fair decisions can build relationships within diverse communities.</b>	<b>Students explain how individuals and groups can make fair decisions within diverse communities.</b>	<b>Students analyze how decision making can support equity within diverse communities.</b>
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>• fairness involves considering the diverse needs of one another</li> <li>• fairness involves listening respectfully to and sharing and cooperating with one another</li> <li>• fairness is important when interacting with one another</li> <li>• personal choices can affect interactions with one another</li> </ul>	<ul style="list-style-type: none"> <li>• fair and unfair actions can affect interactions with one another</li> <li>• including one another when interacting in familiar contexts is important to relationships</li> <li>• fair agreements and expectations can help people in diverse communities live well together</li> <li>• individual choices and decisions can affect interactions with one another</li> </ul>	<ul style="list-style-type: none"> <li>• fair decisions reflect consideration of the needs of one another</li> <li>• fair and unfair decisions can affect relationships within diverse communities</li> <li>• disagreements can be resolved respectfully</li> <li>• fairness can be affected by how decisions are made and who makes them</li> <li>• diverse groups can make fair decisions in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>• individuals and groups can hold different views on the fairness of decisions</li> <li>• fair and unfair decisions on topics and issues can influence relationships in diverse communities</li> <li>• fair decisions can be made in a variety of ways by considering differing views and situations</li> <li>• individuals can have roles in group decision making, including roles related to local councils and governments</li> <li>• inclusion of diverse groups in decision making can influence the fairness of decisions</li> </ul>	<ul style="list-style-type: none"> <li>• equity involves fair, respectful, and inclusive treatment of individuals and groups</li> <li>• decision making prior to 1905 in what is now Alberta has included and excluded individuals and groups</li> <li>• decisions prior to 1905 in what is now Alberta supported or hindered equity</li> <li>• regional sources of authority in what is now Alberta have changed over time</li> <li>• equitable and inequitable decisions can affect individuals and groups in a variety of ways</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>• explore ideas about what is considered fair in familiar contexts</li> <li>• discuss the importance of being fair to one another</li> <li>• consider how personal choices can affect interactions with one another</li> <li>• demonstrate fairness in personal interactions, including playing cooperatively and sharing with one another</li> </ul>	<ul style="list-style-type: none"> <li>• identify actions in familiar contexts that are fair and unfair</li> <li>• explore how individual choices and decisions can affect interactions with one another</li> <li>• generate ideas about ways to demonstrate fairness in familiar contexts that support living well together</li> </ul>	<ul style="list-style-type: none"> <li>• recognize individual and group decisions that are fair and unfair</li> <li>• investigate how decisions are made by diverse groups in familiar contexts</li> <li>• identify who is involved in decision making within diverse communities</li> <li>• discuss decisions that can affect relationships within diverse communities</li> <li>• propose ideas for creating fair agreements in familiar contexts</li> </ul>	<ul style="list-style-type: none"> <li>• investigate ways that decisions can be made fairly, including how decisions are made by local councils and governments</li> <li>• examine the fairness and unfairness of decisions on topics and issues of importance to diverse local and surrounding communities</li> <li>• share views respectfully on topics and issues</li> <li>• investigate how the fairness of decisions can affect individuals and groups within diverse communities</li> </ul>	<ul style="list-style-type: none"> <li>• identify sources of authority in Alberta prior to 1905</li> <li>• identify First Nations, Métis, Inuit, Francophone, and diverse settler groups in Alberta who have been excluded from or included in decision making</li> <li>• compare decision-making practices of First Nations, Métis, Inuit, Francophone, and diverse settler groups</li> <li>• investigate the effects of equitable and inequitable decisions on diverse communities in Alberta prior to 1905</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Cultural and Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Cultural and Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Cultural and Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Cultural and Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Cultural and Global Citizenship</li> </ul>

**Social Studies DRAFT Kindergarten to Grade 4 Curriculum**

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Audience</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Access</li> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Intent</li> </ul>	<ul style="list-style-type: none"> <li>• Access</li> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Audience</li> </ul>	<ul style="list-style-type: none"> <li>• Access</li> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• None identified</li> </ul>	<ul style="list-style-type: none"> <li>• None identified</li> </ul>	<ul style="list-style-type: none"> <li>• None identified</li> </ul>	<ul style="list-style-type: none"> <li>• None identified</li> </ul>	<ul style="list-style-type: none"> <li>• None identified</li> </ul>

**Social Studies DRAFT Kindergarten to Grade 4 Curriculum**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Essential Understanding</b>	<b>Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together.</b>				
<b>Guiding Questions</b>	<b>What are my stories and experiences?</b>	<b>What are the stories of my diverse communities, past and present?</b>	<b>What can we learn from stories, past and present, about the origins of our diverse communities?</b>	<b>What can we learn from stories of our own and surrounding diverse communities, past and present?</b>	<b>How are stories and histories of Alberta shaped by diverse experiences and perspectives?</b>
<b>Learning Outcomes</b>	<b>Children explore and share stories and experiences of personal meaning.</b>	<b>Students explore and represent stories of diverse communities, past and present.</b>	<b>Students describe the significance of stories about the origins of diverse local communities.</b>	<b>Students explain how stories about diverse local and surrounding communities are shaped by the contributions of individuals and groups.</b>	<b>Students examine and explain how stories and histories of Alberta are shaped by diverse experiences and perspectives.</b>
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>• stories and experiences can hold personal meaning</li> <li>• stories of First Nations, Métis, Inuit, Francophone, and diverse communities hold meaning</li> <li>• artifacts can hold meaning for self and one another</li> <li>• references to time, including before and after, contribute to the meaning of stories</li> </ul>	<ul style="list-style-type: none"> <li>• stories and experiences of diverse communities, past and present, can hold personal meaning</li> <li>• stories of diverse communities can shape understandings of self and one another</li> <li>• stories of diverse communities are shared in a variety of ways</li> <li>• stories can show how aspects of daily life have stayed the same or changed over time</li> </ul>	<ul style="list-style-type: none"> <li>• stories about the origins of diverse local communities can shape understandings of self and one another</li> <li>• stories about the origins of diverse local communities, including pre-contact, are shaped by the presence of First Nations and Métis, Francophones, and diverse settler groups</li> <li>• First Nations and Métis stories from oral traditions are sources of knowledge that hold significance</li> <li>• stories of treaties and oral agreements can shape understandings of early relationships between Indigenous peoples and settlers</li> <li>• aspects of community life have stayed the same or changed over time</li> </ul>	<ul style="list-style-type: none"> <li>• contributions of individuals and groups shape stories of diverse local and surrounding communities</li> <li>• First Nations, Métis, and Inuit have made contributions to local and surrounding communities</li> <li>• Francophone and diverse settler communities and newcomers have made contributions to local and surrounding communities</li> <li>• stories of treaties and oral agreements hold significance for communities and shape understandings of one another</li> <li>• primary sources can provide information and knowledge about the past</li> <li>• evidence of contributions by individuals and groups builds understanding of the past and present</li> </ul>	<ul style="list-style-type: none"> <li>• stories and histories of what is now Alberta are shaped by events and developments prior to 1905, including the fur trade, the signed treaties, and Métis scrip</li> <li>• information and knowledge about Alberta’s past comes from a variety of sources, including primary and secondary sources</li> <li>• sources of information and knowledge include oral traditions, ceremonies, celebrations, and written documents</li> <li>• stories of Alberta’s past reflect diverse First Nations, Métis, and Inuit perspectives</li> <li>• stories of Alberta’s past reflect diverse perspectives of Francophones and diverse settler communities</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>• discuss stories and experiences that hold personal meaning</li> <li>• explore stories of First Nations, Métis, Inuit, Francophone, and diverse communities that are shared in a variety of ways</li> <li>• engage with artifacts that hold personal meaning</li> </ul>	<ul style="list-style-type: none"> <li>• engage with stories of the past and present, including those shared by Elders and Knowledge Keepers, that hold meaning for self and one another</li> <li>• differentiate between past and present</li> <li>• explore stories of diverse communities, past and present, that are shared in a variety of ways</li> <li>• make personal connections to stories of the past and present</li> <li>• explore aspects of daily life, past and present, represented in stories of diverse communities</li> </ul>	<ul style="list-style-type: none"> <li>• discuss the significance of stories about the origins of diverse local communities</li> <li>• examine local community stories about treaties and oral agreements</li> <li>• investigate the origins of diverse local communities</li> <li>• recognize that stories about the origins of communities come from a variety of sources, including primary sources</li> <li>• compare aspects of community life, past and present, represented in stories of diverse local communities</li> <li>• create representations of stories about the origins of diverse communities</li> </ul>	<ul style="list-style-type: none"> <li>• gather information from primary sources, including the stories of Elders, Knowledge Keepers, and other community members</li> <li>• identify sources of information and knowledge that contribute to understandings of self and one another</li> <li>• investigate the importance of treaties and oral agreements</li> <li>• reflect on stories, past and present, of individual and group contributions to local and surrounding communities</li> <li>• sequence events over time that represent contributions made by individuals and groups to local and surrounding communities</li> </ul>	<ul style="list-style-type: none"> <li>• distinguish between historical events and historical developments</li> <li>• investigate sources of information and knowledge about Alberta’s past, including primary and secondary sources</li> <li>• sequence events and developments over time, beginning from contact to 1905 in what is now Alberta</li> <li>• determine similarities and differences in stories about events and developments prior to 1905 in what is now Alberta</li> <li>• discuss different perspectives reflected in stories about Alberta’s past</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Personal Growth and Well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Cultural and Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Cultural and Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Cultural and Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Cultural and Global Citizenship</li> </ul>

**Social Studies DRAFT Kindergarten to Grade 4 Curriculum**

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Background Knowledge</li> <li>• Clarity</li> <li>• Purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Access</li> <li>• Background Knowledge</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Access</li> <li>• Clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Access</li> <li>• Clarity</li> <li>• Purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Access</li> <li>• Evaluate</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Interpretation and Representation of Spatial Information</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Interpretation and Representation of Spatial Information</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Interpretation and Representation of Spatial Information</li> </ul>

**Social Studies DRAFT Kindergarten to Grade 4 Curriculum**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Essential Understanding</b>	Exploring connections strengthens our understandings of relationships to help us make meaning of the world.				
<b>Guiding Questions</b>	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 what ways do people feel connected to land and place?	How can our actions affect relationships with land and place?	In what ways can relationships to land and place inform responsible decision making?
<b>Learning Outcomes</b>	Children share stories of land and place.	Students illustrate personal connections to land and place.	Students examine and describe connections that individuals and groups have to land and place.	Students investigate ways that people’s actions affect their relationships with land and place.	Students analyze and explain how relationships with land and place can inform responsible decision making.
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>people have connections to land and place</li> <li>stories of land and place come from a variety of sources, including lived experiences</li> <li>stories can show the importance of land and place</li> <li>stories of land and place can include natural and built landmarks</li> </ul>	<ul style="list-style-type: none"> <li>stories of land and place can hold personal meaning</li> <li>land sustains people</li> <li>people have a responsibility to care for land, including animals and plants, and places in their communities</li> <li>natural and built features in familiar environments can hold personal meaning</li> </ul>	<ul style="list-style-type: none"> <li>individuals and groups have connections to land and place</li> <li>connections to land and place can foster a sense of belonging</li> <li>people can demonstrate responsibility by caring for and taking actions to protect land and places</li> <li>First Nations, Métis, and Inuit acknowledge the importance of respectful relationships with land and place</li> <li>names of places, including those of natural and built features, reflect connections to land and place</li> </ul>	<ul style="list-style-type: none"> <li>people’s actions can have an impact on land and place</li> <li>individuals and groups have a responsibility to protect the natural environment</li> <li>First Nations, Métis, and Inuit traditional practices have protocols that demonstrate mutual respect for and relationships with land and place</li> <li>location and availability of natural resources can influence relationships with land and place</li> </ul>	<ul style="list-style-type: none"> <li>choices and decisions that affect land and place are shaped by relationships with land and place</li> <li>differing views on the use and management of land and natural resources can inform choices and decisions</li> <li>First Nations, Métis, and Inuit traditional environmental knowledge considers the impact of land use for future generations</li> <li>the physical and human geography of Alberta’s regions are diverse</li> <li>features of land and place (geographic, topographical, demographic) can be represented in variety of ways</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>explore stories of land and place that hold personal meaning</li> <li>engage with First Nations, Métis, and Inuit stories of land and place</li> <li>create simple representations of features of familiar locations</li> <li>explore simple representations of natural and built landmarks in familiar locations that include simple points of reference</li> </ul>	<ul style="list-style-type: none"> <li>share stories of land and place that hold personal meaning</li> <li>examine ways that land provides for people</li> <li>explore ways to care for land and place</li> <li>identify natural and built features in familiar environments</li> <li>explore the importance of land and place in First Nations, Métis, and Inuit stories that foster a sense of belonging</li> <li>create simple representations that include relative location of natural and built features that hold personal meaning</li> </ul>	<ul style="list-style-type: none"> <li>investigate ways that individuals and groups connect to and care for land and place</li> <li>discuss how connections to and lived experience with land and place can create a sense of belonging</li> <li>explore First Nations, Métis, and Inuit ceremonies and practices that can create a connection to land and place</li> <li>interpret simple geographical representations that show natural and built features in familiar environments</li> <li>create simple maps with cardinal directions, simple legends, and names of places in familiar environments</li> </ul>	<ul style="list-style-type: none"> <li>examine effects of people’s actions on land and place</li> <li>identify ways that individuals and groups demonstrate responsibility to land and place</li> <li>consider mutual benefits of the relationship between people and the land</li> <li>examine how First Nations, Métis, and Inuit traditional practices have protocols that demonstrate mutually beneficial relationships with land and place</li> <li>interpret geographical representations, including maps, that show relative location and availability of natural resources</li> <li>design maps with legends that show types and relative location of natural resources</li> </ul>	<ul style="list-style-type: none"> <li>examine the significance of land and place to various communities, including cultural or spiritual connections</li> <li>compare differing views on the use and management of land</li> <li>recognize that First Nations, Métis, and Inuit traditional environmental knowledge informs responsible decision making</li> <li>interpret diverse representations of Alberta’s regions, including physical and human geographical information, that can inform decision making</li> <li>propose actions that promote responsible land use and management</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Communication</li> <li>Cultural and Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Cultural and Global Citizenship</li> <li>Personal Growth and Well-being</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Cultural and Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Communication</li> </ul>

**Social Studies DRAFT Kindergarten to Grade 4 Curriculum**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Access</li> <li>• Background Knowledge</li> <li>• Text Organization</li> <li>• Clarity</li> <li>• Intent</li> <li>• Modes and Media</li> </ul>	<ul style="list-style-type: none"> <li>• Access</li> <li>• Background Knowledge</li> <li>• Text Organization</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Access</li> <li>• Background Knowledge</li> <li>• Text Organization</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Access</li> <li>• Background Knowledge</li> <li>• Comprehension Strategies</li> <li>• Text Organization</li> <li>• Clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Text Organization</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• Location and Direction</li> <li>• Interpretation and Representation of Spatial Information</li> <li>• Spatial Visualization</li> </ul>	<ul style="list-style-type: none"> <li>• Location and Direction</li> <li>• Interpretation and Representation of Spatial Information</li> <li>• Spatial Visualization</li> </ul>	<ul style="list-style-type: none"> <li>• Location and Direction</li> <li>• Interpretation and Representation of Spatial Information</li> <li>• Spatial Visualization</li> </ul>	<ul style="list-style-type: none"> <li>• Location and Direction</li> <li>• Interpretation and Representation of Spatial Information</li> <li>• Spatial Visualization</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretation and Representation of Spatial Information</li> </ul>
<b>Guiding Questions</b>	<b>How are my needs unique?</b>	<b>How can I address my needs?</b>	<b>How can individuals and groups address their diverse needs?</b>	<b>In what ways can communities assist individuals and groups in addressing their diverse needs?</b>	<b>In what ways do where, when, and how people live contribute to their quality of life?</b>
<b>Learning Outcomes</b>	<b>Children describe how needs may be unique.</b>	<b>Students explain how individual needs may be addressed.</b>	<b>Students explain how individuals and groups can address their diverse needs.</b>	<b>Students examine how communities can assist people in addressing their diverse needs.</b>	<b>Students analyze how addressing needs, past and present, can influence quality of life.</b>
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>• individuals have needs</li> <li>• needs include safety and health</li> <li>• needs may be similar or different from person to person</li> </ul>	<ul style="list-style-type: none"> <li>• individuals have needs that may be addressed in a variety of ways</li> <li>• people, places, and things can help individuals address their needs</li> <li>• objects can hold personal and monetary value</li> </ul>	<ul style="list-style-type: none"> <li>• needs and wants are different</li> <li>• individuals and groups have needs and wants that may differ</li> <li>• people, places, and things within communities can assist individuals and groups in addressing their needs</li> <li>• addressing needs and wants involves costs, including monetary costs</li> </ul>	<ul style="list-style-type: none"> <li>• individuals and groups in local and surrounding communities address their needs and wants in various ways</li> <li>• communities can assist people in addressing their needs, including those related to health, food security, education, recreation, and material and social-emotional well-being</li> <li>• community services provided by local organizations and governments can assist people in addressing their needs</li> <li>• the costs of goods and services in communities may be different</li> </ul>	<ul style="list-style-type: none"> <li>• quality of life is influenced by different factors, including cultural, social, economic, and political factors</li> <li>• how people address their needs and wants can change over time</li> <li>• people address their needs and wants in a variety of ways, including trade and barter</li> <li>• access to resources and the natural environment in urban and rural communities can influence quality of life</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>• discuss different types of needs</li> <li>• discuss ways that individuals can experience safety and health</li> <li>• explore how needs may be similar or different from person to person</li> </ul>	<ul style="list-style-type: none"> <li>• explore various ways that needs can be addressed</li> <li>• identify people, places, and things that can help individuals address their needs</li> <li>• discuss why individuals may value objects differently</li> </ul>	<ul style="list-style-type: none"> <li>• determine differences between needs and wants</li> <li>• investigate needs and wants of individuals and groups</li> <li>• identify people, places, and things that assist individuals and groups in addressing their needs</li> <li>• predict costs related to addressing needs and wants, including monetary costs</li> </ul>	<ul style="list-style-type: none"> <li>• investigate how health, food security, education, recreation, and material and social-emotional well-being can assist people in addressing their needs and wants</li> <li>• identify how community services provided by local organizations and governments can assist people in addressing their needs</li> <li>• investigate differences in the costs of goods and services in local and surrounding communities</li> </ul>	<ul style="list-style-type: none"> <li>• investigate different factors that can contribute to quality of life</li> <li>• compare how ways of addressing needs and wants have changed over time</li> <li>• examine how access to resources and the natural environment in urban and rural communities can influence quality of life</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Cultural and Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Cultural and Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Cultural and Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Cultural and Global Citizenship</li> </ul>

### Social Studies DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Background Knowledge</li> <li>• Vocabulary</li> <li>• Clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Access</li> <li>• Vocabulary</li> <li>• Clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Access</li> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Access</li> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Access</li> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• None identified</li> </ul>	<ul style="list-style-type: none"> <li>• Using Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Estimation</li> <li>• Using Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Using Numbers</li> <li>• Interpretation and Representation of Quantitative Information</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Interpretation and Representation of Quantitative Information</li> </ul>



**Social Studies DRAFT Kindergarten to Grade 4 Curriculum**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Essential Understanding</b>	Developing and affirming identity contributes to well-being and understandings of self and one another.				
<b>Guiding Questions</b>	How am I unique?	How do personal experiences shape our identity?	How do shared experiences in diverse communities shape individual identity?	How can we promote respect for diverse identities?	In what ways do interactions within and among diverse communities shape identity?
<b>Learning Outcomes</b>	Children describe ways in which individuals are unique.	Students explain how personal experiences shape identity.	Students demonstrate how shared experiences shape individual identity.	Students propose actions that can promote respect for diverse identities.	Students explain how interactions within and among diverse communities shape identity.
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>• individuals are unique and have personal interests and gifts</li> <li>• language can contribute to an individual’s uniqueness</li> <li>• traditions, celebrations, stories, and events can hold personal meaning</li> </ul>	<ul style="list-style-type: none"> <li>• aspects that make people unique (identity) can include language, personal interests, and gifts</li> <li>• where people come from is part of their personal experience</li> <li>• experiences can help one to learn about self</li> <li>• traditions and celebrations in familiar contexts can enrich identity</li> </ul>	<ul style="list-style-type: none"> <li>• culture and language shape individual identity</li> <li>• where people come from, including connections to land and place, influences identity</li> <li>• individuals and groups can share similar experiences</li> <li>• individual identity is shaped by experiences in diverse communities</li> </ul>	<ul style="list-style-type: none"> <li>• individuals can belong to more than one social and cultural community</li> <li>• individual and group identity are shaped by shared experiences</li> <li>• social and cultural diversity are reflected in a variety of ways, including language, symbols, customs, and connections to land and place</li> <li>• individual and group actions can promote respect for diverse identities</li> </ul>	<ul style="list-style-type: none"> <li>• characteristics of individual and group identity include shared experiences, culture, language, and connections to land and place</li> <li>• ways of life shape individual and group identity</li> <li>• interactions within and among diverse communities can shape group identity</li> <li>• interactions between First Nations, Métis, Inuit, Francophone, and diverse settler communities affected their ways of life</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>• explore traditions, celebrations, and events that hold personal meaning</li> <li>• identify languages of personal importance, including first language</li> <li>• share personal experiences that make an individual unique</li> </ul>	<ul style="list-style-type: none"> <li>• discuss aspects of individual identity that make people unique</li> <li>• discuss how identity is influenced by where people come from</li> <li>• connect experiences to individual identity</li> <li>• discuss traditions and celebrations that hold personal meaning</li> <li>• explore traditions and celebrations in diverse communities, including social and cultural communities</li> <li>• explore traditions and celebrations of diverse First Nations, Métis, and Inuit communities</li> <li>• explore traditions and celebrations of diverse Francophone communities</li> </ul>	<ul style="list-style-type: none"> <li>• represent different aspects of individual identity, including those related to culture, language, land, and place</li> <li>• discuss how identity is influenced by where people come from</li> <li>• connect shared experiences to aspects of individual identity</li> <li>• explore shared experiences of diverse communities that shape individual identity</li> <li>• explore beliefs and traditions of diverse First Nations, Métis, and Inuit communities that shape individual identity</li> <li>• explore shared experiences of diverse Francophone communities that shape individual identity</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on similarities and differences within and among social and cultural communities</li> <li>• discuss shared experiences that shape identities of diverse local and surrounding communities</li> <li>• investigate actions that can promote respect for social and cultural diversity</li> <li>• exchange ideas about ways to show respect for the identity of individuals and diverse communities</li> </ul>	<ul style="list-style-type: none"> <li>• analyze how ways of life shape individual and group identity</li> <li>• investigate ways of life of diverse First Nations, Métis, and Inuit communities prior to 1905 in what is now Alberta</li> <li>• investigate ways of life of diverse settler communities prior to 1905 in what is now Alberta</li> <li>• investigate ways of life of diverse Francophone communities prior to 1905 in what is now Alberta</li> <li>• examine effects of interactions within and among diverse communities on ways of life and group identity</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• Cultural and Global Citizenship</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Growth and Well-being</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural and Global Citizenship</li> <li>• Personal Growth and Well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural and Global Citizenship</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural and Global Citizenship</li> <li>• Communication</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Background Knowledge</li> <li>• Vocabulary</li> <li>• Clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Background Knowledge</li> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Background Knowledge</li> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Access</li> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Intent</li> </ul>	<ul style="list-style-type: none"> <li>• Access</li> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> </ul>
<b>Numeracy</b>	• None identified	• None identified	• None identified	• None identified	• Time