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
<table>
<thead>
<tr>
<th>Theme</th>
<th>Time Period</th>
<th>Focus of Study</th>
<th>Content at a Glance</th>
<th>What content would be added in the social studies curriculum?</th>
<th>What content would be moved to/from a different grade in the social studies curriculum?</th>
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<tbody>
<tr>
<td>Exploring our world</td>
<td>(Me, my family and community)</td>
<td>Understanding time and place through history of personal traditions, communities, culture and territories.</td>
<td>Place and time (historical knowledge) - 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</td>
<td>Francophone cultural celebrations</td>
<td>Moved to Grade 6: ancient civilizations and Middle Ages (including new case studies of Ancient India and Ancient Persia)</td>
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<tr>
<td>Earliest Peoples and Cultures</td>
<td>(Time, myths, legends)</td>
<td>Developing an understanding of early cultures, traditions and communities through stories, folk tales, tablas, and legends of early peoples.</td>
<td>Early introduction to time periods in history – representations of time</td>
<td>First Nations and Inuit heritage and culture</td>
<td>Moved to Grades 6 and 7: early modern Canada</td>
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<td>Early Foundations of Canada and the Americas</td>
<td>Origins of Canada to Contact</td>
<td>Exploring the history and culture fosters an understanding and appreciation of pluralism and diversity in Canada.</td>
<td>Introduction to introduction to 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</td>
<td>Francophone heritage and culture</td>
<td>Moved from Grade 2: ancient civilizations and Middle Ages</td>
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<td>Early Colonial Canada and the modern age</td>
<td>1400 to 1760</td>
<td>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.</td>
<td>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</td>
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<td>Alberta and the West</td>
<td>1700-1905</td>
<td>Developing an understanding of Western Canada, including the impacts of immigration, settlement, and creation of a new diverse western identity.</td>
<td>Origins and early explorations of Western Canada Fur trade rivalries Diverse perspectives on land ownership Advance of settlement and agriculture</td>
<td>Francophone heritage and culture</td>
<td>Moved from Grade 2: ancient civilizations and Middle Ages</td>
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<tr>
<td>Foundations of Modern Civilizations</td>
<td>1800 BCE to 1400 CE</td>
<td>Exploring and examining the development, contributions and enduring legacies ancient civilizations in shaping the modern world as a foundation of democracy.</td>
<td>Ancient civilizations have enduring legacies, such as: - systems of government and decision-making - rights and freedoms - social structures</td>
<td>Francophone heritage and culture</td>
<td>Moved to Grades 6 and 7: early modern Canada</td>
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<td>North America: Two Paths to Democracy</td>
<td>1500 to 1871</td>
<td>Comparing and examining the diverse paths to democracy of Canada and the United States – shared early history, trade partners and a common border.</td>
<td>Ancient civilizations have enduring legacies, such as: - systems of government and decision-making - rights and freedoms - social structures</td>
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<td>Moved from Grade 5 to Grades 6 and 7: early modern Canada</td>
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## 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 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
- **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**
- **Services and amenities in communities**
- **Movement of people and transportation**
- **Local First Nation places of significance**
- **Land features, including maps and globes:**
  - hills
  - lakes
  - fields
  - forests
- **Exploration**
  - maps of global exploration
  - mapping early populations
  - comparing historical and contemporary maps
  - trade routes
  - colonial exploration routes
  - major naming system
  - Migration and immigration
  - movement of people in early Canada
  - francophone settlement
  - Treaty making
  - First Nations and Inuit communities in Canada
  - treaty areas
  - 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
  - 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
- **Geographical boundaries and physical features of Alberta**
- **Motivations for immigration**
  - culture
  - economic opportunity
  - natural disasters
  - persecution
  - Rupertland and Métis settlement
  - Place names and Francophone communities, bilingual communities, Indigenous place names
  - Renaming projects
  - Treaty areas
  - Sites of reserves and residential schools
  - 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

<table>
<thead>
<tr>
<th>Theme</th>
<th>K</th>
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<td>Examining how Canada was established as a result of negotiation, exploration and migration.</td>
<td>Examining landforms, location and boundaries that contributed to the settlement of Alberta.</td>
<td>Examining the foundation of settled ancient civilizations and the migration of early peoples.</td>
<td>Examining the movement of populations', political boundaries of Canada and the United States, land use and development.</td>
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<td>Imposition of borders and boundaries, nations built over existing nations</td>
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<td>K</td>
<td>Exploring our world</td>
<td>Exploring that humans have basic needs essential for survival.</td>
<td>Needs and wants - basic needs - food - water - sleep - health - safety, comfort and stability - social needs - love - friendship - care - learning - Basic needs are dependent on resources</td>
<td>Resources (goods and services)</td>
<td>Content would be moved to Grade 5: the Silk Road</td>
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<td>1</td>
<td>Earliest Peoples and Cultures</td>
<td>Exploring how people exchange resources to meet their needs and wants.</td>
<td>First Nations practices include: - bartering - trade - conservation - sharing resources - cooperative relationships - Needs and wants - basic needs, including water, food and shelter - wants - Resources - needed to fulfill needs and wants</td>
<td>Resources</td>
<td>Content would be moved from Grade 2: the Silk Road</td>
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<td>2</td>
<td>Early Foundations of Canada and the Americas Origins of Canada to Contact</td>
<td>Exploring that commodities are produced by people and can be traded between businesses and countries.</td>
<td>Basic economic concepts of trade - exchange of goods - buying and imports - selling and exports - mutual benefit of trade and exchange - Commodities for trade - commodities are resources or goods produced by people and civilizations - merchants and businesses provide goods or services - Resources that provide sustenance</td>
<td>Mutual benefit of trade and exchange</td>
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<td>3</td>
<td>Early Colonial Canada and the modern age</td>
<td>Examining resources and products, responsible financial choices and means of sustenance for varying peoples.</td>
<td>Resources and staple products - fish - furs - Balance of trade during the fur trade - Diverse perspectives on resource sharing</td>
<td>Diverse perspectives of resource sharing</td>
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<td>Alberta and the West</td>
<td>Examining economic factors for the settlement and development of Alberta.</td>
<td>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</td>
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<td>5</td>
<td>Foundations of Modern Civilizations</td>
<td>Examining how feudal lordships gave way to international land and water based trade in ancient civilizations.</td>
<td>Feudal pyramid - Subsistence farming - Land and water based trade - Trans-Saharan, Royal Road, Silk Road</td>
<td>Land and water-based trade</td>
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<td>North America: Two Paths to Democracy</td>
<td>Examining factors and sectors of economic growth and development in Canada and the United States.</td>
<td>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</td>
<td>Canadian and American economic comparisons to sectors of economy and industry, and factors of production</td>
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<td>North America: Two Paths to Democracy</td>
<td>1800 BCE to 1400 CE</td>
<td>Examining features of Canadian and American Systems of government, differences and commonalities.</td>
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**Content at a Glance**

- **Leaders in school and learning communities**
- **Leaders in groups, communities and organizations**
- **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**
- **Leaders in the community, including mayors, Premiers, Prime Minister, Queen, First Nations, Métis and Inuit leaders**
- **Leaders provide guidance for decision making in communities**
- **Heads of state**
  - hereditary rulers
  - kings/queens
  - Indigenous leadership
- **Government in New France**
  - absolute monarchy
  - colonial governments
  - Seigneurial system
- **British monarchy**
  - parliamentary democracy
  - The Crown
- **First Nations, Métis and Inuit communities and structures**
  - Métis settlements
  - Métis Nation
  - Inuit Tapiriit Kanatami
  - First Nations
  - impacts of Indian Act
- **Local and municipal government**
  - city hall
  - city council
  - town council
  - municipal district
  - school board
- **Provincial government**
  - provincial rights
  - government established
  - Legislative Assembly
  - Premier
  - Lieutenant-Governor
  - MLA
  - Ministers and Cabinet
- **First Nations and Inuit societal structures and forms of decision making**
- **Feudal structure**
  - social order
  - Divine Right of Kings, Mandate of Heaven
  - rise of Parliament in England
- **Emergence of democratic ideas**
  - rule by the people
  - public forums and debate
  - direct democracy
  - representative democracy
- **Magna Carta**
- **Unique features of Canadian government**
  - Constitutional monarchy, British parliamentary system
  - branches of government
  - Constitution Act, 1982, Charter of Rights and Freedoms
  - Official Languages
  - pluralism, multiculturalism
- **Unique features of American government**
  - branches of government
  - Declaration of Independence, Bill of Rights
- **Commonalities**
  - 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?**

- All content added, including leadership and services in the community, such as coaches and school principals
- All content added, including leadership and services in the community, such as police and firefighters
- All content added, including government, decision-making and services in the community, such as Prime Ministers and mayors
- Electoral processes and government structures
- Early democratic principles in First Nations and Inuit peoples and the foundations of democratic ideas
- Electoral processes and government structures

**What content would be moved to/from a different grade in the social studies curriculum?**

- All content added, including leadership and services in the community, such as coaches and school principals
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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
- **Early Foundations of Canada and the Americas**
- **Early Colonial Canada and the modern age**
- **Foundations of Modern Civilizations**

## 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.**

## Content at a Glance
- **Belonging to community groups**
- **Families, ancestry and kinship**
- **Rules and expectations**
- **Cooperation in play activities**
- **Simple directions**
- **Fairness**
- **Civic responsibility**
- **Competencies for democratic discussion**
- **Rights, roles, responsibilities**
- **Opinions**
- **Democratic decision making**
- **Opinions**
- **Competencies for democratic discussion**
- **Rights, roles, responsibilities**
- **Opinions**
- **Democratic decision making**
- **Opinions**
- **Competencies for democratic discussion**
- **Rights, roles, responsibilities**

### What content would be added in the social studies curriculum?
- **Increased learning outcomes in civics**
- **First Nations treaties: promises with roles and obligations**
- **Decision-making**
- **Canada's electoral process**
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### What content would be moved to/from a different grade in the social studies curriculum?
- **Increased learning outcomes in civics**
- **First Nations treaties: promises with roles and obligations**
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