

Social Studies Kindergarten to Grade 4 Curriculum

	Grade 3			Grade 4		
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	How can safety and security support healthy communities?			In what ways can civic institutions promote healthy citizenship?		
Learning Outcomes	Students know and understand how safety and security can enable communities to flourish.			Students know and understand how institutions are meant to support freedom and wellbeing.		
Conceptual and Procedural Knowledge	Conceptual Knowledge <i>(These columns still need to be relabelled and switched to match what Amy von Heyking suggested and what I have actually done with K-2):</i> Knowledge outcome (the what), then Conceptual (the why), then Procedural (the how).	Procedural Knowledge	Explicit Knowledge	Conceptual Knowledge	Procedural Knowledge	Explicit Knowledge
	Learners know that	To demonstrate knowledge and understanding learners	Learners acquire explicit knowledge	Learners know that	To demonstrate knowledge and understanding learners	Learners acquire explicit knowledge

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<p>The first requirement of any people living together and sharing a common life is peace: usually that is founded on safety and security. How do people obtain that basic necessity?</p> <p>Throughout human history, the idea of a “fort”, gate, wall, palisade for defence is found in every culture.</p> <p>“Villages and Forts” is the Civics theme for Grade 3</p> <p>civic responsibility refers to active collaboration within communities, including one or more of the following:</p> <ul style="list-style-type: none"> → sharing opinions → voting → volunteering <p>individuals have various roles and responsibilities in contributing to the well-being of communities: Elders, hunters, kings/queens</p>	<p>Identify how people ensure safety so that they can develop in peace and security</p> <p>identify roles and responsibilities of individuals in promoting safety, security, wellbeing, and good relations within communities</p>	<p>1. Indigenous peoples lived together in communities for safety, food, etc.</p> <p>(Review of Grade 2 knowledge, with more detail and vocabulary such as:</p> <ul style="list-style-type: none"> - Lodge, band, tribe, confederacy - tipi vs. wigwam - pemmican - Iroquois and Huron-Wendat farming - Hunting small and big game - Sports - Tools and weapons - Metal mining and metalwork - Transportation (horse, dog, travois, canoe, dugout - Fishing methods - Arctic survival - Warfare - Servitude <p>First Nations dwellings were sometimes organized defensively because they fought with other First Nations, e.g. the Iroquois Longhouse, their alliance; cf. the Blackfoot Confederacy</p> <p>We vs. Them</p> <p>Who Are “We”? E.g. Blackfoot called themselves “the real people who speak the Blackfoot language.”</p> <p>Most Indigenous peoples referred to their own tribe as “The People” or “Real People” in contrast to any outsiders including other Indigenous peoples.</p>	<p>Freedom and improvement of living conditions require a regular and orderly framework</p> <p>Different cultures throughout the world, past and present, demand different things from their citizens</p> <p>The idea of Dynasties in China</p> <p>“Oriental Despotism”</p> <p>current events can inform understandings of diverse communities</p> <ul style="list-style-type: none"> → events in local communities → events in Alberta → other significant events 	<p>Different cultures past and present had different structures or Constitutions</p> <p>How people served their country in the past</p> <p>summarize current events, from a variety of sources, related to collective action</p>	<p>Note: There is overlap here between Civics, Economics, History, Sociology etc.</p> <p>Students will know at least one, and a maximum of two, local First Nations governance structures - including expectations of members of the community (review of Grade 1 and 2 at a more enhanced level)</p> <ul style="list-style-type: none"> - the passage to manhood - roles of women - what was life like for children? - Class system in some communities (nobles and commoners) <p>Expectations of Greek and Roman citizenship</p> <ul style="list-style-type: none"> - military service - voting - Ostracism - The Roman <i>Cursus Honorum</i> <p>China’s concept of the Middle Kingdom And Dynasties</p> <ul style="list-style-type: none"> - Qin Shihuangdi starts the Great Wall - Han dynasty: trade in silk and spices, invention of paper, printing - The Silk Road, - Tang and Song dynasties: a high civilization, trade, inventions like the compass, gunpowder, mechanical woodblock printing, and paper money - Marco Polo - Mongol invasions and Conquests - Genghis Khan and the “Golden Horde” - Kubla Khan: establishes capital (now Beijing) - Ming dynasty - Confucian scholars and Jesuit scholars in China - The “Forbidden City” <p>Chinese Exploration: Zheng He, a Chinese Muslim</p> <p>Feudalism and Fealty in the Middle Ages</p> <ul style="list-style-type: none"> - Lords, Clergy, Vassals, Knights, Craftsmen’s Guilds, etc. - Women in the Middle Ages - Knights and Squires <p>New France</p> <ul style="list-style-type: none"> - The Sieur De Monts - Mathieu da Costa (Black freeman) 	

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	Learners understand that	To demonstrate knowledge and understanding learners	Anishinaabe called themselves “the good humans” (who followed the path of Gitchi Manitou) vs. outsiders as, for example, “others at the end of the lake.”	Learners understand that	To demonstrate knowledge and understanding learners
	The <i>idea</i> of a longhouse, tepee, village, fort /post / castle / city, town for safety	discuss how active involvement can create a sense of responsibility	Métis hunters from St. François Xavier (White Horse Plain) fought with the Sioux in the Battle of Grand Coteau in 1851. https://en.wikipedia.org/wiki/Battle_of_Grand_Coteau_(North_Dakota)	civic responsibility can be collective referring to the responsibility of society to people, land, and places	examine collective responsibilities of societies
	By studying examples from the past, students begin to see that people want and need to live in a <i>safe context</i> but that not everyone enjoys or has enjoyed that privilege around the world.		Students know by memory that there are nine main groupings of First Nations in Alberta: Beaver / Danezaa Blackfoot / Niitsitapi Chipewyan / Denesoliné Plains Cree / Paskwawiyiniwak Woodland Cree / Sakawithiniwak Sarcee / Tsuu T'ina Saulteaux (Plains Ojibwa) / Nakawé Slavey / Dene Tha' Stoney / Nakoda		
	civic responsibility refers to obligations that individuals have as members of a community		(Students could learn the “English” names first, and the more difficult Indigenous names later, or vice versa)		
	actions informed by current topics and issues can strengthen communities	compare information from various forms of media on a particular topic or issue propose actions to address issues that can strengthen communities	How did groups traditionally protect themselves? 2. The Ancient Greeks How they understood themselves and looked back: Troy, Trojan War, in what is now called the Bronze Age. Students understand Stone Age defences, Iron Age defences, Bronze Age defences, circle back to Troy (Bronze Age)	communities have a responsibility to respond collaboratively to societal issues that affect them	
					<ul style="list-style-type: none"> - The Intendant - Champlain and the Governors - A Province of France - Seigneurialism - no voting rights - tithing to the church - military service to protect farms and villages - The Great Peace of 1701 - War with England / New England - Three English attacks on Quebec 1690 (Phips), 1711 (Walker), 1759 (Wolfe) - “Notre-Dame-de-Victoire” was changed to “Notre-Dame-des-Victoires” - Comte de Frontenac - The Conquest and the Fall of New France <p>Students should know how vast and significant was the Fur Trade in the West, that it was both collaborative and competitive; that traders, Métis, Inuit, and First Nations people collaborated, competed, and prospered for many years.</p> <p>Service in the Fur Trade</p> <ul style="list-style-type: none"> - Voyageurs - Donnés - Translators - Guides - The HBC and NW Company <p>Traditional Métis society: The Buffalo Hunt</p> <ul style="list-style-type: none"> - Roles of men and women - Governance structure - Battle of Seven Oaks 1816 (Company rivalry) - Roman Catholic Clergy (“Mass on the open prairie” during the Buffalo Hunt) who doubled as political advisors - Review the Battle of Grand Coteau 1851 - Resistance and Riel’s “Provisional Government” in 1869-70 - Self-Organization in the 1885 Crisis

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	<p>ELA crossover: “The Tale of Troy” (Padraic Colum or Roger Lancelyn Green) based on <i>The Iliad</i> of the blind bard, Homer</p> <p>Greek city states; Athens, the Acropolis, the Piraeus and its wall; Sparta, Thebes, Corinth</p> <p>Citizens, Hoplites, slaves, Helots, etc.</p> <p>Greek vs. “Barbarian” Introduce simple version of the Persian Wars and the <i>Hellenic resistance</i> to it; (Among other benefits, this helps set up for the idea of resistance such as the <i>Métis Resistance</i> to the invaders from Canada to be learned in Grade 4 or 5)</p> <p>Family and children’s lives in Ancient Greece are covered under Sociology below</p> <p>Peloponnesian War in brief; the decline of Greece in division and violence</p> <p>Keep it simple: “After the Greeks came the Romans”</p> <p>Rome’s myth: out of the ashes of Troy came Aeneas; Romulus & Remus, the Palatine Hill fort</p> <p>City of Rome had many walls through its history; the story of the Sacred Geese of the Capitol</p>	<p>advocacy involves developing a voice and speaking alongside others</p> <p>discuss how civic responsibility is connected to collective action and advocacy</p> <ul style="list-style-type: none"> - Pierre Falcon, Jean-Baptiste Falcon, Gabriel Dumont → events in local communities → events in Alberta → other significant events <p>Students can sing the most famous Metis song, “La Chanson de le Grenouillère,” (by Métis bard Pierre Falcon) in French (and study the meaning of the words) https://www.youtube.com/watch?v=yB1knUIOSH0 (It is a way of remembering the “Battle” of Seven Oaks, 1816)</p> <p>Students increase their knowledge of Quebec Folk Songs using e.g. “Virtual Gramophone” at lac-bac.gc.ca Example: “La Gaspésienne” (song)</p> <p>Students can identify the Hudson Bay Company flag and know many of the forts or factories where it flew by creating a map.</p>

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Competency(ies)	<ul style="list-style-type: none"> • Collaboration • Communication • Critical Thinking • Cultural and Global Citizenship • Managing Information • Personal Growth and Well-being • Problem Solving 	<ul style="list-style-type: none"> • Collaboration • Communication • Critical Thinking • Cultural and Global Citizenship • Managing Information • Problem Solving
Literacy	<ul style="list-style-type: none"> • Access • Clarity • Comprehension Strategies • Evaluate • Intent • Modes and Media • Vocabulary 	<ul style="list-style-type: none"> • Access • Background Knowledge • Clarity • Comprehension Strategies • Modes and Media • Vocabulary
Numeracy		

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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	How can fairness support individuals and groups?			How can equity influence communities?		
Learning Outcomes	Students examine and explain how fairness can support individuals and groups.			Students analyze equity and explain its influence on decision-making.		
Conceptual and Procedural Knowledge	Conceptual Knowledge	Procedural Knowledge	Explicit Knowledge	Conceptual Knowledge	Procedural Knowledge	Explicit Knowledge
This table is deleted because there is already enough Civics material in the section above—and because “equity” is probably a politically partisan and charged buzzword. “Equity” sounds good but there is more than one way to understand it. The concept of “fairness” and later “equal opportunity” can be included in Civics. “Equal outcomes” (Utopia) can only be obtained by force, or by imposing injustice on other groups to help one group.	Learners know that	To demonstrate knowledge and understanding learners	Learners acquire explicit knowledge	Learners know that	To demonstrate knowledge and understanding learners	Learners acquire explicit knowledge

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	<p>This is also rather ideologically loaded: equity is a type of fairness that means helping people acquire what they need</p> <ul style="list-style-type: none"> → resources and services → accessibility 	<p>generate ideas about ways to demonstrate fairness that support living well together</p>	<ul style="list-style-type: none"> → resources and services → accessibility → cooperation → considering multiple viewpoints → creating safe environments 	<p>various supports exist to offer equal opportunities for diverse groups, including</p> <ul style="list-style-type: none"> - Francophone communities - Religious groups - Other minorities - → advocacy organizations (too political?) → access to services in first language 	<p>propose ways that individuals and groups can access resources and supports to help them thrive</p>	<ul style="list-style-type: none"> → advocacy organizations → access to services in first language
	<p>it takes work, thoughtfulness, and respect to make things fair</p> <ul style="list-style-type: none"> → cooperation → considering multiple viewpoints → creating safe environments 	<p>reflect how a willingness to be fair affects interactions in daily life</p>				
	Learners understand that	To demonstrate knowledge and understanding learners		Learners understand that	To demonstrate knowledge and understanding learners	
	<p>equity is when people receive what is needed instead of everyone getting exactly the same thing</p>	<p>explore a variety of examples that demonstrate equity for individuals and groups</p> <p>recognize inequitable situations in familiar contexts</p>		<p>Equal opportunity refers to creating a level playing field that allows all individuals and groups to thrive</p>	<p>describe ways in which fairness is demonstrated in many cultural communities</p>	

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				a lack of equal opportunity can cause	identify ways that decision making can promote equity in diverse communities	
				Equal opportunity is dynamic; what is considered fair or unfair can change over time	examine equity in situations involving the treatment of individuals over time	
Competency(ies)	<ul style="list-style-type: none"> • Communication • Critical Thinking • Cultural and Global Citizenship • Managing Information • 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"> • Access • Background Knowledge • Clarity • Comprehension Strategies • Evaluate • Intent • Vocabulary 			<ul style="list-style-type: none"> • Access • Background Knowledge • Clarity • Comprehension Strategies • Evaluate • Intent • Vocabulary 		
Numeracy						

	Grade 3			Grade 4		
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 Alberta products? How does money work?			What more do I need to know about trade? How does a business work? What is a supply chain?		
Learning Outcomes	Students know the main things that Alberta produces and exports. They grow in financial literacy.			Students deepen their knowledge of trade.		
Conceptual and Procedural Knowledge	Conceptual Knowledge	Procedural Knowledge	Explicit Knowledge	Conceptual Knowledge	Procedural Knowledge	Explicit Knowledge
	Learners know that	To demonstrate knowledge and understanding learners	Learners acquire explicit knowledge	Learners know that	To demonstrate knowledge and understanding learners	Learners acquire explicit knowledge

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	<p>Alberta has industries and products that people around the world need and want</p> <p>There are four choices with money that has been earned: invest, save, spend, and donate, whence <i>money-management skills</i>.</p> <p>The different forms of money and how people use them to pay for goods and services.</p> <p>What is entrepreneurship and how do entrepreneurs promote a healthy economy in a city?</p> <p>Students learn how money travels back and forth between (1) consumers, (2) businesses, and (3) the city (i.e. taxes).</p> <p>A city thrives when all three sectors of the economy earn, save, spend, and donate.</p>		<p>Students review and recommit to memory what they have learned about First Nations economies in previous grades;</p> <p>Students know what things are found, farmed, or made in Alberta:</p> <ul style="list-style-type: none"> - Oil and gas - Coal - Cattle - Wheat - Bison - Beekeeping - Softwood <p>What do people use these things for?</p> <ul style="list-style-type: none"> - Eating - Building a home - Driving a car - Heating their home in winter <p>Trade: Which countries want and need things from Alberta? (top 3)</p> <ul style="list-style-type: none"> - United States - China - Japan <p>The top things Alberta exports are: minerals such as salt, sulphur, cement, stone, fuels and oils</p> <p>Locate the following on a map:</p> <ul style="list-style-type: none"> - Port of Vancouver - Montreal - Prince Rupert 	<p>Alberta produces certain things that people in Alberta and other people in Canada and around the World need and want (demand)</p> <p>The range of possibilities for choice may be constrained by factors including</p> <ul style="list-style-type: none"> → time → money → goods → climate → geographic location 	<p>examine how constraints may reduce choice options</p> <ul style="list-style-type: none"> → time → money → goods → climate (see Grade 3) → geographical location <p>World Trade Patterns in</p> <ul style="list-style-type: none"> - Roman Times (Mediterranean World) - China and Asia - Marco Polo, the Spice and Silk Routes - Portuguese exploration <p>Students will be able to locate place where products come from and trade routes across land and seas on maps of the Ancient World, and Medieval Europe after Marco Polo</p> <p>If possible, students will know trade routes of First Nations across the Rocky Mountains to the west, across the Prairie, and to the North and South.</p> <p>Students will know extensive maps of Hudson Bay Company posts, the river and lake routes travelled, and the supply and demand of furs</p> <p>Review Economy of the Metis in the 1800s (HBC, buffalo hunt, other trading activity) before 1869</p> <p>Alberta Exports today: Students know</p> <ul style="list-style-type: none"> - today's Trade Routes - How Alberta products get to ports (Review of ports) - Where are the pipelines? * - What are the Alberta transportation hubs? <p>(* I suggest no political opinions about pipelines at this stage: that will come later when students have knowledge and can have an informed debate.)</p> <p>Financial Literacy</p>
	Learners understand that	To demonstrate knowledge and understanding learners		Learners understand that	To demonstrate knowledge and understanding learners

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	<p>choice is an action where one chooses between various alternatives</p> <p>choice involves trading off one thing for another</p>	<p>describe a variety of situations where options are considered when making a choice</p>	<ul style="list-style-type: none"> - Halifax - St. John, N.B. - These are Canada's 5 top ports. <p>Things travel by rail, truck, sea, air</p> <p>Financial Literacy:</p>	<p>Many people depend on producing these things so that they can live.</p> <p>choice can involve costs or benefits as a result of a decision</p>	<p>examine what is lost and what is gained as a result of a choice made in various situations</p>	<p>Advertising, business fundamentals, Capital resources, Entrepreneur characteristics, Expense, Finance tracking, Goods and services, Human resources, Innovation, Interdependence, Loss, Manufacturing, Natural resources, Price, Products, Profit, Region, Resources, Revenue, Reward, Risk, Services, Supply, Supply chain, Trade, Traits, Transportation, bankruptcy; what are global markets?</p>
	<p>the outcome of a choice may have consequences that can be both intended and unintended</p> <p>Economic decisions are especially rife with unintended consequences. Teacher should be familiar with the book, <i>Economics in One Lesson</i> by Henry Hazlitt. However students could encounter these ideas (and the book) later, in Grade 7/8</p>	<p>explain how consequences of choice in familiar situations can affect individuals and groups when making decisions</p>	<p>Banking, business, circular flow of money, city planner, consumer, currency, deposit, economic development, entrepreneur, goods, government, income, interdependence, jobs, payments and paying bills, money choices, producer, save, savings, savings account, services, spend, taxes, transaction, withdrawal; "it's not what you earn, it's what you save" (piggy bank), depending on available time.</p>	<p>choice can have short- and long-term effects</p> <p>Students explore well-known businesses, their origins, and the traits common to the entrepreneurs who started them.</p> <p>Students learn the fundamental tasks performed by a business owner. E.g. play a game and track the revenue and expenses of a business.</p> <p>Students, e.g. in a game, demonstrate the supply chain through a hands-on manufacturing and trade experience.</p>	<p>identify positive and negative consequences of choice</p>	

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	choice will often depend on consideration of needs, wants, costs, and long-term consequences of choices	explore how diverse communities balance choice when considering needs, wants, and costs	in many communities, choice is balanced with consideration for the future	recognize how some choices in First Nation, Métis, and Inuit communities contributes to sustainability

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	<p>in many First Nations, Métis, and Inuit communities - and in the Judeo-Christian traditions - choice is balanced with consideration for collective wellbeing and traditional culture, including morality. This seems to be pretty universal. It is not at all unique to First Nations, Métis, and Inuit cultures (which are often themselves heavily influenced by Christian social teaching).</p> <p>This point is also fundamental to good economics: to quote Hazlitt, “The bad economist sees only what immediately strikes the eye; the good economist also looks beyond. The bad economist sees only the direct consequences of a proposed course; the good economist looks also at the longer and indirect consequences. The bad economist sees only what the effect of a given policy has been or will be on one particular group; the good economist inquires also what the effect of the policy will be on all groups,” that is, on community wellbeing.</p>	<p>explore an example of how First Nations, Métis, or Inuit community choices consider how individual self-interests can be in harmony collective well-being</p>		<p>choice in communities can reflect well-being of the land</p> <p>They learn that money can be saved in a financial institution, such as a bank or a credit union, and how that money can earn interest.</p> <p>Students learn about the ways in which people's interests and skills can help them identify small businesses they can start.</p>	<p>recognize how choice impacts well-being in diverse communities</p>	

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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"> • Critical Thinking • Cultural and Global Citizenship • Managing Information • Personal Growth and Well-being
Literacy	<ul style="list-style-type: none"> • Access • Background Knowledge • Clarity • Comprehension Strategies • Evaluate • Vocabulary 	<ul style="list-style-type: none"> • Access • Comprehension Strategies • Evaluate • Vocabulary
Numeracy		

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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.					
Guiding Questions	How does spatial sense help understand our place in the world?			In what ways does place impact our relationship with land?		
Learning Outcomes	Students know locations and that people live there.			Students examine how place and natural resources are connected.		
Conceptual and Procedural Knowledge	Conceptual Knowledge	Procedural Knowledge	Explicit Knowledge	Conceptual Knowledge	Procedural Knowledge	Explicit Knowledge
	Learners know that	To demonstrate knowledge and understanding learners	Learners acquire explicit knowledge	Learners know that	To demonstrate knowledge and understanding learners	Learners acquire explicit knowledge
	<p>place can be identified by location</p> <p>location refers to a position of a place or landmark</p>	interpret various representations that illustrate local and global places and landmarks	<p>Students can label the capitals of all Provinces and Territories on a map with blank spaces, plus Vancouver, Montreal, Saskatoon, Calgary, and St. John N.B.</p> <p>Students know a few local place names with their First Nations, Métis, Inuit, French, German, Scottish, or other origins, e.g. Calgary (Scots), Banff (Scots); St. Albert, Leduc (French), etc.</p> <p>Spatial Sense (World)</p> <p>GMT comes from the Royal Observatory at Greenwich,</p>	<p>place has a dynamic aspect; it is not static</p> <p>→ rural and urban landscapes change</p> <p>→ communities change</p> <p>place refers to rural and urban landscapes</p>	describe various natural and built features of rural and urban landscapes	<p>Review Grade 3 Memory Work.</p> <p>Students know by memory:</p> <p>The key Rivers and Lakes of the Fur Trade in Western Canada and B.C. (map work)</p> <p>Highest mountain in Alberta: Mount Columbia, at 3,700 metres (Named after the Columbia River)</p> <p>(Also: there is a country called <i>Colombia</i> in S. America; note the Spanish spelling. Note also that the US Capitol is in the District of Columbia, the same spelling as British Columbia.)</p> <p>Highest mountain in Canada: Mount Logan, 6,000 metres. (Named after Sir William Logan, a great scientist). It is in</p>

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			<p>England; students can identify a picture of it</p> <p>Students know what an observatory is for (crossover with Science / Astronomy) and can name where some prominent Albertan and Canadian observatories are, including e.g. Ottawa's old "Dominion Observatory".</p>	<p>natural resources come from the land</p> <p>create a visual representation of a rural or an urban landscape in Alberta that includes natural and built features</p>	<p>Yukon Territory</p> <p>Canada's three longest rivers:</p> <ul style="list-style-type: none"> - Mackenzie River, 4,000 km long; empties into the Beaufort Sea - Yukon River 3,000 km, empties into the Bering Sea - St. Lawrence River, 3,000 km long, empties into the Gulf of St. Lawrence <p>Later, in Grade 5 or after, First Nations and Inuit names for these rivers will be learned also.</p>
	Learners understand that	To demonstrate knowledge and understanding learners	<p>Students can locate:</p> <ul style="list-style-type: none"> - Mediterranean, Aegean, Adriatic - Greece, Italy, France, Spain - Strait of Gibraltar, Atlantic Ocean - North Africa, Asia Minor - The Bosphorus (strait), Black Sea, Istanbul (Constantinople) - Red Sea, Persian Gulf, Indian Ocean - Scandinavia, Greenland, Newfoundland <p>Students know that there are different climates throughout the</p>	Learners understand that	To demonstrate knowledge and understanding learners
	one place in relation to another is represented by relative location	describe the location of a place using positional language and cardinal directions		place is characterized by built and natural features	distinguish between renewable and non-renewable natural resources
	absolute location can be described in latitude and longitude coordinates	create a visual representation (a map or diagram) of a place		various places have been established based on natural resource availability	interpret a variety of visual representations that include natural resources in relation to places in Alberta
	Greenwich Mean Time	determine the absolute location of various places			<p>Alberta's biggest lakes</p> <p>Lake Athabasca 8,000 km sq.</p> <p>Lake Claire 1,400 km sq.</p> <p>Lesser Slave Lake 1,200 km sq.</p> <p>Students can locate:</p> <ul style="list-style-type: none"> - River Danube, Rhine, Rhone - Alps, Pyrenees - France: Normandy - North Sea, Baltic Sea
	Prime Meridian				
	International Date Line				

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	<p>place can be named by individuals and groups depending on significance</p> <p>numbers of people live in different places</p>	<p>examine local place names</p> <p>connect local place names to French, German, Scottish namesakes, and/or to traditional territories of First Nations, Métis, or Inuit</p> <p>identify Francophone, Scottish, German, and other place names of local communities and landmarks</p>	<p>world:</p> <ul style="list-style-type: none"> - Tropical - Dry - Temperate - Continental - Polar <p>And they can identify which ones pertain in Alberta on a map.</p> <p>Students know by memory:</p> <p>Alberta's largest cities and their populations * are:</p> <ul style="list-style-type: none"> • Calgary: 1,200,000 • Edmonton: 900,000 • Red Deer: 100,000 • Lethbridge: 90,000 • St. Albert 65,000 <p>(* 2016 Census)</p> <p>Alberta's largest First Nations by population* :</p> <ul style="list-style-type: none"> • Blood (Kainai) 12,000 • Saddle Lake Cree, 11,000 • Samson Cree, 9,000 • Bigstone Cree, 8,000 • Siksika, 7,000 <p>(* both on and off reserve; later they will learn the difference between on-reserve / off-reserve population</p>			<ul style="list-style-type: none"> - British Isles: England, Ireland, Scotland, Wales; English Channel <p>→ rural and urban landscapes change</p> <p>→ communities change</p>
Competency(ies)	<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 • Creativity and Innovation • Critical Thinking • Cultural and Global Citizenship • Managing Information 		

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Literacy	<ul style="list-style-type: none"> • Access • Clarity • Comprehension Strategies • Intent • Modes and Media • Purpose • Text Organization • Vocabulary 	<ul style="list-style-type: none"> • Clarity • Comprehension Strategies • Evaluate • Intent • Modes and Media • Purpose • Text Organization • Vocabulary
Numeracy	<ul style="list-style-type: none"> • Communication • Interpretation and Representation of Spatial Information • Location and Direction 	<ul style="list-style-type: none"> • Communication • Interpretation and Representation of Spatial Information

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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 did children live in the past?			How did families live in the past?		
Learning Outcomes	Students learn how children lived in other times and places.			Students learn how families lived in other times and places.		
Conceptual and Procedural Knowledge	Conceptual Knowledge	Procedural Knowledge	Explicit Knowledge	Conceptual Knowledge	Procedural Knowledge	Explicit Knowledge
	Learners know that	To demonstrate knowledge and understanding learners	Learners acquire explicit knowledge	Learners know that	To demonstrate knowledge and understanding learners	Learners acquire explicit knowledge

Social Studies Kindergarten to Grade 4 Curriculum

	Grade 3		Grade 4	
	<p>In other times and places children were raised in ways that are both similar and different from the variety of current practices in Canada: a simple introduction</p> <p>Different ideas of discipline and correction: a simple introduction</p> <p>And Around the World:</p> <ul style="list-style-type: none"> - China - India - Africa - Middle East <p><i>Note: Is this “balance” material too vague (Star Wars?):</i></p> <p>balance is manifested through practices, including celebrations</p> <ul style="list-style-type: none"> → traditional or cultural practices or ceremony → family or community celebrations <p>balance through giving and offering is needed with all of creation</p> <ul style="list-style-type: none"> → people 	<p>examine, through practices, roles, and responsibilities, how balance is important to ensure community connectedness</p> <p>How children lived in a maximum of two local First Nations before European contact: a simple introduction</p> <p>How children lived in Ancient Greece and Rome</p> <p>How children lived in the Middle Ages (if possible)</p> <p>Would need to be filled out with details so that they are explicit:</p> <ul style="list-style-type: none"> → traditional or cultural practices or ceremony → family or community celebrations → people → plants → animals → natural elements of water, air, and soil <p><i>[Note: The ugliness of Dickensian schooling, boarding schools, 19th century discipline methods, and Residential schooling that applied to some Indigenous kids, can probably best be saved for later when learners are more mature and are less emotionally vulnerable to traumatic material. For example there could be a Grade 9 unit about benign vs. harsh schooling in the past, inclusive of all cultures not only Indigenous, but with regard to the particular problematic of Residential schooling even if it applied only to a minority of Indigenous children.]</i></p>	<p>Cultures of the past and family life</p> <p>And Around the World:</p> <ul style="list-style-type: none"> - China - India - Africa - Middle East <p>Women in Ancient Rome</p> <p>Women in Leadership Roles: in the Middle Ages</p> <p>On medieval women in leadership, teachers can use Regine Pernoud’s <i>Women in the Days of the Cathedrals</i></p> <p>Women are a focus here in order to head off the tendency to see history as dominated only by males. Students at a young age will therefore be accustomed to the idea of women in leadership roles.</p>	<p>How did families live in a maximum of two local First Nations before European contact?</p> <p>(*Marriage in the Fur Trade will be tackled in higher grades)</p> <p>Families in 19th century Metis communities (Roman Catholic or a blend of old and new?)</p> <p>How Ancient Roman families lived (some is review)</p> <ul style="list-style-type: none"> - Families in Ancient Rome - The authority of the <i>Paterfamilias</i> - the status of men, women, and children - <i>Pietas</i>, the Roman virtue by which children honoured their parents and the gods - Women were sometimes in leadership roles: Empress Helena, Empress Theodora - Students know something of family life in China, India, Africa (pictorial books) <p>Marriage and children in the Middle Ages: how Christian marriage differed from Roman marriage; e.g. women kept their maiden name in the Middle Ages</p> <p>The Culture of a Monastery in simple terms</p> <ul style="list-style-type: none"> - Abbot, monks in community, Rule of life - Food, clothing (habit), locations - Education - Art (manuscript copying in the Scriptorium) - Music (students can recognize the sound of Gregorian Chant) <p>Students can describe women in more leadership roles in the Middle Ages than ever before</p> <ul style="list-style-type: none"> - Queen - Lady of the manor - Abbess - Sisters (Nuns) in Religious Orders

Social Studies Kindergarten to Grade 4 Curriculum

	Grade 3		Grade 4	
	Learners understand that	To demonstrate knowledge and understanding learners	Learners understand that	To demonstrate knowledge and understanding learners
	<p>balance is respect for how people, plants, animals, and elements provide mutual support</p> <p>individuals, as part of a community, can help maintain balance by respecting land and one another. Yes sure</p>	<p>commit more knowledge to memory</p> <p>Identify what people, plants, animals, and elements give and offer to one another</p> <p>At this stage children cover animals in Science class</p>	<p>If truly desirable, introduce this stuff below in Grade 7/8:</p> <p>Teachings related to respect and reciprocity help maintain balance within communities</p> <p>imbalance in one aspect of community can affect another aspect</p>	<p>commit more knowledge to memory</p> <p>identify First Nations, Métis, and Inuit teachings related to enhancing balance in community</p>
			<p>striving for balance supports survival and unity for both individuals and communities</p>	<p>examine ways teachings can support survival and unity within and among communities</p>
Competency(ies)	<ul style="list-style-type: none"> • Collaboration • Critical Thinking • Cultural and Global Citizenship • Managing Information 		<ul style="list-style-type: none"> • Critical Thinking • Cultural and Global Citizenship • Managing Information 	
Literacy	<ul style="list-style-type: none"> • Access • Background Knowledge • Comprehension Strategies • Vocabulary 		<ul style="list-style-type: none"> • Access • Comprehension Strategies • Vocabulary 	
Numeracy				

	Grade 3	Grade 4
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 can I learn about cultures ?	What more can I learn about cultures ?

Social Studies Kindergarten to Grade 4 Curriculum

	Grade 3			Grade 4		
Learning Outcomes	Students know some characteristics of way of life and culture.			Students deepen their knowledge of culture and begin to see how it reflects collective identity.		
Conceptual and Procedural Knowledge	Conceptual Knowledge	Procedural Knowledge	Explicit Knowledge	Conceptual Knowledge	Procedural Knowledge	Explicit Knowledge
	Learners know that	To demonstrate knowledge and understanding learners	Learners acquire explicit knowledge	Learners know that	To demonstrate knowledge and understanding learners	Learners acquire explicit knowledge
			<p>How children lived unit</p> <p>Students can describe how children lived in First Nations and Inuit communities before European contact</p> <p>Children’s Education, daily life, the role of slaves (e.g. the teacher/ slave <i>paedagogus</i>), and so on, the Roman “<i>Bulla</i>” (amulet) worn by boys. How do children become adults in this culture?</p>	<p>culture gives people a sense of identity</p> <p>describe how culture is significant to individual and collective identity</p> <p>examine aspects of Francophone culture that can influence a sense of collective identity</p>		<p>Built Culture unit</p> <p>What did people build? Why? How were they expressing their culture by building on a grand scale?</p> <p>Great feats of engineering: Ziggurats of Babylon; the Pyramids of Egypt and South and Central America; Cathedrals of France; modern skyscrapers</p> <p>Students can identify pictures of, and give the date of:</p> <ul style="list-style-type: none"> - Great Pyramid of Gizeh, 2500 BCE - How pyramids in the Americas differ in appearance - Chartres Cathedral (France), 1200 AD / CE - Eiffel Tower, 1889 - Empire State Building 1931 - CN Tower (Toronto) built 1976. Today its antenna stands 553 metres high. - Tallest building in the world: the Burj Khalifa, in Dubai, UAE, at 830 metres <p>Students can recognize different forms of architecture such as</p> <ul style="list-style-type: none"> - Roman, Romanesque, Gothic, and Russian / Eastern Christian architecture, e.g. the “onion dome” (all pictorial) <p>Students know the relationship between Gothic (cathedrals) and Neo-Gothic (Notre Dame de Montreal, Canada’s Parliament, other modern churches, Mewata Armoury in Calgary, etc. etc.) again picture-based</p>
	Learners understand that	To demonstrate knowledge and understanding learners	<p>Girls in Rome were, like their mother, <i>property</i> of their father. And so on.</p> <p>A slave (and his family if applicable) could be freed and become a Freedman (a “<i>Libertus</i>”) in relationship with the former master, now a “<i>Patron/Client</i>” relationship</p>	<p>Learners understand that</p> <p>To demonstrate knowledge and understanding learners</p>		
	<p>culture is composed of shared traditions, symbols, language, art, artifacts, and food</p> <p>culture can exist in many places, including in countries and cities, in the workplace, and in recreation</p>	<p>describe diverse characteristics of culture, including from a Francophone culture and from a First Nations, Métis, or Inuit culture</p>		<p>culture is dynamic and changing</p> <p>recognize how culture can change over time and in various contexts, including social life and work life</p>		

Social Studies Kindergarten to Grade 4 Curriculum

	Grade 3		Grade 4			
	<p>culture is passed on within and between generations</p> <p>culture can be expressed socially in various ways</p>	<p>determine how characteristics of culture are passed on and expressed</p>	<p>Cultural Literacy:</p> <p>The top single ethnic origins in Alberta (2016 Census) are:</p> <ol style="list-style-type: none"> 1. British Isles 1.5 million 2. German 700,000 3. French 410,000 4. Ukrainian 370,000 5. Chinese 190,000 <p>Visible minorities: Total: 933,000 South Asian 230,000 Black: 129,000</p> <p>First Nations / Metis: Aboriginal: 140,000 Metis: 115,000 Inuit: <2,000</p> <p>Know some customs and tradition of the major groups.</p> <p>Students know by heart:</p> <ul style="list-style-type: none"> - <i>Issei</i>, immigrants from Japan (born in Japan) - <i>Nisei</i>, second generation (i.e. first ones born in Canada) - <i>Sansei</i>, third generation (their grandparents were born in Japan) <p>(Suggested mnemonic device:</p> <ul style="list-style-type: none"> - the “I” in <i>Issei</i> stands for 1 as in “first”; - <i>Nisei</i> the “N” stands for “n” in 2nd - <i>Sansei</i> for grandparents because “san” sounds like “son” in “grandson”) 	<p>culture is the result of social association</p> <p>culture is acquired and developed by members within a society</p> <p>culture can influence the daily life of individuals and groups</p>	<p>examine examples of social interaction where culture is acquired and developed</p> <p>explore how culture can influence First Nations, Métis, and Inuit daily life</p>	<p>category, etc. etc.) again picture-based</p> <p>Tibetan, Hindu, Mosque architecture (pictorial or video)</p> <ul style="list-style-type: none"> - Students know what a <i>minaret</i> represents - They can identify a picture of Lhasa’s Jokhang Temple (Tibetan Buddhist monastery) - The Kaaba in Mecca: students know that Mecca is the holiest site and place of <i>pilgrimage</i> (the <i>Hijaz</i>) in Islam <p>(Again the memory work could be accomplished in repetition sessions of 15 - 20 minutes per day using flash card type pictures)</p> <p>Cultural Literacy:</p> <p>India and the Indian <i>diaspora</i> not only in Canada but worldwide</p> <p>The Chinese diaspora around the world, not only in Canada</p> <p>Religious Literacy:</p> <p>A survey of religious affiliation of various groups</p> <p>Buddhism and who practises it?</p> <p>Hinduism</p> <p>Most Albertans of Chinese, Japanese, Koreans and Filipino background belong to various Christian denominations</p> <p>Black Canadians are 30% Protestant, 20% Roman Catholic, 22% Muslim, 12% No Religion (StatCan)</p> <p>Resources:</p> <ul style="list-style-type: none"> - StatCan - Collections Canada online - <i>Countries and their Cultures</i> online: “East Asians of Canada - Religion and Expressive Culture”

Social Studies Kindergarten to Grade 4 Curriculum

	Grade 3	Grade 4
Competency(ies)	<ul style="list-style-type: none"> • Communication • Critical Thinking • Cultural and Global Citizenship • Managing Information 	<ul style="list-style-type: none"> • Critical Thinking • Cultural and Global Citizenship • Managing Information • Personal Growth and Well-being
Literacy	<ul style="list-style-type: none"> • Access • Clarity • Comprehension Strategies • Vocabulary 	<ul style="list-style-type: none"> • Access • Background Knowledge • Comprehension Strategies • Vocabulary
Numeracy		<ul style="list-style-type: none"> • Time

	Grade 3			Grade 4		
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 happened in the Roman Empire? How does sequence play a role in history?			What happened in the Middle Ages? How can historical evidence influence our understanding of change?		
Learning Outcomes	Students deepen their understanding of sequence in events and developments with a survey of Ancient Roman history.			Students continue to deepen their knowledge of events, with brief introduction to historical evidence, and with a survey of Medieval History and Culture, and the story of Exploration.		
Conceptual and Procedural Knowledge	Conceptual Knowledge	Procedural Knowledge	Explicit Knowledge	Conceptual Knowledge	Procedural Knowledge	Explicit Knowledge
	Learners know that	To demonstrate knowledge and understanding learners	Learners acquire explicit knowledge	Learners know that	To demonstrate knowledge and understanding learners	Learners acquire explicit knowledge

Social Studies Kindergarten to Grade 4 Curriculum

	Grade 3		Grade 4		
<p>Students should still know “Before Christ” and “Anno Domini” (“The Year of Our Lord”) as well as “Before Common Era” and “Common Era”</p> <p>significance can improve understanding of the past</p> <p>relevance determines significance of people, places, and events</p> <p>→ past → present</p> <p>Students will study Rome again in grade 6, with a focus on the <i>legacy of ideas</i> from Ancient Greece and Rome.</p>	<p>explain how a significant person, place, or event of the past can continue to have relevance within local or global communities</p>	<p>→ past → present → local communities → global communities</p> <p>Ancient Rome</p> <ul style="list-style-type: none"> - Understand BC / AD and BCE / CE - <u>390 BCE Sack of Rome by the Gauls</u> - Three Punic Wars (Rome vs. Carthage) - 55 BCE Conquest of Gaul by Julius Caesar (Note: age-appropriate conquest. E.g. students can learn the death toll when they are older) - Students know what this means: “<i>Veni, vidi, vici</i>” (“I came, I saw, I conquered”) - Civil Wars - Cleopatra of Egypt - Brutus - Caesar assassinated - Augustus - Expansion of the Roman Empire - Students know what <i>Pax Romana</i> means: the Imperial <i>Peace</i> of the Emperors, imposed by the Roman Legions - The Forum: temples, marketplaces - The Colosseum: “bread and circuses”, gladiator combat, chariot races - Roads, bridges, and aqueducts - Eruption of Mt. Vesuvius, 	<p>The study of the past gets deeper with an appreciation that there is always more to be learned</p> <p>Main Theme for History is now the Middle Ages, Exploration, and Encounter with Others</p> <p>historical evidence can reveal information about individuals or events from past time periods</p> <p>→ significant events or people in local contexts or communities, including Alberta becoming a province in 1905: a look at documents and photographs</p> <p>→ significant events in the traditional territories of First Nations in what is now Alberta, including establishment of ways of living, land use, interactions between nations as evidenced in story robes, oral traditions and winter</p>	<p>organize events and developments in chronological order</p> <p>get a brief introduction to physical evidence:</p> <p>→ photographs → artifacts → documents</p> <p>access different forms of primary sources to uncover information about what is now Alberta</p> <ul style="list-style-type: none"> - a simple documentary source? - Other examples: photographic evidence - Many beautiful paintings of Alberta and its people - Kurelek’s images of Prairie Life 	<p><u>Students spend some time getting to know the story of Odysseus in <i>The Odyssey</i> of the blind bard Homer: e.g the Audiobook “Tales from the Odyssey” Part 1 and 2 by Mary Pope Osborne (for ages 9-10); ELA crossover</u></p> <p>The Middle Ages</p> <ul style="list-style-type: none"> - 410 Sack of Rome by the Goths. End of the Roman Empire in the West. - The Rise of Kings, the Church, and Feudalism - The Rise and Conquests of Islam - Viking / Norse exploration: review and go into greater detail - Norsemen who settled in Normandy became French-speaking “Normans” - 1066 William the Conqueror, Duke of Normandy, crossed the English Channel, attacked and conquered England, in the Battle of Hastings. It was the end of Anglo-Saxon England in the Norman Conquest - Slavery in the Ottoman Empire; Enslavement of “Slavs” by the Turks gives us the modern term “Slave”, i.e. comes from the “white slave trade.” - The Crusades were a <i>response</i> to the invasions by Islamic conquerors; Europe’s rulers responded to the Byzantine Emperor’s request for help in repelling invaders from his realms - The tradition of Pilgrimage (Chaucer tie-in; other pilgrimages) <p>Exploration by Sea</p> <ul style="list-style-type: none"> - Portuguese and Spanish Explorers; the Dutch in New Amsterdam. Review (brief) of Chinese Explorers from Grade 2. - Columbus, Cabot, Cartier, etc. as Explorers (no tragic, negative material about Indigenous Peoples at this stage; that comes <i>later</i> with more maturity) - Pirates & Sir Francis Drake, including his voyage to the Pacific <p>Land/River Explorers:</p> <ul style="list-style-type: none"> - the Verendrye’s (Father and Brothers) - 1754-55 Anthony Henday reaches the Rocky Mountains - Mackenzie, Fraser, and the Rivers of the North and West - Yes, the First Nations and Inuit were “already there” but it was still a major discovery for the Europeans and Canadians who encountered the Indigenous peoples and their lands and cultures for the first time. - End with some review of the Hudson Bay Company and North West Company activities and exploration.

Social Studies Kindergarten to Grade 4 Curriculum

	Grade 3		Grade 4		
	<p>significance refers to how deeply communities were affected by people, places, and events</p> <ul style="list-style-type: none"> → local communities → global communities 	<p>destruction of Pompeii</p> <ul style="list-style-type: none"> - Persecution of Christians - “decline and fall” - Weak, corrupt emperors, legend of “Nero fiddling as Rome burns” - Eastern Roman Empire: Byzantine Civilization 	<p>primary sources are first-hand accounts of the past</p> <ul style="list-style-type: none"> → diaries → oral traditions → art → photographs → artifacts 	<p>determine the author or creator of a primary source</p> <p>explore how print and oral primary sources are recognized and valued as sources of information</p>	<p>Basic Narrative of Alberta History (date memorization <u>not</u> necessary at this stage; material to be revisited in a more textured way in later grades)</p> <p>Fur Trade and Exploration</p> <ul style="list-style-type: none"> - 1670 Hudson Bay Company granted monopoly over trade in Rupert’s Land, named after Prince Rupert (Governor of HBC and nephew of King Charles I) - 1754 Anthony Henday’s travels - 1778 Peter Pond’s trading posts

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		Grade 3			Grade 4	
			<ul style="list-style-type: none"> - Constantine, emperor who gave tolerance to Christianity (it was made the official religion <i>later</i> by Theodosius) - Germanic Invasions (so-called “Barbarian” because the Greeks and then Romans said their language sounded like “Bar Bar Bar”) - Later in the far North of Europe, the Vikings / Norsemen were skilled sailors and shipbuilders. Traders, and sometimes raiders of the European coast - Eric the Red and Leif Ericson (Leif “the Lucky”) <p>Circle back to Canada with review of l’Anse aux Meadows</p>	<p>Students know the names of :</p> <ul style="list-style-type: none"> - Historic First Nations leaders - Metis leaders - Most influential missionaries in Alberta, English, French, and other origins - Famous settlers, of all cultures <p>historical evidence related to contributions of diverse communities builds an understanding of what is now Alberta</p> <p>→ stories of people and events that shaped Alberta related to culture, politics, economics, health and education</p> <p>→ First Nations, Métis, and Inuit contributions that shaped Alberta, including the land, knowledge of how to read the land, significant sites, and ancestral teachings</p>	<p>access different forms of primary sources related to the contributions of Francophones and diverse settler communities in what is now Alberta</p>	<ul style="list-style-type: none"> - 1821 merger of the Companies - 1837 Smallpox strikes the Blackfoot / Niitsitapi (two-thirds die) - 1857 Palliser Expedition <p>Canadian Rule (effectively as a Colony of Canada)</p> <ul style="list-style-type: none"> - 1869 Rupert’s Land transferred to Canada - 1869-70 Metis Resistance and creation of Manitoba - 1874 Survey of 49th Parallel - 1876 Treaty No. 6 - 1877 Treaty No. 7 - 1880s Commercial ranching begins - 1882 Division of NWT into Districts of Alberta, Athabasca, Assiniboia East, Assiniboia West, Saskatchewan (map work) - 1883 CPR completed up to Calgary (from east) - 1885 The Last Spike - 1887 Banff National Park is the first in Canada - 1887 Mormons establish Cardston - 1896-and after: Laurier/Sifton immigration boom - 1898 increased Ukrainian immigration to the West - 1899 Treaty No. 8 <p>The Province</p> <ul style="list-style-type: none"> - 1905 NWT carved by Ottawa to make Provinces of Alberta and Saskatchewan (map overlay) - 1908-11 migration of 1,000 Oklahoma Blacks to Alberta - 1914-18 As many as 49,000 Albertans served in the First World War (one-third of men aged 18 to 45) - 1910 voluntary relocation of Calgary’s Chinatown (there were also Chinatowns in Edmonton, Medicine Hat, and Lethbridge by this time) - 1916 Women gain the vote in Alberta - 1929 Famous Five - 1938 Metis Betterment Act (land set aside) - 1939-45 Second World War - 1947 Leduc Oil Fields discovered - 1950 Interprovincial Pipeline - 1953 Pembina Oil Field discovered - 1964 Athabasca tar sands begin - 1973 Alberta Oil boom <p>More detailed study to come in grade 6, 7, or 8. Examples:</p>

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	Grade 3		Grade 4		
	Learners understand that	To demonstrate knowledge and understanding learners		Learners understand that	To demonstrate knowledge and understanding learners
	significance refers to how deeply communities were affected by people, places, and events	examine ways that local and global communities have been and continue to be affected by people, places, or events		inferences can be made based on historical evidence to acquire deeper understanding about significant events in the past	generate questions about primary sources to find information draw conclusions about events and developments, related to what is now Alberta, using inferences made from primary sources justify conclusions, using evidence
	significance of people, places, and events can be different from one person to the next	discuss how significance of people, places, or events can vary for individuals			<ul style="list-style-type: none"> - Political movements <ul style="list-style-type: none"> o Farmer movements o fringe activity: Ku Klux Klan in Alberta - Great Depression - Ethnic and religious groups - A closer look at First Nations, Metis, and Inuit, e.g. a detailed study of Blackfoot soldiers / “warriors” in the First World War, using resources such as Alberta Historic Places online - Black Albertan history www.collectionscanada.ca - Alberta Chinese: www.collectionscanada.ca <p>→ significant events or people in local contexts or communities, including Alberta becoming a province in 1905 covered in Grade 1 and 2</p> <p>→ significant events in the traditional territories of First Nations in what is now Alberta, including establishment of ways of living, land use, interactions between nations as evidenced in story robes, oral traditions and winter counts. Covered in Grade 1 and 2 and will be covered again</p> <p>→ stories of people and events that shaped what is now Alberta, including Leduc no. 1</p>
Competency(ies)	<ul style="list-style-type: none"> • Communication • Critical Thinking • Cultural and Global Citizenship • Managing Information • Personal Growth and Well-being 		<ul style="list-style-type: none"> • Communication • Critical Thinking • Cultural and Global Citizenship • Managing Information 		
Literacy	<ul style="list-style-type: none"> • Access • Background Knowledge • Clarity • Comprehension Strategies • Vocabulary 		<ul style="list-style-type: none"> • Access • Comprehension Strategies • Develop Questions • Ethical Use • Intent • Modes and Media • Purpose • Text Organization • Vocabulary 		
Numeracy			<ul style="list-style-type: none"> • Interpretation and Representation of Spatial Information • Organization of Data • Time 		

	Grade 3	Grade 4
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 the stories of diverse communities?	What can stories reveal about the origins of communities?

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	Grade 3			Grade 4		
Learning Outcomes	Students analyze stories of diverse local and global communities.			Students analyze stories of the origins of diverse communities in what is now Alberta.		
Conceptual and Procedural Knowledge	Conceptual Knowledge	Procedural Knowledge	Explicit Knowledge	Conceptual Knowledge	Procedural Knowledge	Explicit Knowledge
	Learners know that	To demonstrate knowledge and understanding learners	Learners acquire explicit knowledge	Learners know that	To demonstrate knowledge and understanding learners	Learners acquire explicit knowledge
	History reinforces the concept of safety and “forts” in the Civics section above various stories can share the same information about significant events	compare different stories related to a specific event	List of dates to be <u>memorized</u> : (Again, significance not important at this time, just memorizing the dates as memory work and as a foundation for later, to evoke curiosity, and to give a sense of sequence) (This can be done by repetition, 15 to 20 minutes per day) Sometime before 10,000 years ago Prehistoric hunters crossed into North America from Asia Year 1000 - Viking (Norse) explorers reached Newfoundland; their dwellings 1451 Iroquois Confederacy is formed 1605 De Monts at Port Royal, Acadia 1608 Champlain founds Quebec 1642 Ville-Marie (Montreal) 1660 Dollard des Ormeaux’s last stand 1670 Hudson’s Bay Company is formed 1701 The “Great Peace” between New France and 39 First Nations 1795 Fort Edmonton established 1867 Confederation of first four provinces of Canada 1873 Royal Canadian Mounted Police established 1875 Fort Calgary established 1885 “The Last Spike”: Canadian Pacific Railway completed 1905 Alberta and Saskatchewan become Provinces of Canada 1914-1918 First World War	History now moves on to movement and “Exploration” beginning with linkage to <i>The Odyssey</i> of Homer, the blind bard, in Language Arts	Enjoy <i>The Odyssey</i> Try to recapture in their imagination the wonder of exploration The wonder of First Nations at seeing the newcomers and their highly desirable manufactures	Stories of Exploration (English and French): See Civics section above. List of dates to be <u>memorized</u> (This frames their first basic narrative outline of Canadian history in the simplest terms.) 1755 Acadians expelled from their homeland during the Seven Years War 1759 Wolfe defeats Montcalm on the Plains of Abraham 1763 Treaty of Paris (Canada formally under British control); end of the Seven Years War 1776 American Declaration of Independence 1783 Loyalists begin arriving in Canada 1791 <i>Canada Act</i> creates Upper and Lower Canada 1812 United States invades Canada 1814 End of the War of 1812 1837-1838 Rebellions in Upper and Lower Canada 1841-48 Responsible (Cabinet) Government 1869 First Riel Rebellion (Métis Resistance) 1870 Manitoba becomes a Province 1871 British Columbia becomes a Province 1873 Prince Edward Island becomes a Province 1885 Second Riel Rebellion (Métis Resistance) 1916 Women win the vote in Alberta 1929 -1939 The Great Depression 1939-1945 Second World War Suggested resources: <i>The Story of Canada</i> - Janet Lunn & Christopher Moore
	Learners understand that	To demonstrate knowledge and understanding learners		Learners understand that	To demonstrate knowledge and understanding learners	
	both fiction and non-fiction stories share information	discuss stories of diverse communities, including one from a Francophone and one from an Indigenous community		stories about the origins of diverse communities are shaped by different views	examine stories of individuals and groups that have made contributions to communities	
	stories can convey important information and events, past and present	examine the important details of stories		stories tell about how people in the past shaped the communities they lived in	discuss stories of the origins of a Francophone and a First Nations or Métis community discuss stories of the origins of communities in what is now Alberta	

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	Grade 3		Grade 4	
	stories can promote understanding of one another	examine stories about various communities to find out about others	<p>stories can tell how communities have changed over time</p> <p>stories help people understand the present</p> <p>In Grade 4 Students take all of the dates they have learned since Grade 2, and all of the new dates they are learning this year, and create a scroll that maps all of the dates on a time-line.</p> <p>In Visual Arts they illustrate the time-line with faces, dwellings, tools, weapons, ships, forts, etc.</p>	use stories to identify significant changes in diverse communities over time
Competency(ies)	<ul style="list-style-type: none"> • Communication • 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"> • Access • Clarity • Comprehension Strategies • Purpose • Vocabulary 		<ul style="list-style-type: none"> • Access • Clarity • Comprehension Strategies • Intent • Vocabulary 	

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	Grade 3	Grade 4
Numeracy	• Time	• Time