



**The Consortium**  
Alberta Professional Learning Consortium

# Charting the Course For Administrators

## Exploring the New K-6 Social Studies Curriculum

---

**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 8 First Nations

- Cree
- Dene Tha
- Dane-Zaa
- Denesuline

## Métis Nation

## Treaty 6 First Nations

- Cree
- Saulteaux
- Blackfoot
- Dene
- Nakota

## 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

## Leading a Learning Community

A leader nurtures and sustains a culture that supports evidence-informed teaching and learning.

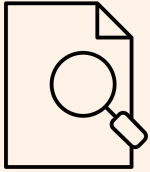
*Leading learning involves **modeling**. What are you learning about in relation to the new curricula and good pedagogy that would help you to lead learning in your context?*

## Providing Instructional Leadership

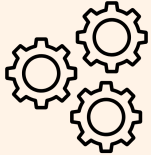
A leader ensures that every student has access to quality teaching and optimum learning experiences.

*Providing instructional leadership involves observing teachers and recognizing optimum learning experiences. What are you noticing about quality teaching and optimum learning experiences in your walk-throughs? Can you articulate it?*

# Goals



**Understand the architecture of the new curriculum.**



**Understand how the different components of the curriculum work together to deepen learning.**





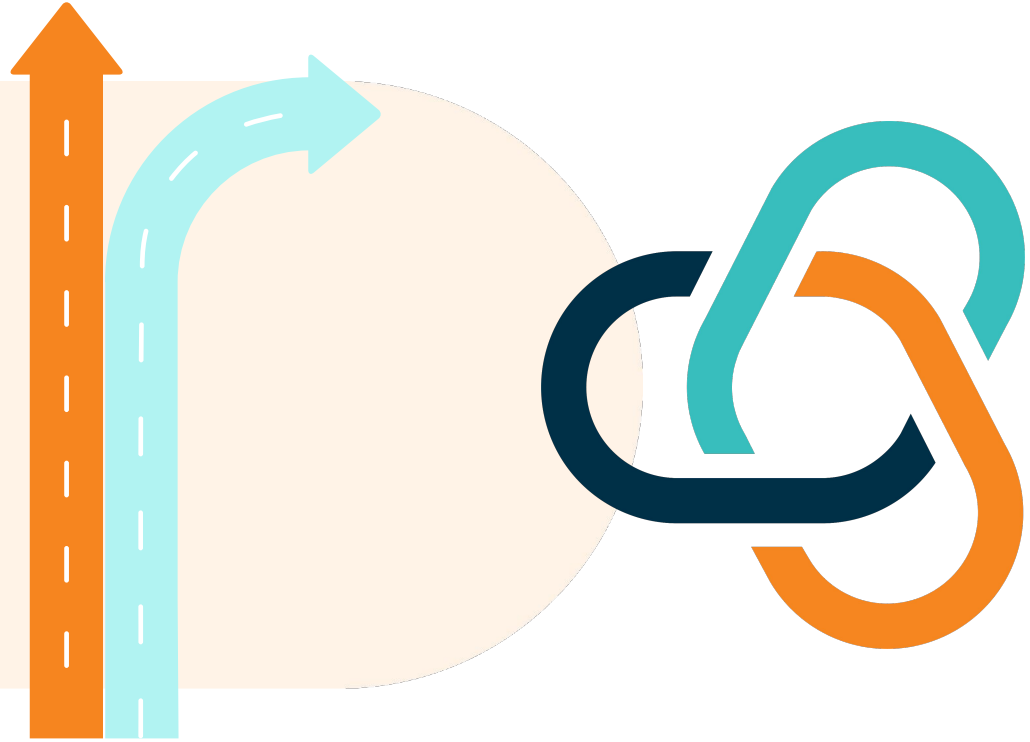
NewLearn Alberta

# Curriculum Information Hub

Professional Learning Videos and Guides



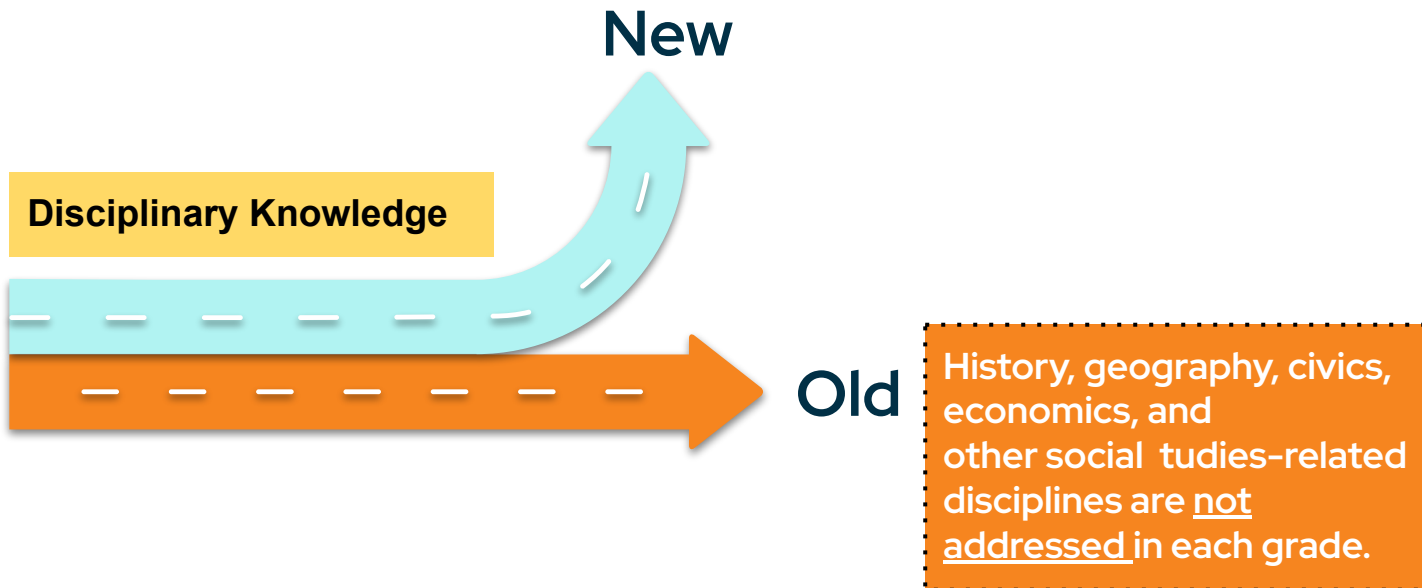
# Shifts From Old to New



# Shifts From Old to New

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

Alberta



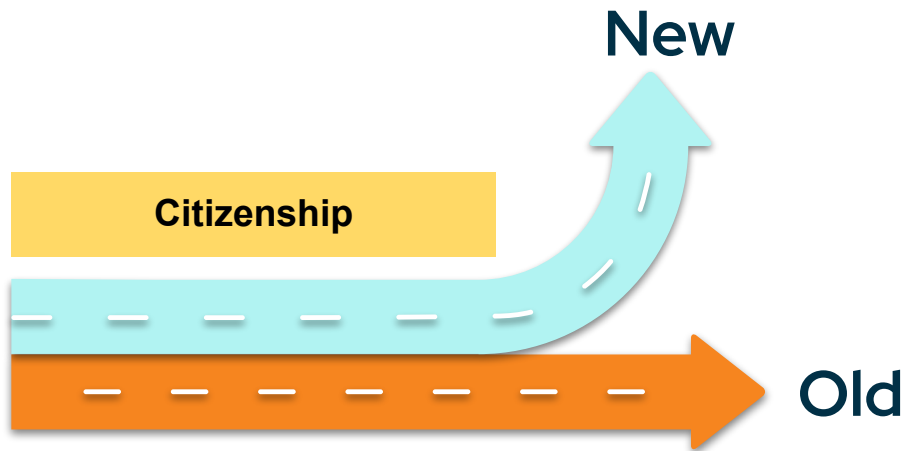
# Shifts From Old to New

Citizenship is an organizing idea across all grades.

Supporting every educator  
in every classroom



Alberta



The inclusion of civics varies by grade.

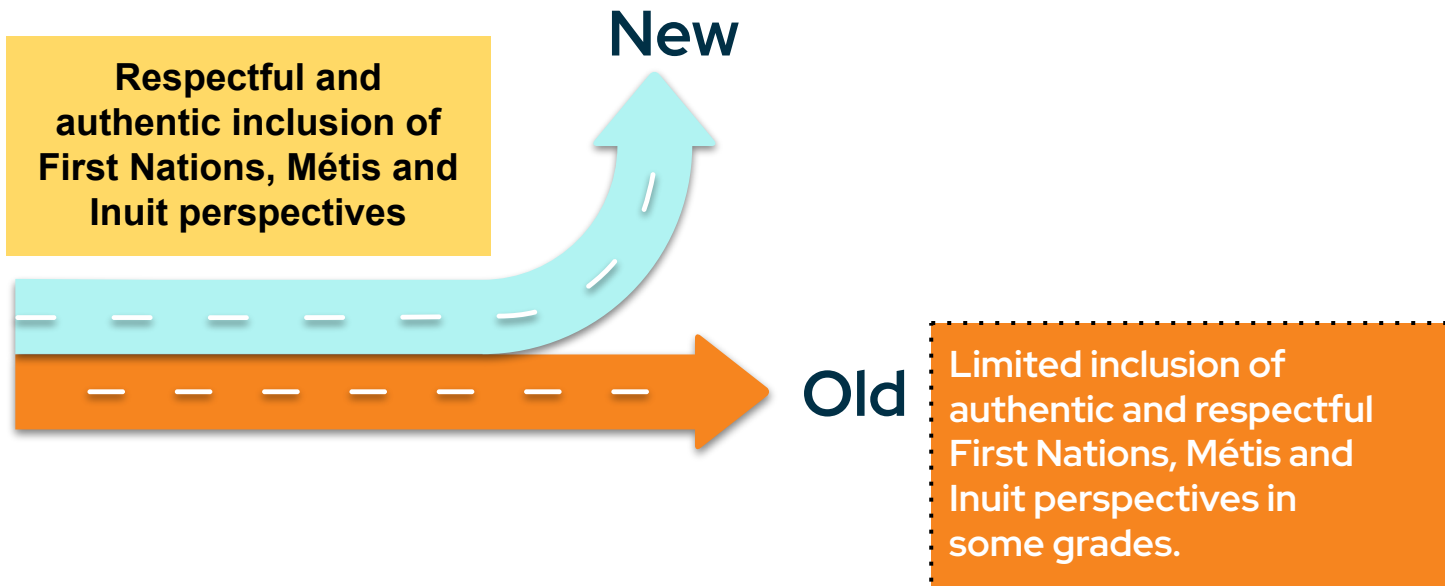
# Shifts From Old to New

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

Supporting every educator  
in every classroom



Alberta



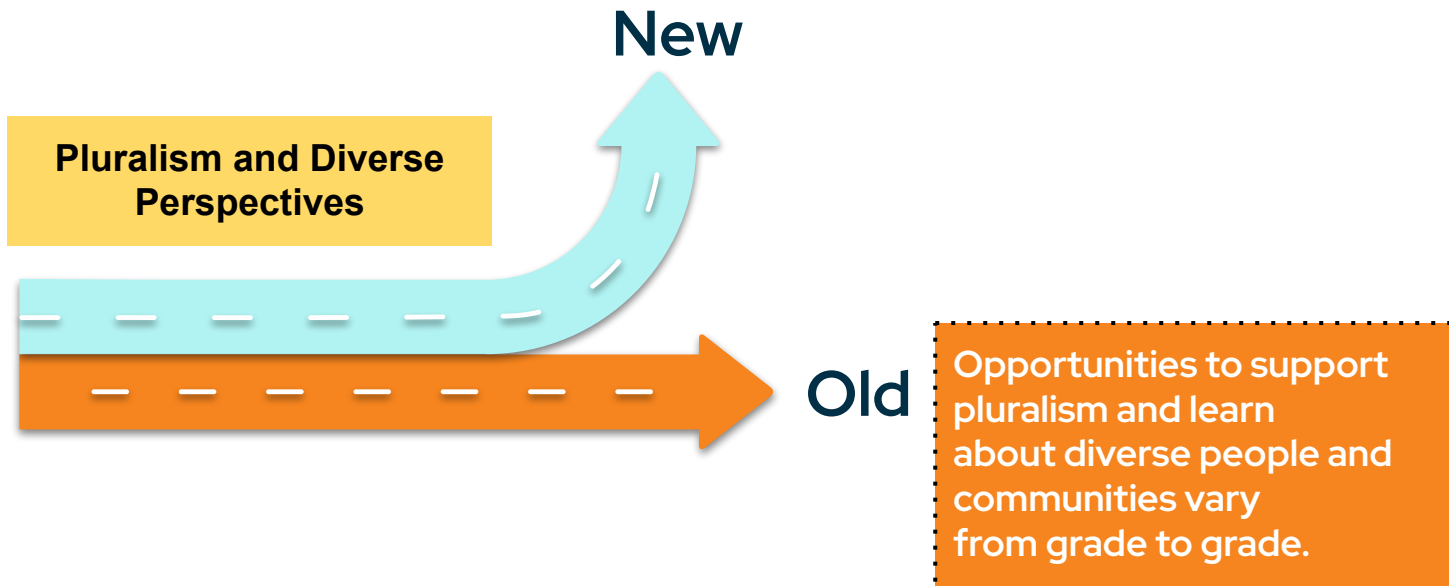
# Shifts From Old to New

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

Supporting every educator  
in every classroom



Alberta



# Bridging Documents

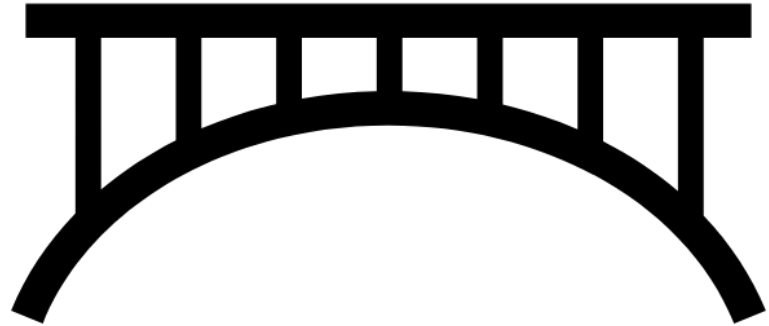
[https://docs.google.com/document/d/13NW0irILL4qIPSydXGPX5i4o4z\\_XtfciCFL0RnFW-4A/edit?tab=t.0](https://docs.google.com/document/d/13NW0irILL4qIPSydXGPX5i4o4z_XtfciCFL0RnFW-4A/edit?tab=t.0)

Supporting every educator  
in every classroom



These documents are located in the NewLearn Alberta website.

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



# Curriculum Architecture K-9

**Mathematics Kindergarten to Grade 6 Curriculum**

Organizing Idea	Grade 3	Grade 4
<b>Guiding Question</b>	How can length be measured?	How can area be measured?
<b>Learning Outcome</b>	Students estimate length using standard units.	Students estimate and express area.

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

Organizing Idea	Kindergarten	Grade 1	Grade 2
<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 manage the benefits of physical activity.	Students integrate physical activity and relate it to personal experiences.

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

Organizing Idea	Kindergarten	Grade 1	Grade 2
<b>Guiding Question</b>	How can listening and speaking be used to develop our understanding?	How can listening and speaking be used to develop our understanding?	How can listening and speaking be developed to improve our understanding?
<b>Learning Outcome</b>	Students explore oral language in a variety of contexts.	Students develop listening and speaking skills through various spoken and written forms.	Students evaluate and adjust listening and speaking to communicate effectively.

**Science Kindergarten to Grade 6 Curriculum**

Organizing Idea	Grade 1	Grade 2
<b>Guiding Question</b>	How can states of matter and other physical properties be explained using the particle model of matter?	How can the particles of matter be influenced by heating or cooling?
<b>Learning Outcome</b>	Students compare the particles of matter in solids, liquids, and gases.	Students investigate how particles of matter behave under different conditions and analyze effects on solids, liquids, and gases.

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

Organizing Idea	Kindergarten	Grade 1	Grade 2
<b>Guiding Question</b>	What are places where a community?	What is the significance of places when 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 physical features of Canada.

Mathematics

Physical Education & Wellness

English Language Arts & Literature

Science

Social Studies

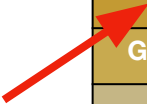


# Components of the New Curricula

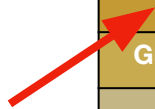
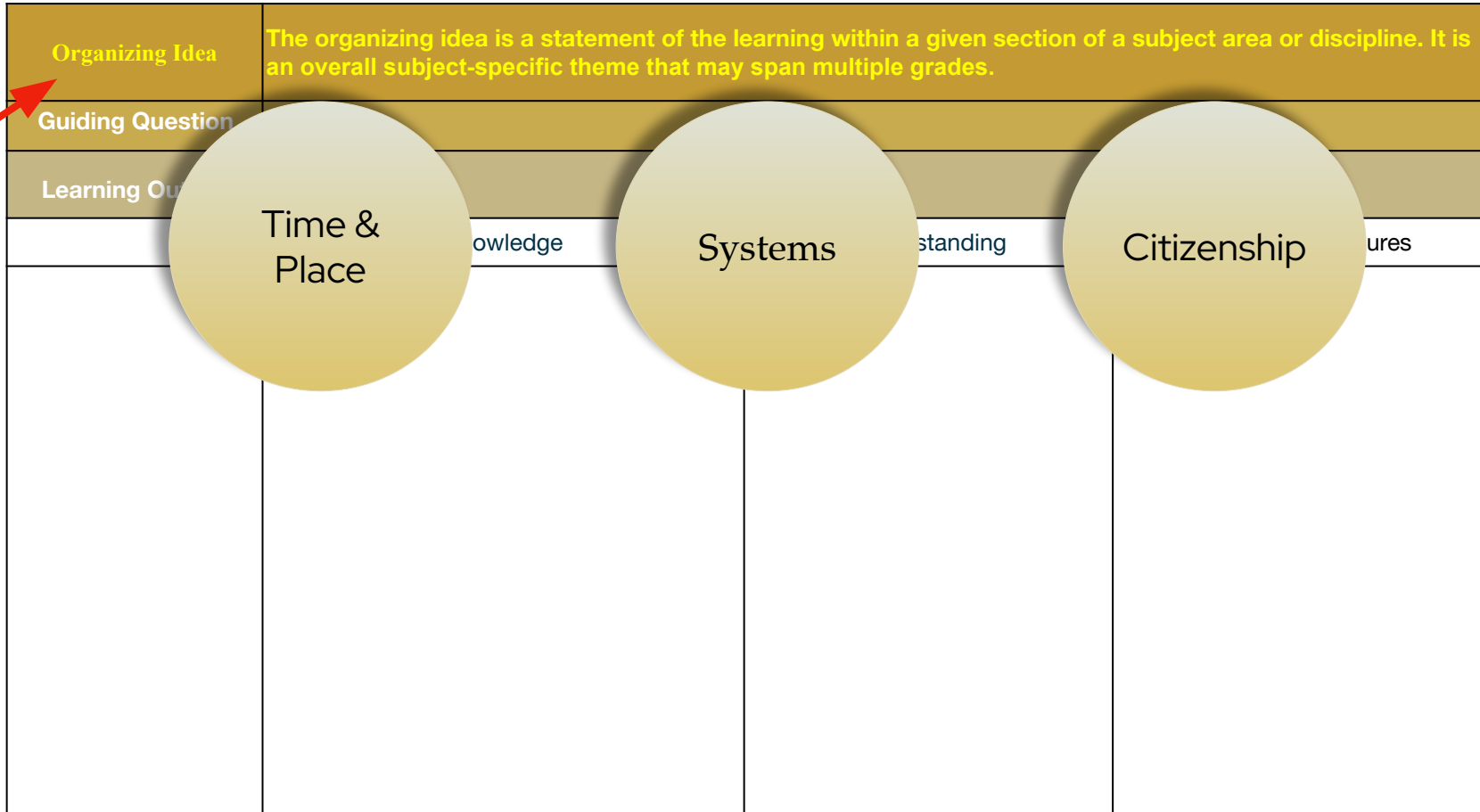
Organizing Idea			
Guiding Question			
Learning Outcome			
	Knowledge	Understanding	Skills and Procedures

# Components of the New Curricula


<b>Organizing Idea</b>	<b>The organizing idea is a statement of the learning within a given section of a subject area or discipline. It is an overall subject-specific theme that may span multiple grades.</b>		
<b>Guiding Question</b>			
<b>Learning Outcome</b>			
	Knowledge	Understanding	Skills and Procedures

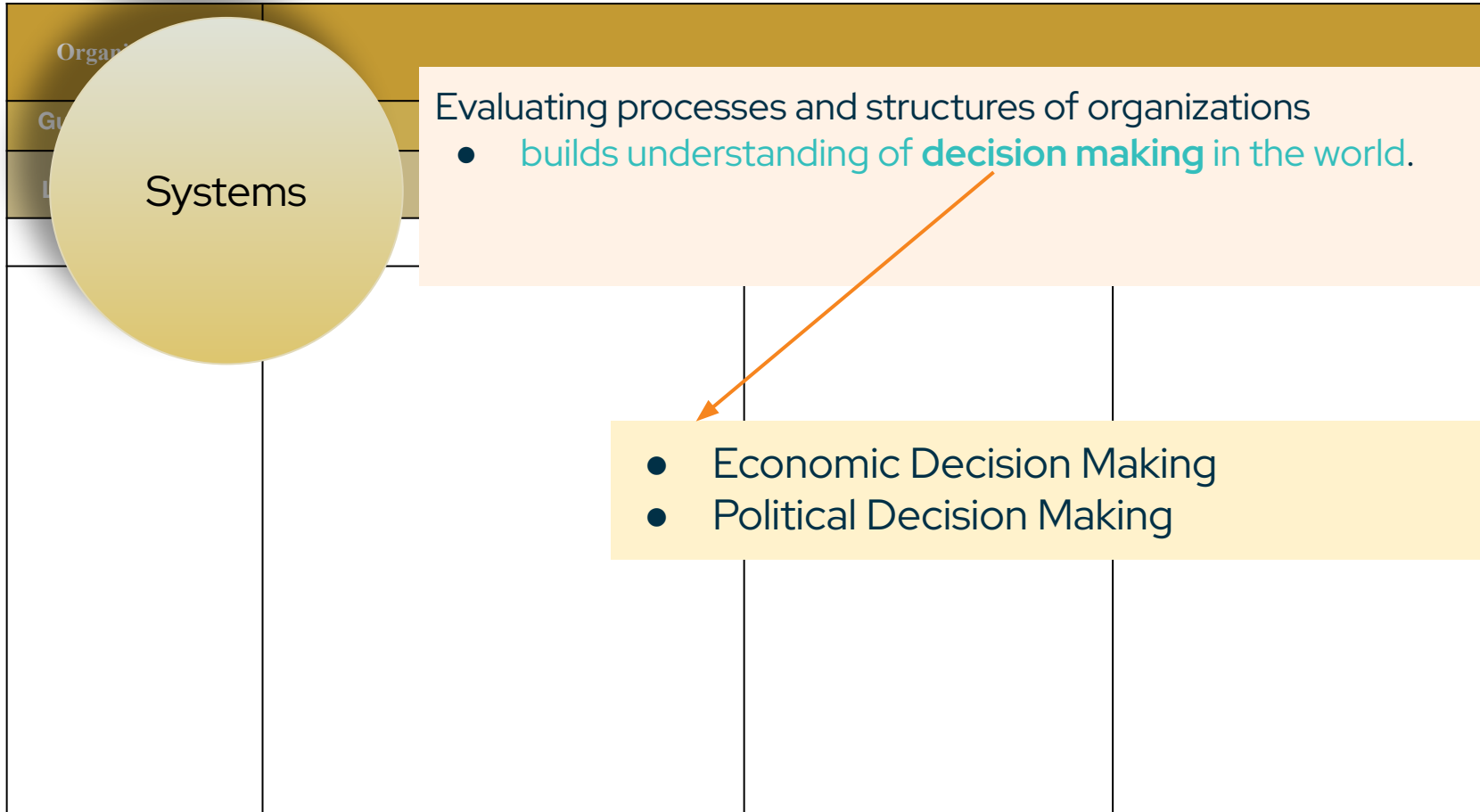


# Components of the New Curricula



## Components of the New Curricula

Organizational			
Grade			
Level			
 <p>Time &amp; Place</p>	<p>Exploring the dynamic relationships between <b>people, place, and time</b></p> <ul style="list-style-type: none"><li>● supports understanding of <b>perspectives</b> and <b>events</b></li><li>● to make meaning of the world</li></ul>		



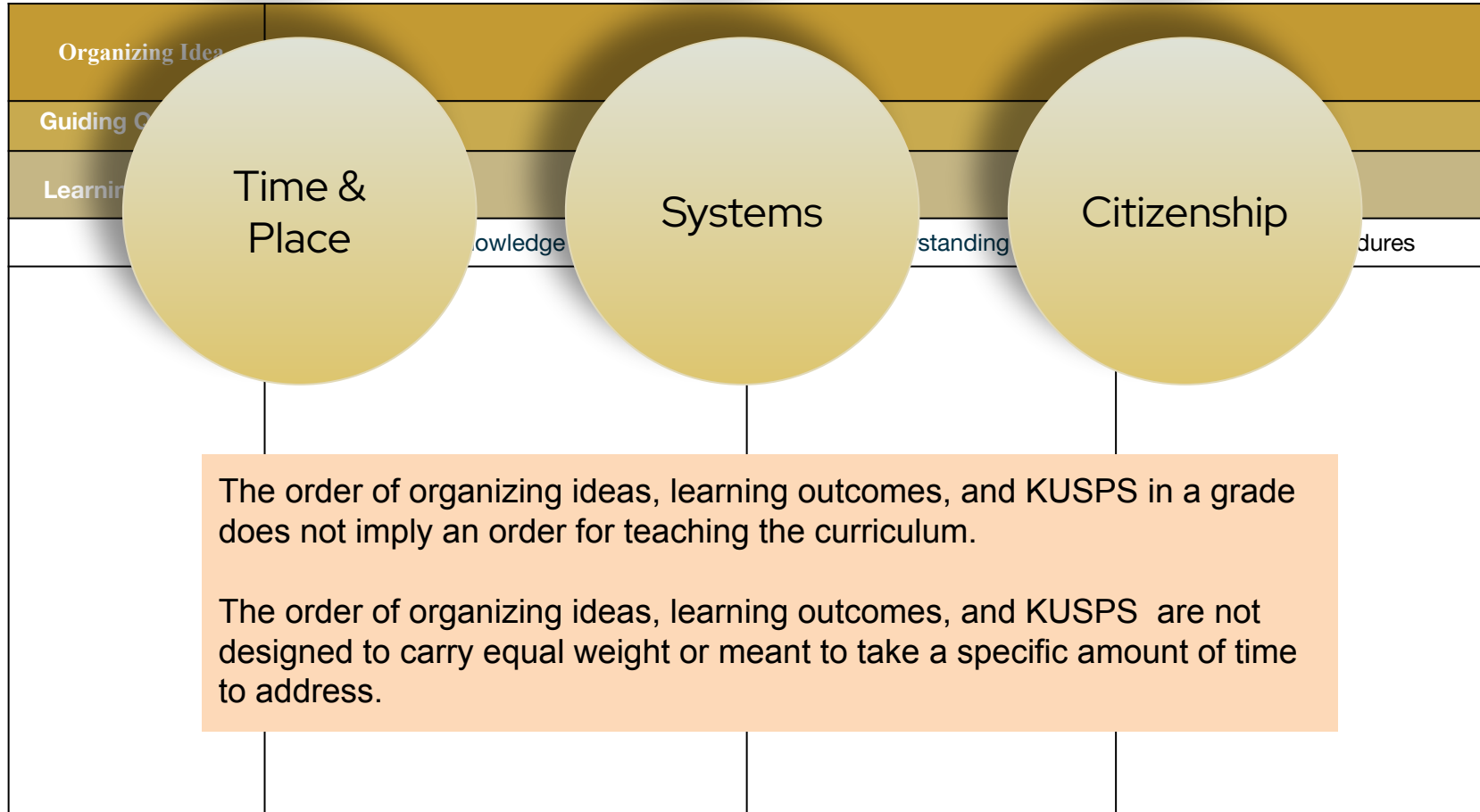
Organizational

Global

Citizenship


Understanding local, national, and global issues

- empowers individual and collective action toward an inclusive society.



## 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	Guiding questions are informed by the organizing idea and frame the learning outcome.		

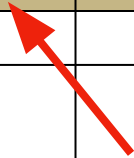


**EXAMPLE Grade 1 Social Studies Curriculum**

<b>Organizing Idea</b>	<b>Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.</b>		
<b>Guiding Question</b>	<b>In what ways can people contribute to communities?</b>		

## 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	The learning outcomes describe what students are required to know, understand, and be able to do by the end of a grade.		



**EXAMPLE Grade 1 Social Studies Curriculum**

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

# Content Focus

Time  
&  
Place

Systems

Citizenship

Supporting every educator  
in every classroom



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

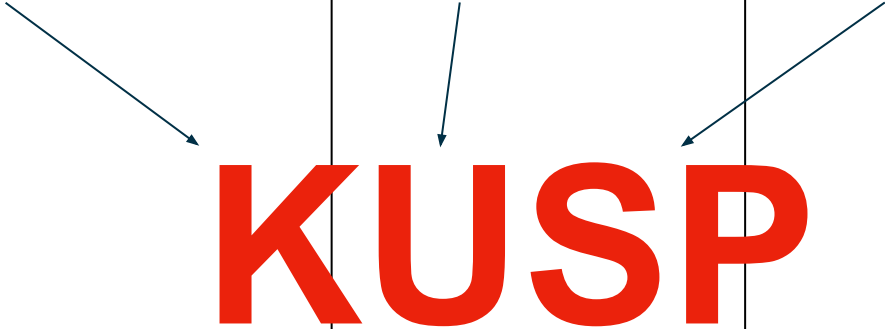
Ancient Civilizations

06

Democracy (History, Principles, and Operation)

[Social Studies K-6 Content Progression.pdf](#)

## 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.		
	<b>K</b> nowledge	<b>U</b> nderstanding	<b>S</b> kills & <b>P</b> rocedures
	 <b>KUSP</b>		

## Social Studies Kindergarten to Grade 6 Curriculum

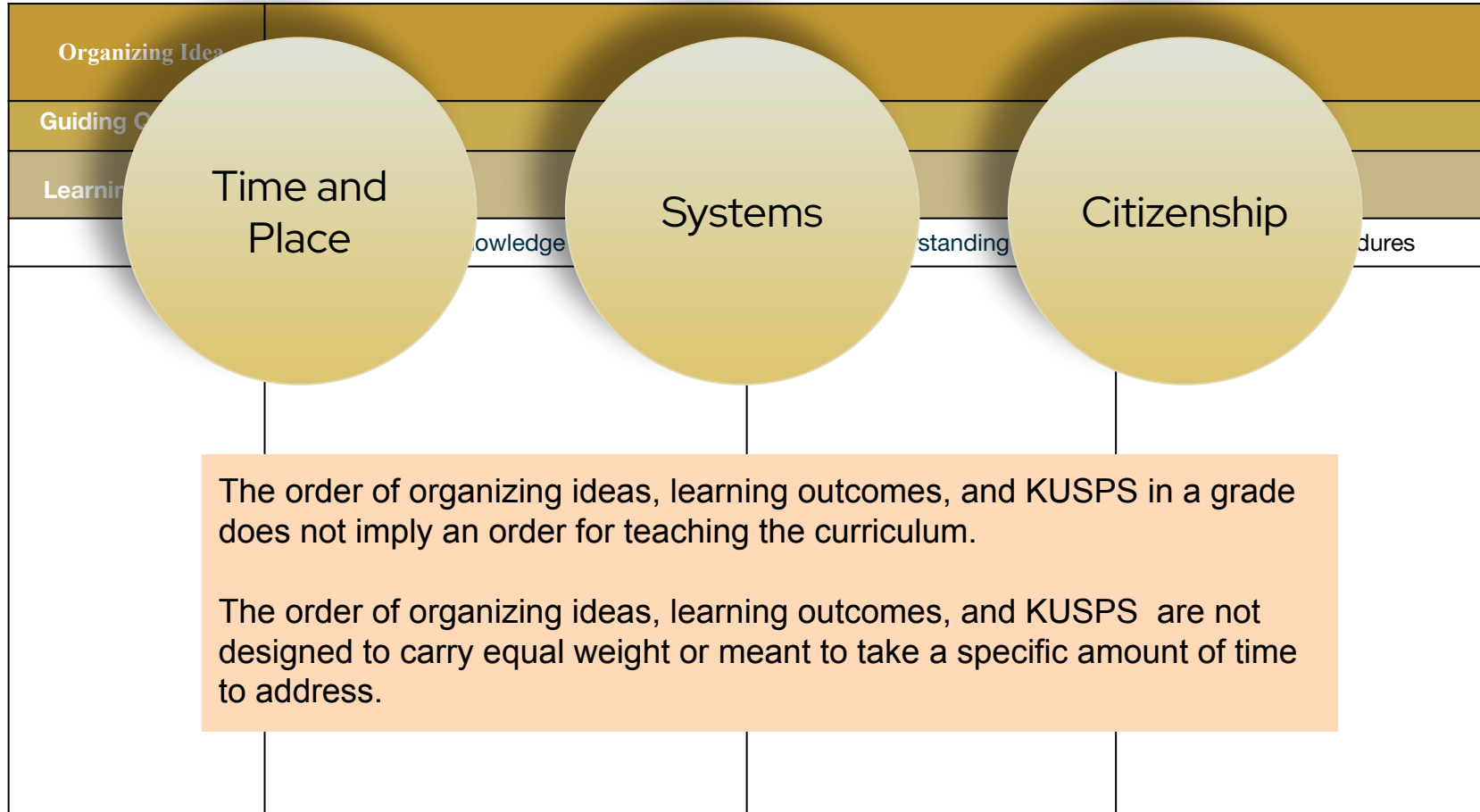


	Kindergarten			Grade 1			Grade 2		
<b>Organizing Idea</b>	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.								
<b>Guiding Question</b>	In what ways might leaders be important to communities?			In what ways can people contribute to communities?			How might governments support communities?		
<b>Learning Outcome</b>	Children investigate the role of leaders in communities.			Students investigate roles and responsibilities in community groups and organizations.			Students examine the role of government in Canada.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Leaders guide group members and help communities achieve goals.</p> <p>Leaders contribute skills, knowledge, and experience to communities.</p> <p>There are many leadership roles in communities such as schools and families, for example.</p>	<p>Leaders guide communities.</p>	<p>Identify leaders in the local community.</p> <p>Recognize ways leaders guide communities.</p> <p>Brainstorm ways leaders can act with fairness.</p>	<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> </ul>	<p>Roles and responsibilities support participation and achievement of community goals.</p>	<p>Differentiate between the roles and responsibilities of leaders and helpers.</p> <p>Relate fulfillment of roles and responsibilities to achievement of community goals.</p>	<p>Governments are organizations that can provide and make decisions about services in communities.</p> <p>There are three levels of government in Canada:</p> <ul style="list-style-type: none"> <li>local (municipal)</li> <li>provincial and territorial</li> <li>federal</li> </ul>	<p>Elected leaders in government make decisions for the community.</p>	<p>Differentiate between the three levels of government in Canada.</p> <p>Identify the level of government the prime minister leads.</p> <p>Identify the level of government a premier leads.</p> <p>Analyze the role of government in the community.</p>
<div style="font-size: 2em; font-weight: bold; color: #c00000;">KUSP</div> <div style="font-size: 1.5em; font-weight: bold; color: #000080;">Line</div>	<ul style="list-style-type: none"> <li>teachers</li> <li>principals</li> <li>parents</li> <li>Elders</li> <li>coaches</li> </ul> <p>Leaders can contribute to the well-being of a community by acting with fairness.</p>			<ul style="list-style-type: none"> <li>acting with fairness</li> <li>cooperating with others</li> </ul> <p>Responsibilities are the actions that leaders and helpers take to fulfil their role and contribute to a group or organization's goals.</p>			<p>Each level of government has leaders.</p> <p>The leader of the government of Canada is the prime minister.</p> <p>The leader of a provincial or territorial government is a premier.</p>		
							<p>People can choose leaders in government by voting.</p> <p>The King (the Crown, the sovereign) is represented by the Governor General of Canada and the lieutenant-governor of a province or territory.</p> <p>First Nations communities can be represented by Chiefs.</p> <p>The prime minister works with their team (Cabinet) and debates decisions with the</p>		

## Social Studies Kindergarten to Grade 6 Curriculum

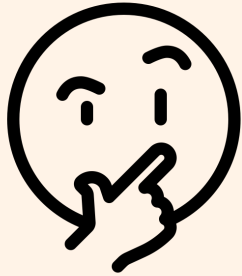


Kindergarten			Grade 1			Grade 2		
						<p>leader of the Opposition in the House of Commons.</p> <p>Decisions at the federal level of government are made by representatives who meet to discuss and vote on ideas in the House of Commons or the Senate.</p> <p>Courts (Supreme Court) can make decisions when there is disagreement between the government and a community.</p>		



# Deepening Learning

How The KUSPs Work Together  
to Deepen Learning



# Deepening Learning

Supporting every educator  
in every classroom



<h2>Surface</h2> <ul style="list-style-type: none"><li>learning <b>facts</b> or acquiring understanding of <b>single concepts</b></li></ul>	<h2>Deepen</h2> <ul style="list-style-type: none"><li>relating the concepts together to form an <b>understanding</b></li><li>applications of those <b>understanding</b> to increasingly novel contexts or situations</li></ul>	<h2>Transfer</h2> <ul style="list-style-type: none"><li>transferring or independently independently applying to new situations/contexts</li></ul>
<p><b>DOK 1 Alignment:</b> Recall</p> <p>Is the focus on recall of facts or reproduction of taught processes?</p> <hr/> <p>The questions are from "An Inside Look at Webb's Depth of Knowledge (2023) Norman Webb, Sara Christopherson, Bill Morelan.</p> <p><a href="https://www.edutopia.org/article/how-use-norman-webb-depth-of-knowledge/">https://www.edutopia.org/article/how-use-norman-webb-depth-of-knowledge/</a></p>	<p><b>DOK 2 Alignment:</b> Basic Reasoning</p> <p>Is the focus on relationships between concepts and ideas or using underlying conceptual understanding?</p> <p><b>DOK 3 Alignment:</b> Strategic Thinking &amp; Reasoning</p> <p>Is the focus on abstract inference or reasoning, nonroutine problem-solving, or authentic evaluative or argumentative processes that can be completed in one sitting?</p>	<p><b>DOK 4 Alignment:</b> Extended Thinking</p> <p>Is the focus at least with the complexity of DOK 3, but iterative, reflective work and extended time are necessary for completion?</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.		
	Knowledge	Understanding	Skills & Procedures
	<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 (<i>The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum</i>)</small></p>		



# Fact

*A fact is something that can be proven true. It is information we can check by observing, measuring, or using reliable sources.*



St. Kateri  
School is a  
School in Ft.  
McMurray

Fact



St. Kateri  
School is a  
School in Ft.  
McMurray

Blackfalds is  
a town in  
Alberta

Mikisew is a  
Cree First  
Nation

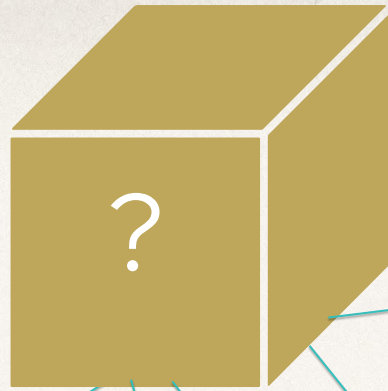
City of  
Lethbridge is  
a city in  
Alberta.

Ottawa is the  
capital of  
Canada.

Fact

*A concept is a big idea—usually expressed in one or two words—that helps us understand, group, and make sense of many facts, examples, and experiences.*

# Concept



Ottawa is the capital of Canada.

Mikisew is a Cree First Nation

Blackfalds is a town in Alberta

City of Lethbridge is a city in Alberta.

St. Kateri School is a School in Ft. McMurray

# Fact (Example)

# Concept



St. Kateri School is a School in Ft. McMurray

Blackfalds is a town in Alberta

Mikisew is a Cree First Nation

City of Lethbridge is a city in Alberta.

Ottawa is the capital of Canada.

# Fact (Example)

**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 & Procedures
	<div data-bbox="413 547 909 743" style="border: 1px solid black; padding: 5px;"> <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 (<i>The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum</i>)</small></p> </div>		

### EXAMPLE Grade 1 Social Studies Curriculum

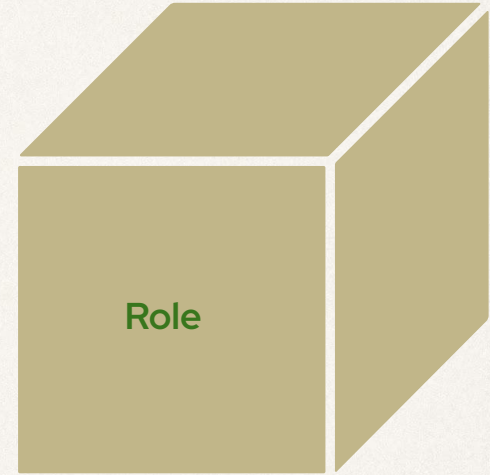
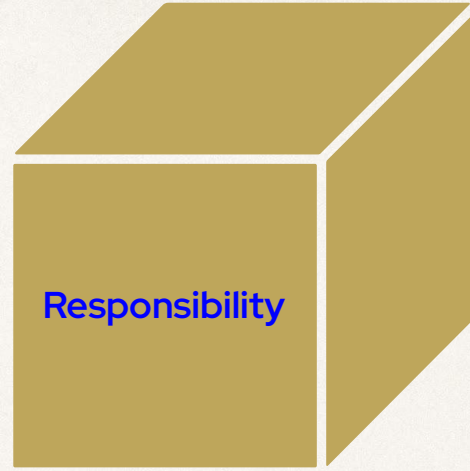
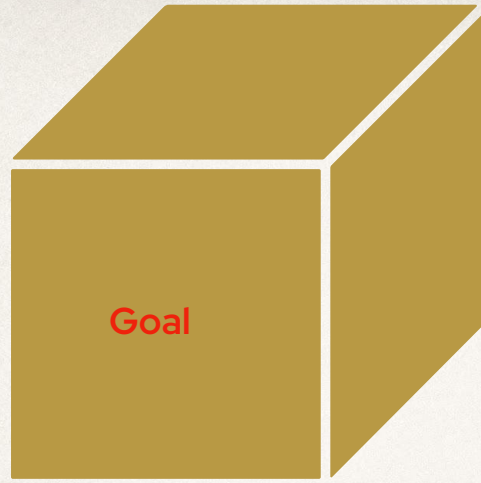
Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.		
Guiding Question	In what ways can people contribute to communities?		
Learning Outcome	Students investigate roles and responsibilities in community groups and organizations.		
	Knowledge	Understanding	Skills & Procedures
<div data-bbox="127 519 380 838" style="border: 1px solid black; padding: 10px; background-color: #fff9e6;"> <p>What are some of the concepts that relate to the Knowledge?</p> </div>	<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>	<div data-bbox="973 547 1466 743" style="border: 1px solid black; padding: 10px; background-color: #fff9e6;"> <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> </div>	

### 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 & Procedures	
Concept: <b>goal</b>	<p>People can help community groups and organizations work toward common <b>goals</b> by taking on leader and helper roles.</p>			
Concept: <b>role</b>	<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>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>		
Concept: <b>responsibility</b>	<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>			

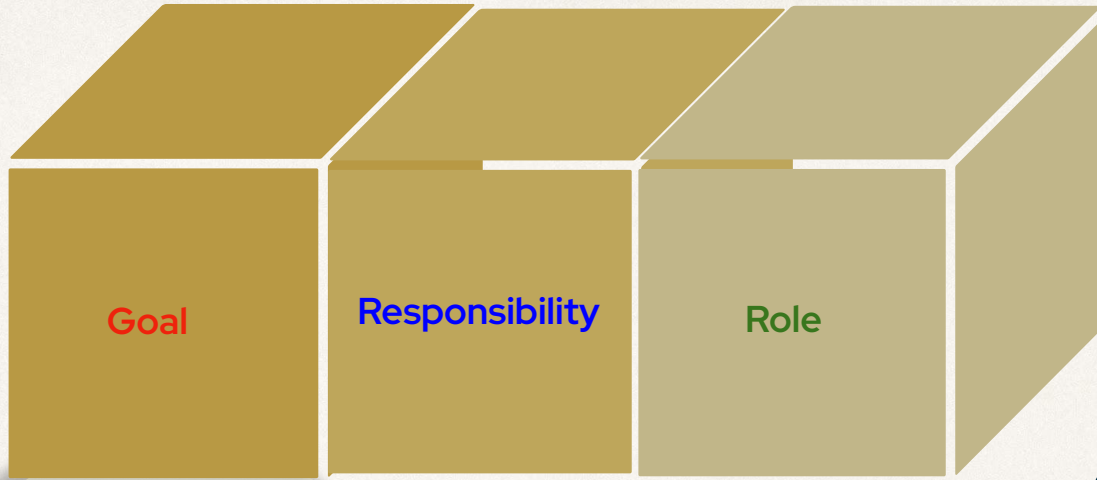
## EXAMPLE Grade 1 Social Studies Curriculum

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 & Procedures
Concept: <b>goal</b>  Concept: <b>role</b>  Concept: <b>responsibility</b>	<div data-bbox="394 463 954 572" style="border: 2px solid red; padding: 5px;"> <p>People can help community groups and organizations work toward common <b>goals</b> by taking on leader and helper roles.</p> </div> <div data-bbox="394 579 954 801" style="border: 2px solid green; padding: 5px;"> <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> </div> <div data-bbox="394 809 954 929" style="border: 2px solid blue; padding: 5px;"> <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> </div> <div data-bbox="498 954 865 1041" style="border: 1px solid black; padding: 10px; text-align: center; margin-top: 20px;"> <p><b>Surface Level</b></p> </div>	<div data-bbox="954 463 1537 976" style="border: 1px solid black; padding: 20px; transform: rotate(-15deg); background-color: #fff9e6;"> <p><b>More than Individual Concepts and Facts</b></p> </div>	



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



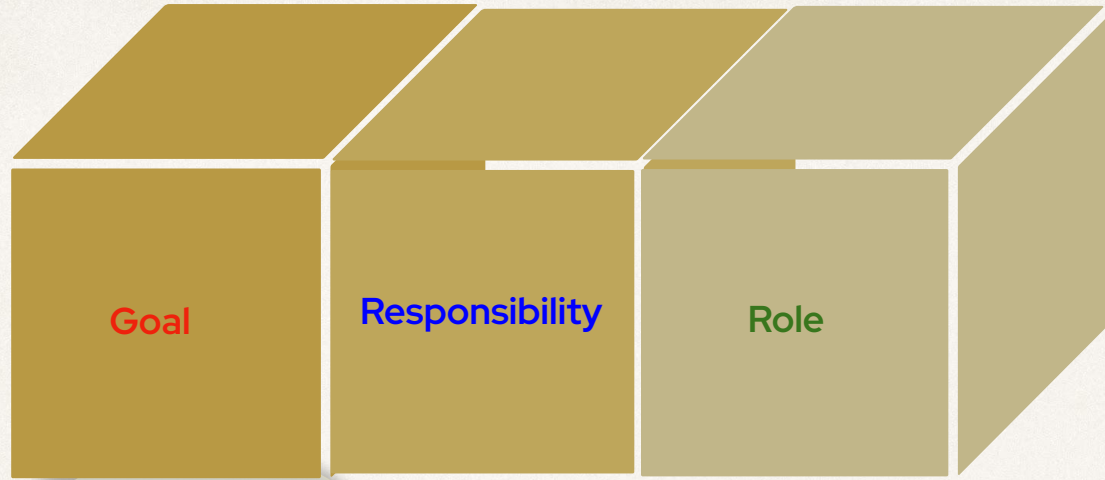
Example: Perhaps a class is organizing their school's Sports Day. Their **goal** is to make sure all students have fun and stay safe during the events. To reach this goal, the class holds a meeting.

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

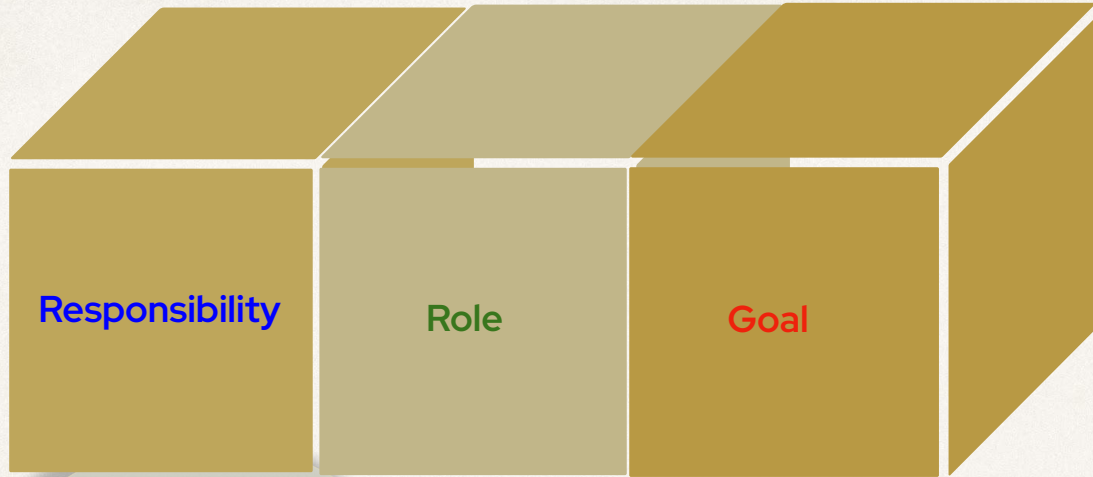
Each team has certain jobs or **responsibilities**. For example, the Clean-Up Crew Takes care of putting equipment away and checking that the field is clean after events.



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

Supporting every educator  
in every classroom



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.

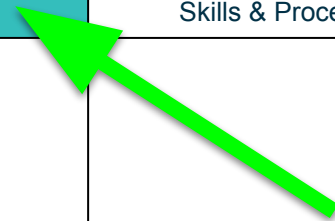


## EXAMPLE Grade 1 Social Studies Curriculum


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 & Procedures
Concept: <b>goal</b>  Concept: <b>role</b>  Concept: <b>responsibility</b>	<div data-bbox="386 464 956 573" style="border: 2px solid red; padding: 5px;">           People can help community groups and organizations work toward common <b>goals</b> by taking on leader and helper roles.         </div> <div data-bbox="386 578 956 802" style="border: 2px solid green; padding: 5px;"> <u>Roles</u> can have unique responsibilities, for example,           <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> </div> <div data-bbox="386 808 956 928" style="border: 2px solid blue; padding: 5px;"> <u>Responsibilities</u> are the actions that leaders and helpers take to fulfill their role and contribute to a group or organization's goals.         </div> <div data-bbox="498 955 865 1042" style="border: 1px solid black; padding: 10px; text-align: center; margin-top: 20px;"> <b>Surface Level</b> </div>	<div data-bbox="956 464 1535 977" style="border: 1px solid black; padding: 20px; transform: rotate(-15deg); background-color: #fff9e6;"> <p style="font-size: 2em; margin: 0;">More than Individual Concepts and Facts</p> </div>	

## 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 & Procedures
Concept: <b>goal</b>	<p>People can help community groups and organizations work toward common <b>goals</b> by taking on leader and helper roles.</p>		
Concept: <b>role</b>	<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>		
Concept: <b>responsibility</b>	<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>		




### 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 & Procedures
<p>Concept: <b>goal</b></p> <p>Concept: <b>role</b></p> <p>Concept: <b>responsibility</b></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>Understanding is about putting pieces of knowledge into logical and meaningful order with other knowledge.</b></p> <p>By understanding, one can apply what they have learned to new situations in other contexts.</p> <p><small>Alberta Education (The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum)</small></p>	

### EXAMPLE Grade 1 Social Studies Curriculum

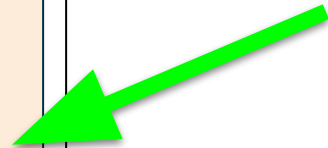
Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.		
Guiding Question	In what ways can people contribute to communities?		
Learning Outcome	Students investigate roles and responsibilities in community groups and organizations.		
	Knowledge	Understanding	Skills & Procedures
<p>Concept: <b>goal</b></p> <p>Concept: <b>role</b></p> <p>Concept: <b>responsibility</b></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> <b>responsibilities</b></p> <p><b>goals.</b></p> <p><b>Understanding is about putting pieces of knowledge into logical and meaningful order with other knowledge.</b></p> <p>By understanding, one can apply what they have learned to new situations in other contexts.</p> <p><small>Alberta Education (The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum)</small></p>	

**EXAMPLE Grade 1 Social Studies Curriculum**

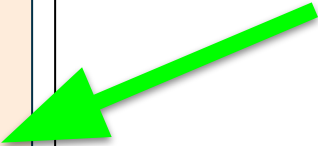
Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.		
Guiding Question	In what ways can people contribute to communities?		
Learning Outcome	Students investigate roles and responsibilities in community groups and organizations.		
	Knowledge	Understanding	Skills & Procedures
	<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 achievement of community <b>goals</b>.</p> <div data-bbox="981 668 1331 1057" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p><b>Understanding is about putting pieces of knowledge into logical and meaningful order with other knowledge.</b></p> <p>By understanding, one can apply what they have learned to new situations in other contexts.</p> <p><small>Alberta Education (The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum)</small></p> </div>	

**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 & Procedures
	<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 achievement of community <b>goals</b>.</p> <div data-bbox="981 668 1331 1057" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <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>	



## 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 & Procedures
	<div data-bbox="450 547 871 958" style="border: 1px solid black; border-radius: 20px; padding: 10px; text-align: center;"> <p>What are the different contexts in which you can have your students explore the understanding that, <i>“Roles and responsibilities support achievement of community goals?”</i></p> </div>	<p><b>Roles and responsibilities</b> support achievement of community <b>goals</b>.</p> <div data-bbox="979 669 1331 1057" 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> <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.**

# Petroglyphs in the Diامر-Bash Dam Area



Meandering through gorges of the Indus River valley and across high mountain passes, ancient arteries of the fabled Silk Road cut through the Diامر District of Northern Pakistan.

**In the summer of 2010, construction began on a dam that will submerge many of these petroglyphs and their cultural landscape, impacting an area of over 100 kilometers. The dam will provide much needed infrastructure to this remote area, but will sever any remaining connection between the local communities and the vestiges of their past. Recognizing the need to balance development and heritage stewardship, further documentation of the petroglyphs and possible protective measures are being sought to mitigate the effects of the dam on this unparalleled complex. Following a Cultural Heritage Impact Assessment carried out for the dam project, an emergency action plan was prepared that stressed the importance of community involvement in preservation efforts. Focus of the project has been on capacity building and training for members of the local community who are assisting in the documentation and mitigation effort, and for young people to learn the value of their cultural inheritance.**

**The wealth of cultural heritage in the Indus River valley and adjacent mountain passes includes petroglyphs as well as built heritage and archaeological remains spanning millennia. The invading armies, settlers, traders, and pilgrims who traveled the Silk Road left an incomparable legacy, which remains of great historical and cultural importance to many in the region and around the world. Through cooperative efforts, it is hoped that the rich and diverse heritage resources of high significance are preserved and plans for sustainable stewardship are developed. Awareness and appreciation of cultural heritage can help a community cope with the inevitable change and loss brought about by mega-development.**

## Petroglyphs in the Diامر-Bash Dam Area



Meandering through gorges of the Indus River valley and across high mountain passes, ancient arteries of the fabled Silk Road cut through the Diامر District of Northern Pakistan.

**Legacies of ancient civilizations continue. (Grade 5)**

**How does this event support the understanding that legacies of ancient civilizations continue?**

The wealth of cultural heritage in the Indus River valley and adjacent mountains and archaeological remains spanning millennia. The invading armies, settlers, traders, and conquerors have left an incomparable legacy, which remains of great historical and cultural importance to many in the region. Through cooperative efforts, it is hoped that the rich and diverse heritage resources of high significance are preserved and sustainable stewardship are developed. Awareness and appreciation of cultural heritage can help a community cope with the inevitable change and loss brought about by mega-development.



Image Credit: OpenAI. (2025, September 16). Children and elders viewing petroglyphs in the Indus River valley while a dam is under construction in the background [AI-generated illustration]. DALL·E (Version GPT-4o). Retrieved from <https://chat.openai.com/>

The villagers felt many different things. Some said, "This will make our lives easier." Others said, "We will lose the stories of the wall."

A meeting was held in the village square. Elders shared stories about the wall. Children shared how they loved visiting the wall. Some said the dam would help people far away. Others expressed their concerns.

Some children traced the carvings. Some elders told stories that had been told for years. Children learned how to respect the wall.

Together, they worked to keep the memory of the wall alive, even as the river began to rise.

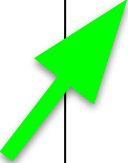
**Community decision making can include diverse perspectives. (Grade 2)**

**How does this story show that community decision making can include diverse perspectives?**

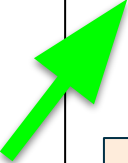
## EXAMPLE Grade 1 Social Studies Curriculum

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 & Procedures
	<p>The entire understanding can be separated into two.</p>	<p>Roles and responsibilities support <b>participation and</b> achievement of community goals.</p> <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>	<p>What is a context can be used to apply the understanding that roles and responsibilities support <b>participation?</b></p>

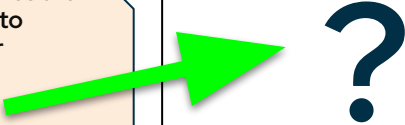
## EXAMPLE Grade 1 Social Studies Curriculum

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.		
	Knowledge	Understanding	Skills & Procedures
			

**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 & Procedures
			 <div data-bbox="1392 587 1746 1043" style="border: 1px solid black; padding: 10px;"> <p>Skills and procedures are what students <b>do</b> to <b>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> </div>

**EXAMPLE Grade 1 Social Studies Curriculum**

<p><b>Organizing Idea</b></p>	<p><b>Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.</b></p>		
<p><b>Guiding Question</b></p>	<p><b>In what ways can people contribute to communities?</b></p>		
<p><b>Learning Outcome</b></p>	<p><b>Students investigate roles and responsibilities in community groups and organizations.</b></p>		
	<p><b>Knowledge</b></p>	<p><b>Understanding</b></p>	<p><b>Skills &amp; Procedures</b></p>
		<div data-bbox="973 583 1327 1041" style="border: 1px solid black; padding: 10px; background-color: #fff9e6;"> <p>Skills and procedures are what students <b>do</b> to <b>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> </div>	

## 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 & Procedures
	<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 understand responsibilities in community groups and organizations.		
		Understanding	Skills & Procedures
	<p>Students can help community groups and organizations work toward common <b>goals</b> by taking on leader and helper roles.</p> <p><b>Skills and procedures can be used as instructional activities that provide formative feedback</b></p> <p>or</p> <p><b>as summative assessments.</b></p>	<p><b>Roles and responsibilities</b> support</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 <b>responsibilities</b> to achievement of community <b>goals</b>.</p>

Consideration 1

## 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 identify responsibilities in community groups and organizations.		
		Understanding	Skills & Procedures
	<p>Help community groups and organizations work toward common <b>goals</b> by taking on leader and helper roles.</p> <p><b>Roles</b> can include:</p> <ul style="list-style-type: none"> <li>• contributing</li> <li>• listening</li> <li>• participating</li> <li>• following</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</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 <b>responsibilities</b> to achievement of community <b>goals</b>.</p>

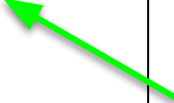
Consideration 2

Skills and procedure statement address either the knowledge or the understanding.

## 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 & Procedures
	<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.		
	Knowledge	Understanding	Skills & Procedures
	<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 identify responsibilities in community groups and organizations.		
		Understanding	Skills & Procedures
	<p>... help community groups and ... work toward common <b>goals</b> by taking on leader and helper roles.</p> <p><b>Roles</b> can ... example, ...</p> <ul style="list-style-type: none"> <li>• contribute</li> <li>• listening</li> <li>• participa</li> <li>• following</li> <li>• acting w</li> <li>• coopera</li> </ul> <p><b>Respons</b> ... 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</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 <b>responsibilities</b> to achievement of community <b>goals</b>.</p>

Consideration 3

**Skills and procedure statements**

- will be at either the surface or deepening phases of learning and
- will be at a certain DOK level.

# Deepening Learning

Supporting every educator  
in every classroom



<h2>Surface</h2> <ul style="list-style-type: none"><li>learning <b>facts</b> or acquiring understanding of <b>single concepts</b></li></ul>	<h2>Deepen</h2> <ul style="list-style-type: none"><li>relating the concepts together to form an <b>understanding</b></li><li>applications of those <b>understanding</b> to increasingly novel contexts or situations</li></ul>	<h2>Transfer</h2> <ul style="list-style-type: none"><li>transferring or independently independently applying to new situations/contexts</li></ul>
<p><b>DOK 1 Alignment:</b> Recall</p> <p>Is the focus on recall of facts or reproduction of taught processes?</p>	<p><b>DOK 2 Alignment:</b> Basic Reasoning</p> <p>Is the focus on relationships between concepts and ideas or using underlying conceptual understanding?</p> <p><b>DOK 3 Alignment:</b> Strategic Thinking &amp; Reasoning</p> <p>Is the focus on abstract inference or reasoning, nonroutine problem-solving, or authentic evaluative or argumentative processes that can be completed in one sitting?</p>	<p><b>DOK 4 Alignment:</b> Extended Thinking</p> <p>Is the focus at least with the complexity of DOK 3, but iterative, reflective work and extended time are necessary for completion?</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.		
	Knowledge	Understanding	Skills & Procedures
	<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 <b>responsibilities</b> to achievement of community <b>goals</b>.</p>

Surface (DOK 2)

Deepen (DOK 2)

**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 identify responsibilities in community groups and organizations.		
		Understanding	Skills & Procedures
	<p data-bbox="200 274 861 612"><b>Consideration 4</b></p> <p data-bbox="504 601 1282 736">Students need to be at a sufficient level of proficiency with the individual skills.</p> <p data-bbox="513 757 1292 892">What the skills are and how to do them are usually not in the curricula.</p>		<p data-bbox="1398 508 1547 532"><b>Differentiate</b></p> <p data-bbox="1398 637 1476 661"><b>Relate</b></p>

**EXAMPLE** Grade 1 Social Studies Curriculum

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

# Making it Conceptual to Deepen Learning



### 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>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>Technological advancements and interactions resulted in social, political, economic, and environmental transformations of civilizations and empires.</p>	<p>Relate advancements in agriculture to the development of urban settlements.</p> <p>Relate economic practices in ancient civilizations to economic practices in contemporary societies.</p> <p>Identify trade routes that connected ancient civilizations.</p> <p>Explain impacts of expanding trade in ancient civilizations.</p>

## 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>Technological advancements and interactions resulted in social, political, economic, and environmental transformations of civilizations and empires.</p> <p style="color: red; font-weight: bold;">Technological advancements</p> <p style="color: green; font-weight: bold;">and interactions</p> <p style="color: purple; font-weight: bold;">result in economic transformations,</p>	<p>Relate advancements in agriculture to the development of urban settlements.</p> <p>Relate economic practices in ancient civilizations to economic practices in contemporary societies.</p> <p>Identify trade routes that connected ancient civilizations.</p> <p>Explain impacts of expanding trade in ancient civilizations.</p>

# Deepening Understanding



**Is this case study and example of the understanding that technological advancements and interactions result in economic transformations?**

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

At 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 increased efficiency and production leads to stronger exports, and rural economic growth.

**What other current-day examples can you gather?**



## 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 and interactions resulted in social, political, economic, and environmental transformations of civilizations and empires.</p>	

# Current Events



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?"*





## Leading a Learning Community

A leader nurtures and sustains a culture that supports evidence-informed teaching and learning.

*Leading learning involves **modeling**. What are you learning about in relation to the new curricula and good pedagogy that would help you to lead learning in your context?*

## Providing Instructional Leadership

A leader ensures that every student has access to quality teaching and optimum learning experiences.

*Providing instructional leadership involves observing teachers and recognizing optimum learning experiences. What are you noticing about quality teaching and optimum learning experiences in your walk-throughs? Can you articulate it?*



**The Consortium**

Alberta Professional Learning Consortium

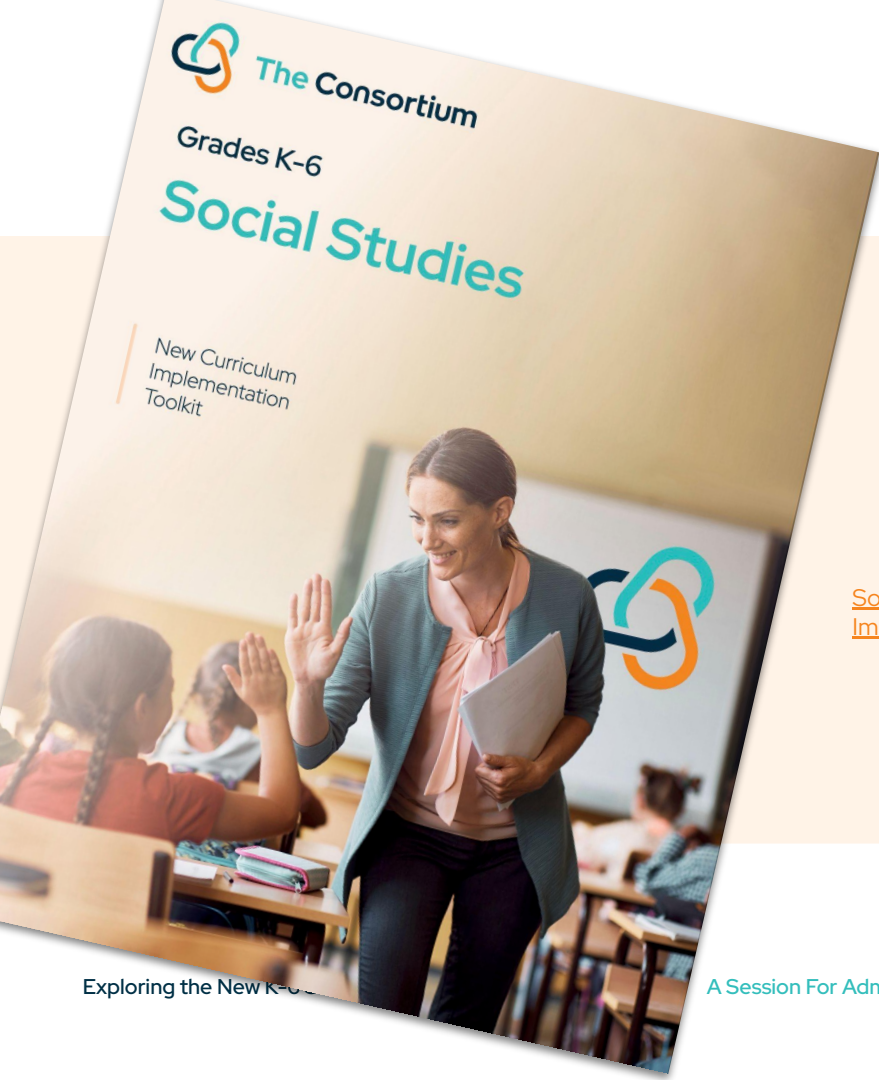
## APLC Post Session Survey

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://northeast.aplc.ca/survey/14572>





[Social Studies Curriculum  
Implementation Toolkit](#)



# Thank you

Please visit our website for more information

[ted.zarowny@aplca.ca](mailto:ted.zarowny@aplca.ca)

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





# The Consortium

Alberta Professional Learning Consortium

