



The Consortium
Alberta Professional Learning Consortium

Getting Started with Planning in the Social Studies Curriculum

August Symposium 2025

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Land Acknowledgement



Social Studies – what is being offered

Wednesday, Aug 20, 2025

9:00 AM – 10:15 AM	<u>Charting the Course: Exploring the New K-6 Social Studies Curriculum</u>
10:30 AM – 11:45 AM	<u>How to "Do" Social Studies</u>
1:00 PM – 2:15 PM	<u>Getting Started With Planning in the Social Studies Curriculum</u>
2:30 PM – 3:45 PM	<u>AI Servant Collaborator - Planning, Feedback, Resources</u>

Thursday, Aug 21, 2025

9:00 AM – 10:15 AM	<u>Where are the Resources for the Social Studies Curriculum?</u>
10:30 AM – 11:45 AM	<u>Classroom Assessment in Social Studies</u>

Agenda

1. Quick Review of Architecture
2. Tips to tackle the curriculum for planning
3. What is Social Studies?
4. Long Range Planning - the trip and the road map
 - a. Template
 - b. Examples
5. Unit planning - the stops along the way
 - a. Template
 - b. Exemplars
6. Lesson planning - the details at each stop
 - a. What must be in your lesson plan
 - b. Template
 - c. Exemplars
7. A Brief note about assessment

What is new or not new?

- As with all of the new curriculum, the **Learning Outcome** is what is to be **assessed by the end of the year** and reported on.
- **All KUSPs are mandatory and must be used and taught.** (know, understand and do)
- The Social Studies curriculum lends itself to **concept based teaching** and learning very nicely. **Inquiry based learning** is also encouraged.

Grade 4			
Organizing Idea	Time and Place: Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.		
Guiding Question	How have Canada's boundaries shifted over time?		
Learning Outcome	Students investigate changes in Canada's political boundaries.		
	Knowledge	Understanding	Skills & Procedures
	Political boundaries between territories and countries can shift over time and are influenced by factors, including <ul style="list-style-type: none">• claims on territory• expansion of territory• agreements and treaties• historic events Comparing maps at different points in time can support understanding of events.	Canada's boundaries have changed over time.	Compare historical maps to view Canada's changing boundaries prior to Confederation.

Concepts:

- Boundaries
- Change
- Territory
- Shift
- Expansion
- agreement

NEW: NLA – changed layout

Tips that work across all new Curriculum

The **Learning Outcomes** tend to be broad.

The **Understandings** help break down the Learning Outcome so that over time, the whole LO is taught. The KSPs are used in your lessons and tend to be specific to the understanding.

E.g. Grade 3: **OI**: Time & Place **GQ**: What are features of the land in Alberta?

LO: Students investigate natural and created features of Alberta (Must be mastered by end of year)

Understandings:

- First Nations were the first inhabitants of Alberta
- Alberta has distinct physical features and regions

Tips that work across all new Curriculum

The Learning Outcomes tend to be broad.

The Understandings break down the Learning Outcome so that over time, the whole LO is taught.

E.g. Grade 3: OI: Time & Place GQ: What are features of the land in Alberta

LO: Students investigate natural and created features of Alberta

Understandings:

- First Nations were the first inhabitants of Alberta
- Alberta has distinct physical features and regions

Concepts:

- Features (created, physical)
- Natural
- Inhabitants
- land

What is Social Studies?



Progressions: Competencies, Literacy and Numeracy

As with all new Curriculum

- Teachers can find how the progressions: competencies, literacy and numeracy are linked to the LO & KUSPs through NLA


 **Learning Outcome** 

Students investigate natural and created features of Alberta.

Knowledge, Understanding and Skills & Procedures	Resources	Competency Progressions	Literacy Progressions	Numeracy Progressions
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Curriculum Implementation Information Hub

Provides information for teachers, parents/guardians, and education partners to support the implementation of Alberta's curriculum.



Subject-Specific Supports

Implementation supports related to curriculum architecture.

Social Studies →

Subject specific implementation supports for social studies.

[Social Studies: Grade 1 Bridging Document](#)

Provides transitional supports with a focus on subject and grade.



[Social Studies: Grade 2 Bridging Document](#)

Provides transitional supports with a focus on subject and grade.



Planning - Long Range, Unit, Lesson plans



The Long Range Plan is your MAP

- Your map is your guide to ensure that you are teaching all that is required in the curriculum by the **END OF THE YEAR!**
 - A map can change over the course of the year as well - you may be penciling in things that you want to change **OR**
 - Add next year **OR**
 - Move something to later or earlier in the year

The **Map** serves as your guide -It serves as accountability

It is your **evidence** to show that you are teaching curriculum.




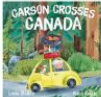
Long Range Planning


Social Studies:
Simple Long Range Planner

Organizing Idea: Time and Place:				
Unit Title:				
Guiding Question:				
Learning Outcomes:	Understandings:	Timeframe	Concepts/unit	Resources
	•			
	•			
Assessment:				
Organizing Idea: Systems:				
Unit Title:				
Guiding Question:				
Learning Outcomes:	Understandings:	Timeframe	Concepts/unit	Resources
	•			
Assessment:				
Organizing Idea: Citizenship:				

Long Range Planning

Social Studies: **Grade One**
Simple Long Range Plan




Organizing Idea: Time and Place: Exploring the dynamic relationships between people, place and time supports understanding of perspectives and events to make meaning of the world.				
Unit Title: Discovering Places: Land, Landmarks and our Stories				
Guiding Question: What is the significance of places within communities? Change: Why do we have 'places' within communities? Why are they important?				
Learning Outcomes:	Understandings:	Timeframe	Concepts/unit	Resources
<p>Students examine major physical features and key landmarks of our world.</p> <p>Students explore cultures of diverse communities.</p>	<ul style="list-style-type: none"> Natural features and landmarks can hold significance. Learning about cultures can build appreciation of diverse communities (intercultural understanding). 	4 weeks	Natural features, landmarks Constructed features Culture Diverse Land	Map of Canada Map of Alberta Photos of natural features (mountains, lakes) Photos of built features (roads, buildings) Read alouds  Amazon.ca: Johnstone, Mindy. <i>A is for Alberta</i> . Heritage House Publishing, 2014.  Amazon.ca Bailey, L., & Reich, K. (2017). <i>Carson crosses Canada</i> . Tundra Books

				 <p>Baby Librarians: 11 Indigenous Canadian Children's Books To Read To Your Children</p>
Assessment: <ul style="list-style-type: none"> Observations Rubric fleshing out the learning outcomes - naming key landmarks and physical features; understands what culture is, can demonstrate how diverse cultures build communities Student final project 				
Organizing Idea: Systems:				

Long Range Planning

Social Studies Long Range Planner

Grade: Two

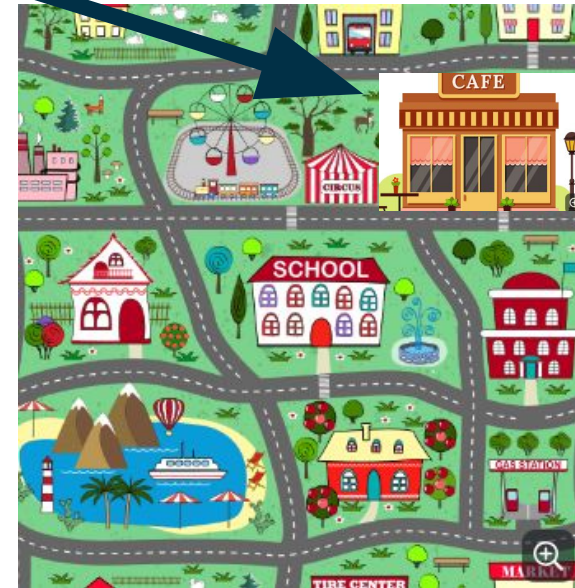
Remember the LO is what is to be mastered by the end of the year.				
Organizing Idea: Time and Place: Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.				
Unit Title(s): The Regions of Canada/ Our Canadian Heritage				
Guiding Questions: How does the land in Canada differ from place to place? How can heritage build on foundations from the past?				
Learning Outcomes:	Understandings:	Timeframe	Concepts/UnitTitle	Resources
Students examine major physical regions of Canada.  Students relate traditions to Canada's heritage.	<ul style="list-style-type: none"> Physical regions and natural resources vary throughout Canada. 	10 weeks Sept/ Oct/ Nov	Regions Resources	
Students relate traditions to Canada's heritage.	<ul style="list-style-type: none"> Heritage reflects traditions of people and communities. Heritage plays a foundational role in our communities. 	8 weeks Dec- Jan	Heritage Traditions Community	
Assessment: Formative and summative "rubrics" co created including self assessment - 1 point yes no and 4 point summative rubric that includes: Observations: observing inquiry process and how student find information that includes: Conversations: discussions Products: Unit comparing/ contrasting 2 Canadian Regions complete with reporting rubric/ self assessment rubric My Community Heritage: A Look at Traditions in My Community- students examine their tradition and 1 other tradition in				

Unit Plans

Unit plans include a few more details to the map. You've determined in your "LONG RANGE" map/plan the stops you are going to make along the way. One of those stops might be a small town called "Valleyview" or in SS curriculum, "Places in Alberta".

Your unit plan gives some details about what you are doing there.

- What are you going to do when you stop at 'Valleyview'?
 - Bathroom break
 - Grab a snack
 - Stretch your legs.
 - Gas up the car
 - Wash the windshield



Unit Planning

There are many ways you can build a unit.

We will show you a few examples and templates. You can easily take one/or an idea from one and make it your own.

Social Studies - Unit Plan

Single Grade

** The LO must be mastered by the end of the year.
The Understandings are divided over the unit.
The KSPs that are most pertinent to the Understanding are divided between lessons

Unit Title

Organizing Idea:			
Guiding Question:			
Learning Outcome:			
Understanding: •			
Knowledge:	Skills and Procedures:	Concepts	Resources
Competencies: (how can these be embedded into lessons?)			
Assessment: What will be the EVIDENCE that your students have met the Learning Outcome?			

Unit Planning (2)

Grade _____ Unit Plan -

**** The LO must be mastered by the end of the year, we should be able to answer the GQ confidently**
The Understandings are divided over the unit.
The KSPs are divided between lessons

Organizing Idea:
Guiding Question:
Learning Outcome:

Understanding:

What Students must know and do		How they can get there	
Knowledge Must know For example	Skills & Procedures	Competency Progressions	Vocabulary

Stage 2: Evidence

Remember the LO is what is being assessed Learning Outcome:
The understanding(s) provides clarity
The Knowledge is what students must know
The Skills and Procedures are what students must do
The Progressions describe the aspects of learning in all subject areas-

Remember the LO is what is being assessed Learning Outcome:
The understanding(s) provides clarity Understanding:

Unit Planning (3)

Social Studies Unit Plan Template - Grade __

Organizing Idea:

Guiding Question:

Learning Outcome:			
Knowledge	Understandings	Skills and Procedures	Success Criteria
Cross-Curricular Connections			
Subject Area Connections	Subject Area Connections Indigenous Pedagogy and Content	Literacy and Numeracy Progressions	Competencies

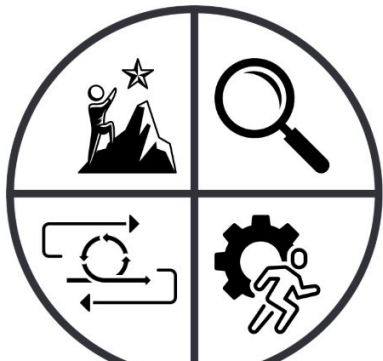
Consolidation of Learning (Summative Task)

Template Courtesy of Holy Spirit Catholic School Division

Unit Planning (4)



Designing the Learning Design Template



Grade	Subjects
Date	Duration
Collaborators	
Design Notes	

Aspire

Define goals and outcomes.



Determine driving questions.

Know ALL our learners.

Evidence

Co-create success criteria. How will we know that outcomes have been achieved?



Articulate triangulated acceptable evidence. What will we accept as evidence of proficiency?

Products & Performances

Conversations

Observations

Engage



Design experiences for learning and active engagement.

Deliberately create space for agency, wonder and depth of understanding.

Driving Question(s): (add from Aspire section)

Inquiry pathways

Pathway 1

Pathway 2

Pathway 3

Respond



Respond to the learning evidence that's been harvested.

Redirect. Reflect.

Return to the Driving Questions to Rethink.

Evidence + Responses:

What are we noticing? Who needs what?

Overall Response to Student Learning:

To what degree do the experiences support students to reveal evidence of the learning outcomes?

What questions are emerging from the learning?

In what ways are you responding to the evidence during the inquiry?

Overall Reflection of Inquiry Process:

UBD Backwards Design Template

UbD Template 2.0

Stage 1 Desired Results			
ESTABLISHED GOALS <type here>	Transfer		
	<i>Students will be able to independently use their learning to...</i> <type here>		
	Meaning		
	<table border="1"> <tr> <td>UNDERSTANDINGS <i>Students will understand that...</i> <type here></td> <td>ESSENTIAL QUESTIONS <type here></td> </tr> </table>	UNDERSTANDINGS <i>Students will understand that...</i> <type here>	ESSENTIAL QUESTIONS <type here>
	UNDERSTANDINGS <i>Students will understand that...</i> <type here>	ESSENTIAL QUESTIONS <type here>	
Acquisition			
<table border="1"> <tr> <td><i>Students will know...</i> <type here></td> <td><i>Students will be skilled at...</i> <type here></td> </tr> </table>	<i>Students will know...</i> <type here>	<i>Students will be skilled at...</i> <type here>	
<i>Students will know...</i> <type here>	<i>Students will be skilled at...</i> <type here>		
Stage 2 - Evidence			
Evaluative Criteria	Assessment Evidence		
<type here>	PERFORMANCE TASK(S): <type here>		
<type here>	OTHER EVIDENCE: <type here>		
Stage 3 – Learning Plan			
<i>Summary of Key Learning Events and Instruction</i> <type here>			

Unit Planning - exemplar

Unit Plan Grade Three - Alberta's Landmarks.

** The LO must be mastered by the end of the year.
The Understandings are divided over the unit.

Organizing idea - Time and Place


Exploring the dynamic relationships between people, place and time supports understanding of perspectives and events to make meaning of the world.

Guiding Question: What are the features of the land in Alberta?

Learning Outcome: Students investigate natural and created features of Alberta.

Understanding:

- First Nations were the first inhabitants of Alberta

Knowledge	Skills & Procedures	Concepts	Resources
<p>Since time immemorial, Alberta has been the traditional territory of many First Nations.</p> <p>There are five numbered treaties in Alberta: Treaty 1, Treaty 2, Treaty 3, Treaty 4, and Treaty 5.</p> <p>First Nations negotiated and signed treaties to preserve peace and continue living on the land.</p> <p>The government of Canada negotiated and signed treaties to gain access to land for settlement and natural resources.</p>	<p>Identify treaties on map of Alberta.</p> <p>Discuss reasons treaties were negotiated and signed.</p>	<p>Inhabitants</p> <p>Natural</p> <p>Traditional Territory</p> <p>Treaty</p> <p>Settlement</p> <p>Resources</p>	 <p>We Are a Treaty People Series</p> <p>Maps:</p> <p>First Peoples Map of Alberta</p> <p>Alberta Treaty Areas and Reserves</p> <p>Alberta First Nations Treaties Map</p> <p>Walking Together</p> <p>Empowering Spirit</p> <p>ATA Library: Foundational Knowledge of Indigenous</p>

Unit Planning - exemplar

Grade 2: Unit Plan - 4 + weeks Exploring Diverse Regions in Canada

** The LO must be mastered by the end of the year, we should be able to answer the GQ confidently
The Understandings are divided over the unit.
The KSPs are divided between lessons

Organizing idea: Time and Place:

Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.

Guiding Question: How does the land in Canada differ from place to place?

Learning Outcome: Students **examine** major physical regions of Canada.

Understanding:

- Physical regions and natural resources vary throughout Canada.

<p>Knowledge Must know For example</p>	Skills & Procedures	Competency Progressions	Literacy Progressions	Numeracy Progressions
<p>Maps and globes can represent the location of places, including</p> <ul style="list-style-type: none"> physical regions major cities provinces and territories <p>Canada has distinct physical regions, for example,</p> <ul style="list-style-type: none"> Canadian Shield Great Lakes Prairies Arctic Appalachian Mountains <p>Physical features are landforms and bodies of water.</p> <p>Canada has a variety of natural resources, for example,</p> <ul style="list-style-type: none"> fish (fishery) forests (forestry) agricultural land (agriculture) minerals (mining) oil and gas <p>Maps and globes can be used to describe relative location.</p> <p>Relative location refers to the location of one place compared to another place.</p> <p>Relative location can be described by using terms including</p> <ul style="list-style-type: none"> near, far north, east, south, west 	<p>Locate places in Canada by using a map or globe.</p> <p>Compare physical regions in Canada.</p> <p>Compare natural resources in the local physical region to natural resources in other physical regions of Canada.</p> <p>Describe relative locations of places.</p> <p>Compare the locations of places using relative location.</p>	<p>Critical Thinking</p> <p>I ask relevant questions to help me learn. I use simple criteria to form opinions or make decisions. I synthesize new understandings by comparing and contrasting information. I reflect on contexts or experiences that influence my thinking. I consider how my thoughts may be similar to or different from those of others.</p> <p>Communication</p> <p>I communicate with peers and adults for specific purposes. I use a variety of formats to communicate.</p> <p>I use language structures and conventions that are appropriate for the context to interact with others.</p> <p>I consider the contributions and feelings of others when exchanging ideas or information.</p> <p>I paraphrase or restate messages to confirm understandings.</p>	<p>Comprehension: Construct Meaning Vocabulary I use an increasing amount of high-frequency vocabulary and acquire new vocabulary related to learning experiences (e.g., describe, compare, life cycle, province).</p>	<p>Spatial Information Location and Direction Students navigate or create directions and geographic representations using basic techniques (e.g., oral directions, gestures, basic maps, story maps).</p>

Your lesson planning is going to be the detailed account of what you are doing on your “STOPS”.

When you get to “Valleyview”

- Where are you stopping?
- How long will you be there?
- Will you stop at a Tim Hortons? Or the gas station?
- Will you stretch your legs at Tim Hortons? At the Gas Station? Or at the rest stop a few minutes from town?
- Maybe you stopped at Sturgeon Lake (10 min before Valleyview) and walked down to the beach for a break to stretch your legs.....
- Will you fill up with gas? Which gas station?

Lesson Planning

Blank Template: Lesson Plan

Grade:

Teacher:

*THE LO MUST be achieved by the end of the year

Subject:

Unit Name:

Lesson number:

Time for lesson:

Organizing Idea:		
Learning Outcome:		
Guiding Question:		
Understanding:	Concepts:	Competencies:
Knowledge	Skills & Procedures	

Success Criteria:	Materials/Resources
Anticipatory Hook:	
Learning Tasks:	Gradual Release of Responsibility Teacher Modeling: (mini lesson - direct teaching):

Lesson Plan Exemplar

Lesson Plan		Grade: 3	Teacher:
**THE LO MUST be achieved by the end of the year			
Subject: Social Studies		Unit Name: Alberta's Landmarks	
Lesson number: 1		Time for lesson:	
Organizing Idea: Time and Place			
Learning Outcome: Students investigate natural and created features of Alberta			
Guiding Question: What are the features of the land in Alberta?			
Understanding: First Nations were the first Inhabitants of Alberta.		Concepts: Traditional territory	Competencies:
Knowledge		Skills & Procedures	
<ul style="list-style-type: none"> Since time immemorial, Alberta has been the traditional territory of many First Nations 		<ul style="list-style-type: none"> Construct maps of traditional territories. 	
		Critical Thinking <ul style="list-style-type: none"> I ask relevant questions to help me learn. I use simple criteria to form opinions or make decisions. I reflect on contexts or experiences that influence my thinking. I consider how my thoughts may be similar to or different from those of others. Research and Managing Information <ul style="list-style-type: none"> I collect information for a specific audience or purpose. I organize and combine information from a number of sources. I consider the content of information to determine its use. I reference the source of information when using someone else's ideas. Creativity and Innovation <ul style="list-style-type: none"> I create in a variety of environments for specific audiences and purposes. I seek out the knowledge or resources needed to transform my ideas into creative works. I use Individual or group brainstorming to build or expand my ideas. I work toward achieving creative goals even when there are challenges. Communication <ul style="list-style-type: none"> I communicate with peers and adults for specific purposes. I use a variety of formats to communicate. I use language structures and conventions. 	

Grade 2 Exemplar

Template: Lesson Plan

Grade: 2

Teacher:

*THE LO MUST be achieved by the end of the year

Subject: Social Studies Unit Name: Time and Place: Diverse Regions in Canada

Lesson number: 1: Introduction to Regions in Canada

Time for lesson: 30 minutes

<p>Organizing Idea: Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.</p>		
<p>Learning Outcome: Students examine major physical regions of Canada.</p>		
<p>Guiding Question: How does the land in Canada differ from place to place?</p>		
<p>Understanding: Physical regions and natural resources vary throughout Canada.</p>	<p>Concepts: Physical regions; Physical features;</p>	<p>Competencies: Critical Thinking:</p>
<p>Knowledge</p>	<p>Skills & Procedures</p>	<p>I ask questions to help me learn.</p>
<p>Canada has distinct physical regions: for example:</p> <ul style="list-style-type: none"> • Canadian Shield • Great Lakes • Prairies • Arctic • Appalachian Mountains <p>Physical features are landforms and bodies of water</p>	<p>Compare physical regions in Canada.</p>	

<p>Success Criteria: Students will compare regions in Canada Students will name what physical features are Students will know names and features of some of the regions in Canada</p>	<p>Materials/Resources Picture book Forever Our Home A Walk in the Tundra A Walk on the Shoreline IDAA Trail</p>
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Multi Grade Planning

SS Multi Grade Template for Planning - unit, lessons



Steps:

1. What grades are you planning for?
2. What is the organizing idea you will start with?
3. What are the **Learning Outcomes** that MUST be taught? List them and **highlight the key concepts**.
4. What are the **guiding questions** for each grade? Record them. Can you come up with one guiding question that will encompass them?
5. What are the **common concepts** you will use in your planning? Sort them by similarity.
 - a. Highlight them from the LOs, Guiding Question and Understandings
 - b. Go through KUSPS - what concepts can you find there?
6. What are the **'to dos'**? What must the students do based on the **Skills and procedures**.
7. At this point, can you determine a **title for your unit**?
8. **Plan strategies** based on the verbs found in the Skills and Procedures
 - a. This will also help with differentiating between grades.

Social Studies: Unit Title:	
Grades:	Organizing Idea:
Learning Outcomes for each grade: (highlight the concepts)	
The Big IDEA: Based on Learning Outcomes (help you to focus on LOs)	
What are the Guiding Questions for each Grade?	
What will be your One Guiding Question for the Unit?	

Connecting the Dots: Kindergarten September: Growing as A Group

Supporting every educator
in every classroom

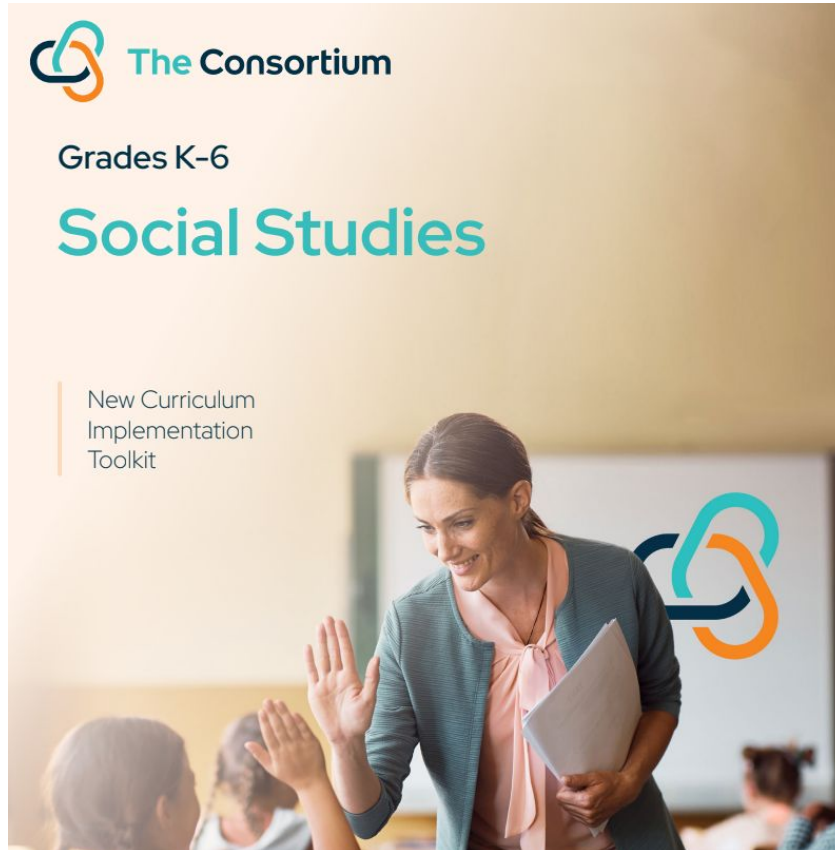


ELAL	MATH	SCIENCE	PEW	CREATIVE THOUGHT
Text Organization: Concepts of Print	Quantity: a quantity is always counted	Matter; objects have identifiable properties: explore/ describe/ sort/ compare	Healthy Relationships: Exploring learning and playing environm	Creative Thought
Oral Language: Listening and Speaking	Shape: shape is 2D or 3D Describe a shape	Earth systems: Explore environments: senses		Language
Vocabulary: Explore and Develop Vocabulary	Measurement: size describes the attribute: descriptive language			Music
Phonological Awareness: Spoken Language is made up of words and sentences	Time: perceived as a sequence; sequence events	SOCIAL		Drama
Comprehension: Understanding messages from texts		Citizenship: Group members cooperate		Art
Writing: Information can be shared				Movement

Summary of Key points

1. The **Learning outcome** must be mastered by the end of the year.
 - a. Planning helps you to do that!
2. **All KUSPs** must be touched on in your planning.
3. In most cases the **Understanding** assists you in breaking down the LO - making it more manageable to plan out how you are going to ensure the LO is mastered by the end of the year.
4. Determining **Concepts** found within each Organizing Idea can be helpful in planning
5. Check out the **Progressions & competencies(Literacy and Numeracy)** - those are helpful for finding 'verbs' - inspiring learning tasks.
6. Consider the lens of **Critical Thinking**
7. Start with a **template** - change it to suit you. Always come back to the LO - are your strategies addressing the mastery of the LO?

Social Studies Implementation Toolkit



Questions?





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



**Please take the time to
answer the survey!**

Thank you

Please visit our website for more information

aplc.ca

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