

Social Studies Kindergarten to Grade 4 Curriculum

Social Studies

An educated adult citizen living in 1989, hearing the news that the Berlin Wall is being dismantled, should not be asking herself: “What wall? There’s a wall in Berlin?” Rather, an informed citizen should have sufficient general knowledge to respond in a way that resembles this:

“Ah, that ugly wall is finally coming down. I know what this means: that the totalitarian regime of East Germany is cracking up after all these years – the wall that the Communist government built in the early 1960s to keep people from fleeing to the West. I’m pretty sure some people died trying to get across No Man’s Land from the East Zone. People have long dreamed of this moment. It might even mean the end of the Cold War.”

Yes, it is true that a superficial grasp of the “Berlin Wall” could be obtained from a quick internet search. But in order to truly understand what the internet tells us – especially about major local, national, and international issues and events – we need context and background that cannot be gleaned in a few minutes or hours. In order for new information to make sense, in order to understand what we are witnessing today, we need to have building blocks, facts and understanding stored in our long-term memory.¹ How does it get there?

To continue with the same example, to understand the collapse of the Berlin Wall, we need to know that after World War II, Germany was divided into two countries at the insistence of the Soviet Union; that after many years of East German citizens seeking a better life in West Germany, the Communist government in 1961 built a wall of concrete, asbestos, and barbed wire cutting through the heart of Berlin; that Berlin is the historic capital of Germany (but was not always); and that the Western Allies, including military forces of the United States and Canada that were based in West Germany, stood on the brink of war over the wall’s construction. The wall became a symbol of the brutal divide between East and West.

That much would be a good basic knowledge. But there remain deeper questions still. If Germany is still a leading country in Europe, politically and economically, who are the Germans, apart from people who speak German? Was their country always united? Were there people in the West who sincerely believed that the East German regime, if flawed, was at least an alternative non-capitalist vision of the good society? How would I evaluate that belief? What elements of the Cold War and the East Bloc are related somehow to Nazi Germany’s invasion of the Soviet Union (Operation Barbarossa) during World War II? In turn are these events in any way connected to the First World War, Bismarck the “Iron Chancellor,” Prussia, Napoleon, the German Confederation, the Holy Roman Empire, conflict with the Papacy, Frederick the Great (whose nickname was “Barbarossa” or “Red Beard”) and his conquests? What about earlier history going back even to the Germanic invasions of the Roman Empire across the Rhine and Danube Rivers?

There is no quick fix to establish what should really be ordinary general knowledge, a sequence of basic events and issues, without having committed some facts to memory and knowing how they fit together. And such understanding and context can only be built up over many years. The earlier students can start to put building blocks in place, the better and more sophisticated, layered, and textured will be their perspective as citizens of a complex world when they graduate from high school.

The same reflection can be applied to contemporary local issues such as the state of oil and gas industry in Alberta today, or Alberta’s relationship with other provinces and with the Federal Government; to the status of First Nations, Métis, and Inuit people, and other minorities; or any other local or national issue. As Amy von Heyking has written in her submission, strong Social Studies knowledge and understanding are a requirement for “deep understandings about significant questions,” and in order to “come to well-reasoned judgments about issues they will face as citizens.”

Moreover, Social Studies in the past has not been particularly demanding or content-rich. Students have not been asked to know or understand very much information. To quote von Heyking, “Historically, Social Studies programs have been general, even vague, in purpose and diffuse in content, so that students (and teachers) were not clear about why the content should matter to them.”

Apart from current events, there is the overarching need to have well-informed graduates with a cultivated sense of what is true, good, and beautiful; citizens who are an example to the country and to the world around us. To achieve that goal, Social Studies needs to draw from specific subject matter in economics, geography, history, political science (“civics”), and cultural knowledge including basic philosophical and religious literacy, that should be part of general knowledge.

¹ Deans for Impact. (2015). *The science of learning*. Austin, TX: Dean for Impact. https://deansforimpact.org/wp-content/uploads/2016/12/The_Science_of_Learning.pdf

Pinkham, A.M., Kaefer, T., & Neuman, S.B. (Eds). (2012). *Knowledge development in early childhood: Sources of learning and classroom implications*. New York: The Guilford Press.

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Students and teachers need explicit knowledge outcomes in order to open the door for students to understand the world we live in, to be capable of integrating new information and new skills into a foundation of knowledge and understanding built up over many years of learning, eager to acquire more and to take pride in knowing and appreciating many things. We cannot understand other people's cultures unless we have a deep understanding of our own.

History and geography in particular rely on a framework of integrated facts and understanding. The earlier that students' memory can be trained and exercised by remembering basic building blocks, the sooner they will be able to take pride in learning and retaining a significant body of information that grows into a coherent and broad-minded knowledge base.

History is a window into the complexity of people, ideas, and events where there are often no easy answers but a need to be cognizant of diversity, change, and the fragility of order and civility in a society. History shows that nothing should be taken for granted when it comes to rights and freedoms, prosperity and peace in a world where dictatorship, poverty, and war are often the norm rather than the exception. As citizens in our own rapidly changing technological society, we need to know the origins of the ideas and actions that have formed our civilization. Part of that is an extensive knowledge of local and world geography, economics, politics (civics), and a strong knowledge and appreciation of the rise and fall of Ancient, Medieval, and pre-modern civilizations and worldviews that went before us. After all, shouldn't people have some knowledge of how civilizations rise and fall, if only to ensure that we ourselves do not repeat the tragic mistakes of the past?

Elementary age children have a phenomenal capacity for memory tailored for rapid language acquisition. Many oral and written traditions have practices of memorizing long poems or stories by heart, and to retell and perform them with great pleasure and panache, for example, the recitations of the Quran without knowing Arabic, or Panini Grammar prior to knowing Sanskrit.² An enduring window into Ancient Roman virtues is Macaulay's poem "Horatius at the Bridge." Students can and should start early in training their "memory muscles" just as they do in mathematics. Just as basic math facts are the necessary foundation for understanding math and thinking mathematically for the rest of one's life, facts and understanding serve as a foundation for a growing body of Social Studies knowledge.

Starting in Grade 2, I have proposed that students memorize four dates in Canadian and Albertan history; in Grade 3 they learn 14 new dates and in Grade 4 a further 18 dates for a total of 36 by the end of Grade 4. That is not so very many, given how absorbent young people's memories are. Grade 4 is the year in which I propose that they create a cumulative *time chart* with all dates learned and reviewed so far in Grade 2, 3 and 4. Having a few historical dates in their long-term memory accomplishes a few things: (1) it exercises the "memory muscles"; (2) when reviewing their knowledge a Grade later and recalling a date they have learned, they already feel a sense of accomplishment: "I know this!"; (3) chronological dates provide rungs on the ladder on which new historical knowledge coheres and makes sense as they go through Grades 5 and up; and (4) knowing places, people, and dates complements their overall sense that accuracy, sequence, and context in history are important things to know in themselves as life-long learners.

This is not a call to return to the days of rote memorization or "drill and kill." On the contrary, memorization has been out of fashion for many decades. But there is no need to throw the baby out with the bathwater. Reasonable memory work (active and satisfying, not passive and stultifying), can be combined through fun quiz-based and even competitive-team repetition with a love of learning. That solid base of knowledge sets up graduates to emerge into the world as critical, independent, reflective thinkers and democratic citizens, well equipped for what the world may throw at them because, in a sense, they have seen it all before in Social Studies class.

Students will graduate as true lifelong learners, well on the way to being informed and responsible citizens, provided they have been given the opportunity during their twelve brief years in school to develop, as early as possible, a lasting sense of wonder, curiosity and a love of inquiry. With this, a sense of joy and accomplishment in learning and discussing many things will empower them to take on the world and make it a better place.

² <https://www.thenational.ae/uae/education/meet-the-teenage-girls-who-can-recite-the-quran-flawlessly-despite-speaking-no-arabic-1.759990>

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	Kindergarten		Grade 1			Grade 2		
Essential Understanding	Civics: Understanding the ideas and institutions of our systems of governance, and their origins, helps us know our rights and responsibilities as citizens, and enables our communities to flourish							
Guiding Questions			<i>How can I be a good citizen of my school and community?</i>			How can I grow as a good citizen of my school and community?		
Learning Outcomes			Students know that living according to fair rules makes it possible to live together well in a community.			Students know that participation and laws and customs can help individuals and groups contribute to communities.		
Explicit Knowledge	Conceptual Understanding	Perceptual Understanding	Explicit Knowledge	Conceptual Understanding	Procedural Understanding	Explicit Knowledge	Conceptual Understanding	Procedural Understanding
Students will know:	In order to understand:	And do:	Students will know:	In order to understand:	And do:	Students will know:	In order to understand:	And do:

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<p>There are rules in a classroom that help us to get along with each other, enjoy the day in peace, and learn something. (This begins to introduce the concepts of “participation” and “law” in Grades 1 and 2)</p>			<p>There are rules and routines in the classroom and the school that help us to get along with each other, enjoy the day peacefully, and learn something. <i>Who makes the rules in our classroom? Do we decide together? Who follows the rules (everyone)</i></p> <p>The roles and responsibilities of students, teachers, staff and principal. How do those in each role help with learning?</p> <p>Leaders in the local communities (e.g. Mayor, Reeve, Tribal Chief; city, county, tribal councillors)</p> <p>Workers in their community who keep them safe (eg. Firefighters, EMTs, Police)</p> <p>My family and my school are “schools of citizenship” where I learn to be responsible little by little and to think of others around me, not just myself. Everyone can</p>	<p>Participation: good citizenship starts in the classroom. Students have a responsibility towards the teacher, and their classmates, just as they do towards parents.</p> <p>Cooperation: to get along together best, we often need people to have different roles and authority levels</p> <p>Decision-making: Some kinds of decisions are best made by leaders that we agree to respect. In Canada, rules apply to everyone. Leaders have to follow the rules too. <i>Would it be fair if rulers did not have to follow the rules?</i></p> <p>Responsibilities: Some people work in public service to do hard jobs that keep us all safer.</p> <p>Responsibilities: thinking of others and the natural and built environment makes our communities better</p>	<p>Appropriately engage in learning and classroom and school activities independently and with others</p> <p>Demonstrate skills of cooperation and peaceful conflict resolution during work and play with others</p> <p>Identify community leaders who are chosen by citizens.</p> <p>Identify workers who keep their community safe</p> <p>Generate ways to participate in building-up the local community and regularly find ways of acting accordingly (e.g., Clean up playground and</p>	<p>Canada’s ruler is The Queen of Canada, Her Majesty, Elizabeth II, and she lives in Buckingham Palace in England. She is also Queen of Canada, Australia, New Zealand, Fiji, and many other countries too. (I suggest they learn about the Governor General and LG’s in a later grade)</p> <p>The Crown represents “unity in diversity”: even though there are many different people with different ideas, beliefs, and backgrounds, they are united in and under (in the protective sense) the Crown.</p> <p>Canada has a Parliament, in Ottawa: Gothic Revival buildings similar in style to the Parliament of Westminster (London, UK)</p> <p>(Students do not have to understand fully what Parliament is, just the concept that people meet there to “argue peacefully” about what should be done. Instead of fighting about things and hurting people, we <i>disagree peacefully</i> in Parliament. People with profoundly different ideas and beliefs can and must live together in peace.) Again, the “unity in diversity” - many different people in one Parliament; many different people in one Legislature</p> <p>Alberta has a Legislature, in Edmonton. It is a Beaux-Arts building with Greek and Roman influences. It is built by the site of the original Fort Edmonton. People meet there to</p>	<p>Some students may already about kings and queens, etc. from fairy tales, e.g. the <i>Blue Fairy Book</i>, <i>Pink Fairy Book</i> etc. edited by Andrew Lang. They may understand Queen Elizabeth II in this way at first, and that is quite harmless.</p> <p>Laws and customs can be as simple as “Please” and “Thank you” and not leaving garbage in the park. By stages students get a more sophisticated idea of law and custom.</p> <p>The idea of memorizing pictures of Parliament and the Legislature, and other famous places, is to implant in the imagination the elegant image of an important building or place. We learn by stages that these buildings are ours and are intimately connected to our citizenship. They are constructed beautifully to inspire us with hope and confidence that what we do is important and that we can always improve things. For now, the pictorial impression of dignity and beauty is a foundation, as is supported by the references to beauty in the 2020 MO.</p> <p>Just as the school has a principal and teachers, people in a country organize themselves in systems of government</p> <p>The idea of “Law”</p> <p>Just as there are rules in a school or a game of “Simon Says”, people live according to Law</p>	<p>explore various ways individuals and groups contribute to local communities and enhance well-being</p> <p>Laws are made by and for the people in the name of the Queen</p> <p>Canadians elect Representatives to a Legislature, which makes laws</p> <p>Law is a way of living together in peace and safety</p> <p>explore various roles in communities</p> <p>reflect on actions taken and whether or not they have been effective</p> <p>ensure all voices are heard in collaborative discussions</p> <p>examine the ideas and suggestions of others</p>
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					playground and neighbourhood, help neighbours, donate food to food bank, volunteer at animal shelter)		People want to have a voice in how they are ruled / governed individuals and groups contribute to communities in various ways through roles including classroom, family, and community member, worker, builder, donor, volunteer.
							individuals and groups can take action to enhance community well-being
							participation involves active listening to consider multiple views
					Students and families can take part in activities in local communities		
Competency(ies)					<ul style="list-style-type: none"> • Collaboration • Communication • Critical Thinking • Cultural and Global Citizenship • Managing Information • Personal Growth and Well-being 		<ul style="list-style-type: none"> • Collaboration • Communication • Critical Thinking • Cultural and Global Citizenship • Managing Information • Personal Growth and Well-being
Literacy					<ul style="list-style-type: none"> • Access • Audience • Background Knowledge • Clarity • Comprehension Strategies • Vocabulary 		<ul style="list-style-type: none"> • Access • Audience • Background Knowledge • Clarity • Comprehension Strategies • Evaluate • Participation • Purpose • Vocabulary
Numeracy							

	Kindergarten	Grade 1	Grade 2
Essential Understanding	Civics/Politics: Understanding the ideas and institutions of our systems of governance, and their origins, helps us know our rights and responsibilities as citizens, and enables our communities to flourish		
Guiding Questions	We have rules of behaviour in our classroom. What are they? Why do we have rules? Who makes the rules? Who follows them? (everyone, including teacher)	What is Law?	How do we make Laws?
Learning Outcomes	[This was blank, so not quite sure whether it is needed.]		

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Conceptual and Procedural Knowledge						
Competency(ies)						
Literacy						
Numeracy						

	Kindergarten			Grade 1			Grade 2		
Essential Understanding	Economics: Understanding the nature of work, resources, and our market economy helps us make responsible choices about how to build stronger, flourishing communities.								
Guiding Questions	What are needs ?			How can needs and wants differ?			How can needs and wants be addressed?		
Learning Outcomes	Children identify and explain needs that are essential for life and wants .			Students will examine how family and community helps them meet their needs and wants.			Students will examine how work and trade help them meet their needs and wants.		
Explicit Knowledge	Explicit Knowledge	Conceptual Understanding	Perceptual Understanding	Explicit Knowledge	Conceptual Understanding	Procedural Understanding	Explicit Knowledge	Conceptual Understanding	Procedural Understanding
Students will know:	Students will know:	In order to understand:	And do:	Students will know:	In order to understand:	And do:	Students will know:	In order to understand:	And do:

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				<p>needs can include food, water, sleep, clean air, medicine, clothing, and shelter</p> <p>needs can be social, including love, friendship, care, and learning</p> <p>How did one local Indigenous group provide for its needs before the arrival of newcomers?</p> <p>Students can describe from memory:</p> <ul style="list-style-type: none"> - The name of one group or nation indigenous to their area - How they lived - What kind of work did they have to do? - What tools did they use? - What they hunted / gathered / ate - Did animals have to work too? - What clothing they wore - How did they survive the cold? The heat? - How they viewed /dealt with others (trade, barter, competition, warfare) - Some of this may be informed by First Nations, 	<p>Needs are the things we must have to survive</p> <p>Needs and wants can be similar</p> <p>Wants are what people prefer according to their tastes</p> <p>Wants are nice to have but are not required</p> <p>Adults have jobs so that they can meet their needs and wants, help others in their communities, and use their talents</p> <p>If you need or want something, what is the right way to get it?</p> <p>Hunting and gathering was adopted by early humans a very long time ago (1 million years) before the emergence of agriculture</p> <p>The theme of rules continues: only as a community regulated by custom could First Nations, Métis, and Inuit people survive in Canada’s harsh environment</p> <p>Spiritual side of hunting: the idea that animals “sacrifice themselves to feed their human kin”</p> <p>What is work? What is barter? Trade?</p>	<p>discuss different types of needs</p> <p>describe one local indigenous group’s needs and how they met them</p> <p>Study and copy painting of the buffalo hunt using ‘wolf skin mask’ (Smithsonian Museum)</p> <p>Students should gain some knowledge of spiritual traditions via depictions in art and descriptions of ceremonial actions</p> <p>Explain how our families and communities help us meet our needs</p> <p>Distinguish between needs and wants</p> <p>Explain which jobs they think are interesting and important in their community</p> <p>discuss why some needs may be more important than others</p> <p>determine how needs and wants differ <i>e.g. Baboo: The Story of Sir John A. Macdonald’s disabled Daughter (Encapsulates little girl Baboo’s needs and how her parents and friends met them)</i></p>	<ul style="list-style-type: none"> → trade → sharing → community resources → land <p>Students can name a few key products of the Alberta Economy. What does Alberta export, what does Alberta need from outside that is not produced here?</p> <p>Students can identify major commodities that are traded by Canada with other countries.</p> <p>How are certain things made?</p> <p>How do goods and services get in and out of Alberta?</p> <ul style="list-style-type: none"> - Trucks - Trains - Aircraft - Ships (via ports that are not located in Alberta) - Pipelines - Digital <p>These can be understood in the simplest terms but students should be able to name them from memory.</p> <p>Students see how needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p>	<p>needs and wants can be addressed in a variety of ways</p> <ul style="list-style-type: none"> → trade → sharing <p>What does it mean to produce things?</p> <p>What things come from the land?</p> <p>What do people in Alberta produce?</p> <p>Why does Alberta produce these things?</p> <p>(Other people want them; people in China, people in the USA, etc.)</p> <p>What does it mean to “export” things? “Import?”</p> <p>Again the theme of participation in a collective activity: millions individuals and groups carry out their own daily activities and the aggregate is the Alberta economy.</p> <p>Memorization of products and services implants familiarity and receptivity to knowledge, strengthens recall, and sets a long-term building block for knowledge to be added later.</p> <p>Some general terms of financial literacy:</p> <p>needs and wants, neighborhood, job, money, scarcity.</p>	<p>determine how people address needs and wants</p>
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			Students know what a community is and the variety of careers that people have in a community.		<i>met them)</i> consider how costs impact decisions related to needs and wants		Individual and group needs can be met in variety of ways → community resources land
	Learners understand that	To demonstrate knowledge and understanding learners					Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses that provide goods and services.
	plants, animals, and people have needs needs must be addressed in order to survive	describe how needs for plants, animals, and people are addressed					
							addressing needs and wants involves costs (?)
Competency(ies)	<ul style="list-style-type: none"> • Communication • Critical Thinking • Personal Growth and Well-being • Problem Solving 		<ul style="list-style-type: none"> • Communication • Critical Thinking • Personal Growth and Well-being • Problem Solving 		<ul style="list-style-type: none"> • Communication • Critical Thinking • Cultural and Global Citizenship • Managing Information • Personal Growth and Well-being • Problem Solving 		
Literacy	<ul style="list-style-type: none"> • Background Knowledge • Clarity • Comprehension Strategies • Vocabulary 		<ul style="list-style-type: none"> • Access • Background Knowledge • Clarity • Comprehension Strategies • Evaluate • Vocabulary 		<ul style="list-style-type: none"> • Access • Background Knowledge • Clarity • Comprehension Strategies • Vocabulary 		
Numeracy			<ul style="list-style-type: none"> • Magnitude 		<ul style="list-style-type: none"> • Estimation • Task Analysis 		

	Kindergarten	Grade 1	Grade 2
Essential Understanding	Geography: Understanding the relationships between people, place, and environment enables us to know the nature and impact of diversity, what we have in common and how we differ.		

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Guiding Questions	What is land?			In what ways can we come to know land?			What is place?		
Learning Outcomes	Children learn about people, land, and animals			Students learn about land, animals, and people’s ideas about origins			Students examine and explain how place and people are connected.		
Explicit Knowledge	Explicit Knowledge	Conceptual Understanding	Perceptual Understanding	Explicit Knowledge	Conceptual Understanding	Procedural Understanding	Explicit Knowledge	Conceptual Understanding	Procedural Understanding
Students will know:	Students will know:	In order to understand:	And do:	Students will know:	In order to understand:	And do:	Students will know:	In order to understand:	And do:

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	<p>land encompasses all water, earth, and air Is this a type of religion that is being proposed?</p>	<p>explore the makeup of land know some geographical features and habitats</p>		<p>Children know the names of many animals, plants, and geographic features that they see in pictures</p> <p>They can identify the sounds of animals: a lion's roar, some distinctive bird calls, an elephant's trumpeting etc. (coordinate with Science)</p> <p>They know something about Dinosaurs and Prehistoric Humans</p> <p>Children listen to, memorize, and tell a number of First Nations and Inuit Creation stories</p> <p>Children listen to, memorize, and tell parts of the Judeo-Christian Creation story (Genesis) about the creation of stars, sun and moon, water and earth, birds and animals, plants etc.</p> <p>All of this coordinated horizontally with Science content. Bible and First Nations creation verses should be respectfully taught as Sociology/ poetry (A disclaimer makes clear that this is not being taught as doctrine, but as tradition, poetry, literature; it is for parents to</p>	<p>Students begin to see how wonderful and vast is the world around them: geographical features, plants, animals, birds, stars and moon and sun. (coordinate with Science)</p> <p>The goal is a sense of wonder at the beauty and variety of the world of nature</p> <p>The following sounds like mysticism: land can offer many teachings → oral history → stories → agriculture</p> <p>land sustains everything, → people, animals, plants, places → communities → diverse ways that people have of living with the land</p> <p>One could equally say "water sustains everything", or "the fire of the Sun", or "Oxygen", or "the Holy Ghost". All would be true in their way.</p>	<p>Consider what can be learned from the natural world</p> <p>People (and animals) tend to live near water: why? Children know the names of animals, plants, and certain landmarks of Alberta</p> <p>Some animals are fast; some live in trees; some live underground</p> <p>Wonder generates love of knowledge and a great desire to learn more</p> <p>Memorizing the pictures of animals, as well as of famous places, implants familiarity with many things in the world, strengthens recall, and sets a long-term building block for knowledge to be added later.</p>	<p>Students can match these towns with their location on a map:</p> <ul style="list-style-type: none"> ● Edmonton ● Calgary ● Red Deer ● Lethbridge ● Medicine Hat ● Grande Prairie ● Fort McMurray ● Lloydminster ● Jasper ● Banff <p>Students know the population of:</p> <ul style="list-style-type: none"> ● Canada: 35 million ● Alberta: 4 million <p>Alberta's four largest cities are:</p> <ul style="list-style-type: none"> ● Calgary 1 million+ ● Edmonton <1 million ● Red Deer ● Lethbridge <p>Alberta's largest First Nations by population* :</p> <ul style="list-style-type: none"> ● Blood (Kainai) ● Saddle Lake Cree ● Samson Cree ● Bigstone Cree ● Siksika <p>* both on and off reserve</p> <p>(Later they will learn the difference between on-reserve / off-reserve pop.)</p>	<p>place is where people live, work, and interact</p> <p>sense of place can be formed through stories, memories, and experiences</p> <p>land and place can be understood through experiences</p> <p>natural and built features in familiar places hold meaning</p>	<p>To demonstrate knowledge and understanding learners</p> <p>describe how sense of place can foster a connection between people and place</p> <p>explore place created by settlers of various ethnic origins, e.g. Francophones to live and interact as a community explore how First Nations, Métis, or Inuit experiences are connected to land and place</p> <p>create a simple map of familiar places using cardinal directions, simple legends, and names</p> <p>create a simple map of familiar places using cardinal directions, simple legends, and names</p>
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	land can include people, animals, and plants		Where Canada and Alberta are on a globe	A map is a visual representation of a real place		
			Where their community is on a map of Alberta	A globe is a representation of the earth		
			Important landforms and bodies of water in their community (e.g. rivers, lakes, mountains, coulees)	The location of important places, landmarks, services, features in the community		
			Important landmarks, services and places in their community (e.g. city hall, school, library, grocery store, parks, recreation centre, war memorial, other monument)	The services in our community that help us meet our needs The places or monuments that make our community special, and give us a sense of identity and belonging		
	Learners understand that	To demonstrate knowledge and understanding learners				
	people are connected to land	discuss ways individuals can connect to land		caring for land is a shared responsibility		
				people are deeply connected to land: (This is ideological / religious, but I understand that some people do believe it.)		

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Competency(ies)	<ul style="list-style-type: none"> • Communication • Critical Thinking • Managing Information 	<ul style="list-style-type: none"> • Communication • Critical Thinking • Cultural and Global Citizenship • Personal Growth and Well-being 	<ul style="list-style-type: none"> • Communication • Creativity and Innovation • Critical Thinking • Cultural and Global Citizenship • Managing Information • Personal Growth and Well-being
Literacy	<ul style="list-style-type: none"> • Background Knowledge • Clarity • Comprehension Strategies • Vocabulary 	<ul style="list-style-type: none"> • Access • Background Knowledge • Clarity • Comprehension Strategies • Vocabulary 	<ul style="list-style-type: none"> • Access • Clarity • Comprehension Strategies • Intent • Text Organization • Vocabulary
Numeracy			<ul style="list-style-type: none"> • Communication • Interpretation and Representation of Spatial Information • Location and Direction

	Kindergarten			Grade 1			Grade 2		
Essential Understanding	Culture, Philosophy and Religions: Thinking about philosophy, religions, and cultural traditions helps us to understand ourselves and others while connecting us to great minds and original sources of wisdom								
Guiding Questions	What is kinship?			How can kinship influence individuals?			How can kinship extend to the community?		
Learning Outcomes	Children explore and describe kinship.			Students learn how they belong in and contribute to family, groups and communities.			Students recognize and describe how kinship can help contribute to a sense of belonging within communities.		
Explicit Knowledge	Explicit Knowledge	Conceptual Understanding	Perceptual Understanding	Explicit Knowledge	Conceptual Understanding	Procedural Understanding	Explicit Knowledge	Conceptual Understanding	Procedural Understanding
Students will know:	Students will know:	In order to understand:	And do:	Students will know:	In order to understand:	And do:	Students will know:	In order to understand:	And do:

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	<p>kinship exists between family and extended family</p>	<p>illustrate personal kinship in familiar contexts</p>		<p>A family lineage can be drawn as a “tree” or pasted or drawn in an album</p> <p>A Family Tree can be expanded beyond parents to grandparents and great grandparents (by some)</p> <p>Close eyes and recognize various famous sounds of the world (e.g. played as a short mp3 or Youtube):</p> <ul style="list-style-type: none"> - Accordion music from Paris - A marching band from Buckingham Palace - The sound of various languages being spoken - “Fado” singing from Portugal - First Nations Drum-Singing - Métis Fiddling - Acadian Fiddling - Quebec Folk Songs from the “Virtual Gramophone” (bac-lac.gc.ca) - Irish folk music - Spanish guitar - Black gospel singing - Tibetan monks chanting - Old Church Slavonic chant in Alberta - Traffic in a busy downtown area 	<p>kinship fosters self-knowledge and responsibility for others</p> <p><i>Baboo: The Story of Sir John A. Macdonald’s disabled Daughter</i></p> <p>Symbols can represent people’s togetherness and exclusiveness too</p> <p>kinship includes roles and responsibilities to family, community, and land, including plants and animals</p> <p>Different simple sounds from all over the world convey the diversity of the human family in an emotionally engaging way. The diversity of sounds prepares the senses to appreciate the pluralistic world that we live in.</p>	<p>Create a simple family tree</p> <p>describe ways that kinship supports collaboration with others</p> <p>discuss personal and community roles and responsibilities to respect plants and animals</p> <p>describe ways that kinship supports collaboration with others</p> <p>discuss personal and community roles and responsibilities to respect plants and animals</p>	<p>See Civics / Politics (above) for Royal Family Tree study</p> <p>Review famous sounds of the world and e.g. add to them</p> <p>Students can identify the imagery on the Shield of Alberta (e.g. fill in the blanks)</p> <ul style="list-style-type: none"> - Wheat field - Prairie landscape - Green hills - Rocky Mountains - Blue sky - St George Cross of England (i.e. most Albertans speak English) <p>They understand this shield is on the flag of Alberta</p>	<p>kinship fosters mutual care</p> <p>kinship is supported by roles and responsibilities of everyone in the family/community</p> <p>kinship is a way of sharing messages and teachings within community</p> <p>kinship fosters a sense of belonging</p>	<p>identify how various roles and responsibilities in communities help individuals connect with and support one another</p> <p>reflect on shared stories within community</p> <p>discuss ways kinship can foster a sense of belonging</p>
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	Learners understand that	To demonstrate knowledge and understanding learners	Members of family and extended family and the traditional ways of naming extended family members (as relevant to context)	Kinship refers to ties that hold people together. Kinship fosters a sense of self, belonging and responsibility for others		
			Some of the groups to which people can belong (e.g. Language communities, faith communities, community organizations, teams etc.)	Groups can provide a sense of belonging and <i>support (for good or ill, peer pressure, bullying/tyranny, democracy, loving family)</i> . People can belong to more than one group		
			Some significant symbols of their community and/or groups (e.g. City or community flag and crest; Alberta and Canadian flag; school crest; religious symbols)	Symbols represent communities and/or groups, and things they value		
			Some important family, community, cultural and/or religious traditions relevant for their context	Traditions are an important way to celebrate our families and communities, and share teachings	Create a representation of the groups to which they belong	
	kinship refers to ties that hold people together	discuss ways that people can be connected to one another			Work with others to create a representation of their classroom	
Competency(ies)	<ul style="list-style-type: none"> • Communication • Creativity and Innovation • Critical Thinking • Cultural and Global Citizenship • Personal Growth and Well-being 		<ul style="list-style-type: none"> • Collaboration • Communication • Critical Thinking • Cultural and Global Citizenship • Managing Information • Personal Growth and Well-being 		<ul style="list-style-type: none"> • Collaboration • Communication • Critical Thinking • Cultural and Global Citizenship • Managing Information • Personal Growth and Well-being 	

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Literacy	<ul style="list-style-type: none"> • Background Knowledge • Clarity • Comprehension Strategies • Modes and Media • Text Organization • Vocabulary 	<ul style="list-style-type: none"> • Clarity • Comprehension Strategies • Vocabulary 	<ul style="list-style-type: none"> • Background Knowledge • Clarity • Comprehension Strategies • Participation • Vocabulary
Numeracy			

	Kindergarten		Grade 1			Grade 2		
Essential Understanding	Culture, Philosophy and Religions: Thinking about philosophy, religions, and cultural traditions helps us to understand ourselves and others while connecting us to great minds and original sources of wisdom							
Guiding Questions			How does tradition support communities?			How do traditions contribute to our common life?		
Learning Outcomes			Students know some foundational traditions in Alberta			Students understand more deeply how traditions support communities.		
Explicit Knowledge	Conceptual Understanding	Perceptual Understanding	Explicit Knowledge	Conceptual Understanding	Procedural Understanding	Explicit Knowledge	Conceptual Understanding	Procedural Understanding
Students will know:	In order to understand:	And do:	Students will know:	In order to understand:	And do:	Students will know:	In order to understand:	And do:

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			<p>Students can name three great religions that worship one God:</p> <ul style="list-style-type: none"> - Judaism - Christianity - Islam <p>All three of these religions came from the Middle East / Near East (Palestine/ Judea and Arabia)</p> <p>All three are built on the idea that God revealed himself to humans (“revelation”) who have the capacity to discover the truth about Him</p> <p>Students can identify their symbols:</p> <ul style="list-style-type: none"> - Star of David - The Cross - Star & Crescent <p>Students know a bit about the stories behind:</p> <ul style="list-style-type: none"> - Passover - Yom Kippur - Christmas - Easter - Al-Eid - Ramadan <p>First Nations, Metis and Inuit culture and experience via story robes, oral traditions, and winter counts</p> <p>Thousands of years ago, the Ancient Egyptians, Greeks, and Romans believed there were <i>many</i> gods, not one great God.</p>	<p>experience can be linked to events, celebrations, and practices</p> <p>experience is connected to what has happened</p> <p>experience is unique to individuals but can also be shared in community and handed down across multiple generations</p> <p>Simple religious literacy is introduced</p> <p>traditions are “inherited conventions, social forms, modes of government or social institutions [that] have evolved over time as effective adaptations to the needs of people, and therefore have a default authority.” (<i>Oxford Dictionary of Philosophy</i>)</p>	<p>explore how events, celebrations, and practices can be part of an individual’s experience</p> <p>explore events and celebrations held by Francophone</p>	<ul style="list-style-type: none"> → languages → traditions → celebrations and events → stories → families, groups and communities <p>Students can describe Métis life and traditions</p> <ul style="list-style-type: none"> - history / stories - religion - depiction in art - food - dance and song - clothing <p>Students can describe Ukrainian life and traditions</p> <ul style="list-style-type: none"> - history / stories - religion - depiction in art - food - dance and song - clothing <p>(Note: the sadness of Internment Camps will be covered later, not at this stage)</p> <p>Students know that Edmonton, Calgary, Lethbridge and Medicine Hat have a “Chinatown”, a part of the city that has Chinese people, culture, and traditions but most Chinese Albertans today do not live in these Chinatowns.</p> <p>There were Black fur traders and settlers, and Black</p>	<p>Experience can be individual or shared</p> <ul style="list-style-type: none"> → languages → traditions → celebrations and events → stories <p>families, groups and communities</p> <p>First Nations, Métis, and Inuit share experience through community activities</p> <p>Francophone communities are connected through language</p> <p>Non-francophone, non-indigenous, non-Métis, and non-Inuit people also have deep and interesting traditions that may have originated in Europe or elsewhere</p> <p>experience can affect people in various ways</p>	<p>distinguish between individual and shared experience</p> <p>explore how diverse communities can have shared experience</p> <p>explain how people are impacted by experiences in positive and negative ways</p> <p>identify how experiences can influence interests and attitudes</p> <p>The story of John Ware is available in age-appropriate books such as</p>
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			<p>→ past, present, future, long ago, now, soon</p> <p>→ seasons</p> <p>→ milestone events</p> <p>Milestone events in family (births, deaths, moves)</p> <p>Recognize the sound of the chimes of Big Ben (Westminster chimes)</p> <p>These chime every 15 minutes, and toll each hour of the day</p> <p>These are the same chimes that sound from the Peace Tower in Ottawa, the capital of Canada.</p> <p>(e.g. listen and compare)</p> <p>Obtain information from photographs and stories to answer questions about life in their community in the past.</p> <p>e.g. a building or place as it appeared in 1905 and as it appears today.</p>	<p>time can be described in various ways</p> <p>→ past, present, future, long ago, now, soon</p> <p>→ seasons</p> <p>→ milestone events</p> <p>How time is represented and connected to change</p> <p>Time can be represented on a rudimentary time line</p> <p>This morning, lunchtime, this afternoon, tonight</p> <p>Last week - The day before yesterday - Yesterday - Today - Tomorrow</p> <p>There is a wide, wide world to discover and it's funny and amazing</p> <p>Learners understand that events are related to one another</p> <p>Causes and consequences of change</p> <p>time can show what stays the same and what changes</p> <p>Evidence of change and continuity</p>	<p>describe events using time related vocabulary, including past, present, future, long ago, now, soon</p> <p>Photographs and stories can help us come to know the past</p> <p>Compare different sounds that tell the time: compare recordings of the UK and Canadian Parliament clock tower chimes: the effect is a kind of magical sense that time passes and is inevitable and important</p> <p>Students develop wonder at the variety of sounds and places in the world, and concrete knowledge of the name & appearance of these places</p> <p>To demonstrate knowledge and understanding learners</p> <p>discuss relationships between events that happened, past and present: "I ate a bad grape at lunch today, now I feel funny in my tummy."</p> <p>illustrate how people and places have changed or stayed the same over time</p>	<p>Review places and sounds from Grade 1</p> <p>Students know that:</p> <p>1497 John Cabot crossed the ocean from England on the <i>Matthew</i> - "about 500 years ago"</p> <p>1535 Jacques Cartier sailed up the St Lawrence River from France on the <i>Grande Hermine</i></p> <p>1608 Champlain built a fort at Quebec to live in (the church of Notre-Dame-des- Victoires is now on that site)</p> <p>1905 Alberta became a Province of Canada</p> <p>("dates are a way to tell the time")</p> <p>(Note: They do not need to understand fully the significance of these dates, just memorize them as building blocks for later. They will be very happy to possess this knowledge when they start learning history later. Can be done in 10 to 20 minutes per day as e.g. flash cards, slide show, or a fun quiz. If useful they could identify e.g. a picture of the ship or the</p>	<p>significance is determining certain people, places, and events that are important</p> <p>significance refers to the lasting impact of people, places, and events in local communities</p> <p>significance is determining how the past relates to the present</p>	<p>Students create a very simple timeline with a few historical dates, carefully illustrated</p> <p>The Past: 1400 1500 1600 1700 1800 1900 2000 Today</p> <p>Memory work implants familiarity and receptivity to knowledge, strengthens recall, and sets a long-term building block for knowledge to be added later.</p> <p>determine significant people, places, and events in what is now Canada</p> <p>discuss the lasting impact of people, places, or events of significance in what is now Canada</p> <p>examine changes that continue to impact people and places in Canada</p>
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	Learners understand that	To demonstrate knowledge and understanding learners
	<p>time can be related to events and activities</p> <p>time can be represented in stories</p>	<p>describe when events and activities occurred in time, including before and after</p>

		<p>Photographs and stories can help us come to know the past</p>		
<p>Time vocabulary: days of the week, months of the year, seasons Past, present, future Long ago, now, soon</p>	<p>How time is represented and connected to change</p>	<p>Sequence days of the week, months of the year and seasons</p> <p>Sequence historical (family, community) photos as past/present, long ago/now</p> <p>Explain the importance of family milestones</p> <p>Analyze how their</p>		

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	<p>references to time contribute to meaning of events or activities</p>	<p>identify differences between events or activities of today and those of the past</p>		<p>Milestone events in family (births, deaths, moves)</p> <p>How families (roles, responsibilities, ways of life) have changed over time* Note: Students should explore the First Nation(s) in their local community, settler families in their community, and could explore their parents' or grandparents' childhood experiences. These should focus on how people in the past met their needs</p> <p>Important events, holidays and landmarks in their community that remember, celebrate or commemorate the past Note: these may include national holidays, as well as local events and landmarks</p>	<p>Causes and consequences of change</p>	<p>family roles, responsibilities and way of life differ from and are similar to families in the past</p> <p>Analyze how the importance of some needs and wants have changed over time</p> <p>Explain the meaning of important events, holidays and landmarks in their community that are connected to the past</p>			

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Competency(ies)	<ul style="list-style-type: none"> • Communication • Critical Thinking • Managing Information 	<ul style="list-style-type: none"> • Communication • Creativity and Innovation • Critical Thinking • Cultural and Global Citizenship • Managing Information 	<ul style="list-style-type: none"> • Communication • Critical Thinking • Cultural and Global Citizenship • Managing Information
Literacy	<ul style="list-style-type: none"> • Background Knowledge • Clarity • Comprehension Strategies • Evaluate • Vocabulary 	<ul style="list-style-type: none"> • Clarity • Comprehension Strategies • Modes and Media • Vocabulary 	<ul style="list-style-type: none"> • Access • Clarity • Comprehension Strategies • Evaluate • Vocabulary
Numeracy	<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • Purpose • Time 	

Kindergarten		Grade 1		Grade 2		
Essential Understanding	History: Knowing and understanding the people, events, and ideas of the past helps us think differently, understand who we are, where we came from, change and continuity, and our place in time.					
Guiding Questions				What are stories?		
Learning Outcomes				Students examine stories of significance.		
Explicit Knowledge	Conceptual Understanding	Perceptual Understanding		Explicit Knowledge	Conceptual Understanding	Perceptual Understanding
Students will know:	In order to understand:	And do:		Students will know:	In order to understand:	And do:

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					<p>Students can tell a story to the class from memory:</p> <ul style="list-style-type: none"> - First Nations and Inuit Stories about Creation <p>(Note: These repeat content from the Civics section above)</p> <ul style="list-style-type: none"> - European Stories about Creation (crossover with Geography and Literature) - Pioneer, Settler, and other Immigrant Stories - Hungarian, Romanian, Ukrainian - John Ware - Violet King-Henry - (Famous Five to be covered in Grade 5) - Mounted Police Stories <p>This could take the form of a public speaking competition</p> <p>Can be integrated with ELA stories they are learning.</p>	<p>stories can be told in many ways</p> <p>Things like content, delivery, timing, projection can make a story more compelling</p> <p>What makes a story easy to remember?</p> <p>stories tell what happened to people and places</p> <p>stories can be made up or tell about events that actually happened over time</p> <p>First Peoples tell stories about themselves and their Creator</p> <p>First Peoples migrated from Asia so long ago that no one can remember</p> <p>stories can hold meaning</p>	<p>Read and have read to them historical stories of majority English-speaking Alberta heritage, e.g. explorers, fur traders, settlers, mounted police, etc. as well as First Nations, Métis, or Inuit and Francophone communities</p> <p>Student know how to tell a story to the class from memory with drama and expression and how to listen and appreciate a story told by another student</p> <p>share stories and artifacts of significance</p>
Competency(ies)					<ul style="list-style-type: none"> • Communication • Critical Thinking • Cultural and Global Citizenship • Managing Information 		
Literacy					<ul style="list-style-type: none"> • Access • Clarity • Comprehension Strategies • Vocabulary 		
Numeracy					<ul style="list-style-type: none"> • Time 		