



Draft Social Studies Design Blueprint

Kindergarten to Grade 6

Overview

Based on feedback from Albertans, the draft Social Studies design blueprint lays out a plan to make changes to strengthen the draft K-6 Social Studies content.

Alberta Education will use the draft design blueprint to:

- Examine existing K-6 content through the lens of developmental and age appropriateness
- Determine where to move and adjust content to ensure students are learning concepts when ready
- Inform an updated draft of K-6 curriculum for Social Studies

Albertans are encouraged to review the design blueprint for Social Studies and provide feedback at engagement opportunities in the new year. For more information, visit: alberta.ca/curriculum



Draft K-6 Social Studies Design Blueprint | History

	K	1	2	3	4	5	6
Theme	Exploring our world	Earliest Peoples and Cultures	Early Foundations of Canada and the Americas	Early Colonial Canada and the modern age	Alberta and the West	Foundations of Modern Civilizations	North America: Two Paths to Democracy
Time Period	(Me, my family and community)	(Time, myths, legends)	Origins of Canada to Contact	1400 to 1760	1700-1905	1800 BCE to 1400 CE	1500 to 1871
Focus of Study	Understanding time and place through history of personal traditions, communities, culture and territories.	Developing an understanding of early cultures, traditions and communities through stories, folk tales, fables, and legends of early peoples.	Exploring the history and culture fosters an understanding and appreciation of pluralism and diversity in Canada.	Develop on understanding of how early colonial Canada took shape, the interactions with French, British, and Indigenous people and nations and how it is reflected in our shared traditions and heritage.	Developing an understanding of Western Canada, including the impacts of immigration, settlement, and creation of a new diverse western identity.	Exploring and examining the development, contributions and enduring legacies ancient civilizations in shaping the modern world as a foundation of democracy.	Comparing and examining the diverse paths to democracy of Canada and the United States - shared early history, trade partners and a common border.
Content at a Glance	<ul style="list-style-type: none"> Place and time (historical knowledge) <ul style="list-style-type: none"> personal history, including timeline family and family history, including timeline history of culture and tradition, including knowledge of traditional territory and/or Métis region place names – changes over time 	<ul style="list-style-type: none"> Introduction to historical time, past and current Early cultures and communities as described, taught, and shared through: <ul style="list-style-type: none"> stories folk tales fables legends Cultural celebrations and traditions within local community, including history/origin First Nations and Inuit culture in local communities and introductions to ways of knowing Historical and present-day impacts of sharing culture, stories and traditions, including changing technology, ideas, and identity 	<ul style="list-style-type: none"> Introduction to time periods in history – representations of time Introduction to culture and heritage of individuals, groups, and communities, including: <ul style="list-style-type: none"> language traditions and rituals knowledge and stories beliefs, values, worldviews, and religion art and architecture First Nations and Inuit heritage and culture include: <ul style="list-style-type: none"> origins and creation stories unique ways of living traditions and celebrations languages education Francophone heritage and culture include: <ul style="list-style-type: none"> traditions and celebrations language Ongoing interactions and contributions between cultures include: <ul style="list-style-type: none"> trade negotiating and benefiting from treaty making language social organization cultural connections 	<ul style="list-style-type: none"> Global exploration and early contact between peoples Origins of the name Canada (the Huron-Iroquois word 'kanata') Early treaty making and alliances between First Nations, Britain and France Early settlement in North America Founding of New France, French colonial rule, French, settlement, seigneurial system fur trade and trade routes Origins of British settlement in North America: <ul style="list-style-type: none"> Acadians emergence of Métis and unique identity intended and unintended consequences of trade and contact between peoples symbols, emblems, flags and the development of identities 	<ul style="list-style-type: none"> Origins and early explorations of Western Canada Fur trade rivalries Diverse perspectives on land ownership Advance of settlement and agriculture Disappearance and depletion of bison and impact on First Nations and Métis Impact of settlement on land, resources, treaty relationships and people Building and completion of Canadian Pacific Railway (CPR) Louis Riel, Métis nation, and Métis Scrip Francophone history and contributions, minority language rights Discrimination and immigration restrictions, diversity including cultural groups from Europe, Asia, Africa, and South America Reserve system and the <i>Indian Act</i> and development of residential schools Establishment of Alberta Diversity and western identity 	<ul style="list-style-type: none"> Ancient civilizations have enduring legacies, such as: <ul style="list-style-type: none"> systems of government and decision-making rights and freedoms social structures Ancient civilizations with enduring legacies include: <ul style="list-style-type: none"> Ancient China Ancient Greece Ancient India Ancient Rome Ancient Persia Religions with histories from ancient times and cultures include: <ul style="list-style-type: none"> Buddhism Christianity Confucianism Hinduism Islam Judaism Sikhism Taoism Middle Ages <ul style="list-style-type: none"> feudal social and economic structure absolute rule Traditional governments and early democratic principles in early First Nations and Inuit peoples 	<ul style="list-style-type: none"> Canadian and American government relationship and policy development towards First Nations Emergence of industrial schools and residential schools Early colonial Canada and America, early French settlement American War of Independence War of 1812 Act of Union and responsible government in Canada Ethnic and religious diversity in Canada, benefits of immigration, emerging pluralism Contributions and presence of Francophone communities throughout North America changing rights and freedoms in democratic nations: <ul style="list-style-type: none"> inclusionary and exclusionary citizenship Declaration of Independence, Bill of Rights Charter of Rights and Freedoms language rights and access to French services National identity <ul style="list-style-type: none"> symbols languages traditions
What content would be added in the social studies curriculum?		<ul style="list-style-type: none"> Francophone cultural celebrations 	<ul style="list-style-type: none"> First Nations and Inuit heritage and culture Francophone heritage and culture Introduction to culture and heritage of individuals, groups and communities 	<ul style="list-style-type: none"> Emergence of Métis and their unique identity 	<ul style="list-style-type: none"> Francophone history and expanded pluralism Impact of settlement on Indigenous peoples 	<ul style="list-style-type: none"> Stories related to journeys of immigration 	<ul style="list-style-type: none"> Content on North America shifted to emphasize the comparison of Canada and United States Canadian military contributions to national identity Francophone contributions and presence throughout North America
What content would be moved to/ from a different grade in the social studies curriculum?			<ul style="list-style-type: none"> Moved to Grade 5: ancient civilizations and Middle Ages (including new case studies of Ancient India and Ancient Persia) Moved to Grade 5: major monotheistic world religions and adjusted to focus on world cultures and religions (Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism and Taoism) 			<ul style="list-style-type: none"> Moved to Grades 6 and 7: early modern Canada Moved from Grade 2: ancient civilizations and Middle Ages (including new case studies of Ancient India and Ancient Persia) Moved from Grade 2: major monotheistic world religions and adjusted to focus on world cultures and religions (Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism and Taoism) 	<ul style="list-style-type: none"> Moved from Grade 5 to Grades 6 and 7: early modern Canada



Draft K-6 Social Studies Design Blueprint | Geography

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Theme	Exploring our world	Earliest Peoples and Cultures	Early Foundations of Canada and the Americas	Early Colonial Canada and the modern age	Alberta and the West	Foundations of Modern Civilizations	North America: Two Paths to Democracy
Time Period	(Me, my family and community)	(Time, myths, legends)	Origins of Canada to Contact	1400 to 1760	1700-1905	1800 BCE to 1400 CE	1500 to 1871
Focus of Study	Recognizing place in relation to self, family and community.	Identifying significant features, amenities and services in local and surrounding communities.	Developing a sense of world geography including resources and landforms, informs how and where people live.	Examining how Canada was established as a result of negotiation, exploration and migration.	Examining landforms, location and boundaries that contributed to the settlement of Alberta.	Examining the foundation of settled ancient civilizations and the migration of early peoples.	Examining the movement of populations', political boundaries of Canada and the United States, land use and development.
Content at a Glance	<ul style="list-style-type: none"> • Introduction to maps and globes, including local maps with streets • Community and urban centre names • Features of communities: landmarks, schools, fire station, city hall • Traditional territories of First Nations and Inuit • Métis Regions 	<ul style="list-style-type: none"> • Services and amenities in communities • Movement of people and transportation • Local First Nation places of significance • Land features, including maps and globes: <ul style="list-style-type: none"> - hills - lakes - fields - forests 	<ul style="list-style-type: none"> • Landforms, including maps and globes: <ul style="list-style-type: none"> - continents - seas and oceans - valleys - grasslands - desert - mountains - prairie • Movement of people <ul style="list-style-type: none"> - reasons for migration • Traditional First Nations territories 	<ul style="list-style-type: none"> • Exploration <ul style="list-style-type: none"> - maps of global exploration - mapping early populations - comparing historical and contemporary maps - trade routes - colonial exploration routes - major naming system • Migration and immigration <ul style="list-style-type: none"> - movement of people in early Canada - francophone settlement • Treaty making <ul style="list-style-type: none"> - First Nations and Inuit communities in Canada - treaty areas 	<ul style="list-style-type: none"> • Geographical boundaries and physical features of Alberta • Motivations for immigration <ul style="list-style-type: none"> - culture - economic opportunity - natural disasters - persecution • Rupertsland and Métis settlement • Place names and Francophone communities, bilingual communities, Indigenous place names • Renaming projects • Treaty areas • Sites of reserves and residential schools 	<ul style="list-style-type: none"> • Nomadic to settled societies • Ancient India and China as river valley civilizations • Natural disasters influencing settlement and migration • Political mapping of civilizations and expansionism of Roman, Greek and Persian Empires • Push and pull factors of settlement and migration of peoples 	<ul style="list-style-type: none"> • Political divisions of Canada and the United States (national, state/ province) • Changing relationships with Indigenous peoples • Changing population demographics and displacement of Indigenous peoples • Indigenous and Francophone place names throughout North America • Francophone communities • Imposition of borders and boundaries, nations built over existing nations • Regional land use and development
What content would be added in the social studies curriculum?	<ul style="list-style-type: none"> • Traditional territories of First Nations and Inuit, Métis Regions 	<ul style="list-style-type: none"> • Local First Nation places of significance 		<ul style="list-style-type: none"> • Francophone settlements • First Nations: early treaties and alliances 		<ul style="list-style-type: none"> • Ancient India and China as river valley civilizations • Persia 	<ul style="list-style-type: none"> • Indigenous and Francophone place names, population demographics
What content would be moved to/from a different grade in the social studies curriculum?	<ul style="list-style-type: none"> • Moved to Grade 2: north, south, poles, continents, oceans 	<ul style="list-style-type: none"> • Moved to Grades 4 and 5: natural disasters 	<ul style="list-style-type: none"> • Moved to Grade 5 economics: Silk Road • Moved from Kindergarten: north, south, poles, continents, oceans 				



Draft K-6 Social Studies Design Blueprint | Economics

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Theme	Exploring our world	Earliest Peoples and Cultures	Early Foundations of Canada and the Americas	Early Colonial Canada and the modern age	Alberta and the West	Foundations of Modern Civilizations	North America: Two Paths to Democracy
Time Period	(Me, my family and community)	(Time, myths, legends)	Origins of Canada to Contact	1400 to 1760	1700-1905	1800 BCE to 1400 CE	1500 to 1871
Focus of Study	Exploring that humans have basic needs essential for survival.	Exploring how people exchange resources to meet their needs and wants.	Exploring that commodities are produced by people and can be traded between businesses and countries.	Examining resources and products, responsible financial choices and means of sustenance for varying peoples.	Examining economic factors for the settlement and development of Alberta.	Examining how feudal lordships gave way to international land and water based trade in ancient civilizations.	Examining factors and sectors of economic growth and development in Canada and the United States.
Content at a Glance	<ul style="list-style-type: none"> Needs and wants <ul style="list-style-type: none"> basic needs <ul style="list-style-type: none"> food water sleep clean air clothing shelter health safety, comfort and stability social needs <ul style="list-style-type: none"> love friendship care learning Basic needs are dependent on resources 	<ul style="list-style-type: none"> First Nations practices include: <ul style="list-style-type: none"> bartering trade conservation sharing resources cooperative relationships Needs and wants <ul style="list-style-type: none"> basic needs, including water, food and shelter wants Resources <ul style="list-style-type: none"> needed to fulfill needs and wants 	<ul style="list-style-type: none"> Basic economic concepts of trade <ul style="list-style-type: none"> exchange of goods buying and imports selling and exports mutual benefit of trade and exchange Commodities for trade <ul style="list-style-type: none"> commodities are resources or goods produced by people and civilizations merchants and businesses provide goods or services Resources that provide sustenance 	<ul style="list-style-type: none"> Resources and staple products <ul style="list-style-type: none"> fish furs Balance of trade during the fur trade Diverse perspectives on resource sharing 	<ul style="list-style-type: none"> Renewable and non-renewable resources Natural resources in Alberta Challenges and opportunities of economic development Competing interests in resource use and availability Economic reasons behind numbered treaties 	<ul style="list-style-type: none"> Feudal pyramid Subsistence farming Land and water based trade <ul style="list-style-type: none"> Trans-Saharan, Royal Road, Silk Road 	<ul style="list-style-type: none"> Compare economies of Canada and US, as Canada's largest trading partner Sectors of economy and industry Government control balanced with economic freedom Scarcity Factors of economic production
What content would be added in the social studies curriculum?	<ul style="list-style-type: none"> Resources (goods and services) 	<ul style="list-style-type: none"> Resources 	<ul style="list-style-type: none"> Mutual benefit of trade and exchange 	<ul style="list-style-type: none"> Diverse perspectives of resource sharing 	<ul style="list-style-type: none"> Challenges and opportunities of economic development, competing interests in resource use and availability, economic reasons behind the numbered treaties 	<ul style="list-style-type: none"> Land and water-based trade 	<ul style="list-style-type: none"> Canadian and American economic comparisons to sectors of economy and industry, and factors of production
What content would be moved to/from a different grade in the social studies curriculum?			<ul style="list-style-type: none"> Content would be moved to Grade 5: the Silk Road 			<ul style="list-style-type: none"> Content would be moved from Grade 2: the Silk Road 	



Draft K-6 Social Studies Design Blueprint | Government and Political Systems

	K	1	2	3	4	5	6
Theme	Exploring our world	Earliest Peoples and Cultures	Early Foundations of Canada and the Americas	Early Colonial Canada and the modern age	Alberta and the West	Foundations of Modern Civilizations	North America: Two Paths to Democracy
Time Period	(Me, my family and community)	(Time, myths, legends)	Origins of Canada to Contact	1400 to 1760	1700-1905	1800 BCE to 1400 CE	1500 to 1871
Focus of Study	Examining how some individuals are selected for roles in communities.	Examining how individuals and organizations can provide services and leadership in the community.	Examining the role of government and decision-making in communities.	Examining colonial governments and the impact of European political systems in a new world.	Examining First Nations, Métis and Inuit community and decision making structures and local and provincial government structures in early western Canada and Alberta.	Examining the contributions and legacies of ancient political systems contributing to democratic society.	Examining features of Canadian and American Systems of government, differences and commonalities.
Content at a Glance	<ul style="list-style-type: none"> Leaders in school and learning communities Leaders in groups, communities and organizations 	<ul style="list-style-type: none"> Services and organizations in the community include schools, playgrounds, hospitals, police stations and fire halls Leaders play a role in community Roles and responsibilities of team members, including leaders 	<ul style="list-style-type: none"> Leaders in the community, including mayors, Premiers, Prime Minister, Queen, First Nations, Métis and Inuit leaders Leaders provide guidance for decision making in communities 	<ul style="list-style-type: none"> Heads of state <ul style="list-style-type: none"> hereditary rulers kings/queens Indigenous leadership Government in New France <ul style="list-style-type: none"> absolute monarchy colonial governments Seigneurial system British monarchy <ul style="list-style-type: none"> parliamentary democracy The Crown 	<ul style="list-style-type: none"> First Nations, Métis and Inuit communities and structures: <ul style="list-style-type: none"> Metis settlements Métis Nation Inuit Tapiirit Kanatami First Nations impacts of <i>Indian Act</i> Local and municipal government <ul style="list-style-type: none"> city hall city council town council municipal district school board Provincial government <ul style="list-style-type: none"> provincial rights government established Legislative Assembly Premier Lieutenant-Governor MLA Ministers and Cabinet 	<ul style="list-style-type: none"> First Nations and Inuit societal structures and forms of decision making Feudal structure <ul style="list-style-type: none"> social order Divine Right of Kings, Mandate of Heaven rise of Parliament in England Emergence of democratic ideas <ul style="list-style-type: none"> rule by the people public forums and debate direct democracy representative democracy Magna Carta 	<ul style="list-style-type: none"> Unique features of Canadian government <ul style="list-style-type: none"> Constitutional monarchy, British parliamentary system branches of government <i>Constitution Act, 1982</i>, Charter of Rights and Freedoms Official Languages pluralism, multiculturalism Unique features of American government <ul style="list-style-type: none"> branches of government Declaration of Independence, Bill of Rights Commonalities <ul style="list-style-type: none"> federal government systems and structure of US and Canada responsible government federalism separation of powers regional representation
What content would be added in the social studies curriculum?	<ul style="list-style-type: none"> All content added, including leadership and services in the community, such as coaches and school principals 	<ul style="list-style-type: none"> All content added, including leadership and services in the community, such as police and firefighters 	<ul style="list-style-type: none"> All content added, including government, decision-making and services in the community, such as Prime Ministers and mayors Electoral processes and government structures 		<ul style="list-style-type: none"> Electoral processes and government structures 	<ul style="list-style-type: none"> Early democratic principles in First Nations and Inuit peoples and the foundations of democratic ideas 	<ul style="list-style-type: none"> Electoral processes and government structures
What content would be moved to/from a different grade in the social studies curriculum?							



Draft K-6 Social Studies Design Blueprint | Civics and Citizenship

	K	1	2	3	4	5	6
Theme	Exploring our world	Earliest Peoples and Cultures	Early Foundations of Canada and the Americas	Early Colonial Canada and the modern age	Alberta and the West	Foundations of Modern Civilizations	North America: Two Paths to Democracy
Time Period	(Me, my family and community)	(Time, myths, legends)	Origins of Canada to Contact	1400 to 1760	1700-1905	1800 BCE to 1400 CE	1500 to 1871
Focus of Study	Exploring early democratic behaviours within communities and family.	Exploring roles and responsibilities in the community contribute to positive relationships.	Engaging in democratic discussion with people of varied viewpoints, cultures and traditions.	Understanding Canada's electoral process enables democratic participation in decision-making.	Examining the creating of new pluralistic identity as western Canadians.	Examining how ancient civilizations and feudal structures gave way to democratic society.	Examining ways Canadians and Americans participate in democratic society.
Content at a Glance	<ul style="list-style-type: none"> • Belonging to community groups • Families, ancestry and kinship • Rules and expectations • Cooperation in play activities • Simple directions • Fairness • Civic responsibility 	<ul style="list-style-type: none"> • Contributions to community • Rights, roles and responsibilities • Past and present First Nations and Inuit traditions of reciprocity and relationship building <ul style="list-style-type: none"> - potlatch (Coast Salish) - gift-giving - talking circles • Treaties are promises with roles and obligations 	<ul style="list-style-type: none"> • Competencies for democratic discussion <ul style="list-style-type: none"> - communication - critical thinking - citizenship • Rights, roles, responsibilities • Opinions <ul style="list-style-type: none"> - forming opinions on various topics - distinguishing facts from opinions - discussions with varying opinions 	<ul style="list-style-type: none"> • Democratic decision making <ul style="list-style-type: none"> - consensus - mutual agreement - majority rule - minority perspectives - Canada's electoral process - First Nations, Métis and Inuit representation in government decision-making - democratic participation in government decision-making - elections with booths and secret ballots - ridings and constituencies - Prime Minister - Members of Parliament 	<ul style="list-style-type: none"> • Ethnic and religious diversity • Opportunities and challenges related to immigration • Stories related to journeys of immigration • Linguistic rights, francophone perspectives and contributions • Creation of reserve system, numbered treaties • Métis rights 	<ul style="list-style-type: none"> • Citizenship in ancient civilizations and feudal societies <ul style="list-style-type: none"> - matriarchy, patriarchy, egalitarian systems - class divisions - social structures - limited rights of citizens - exclusion of non-citizens - use of enslaved people for labour - social roles and responsibilities - meritocracy 	<ul style="list-style-type: none"> • Canadian and American citizenship • Individual and collective rights • Language rights and access to French services • Inclusionary and exclusionary citizenship • Involvement in democratic society <ul style="list-style-type: none"> - voting - justice system • Creation of a national identity <ul style="list-style-type: none"> - military contributions
What content would be added in the social studies curriculum?	<ul style="list-style-type: none"> • Increased learning outcomes in civics 	<ul style="list-style-type: none"> • Increased learning outcomes in civics • First Nations treaties: promises with roles and obligations 	<ul style="list-style-type: none"> • Increased learning outcomes in civics 	<ul style="list-style-type: none"> • Increased learning outcomes in civics • Decision-making 	<ul style="list-style-type: none"> • Increased learning outcomes in civics • Opportunities related to immigration 	<ul style="list-style-type: none"> • Increased learning outcomes in civics 	<ul style="list-style-type: none"> • Increased learning outcomes in civics
What content would be moved to/from a different grade in the social studies curriculum?							