



**The Consortium**  
Alberta Professional Learning Consortium

# Charting the Course

## Exploring the New K-6 Social Studies Curriculum

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APLC Summer Symposium  
August 20, 2025

Presenter: Ted Zarowny



# Land Acknowledgement



This session is being attended by individuals across Alberta, the traditional lands of the First Nations and Métis Nation.

## Treaty 6 First Nations

- Cree
- Saulteaux
- Blackfoot
- Dene
- Nakota

## Treaty 8 First Nations

- Cree
- Dene Tha
- Dane-Zaa
- Denesuline

## Treaty 7 First Nations

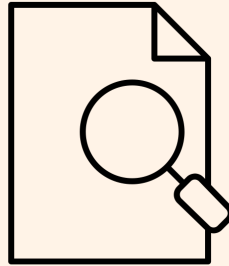
- Blackfoot Confederacy of the SikSika, Kainai and Piikana Nations
- Stoney Nakoda Nation of the Chiniki, Bears Paw, and Goodstoney Nations
- TsuuT'ina Nation

## Métis Nation

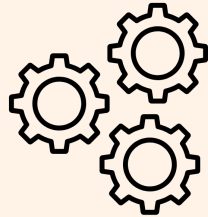


Chokecherries

# Goals



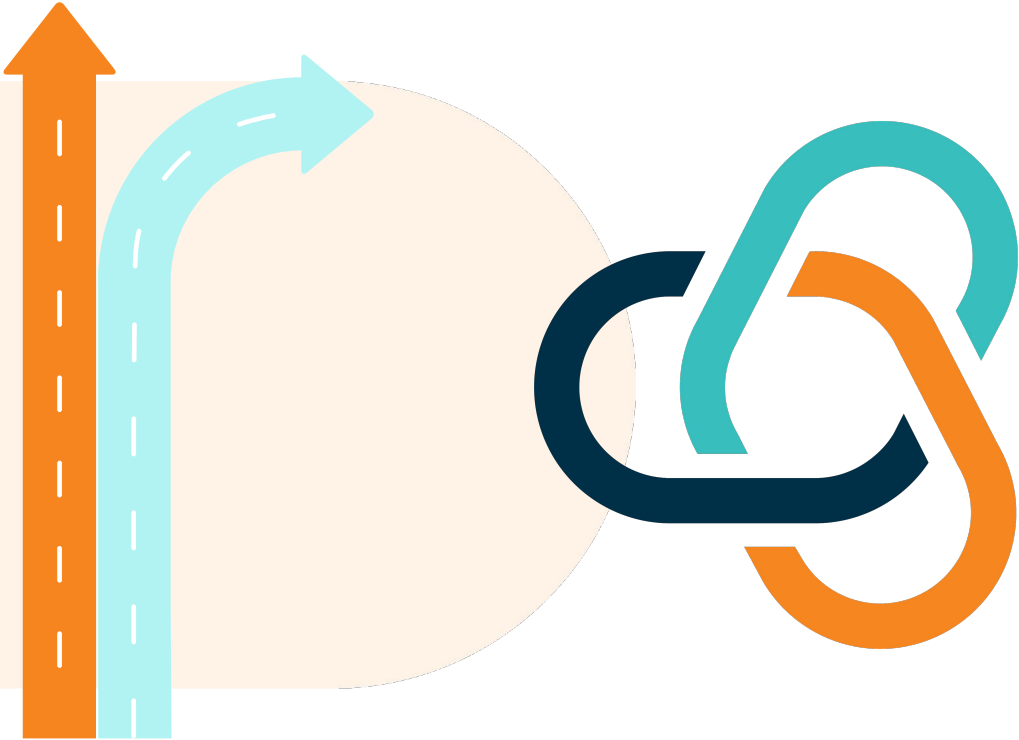
Introduction  
and overview  
of the new  
curriculum.



How the  
KUSPs work  
together.



**Shifts From  
Old to New**

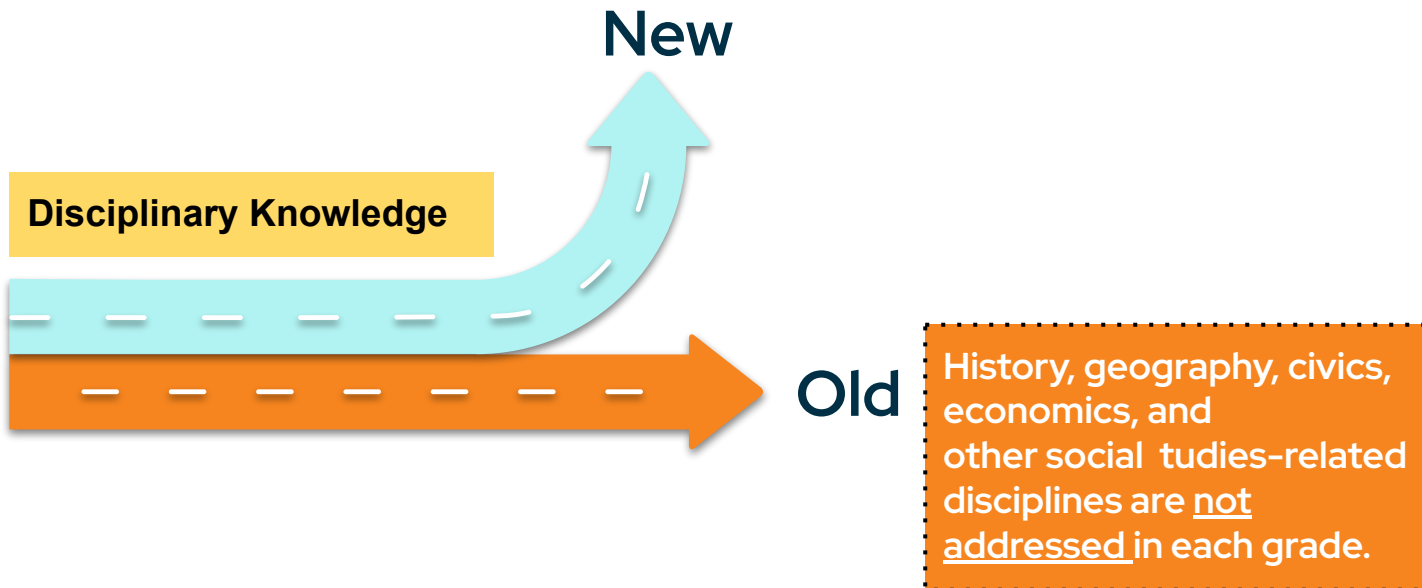


# Shifts From Old to New

Content on history, geography, economics, politics, and citizenship is present in every grade.



Alberta



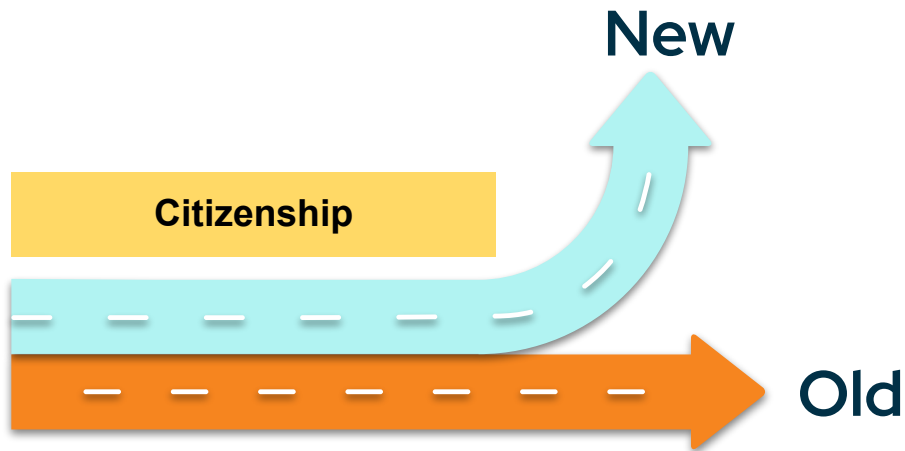
# Shifts From Old to New

Citizenship is an organizing idea across all grades.

Supporting every educator  
in every classroom



Alberta



The inclusion of civics varies by grade.

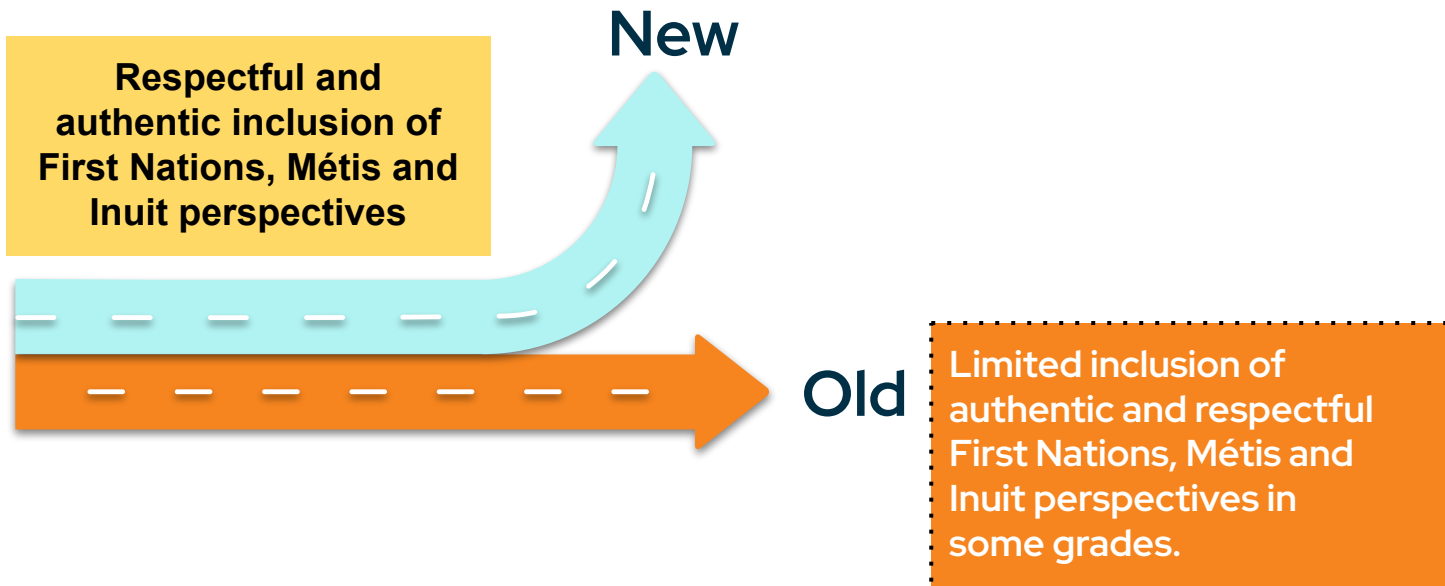
# Shifts From Old to New

First Nations, Métis and Inuit histories, contributions, and perspectives are included authentically and respectfully.

Supporting every educator  
in every classroom



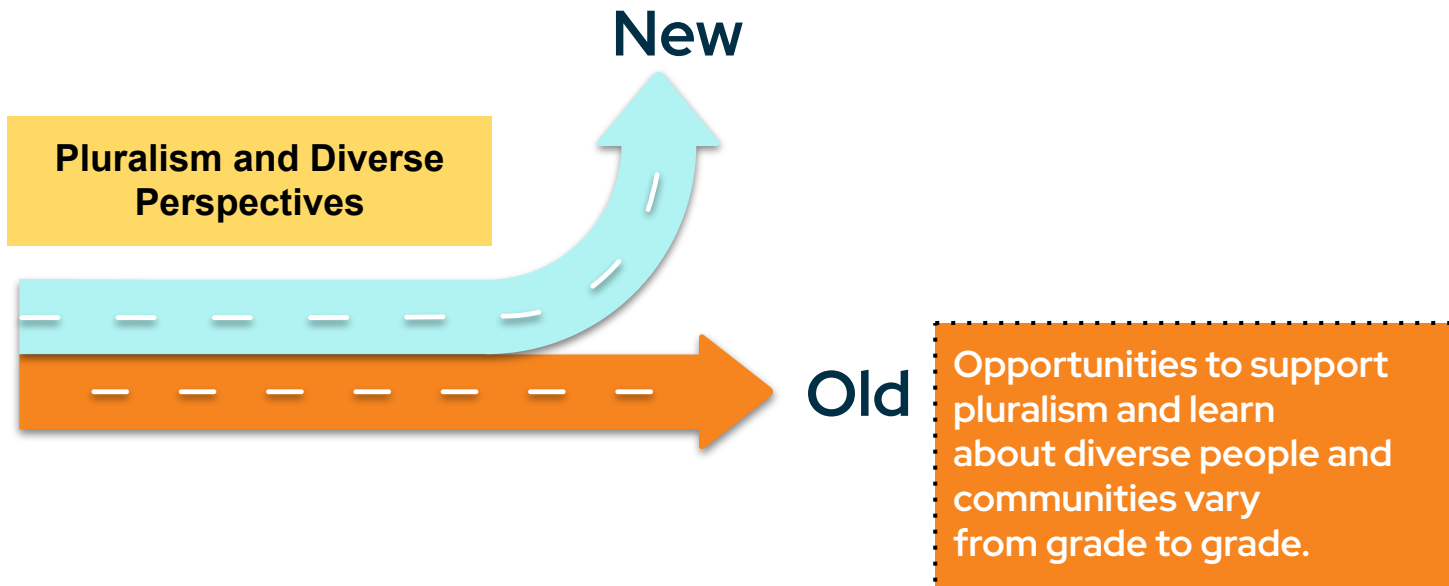
Alberta



# Shifts From Old to New

Pluralism is included in all grades as learners explore cultural diversity in the community, across Canada, and throughout the world.

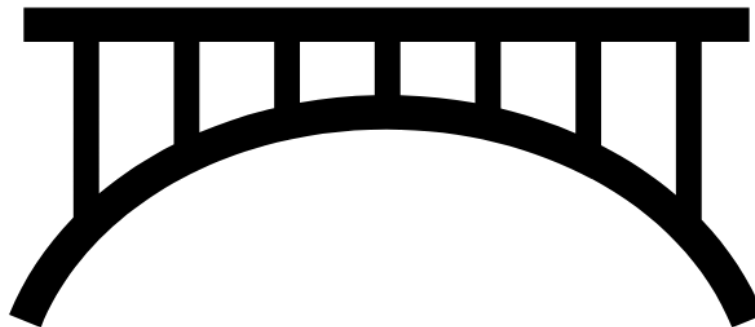
Alberta



# Bridging Documents

These documents are located in the NewLearn Alberta website.

- [Grade 1](#)
- [Grade 2](#)
- [Grade 3](#)
- [Grade 4](#)
- [Grade 5](#)
- [Grade 6](#)



# Content Focus

K

Culture, Tradition, and Community

01

Local Communities and Cultures

02

Canada (Communities and Heritage)

03

Alberta and the Prairies

04

Colonial Canada and Confederation

05

Ancient Civilizations

06

Democracy (History, Principles, and Operation)

# Curriculum Architecture

**Mathematics Kindergarten to Grade 6 Curriculum**

	Grade 3	Grade 4
<b>Organizing Idea</b>	Measurement attributes such as length, area, volume, and angle are quantified by measurement.	
<b>Guiding Question</b>	In what ways can length be communicated?	How can area characterize space?
<b>Learning Outcome</b>	Students determine length using standard units.	Students interpret and express area.

**Physical Education and Wellness Kindergarten to Grade 6 Curriculum**

	Kindergarten	Grade 1	Grade 2
<b>Organizing Idea</b>	Active Living: Developing physical literacy through movement and active living supports well-being across a lifespan.		
<b>Guiding Question</b>	How can physical activity contribute to health?	How can physical activity contribute to health?	What makes physical activity meaningful?
<b>Learning Outcome</b>	Students explore physical activity in a variety of contexts.	Students investigate the benefits of physical activity.	Students investigate physical activity and relate it to personal experiences.
	Knowledge   Understanding   Skills & Procedures	Knowledge   Understanding   Skills & Procedures	Knowledge   Understanding   Skills & Procedures

**English Language Arts and Literature Kindergarten to Grade 6 Curriculum**

	Kindergarten	Grade 1	Grade 2
<b>Organizing Idea</b>	Oral Language: Listening and speaking skills as foundation for literacy development and ongoing communication, collaboration, and meaningful textual understanding.		
<b>Guiding Question</b>	In what ways can listening and speaking communicate knowledge, ideas, and information?	In what ways can listening and speaking be applied to develop oral communication?	How can listening and speaking be developed to improve oral communication?
<b>Learning Outcome</b>	Students explore listening and speaking skills through a variety of contexts.	Students develop listening and speaking skills through writing, spoken and dramatization.	Students evaluate and adjust listening and speaking skills to communicate effectively.
	Knowledge   Understanding   Skills & Procedures	Knowledge   Understanding   Skills & Procedures	Knowledge   Understanding   Skills & Procedures

**Science Kindergarten to Grade 6 Curriculum**

	Grade 5	Grade 6
<b>Organizing Idea</b>	Matter: Understandings of the physical world are deepened by investigating matter and energy.	
<b>Guiding Question</b>	How can states of matter and other physical properties be explained using the particle model of matter?	How can the properties of matter be explained by heating or cooling?
<b>Learning Outcome</b>	Students investigate the particle model of matter in relation to physical properties of solids, liquids, and gases.	Students investigate how particles of matter behave when heated/cooled and predict effects on solids, liquids, and gases.

**Draft Social Studies Kindergarten to Grade 6 Curriculum**

	Kindergarten	Grade 1	Grade 2
<b>Organizing Idea</b>	Time and Place: Exploring the connections between people, places, and time to gain a deeper understanding of ourselves and others to build meaning of the world.		
<b>Guiding Question</b>	What are places within a community?	What is the significance of places within communities?	How does the land in Canada differ from place to place?
<b>Learning Outcome</b>	Students describe places in communities.	Students describe some of the major physical features of Canada.	Students describe the diverse physical regions of Canada.
	Knowledge   Understanding   Skills & Procedures	Knowledge   Understanding   Skills & Procedures	Knowledge   Understanding   Skills & Procedures

**Mathematics (April 2022)**

**Physical Education and Wellness (April 2022)**

**English Language Arts and Literature (March 2023)**

**Science (March 2023)**

**Draft K-6 Social Studies Curriculum: Optional Classroom Planning During 2024-25 School Year**

Page 1

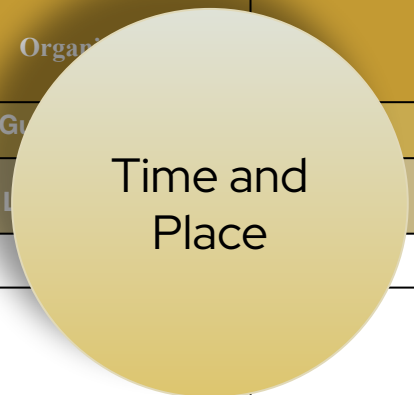


Organizing Idea			
Guiding Question			
Learning Outcome			
	Knowledge	Understanding	Skills and Procedures

# Organizing Idea

Organizing

Guiding



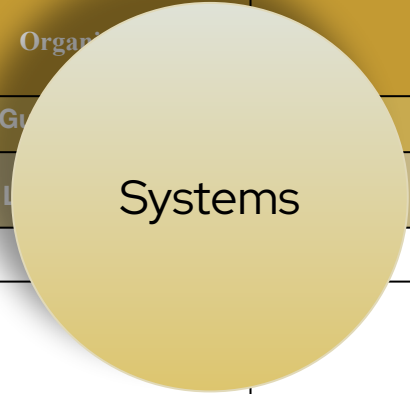
Exploring the dynamic relationships between **people, place, and time**

- supports understanding of **perspectives** and **events**
- to make meaning of the world

[Time and Place.pdf](#)

Organ

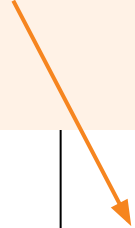
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Systems

Evaluating processes and structures of organizations

- builds understanding
- of **decision making** in the world.



[Systems.pdf](#)

- Economic Decision Making
- Political Decision Making

Organ

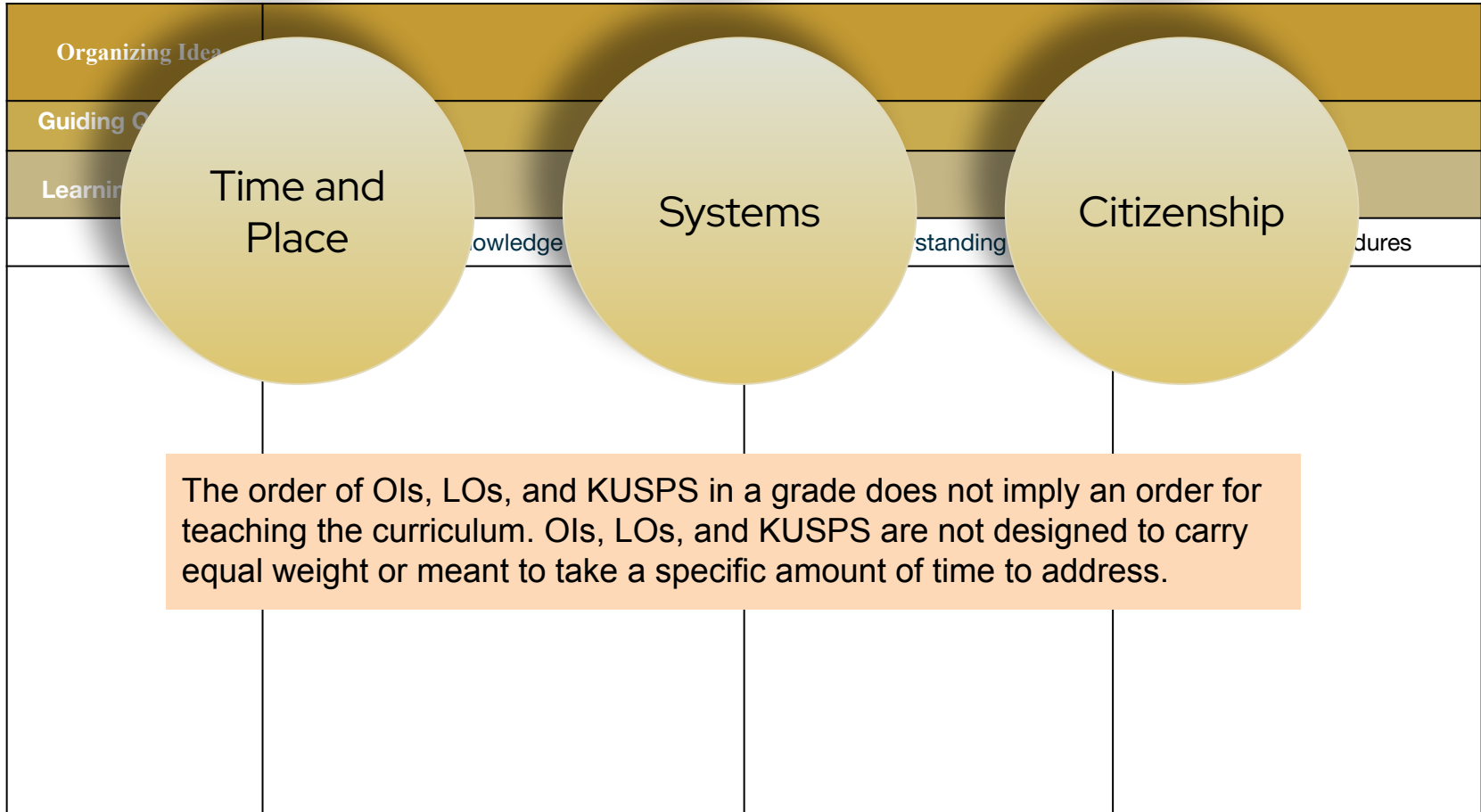
Gu

# Citizenship

Understanding local, national, and global issues

- empowers individual and collective action toward an inclusive society.

[Citizenship.pdf](#)



EXAMPLE Grade 1 Social Studies Curriculum

Systems: Evaluating processes and structures of organizations builds understanding of decision making

Id

communities?

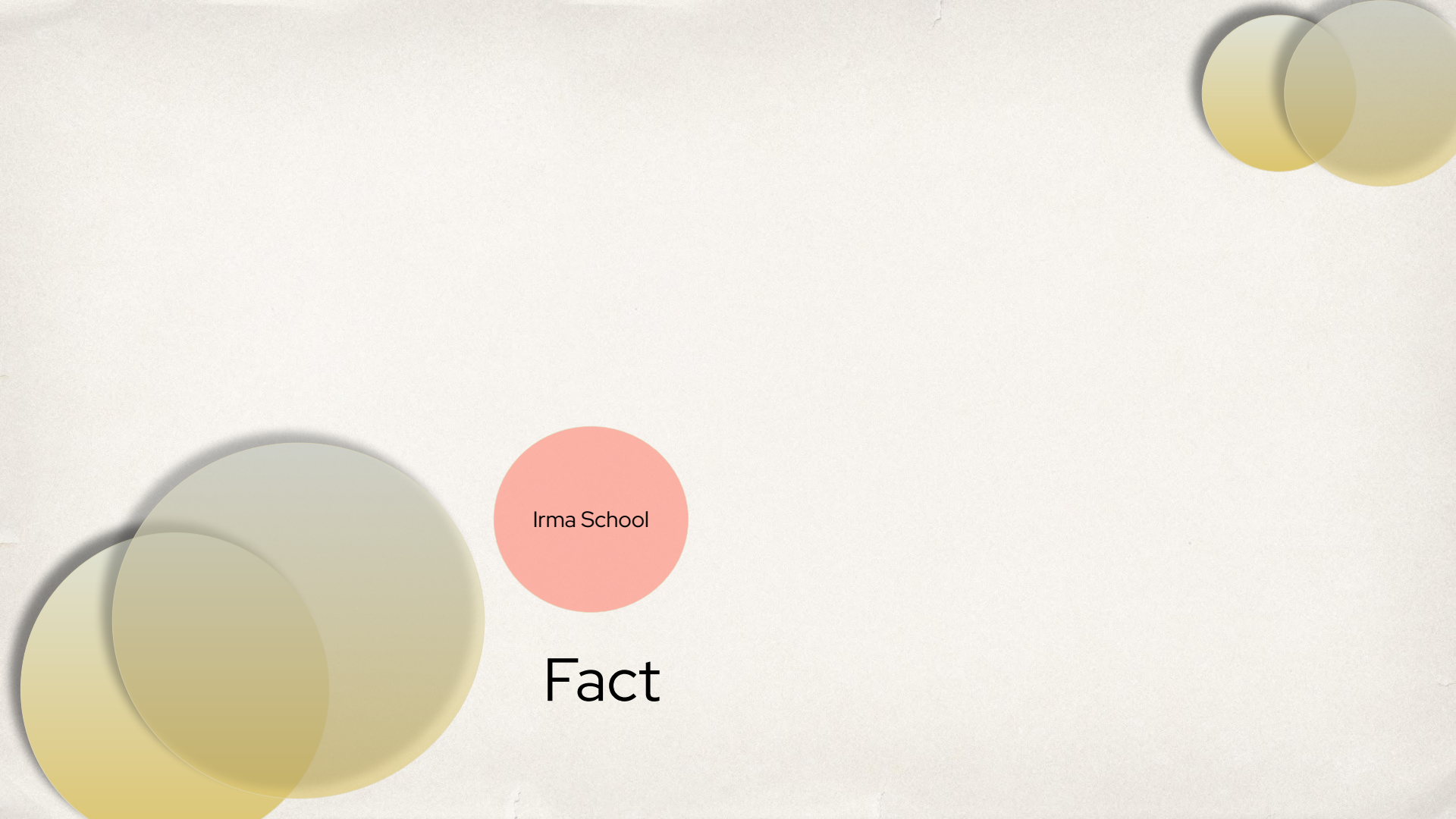
and organizations.

Learn

How the KUSPs Work Together


**EXAMPLE Grade 1 Social Studies Curriculum**

Organizing Idea	<b>Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.</b>		
Guiding Question	<b>In what ways can people contribute to communities?</b>		
Learning Outcome	<b>Students investigate roles and responsibilities in community groups and organizations.</b>		
	Knowledge		
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Irma School

Fact



# Fact

Irma School

Town of  
Blackfalds

Irma  
Volleyball  
Team

City of  
Lethbridge

My  
Neighborhood

# Concept



My  
Neighborhood

Irma  
Volleyball  
Team

Irma School

Town of  
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# Fact (Example)

**EXAMPLE Grade 1 Social Studies Curriculum**

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Guiding Question	In what ways can people contribute to communities?		
Learning Outcome	Students investigate roles and responsibilities in community groups and organizations.		
	Knowledge		
	<p>People can help community groups and organizations work toward common goals by taking on leader and helper roles.</p> <p>Roles can have unique responsibilities, for example,</p> <ul style="list-style-type: none"> <li>• contributing ideas</li> <li>• listening to others</li> <li>• participating in activities</li> <li>• following rules</li> <li>• acting with fairness</li> <li>• cooperating with others</li> </ul> <p>Responsibilities are the actions that leaders and helpers take to fulfill their role and contribute to a group or organization's goals.</p>	<p>Each subject area has a body of <b>knowledge</b> that includes the <b>facts, symbols, rules, principles, and concepts</b> that constitute the subject area.</p> <p><small>Alberta Education (The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum)</small></p>	

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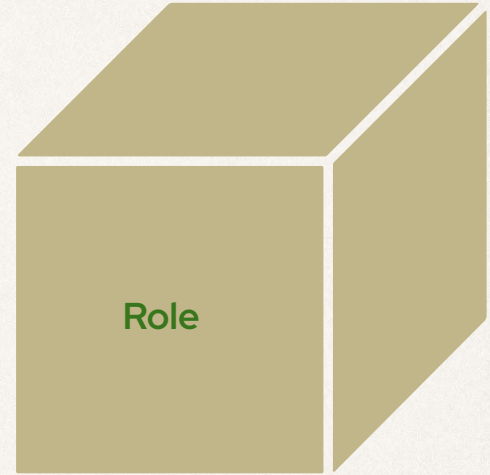
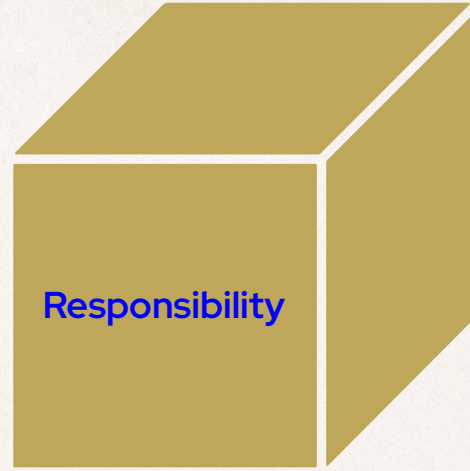
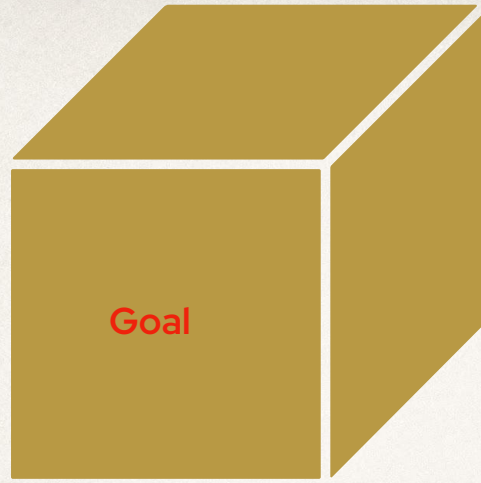
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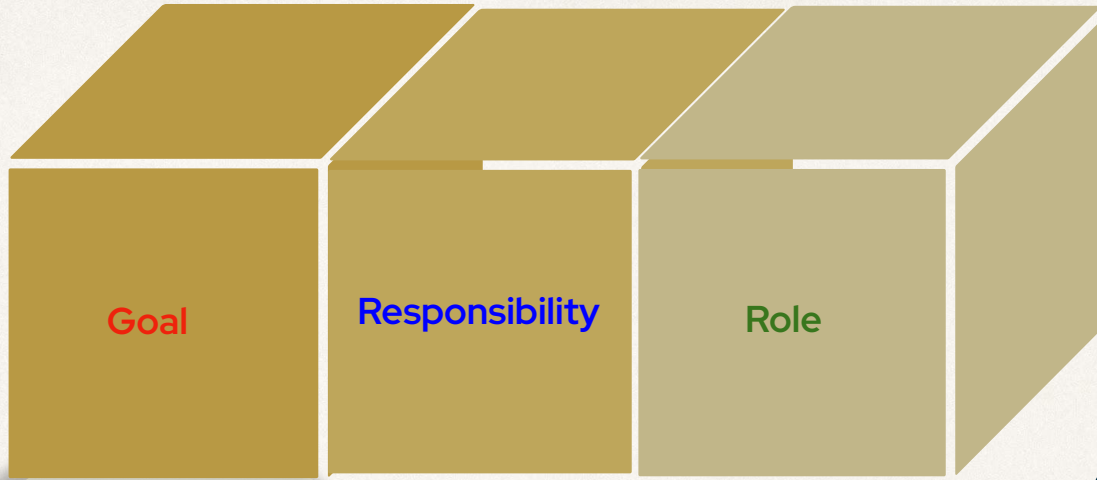
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More than Individual Concepts



Are these individual concepts related?

If so, how?



Is this relationship logical and meaningful?

Can I provide a factual example?

**Goals** help establish **roles** and **responsibilities**.

## Logical and Meaningful

Supporting every educator  
in every classroom



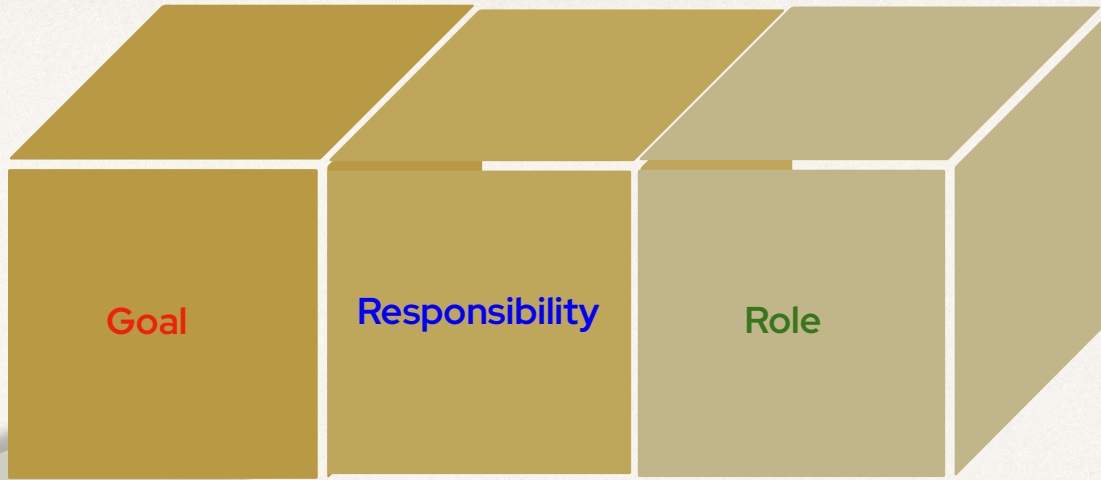
Example: Perhaps a class is organizing their school's Sports Day. Their **goal** is to make sure all students have fun and stay safe during the events. To reach this goal, the class holds a meeting.

They decide they'll need help in different areas, so they create teams, or **roles**, such as the Equipment Team and Clean-Up Crew.

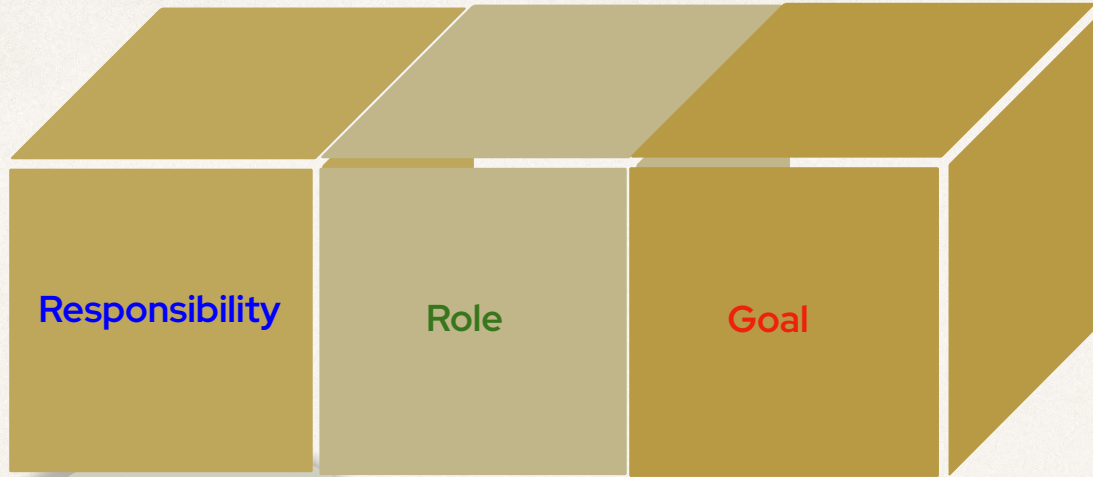
Each team has certain jobs or **responsibilities**. For example, the Clean-Up Crew Takes care of putting equipment away and checking that the field is clean after events.



Photo by [HT Chong](#) on [Unsplash](#)



Is this the only way to relate these concepts?



Is this relationship logical and meaningful?

Can I provide a factual example?

**Roles** and **responsibilities** support achievement of community **goals**.

## Logical and Meaningful



A grade 1 class was broken into groups. Each group had the **goal** of building a square snow hut that had walls with an entrance and one-metre high walls in 30 minutes.

To reach their goal, the students had certain **roles**: snow lump finders, snow lump transporters, and snow lump stackers.

Each role had **responsibilities**. For example, the snow lump transporters were responsible for carrying the snow lumps that were found. After 30 minutes, all the groups except for one completed the fort.

After a discussion, the reason why the one group didn't finish was because the transporters were not moving fast and often stopped and talked with each other.

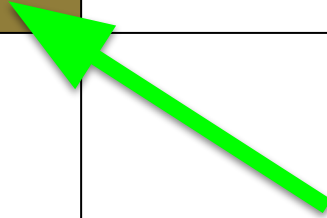


EXAMPLE Grade 1 Social Studies Curriculum

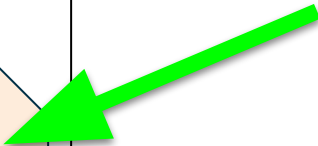
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More than Individual Concepts

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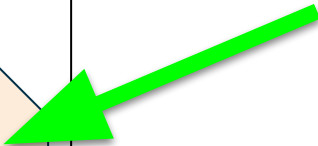
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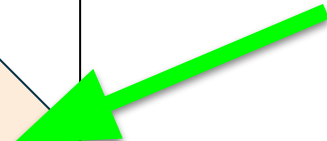
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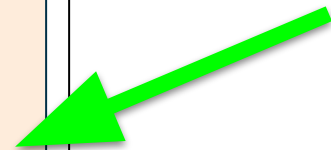
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	<p>People can help community groups and organizations work toward common <b>goals</b> by taking on leader and helper roles.</p> <p><b>Roles</b> can have unique responsibilities, for example,</p> <ul style="list-style-type: none"> <li>• contributing ideas</li> <li>• listening to others</li> <li>• participating in activities</li> <li>• following rules</li> <li>• acting with fairness</li> <li>• cooperating with others</li> </ul> <p><b>Responsibilities</b> are the actions that leaders and helpers take to fulfill their role and contribute to a group or organization's goals.</p>	<p><b>Roles and responsibilities</b> support participation and achievement of community <b>goals</b>.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Understanding is about putting pieces of knowledge into logical and meaningful order with other knowledge.</p> <p><b>By understanding, one can apply what they have learned to new situations in other contexts.</b></p> </div> <p style="font-size: small; margin-top: 10px;">Alberta Education (The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum)</p>	



**EXAMPLE Grade 1 Social Studies Curriculum**

Organizing Idea	<b>Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.</b>		
Guiding Question	<b>In what ways can people contribute to communities?</b>		
Learning Outcome	<b>Students investigate roles and responsibilities in community groups and organizations.</b>		
	Knowledge	Understanding	
	<div data-bbox="448 517 873 932" style="border: 1px solid black; border-radius: 20px; padding: 10px; background-color: #ffffcc;"> <p>What are the different contexts in which you can have your students explore the understanding that, "Roles and responsibilities support participation and achievement of community goals?"</p> </div>	<p><b>Roles and responsibilities</b> support participation and achievement of community <b>goals</b>.</p> <div data-bbox="977 668 1329 1057" style="border: 1px solid black; padding: 5px; background-color: #ffe6cc;"> <p>Understanding is about putting pieces of knowledge into logical and meaningful order with other knowledge.</p> <p><b>By understanding, one can apply what they have learned to new situations in other contexts.</b></p> <p><small>Alberta Education (The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum)</small></p> </div>	

# Different Contexts

## Building a Miniature Community

- **Context:** In groups, students create a model town with homes, services, and leaders.

## Magical Kingdom Council

- **Context:** In a fantasy realm, students are members of a royal council tasked with solving problems facing their magical kingdom (e.g., dragon smoke pollution or missing moonlight).

## Classroom Jobs and Team Tasks

- **Context:** Students take on rotating roles (e.g., materials manager, line leader, tech helper) to help the class run smoothly.

What are the different contexts in which you can have your students explore the understanding that, "Roles and responsibilities support participation and achievement of community goals?"

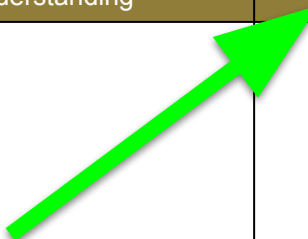
**Roles and responsibilities** support participation and achievement of community **goals**.

Understanding is about putting pieces of knowledge into logical and meaningful order with other knowledge.

**By understanding, one can apply what they have learned to new situations in other contexts.**

**EXAMPLE Grade 1 Social Studies Curriculum**


Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.		
Guiding Question	In what ways can people contribute to communities?		
Learning Outcome	Students investigate roles and responsibilities in community groups and organizations.		
	Knowledge	Understanding	Skills and Procedures



### EXAMPLE Grade 1 Social Studies Curriculum

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Guiding Question	In what ways can people contribute to communities?		
Learning Outcome	Students investigate roles and responsibilities in community groups and organizations.		
	Knowledge	Understanding	Skills and Procedures
			<p>Skills and procedures are what students <b>do to demonstrate</b> their knowledge and understanding.</p> <p>They are specific skills, methods, tools, strategies, and processes that students will develop as they achieve the learning outcome.</p> <p><small>Alberta Education (The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum)</small></p>

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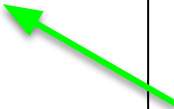
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	<p>People can help community groups and organizations work toward common <b>goals</b> by taking on leader and helper roles.</p> <p><b>Roles</b> can have unique responsibilities, for example,</p> <ul style="list-style-type: none"> <li>• contributing ideas</li> <li>• listening to others</li> <li>• participating in activities</li> <li>• following rules</li> <li>• acting with fairness</li> <li>• cooperating with others</li> </ul> <p><b>Responsibilities</b> are the actions that leaders and helpers take to fulfill their role and contribute to a group or organization's goals.</p>	<p><b>Roles</b> and <b>responsibilities</b> support participation and achievement of community <b>goals</b>.</p>	<p><b>Differentiate</b> between the <b>roles</b> and <b>responsibilities</b> of leaders and helpers.</p> <p><b>Relate</b> fulfillment of <b>roles</b> and responsibilities to achievement of community <b>goals</b>.</p>

EXAMPLE Grade 1 Social Studies Curriculum

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EXAMPLE Grade 1 Social Studies Curriculum

Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.		
Guiding Question	In what ways can people contribute to communities?		
Learning Outcome	Students understand responsibilities in community groups and organizations.		
		Understanding	Skills and Procedures
	<p>help community groups and organizations work toward common <b>goals</b> by</p> <p>on leader and helper roles</p>	<p><b>Roles</b> and</p> <p>ities support</p> <p>and</p> <p>of</p> <p>als.</p>	<p><b>Differentiate</b> between the <b>roles</b> and <b>responsibilities</b> of leaders and helpers.</p> <p><b>Relate</b> fulfillment of <b>roles</b> and responsibilities to achievement of community <b>goals</b>.</p>

Consideration 1

Use skills and procedures as instructional activities that provide formative feedback.

Or

As Summative Assessments

EXAMPLE Grade 1 Social Studies Curriculum


Consideration 2

Determine whether the skills and procedure statement is addressing the knowledge or the understanding

Organizing Idea	The roles and structures of organizations builds understanding of decision making		
Learning Outcome	Knowledge	Understanding	Skills and Procedures
<p>What ways can people contribute to their community?</p> <p>Students investigate roles and responsibilities of community members.</p>	<p>People can help community groups and organizations work toward common <b>goals</b> by taking on leader and helper roles.</p> <p><b>Roles</b> can have unique responsibilities, for example,</p> <ul style="list-style-type: none"> <li>• contributing ideas</li> <li>• listening to others</li> <li>• participating in activities</li> <li>• following rules</li> <li>• acting with fairness</li> <li>• cooperating with others</li> </ul> <p><b>Responsibilities</b> are the actions that leaders and helpers take to fulfill their role and contribute to a group or organization's goals.</p>	<p><b>Roles</b> and <b>responsibilities</b> support participation and achievement of community <b>goals</b>.</p>	<p><b>Differentiate</b> between the <b>roles</b> and <b>responsibilities</b> of leaders and helpers.</p> <p><b>Relate</b> fulfillment of <b>roles</b> and responsibilities to achievement of community <b>goals</b>.</p>

**EXAMPLE Grade 1 Social Studies Curriculum**

Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.		
Guiding Question	In what ways can people contribute to communities?		
Learning Outcome	Students investigate roles and responsibilities in community groups and organizations.		
		Understanding	Skills and Procedures
			<b>Differentiate</b>  <b>Relate</b>



**Consideration 3**

Ensure your students are at a sufficient level of proficiency with the individual skills.

EXAMPLE Grade 1 Social Studies Curriculum

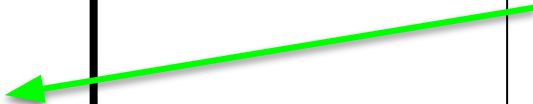
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		Understanding	Skills and Procedures
		<p><b>Roles</b> and <b>responsibilities</b> support participation and achievement of community <b>goals</b>.</p>	<p><b>Differentiate</b></p> <p><b>Relate</b></p> <p><b>Compare?</b></p>

Consideration 4

What other skills can students use to deepen their understanding or demonstrate what they know and understand?

**EXAMPLE Grade 1 Social Studies Curriculum**

Organizing Idea	<b>Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.</b>		
Guiding Question	<b>In what ways can people contribute to communities?</b>		
Learning Outcome	<b>Students investigate roles and responsibilities in community groups and organizations.</b>		
	Knowledge	Understanding	Skills and Procedures
	<ul style="list-style-type: none"> <li>• What does it mean to differentiate?</li> <li>• How does one differentiate?</li> <li>• Is it the same as comparing and contrasting?</li>   <li>• What is a relationship?</li> <li>• How does one determine a relationship?</li> </ul>		<p><b>Differentiate</b></p> <p><b>Relate</b></p>



EXAMPLE Grade 1 Social Studies Curriculum

Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.		
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		Understanding	Skills and Procedures
		<p><b>Roles</b> and <b>responsibilities</b> support participation and achievement of community <b>goals</b>.</p>	<p><b>Differentiate</b></p> <p><b>Relate</b></p> <p><b>Compare the roles and responsibilities of students in a class and players on a team.</b></p>

Consideration 4

What other skills can students use to deepen their understanding or demonstrate what they know and understand?

## EXAMPLE Grade 5 Social Studies Curriculum

Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.		
Guiding Question	How did economic practices contribute to civilizations and empires?		
Learning Outcome	Students examine the development of economic practices in ancient civilizations.		
	Knowledge	Understanding	Skills and Procedures
<p style="color: red; font-weight: bold;">technological advancement</p> <p style="color: green; font-weight: bold;">interaction / trade</p> <p style="color: purple; font-weight: bold;">economic practices/economic transformations</p>	<p>Agricultural and <b>technological advancements</b> in ancient civilizations, including irrigation and domesticated animal labour, increased agricultural production and decreased labour requirements.</p> <p>The <b>exchange</b> of excess agricultural products for goods and services developed trade in ancient civilizations.</p> <p><b>Economic practices that developed</b> in response to growing urban settlements include</p> <ul style="list-style-type: none"> <li>● exchanging goods at market</li> <li>● storing valuables in banks</li> <li>● buying goods and services with the first forms of currency</li> <li>● supporting government services</li> </ul>	<p style="color: red; font-weight: bold;">Technological advancements</p> <p style="color: green; font-weight: bold;">interactions</p> <p style="color: purple; font-weight: bold;">economic transformations</p>	

## EXAMPLE Grade 5 Social Studies Curriculum

Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.		
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	Knowledge	Understanding	Skills and Procedures
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## Logical and Meaningful



In Canada, farmers are using **technological advancements** like GPS, drones, and computers that analyze the data they collect. That data helps to monitor crops and livestock more closely.

**Interactions** such as trade shows, where farmers, researchers, and tech companies come together to learn from each other and explore new tools, promote and spread these advancements.

As more farms adopt the latest technologies the result is an **economic transformation**. Increased efficiency and production leads to stronger exports, and rural economic growth.



## EXAMPLE Grade 5 Social Studies Curriculum

Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.		
Guiding Question	How did economic practices contribute to civilizations and empires?		
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## Current Events

Supporting every educator  
in every classroom



By removing the historical or factual element from the understanding, the understanding can be explored using variety of contemporary examples relevant to students.

Then we can ask, *"How is this evident in the past?"*





**The Consortium**

Alberta Professional Learning Consortium

## APLC Post Session Survey

Thank you for attending this session. To help us enhance the delivery of future sessions, we ask that you complete this short survey. **Your feedback is important and appreciated!**

*Note: Your survey will be submitted anonymously.*

Survey: <https://aplc.ca/survey/?id=15077>





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 The Consortium

Grades K-6

# Social Studies

New Curriculum  
Implementation  
Toolkit



[Social Studies Curriculum Implementation Toolkit](#)



# Thank you

Please visit our website for more information

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[apl.ca](https://apl.ca)





# The Consortium

Alberta Professional Learning Consortium

