



Exploring the 4-9 Social Studies Curriculum Architecture

How the KUSPs Work Together

The Consortium
Summer Symposium
2026
August 17
Ted Zarowny



Land Acknowledgement

In the spirit of reconciliation, we acknowledge that this gathering is taking place on traditional lands across the province of Alberta, home to many diverse First Nations, Métis and Inuit peoples. We acknowledge that this land is a traditional meeting ground giving voice to its original peoples and the story of creation of this country in a way that history has forgotten.

Curriculum Architecture

The architecture of the new Social Studies curriculum is the same as the previously released curriculum for Science, Math, English Language Arts and Literature, and Physical Education and Wellness.

Mathematics Kindergarten to Grade 6 Curriculum

	Grade 3	Grade 4
Organizing Idea	Measurement: Attributes such as length, area, volume, and angle are quantified by measurement.	
Guiding Question	In what ways can length be communicated?	How can area characterize space?
Learning Outcome	Students determine length using standard units.	Students interpret and express area.
	Knowledge	Knowledge
	Understanding	Understanding
	Skills & Procedures	Skills & Procedures

Mathematics | April 2022

Physical Education and Wellness Kindergarten to Grade 6 Curriculum

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

Physical Education and Wellness | April 2022

English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten	Grade 1	Grade 2
Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.		
Guiding Question	In what ways can listening and speaking communicate feelings, ideas, and information?	In what ways can listening and speaking be applied to develop oral communication?	How can listening and speaking be developed to improve oral communication?
Learning Outcome	Children explore listening and speaking skills through a variety of literacy experiences.	Students develop listening and speaking skills through sharing stories and information.	Students examine and adjust listening and speaking to communicate effectively.
	Knowledge	Knowledge	Knowledge
	Understanding	Understanding	Understanding
	Skills & Procedures	Skills & Procedures	Skills & Procedures

English Language Arts and Literature | April 2022

Science Kindergarten to Grade 6 Curriculum

	Grade 5	Grade 6
Organizing Idea	Matter: Understandings of the physical world are deepened by investigating matter and energy.	
Guiding Question	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?
Learning Outcome	Students investigate the particle model of matter in relation to the physical properties of solids, liquids, and gases.	Students investigate how particles of matter behave when heated or cooled and analyze effects on solids, liquids, and gases.
	Knowledge	Knowledge
	Understanding	Understanding
	Skills & Procedures	Skills & Procedures

Science | March 2023

Draft Social Studies Kindergarten to Grade 6 Curriculum

	Kindergarten	Grade 1	Grade 2
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 places within a community?	What is the significance of places within communities?	How does the land in Canada differ from place to place?
Learning Outcome	Children examine places in communities.	Students explore some of the major physical features of our world.	Students explore the diverse physical regions of Canada.
	Knowledge	Knowledge	Knowledge
	Understanding	Understanding	Understanding
	Skills & Procedures	Skills & Procedures	Skills & Procedures

Places can have meaning for people.

Places in communities have distinct symbols.

A variety of places can be part of a community; for example,

- playgrounds
- natural areas
- schools
- fire stations
- police stations
- town or city halls

Places in a community can be recognized by distinctive features.

Places in communities have distinct symbols.

Classify familiar places in the local community.

Share the significance of places that have personal, family, or group meaning.

Debate places that have meaning for others.

Communities may have natural landmarks, including

- mountains
- forests
- prairies
- rivers
- lakes

Communities have many constructed landmarks, including

- buildings
- parks
- roads
- pathways
- bridges

Landmarks are identifiable structures or features of a place that can be natural or constructed by humans.

First Nations, Métis, and Inuit pass on oral traditions through language about natural landmarks in local areas; for example, Okotoks big rock, or Okotok in Blackfoot.

Places and landmarks can hold significance.

Brainstorm criteria to distinguish between natural and constructed landmarks.

Share reasons why a local place holds personal meaning or significance.

Construct maps of Alberta that identify natural landmarks and, when applicable, their Indigenous names.

Identify place names of landmarks in Alberta, including natural landmarks, with First Nations, Métis, and Inuit names.

Maps and globes can represent the location of places and boundaries between places, including

- physical regions
- major cities
- provinces and territories

Canada has distinct physical regions; for example,

- Canadian Shield
- Great Lakes
- Prairies
- Arctic
- Appalachian Mountains

Physical regions can be distinguished by

- physical features
- climate
- natural resources

Physical features are landforms and bodies of water.

First Nations, Métis, and Inuit can live in traditional territories and regions.

Canada has a variety of natural resources; for example,

- fish
- forests
- agricultural land
- minerals
- oil and gas

Maps and globes can

Maps and globes can represent the location of places and boundaries between places, including

- physical regions
- major cities
- provinces and territories

Canada has distinct physical regions; for example,

- Canadian Shield
- Great Lakes
- Prairies
- Arctic
- Appalachian Mountains

Physical regions can be distinguished by

- physical features
- climate
- natural resources

Physical features are landforms and bodies of water.

First Nations, Métis, and Inuit can live in traditional territories and regions.

Canada has a variety of natural resources; for example,

- fish
- forests
- agricultural land
- minerals
- oil and gas

Maps and globes can

Compare the different features of Canada's physical features.

Compare information about natural resources found across Canada to natural resources found in the local community.

Locate places in Canada, using a map or globe, including physical regions, provinces, territories, and major cities.

Compare the locations of places using relative location.

Social Studies | April 2024

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

Page | 1



Curriculum Architecture

The way we interpret or view a curriculum shapes the way we teach, assess, and bring learning to life for students.



Curriculum Architecture

The teacher's focus ...

facts / concepts / understanding

... becomes the student's focus.



In this session we will examine ...

- The different components of the new curriculum
- How the components work together.
 - Organizing Ideas
 - Learning Outcome and Guiding Questions
 - Knowledge
 - Understandings
 - Skills and Procedures



Where Do I Find The Curriculum?

Supporting every educator
in every classroom



new
LearnAlberta
<https://curriculum.learnalberta.ca/home/en>

Login

Help

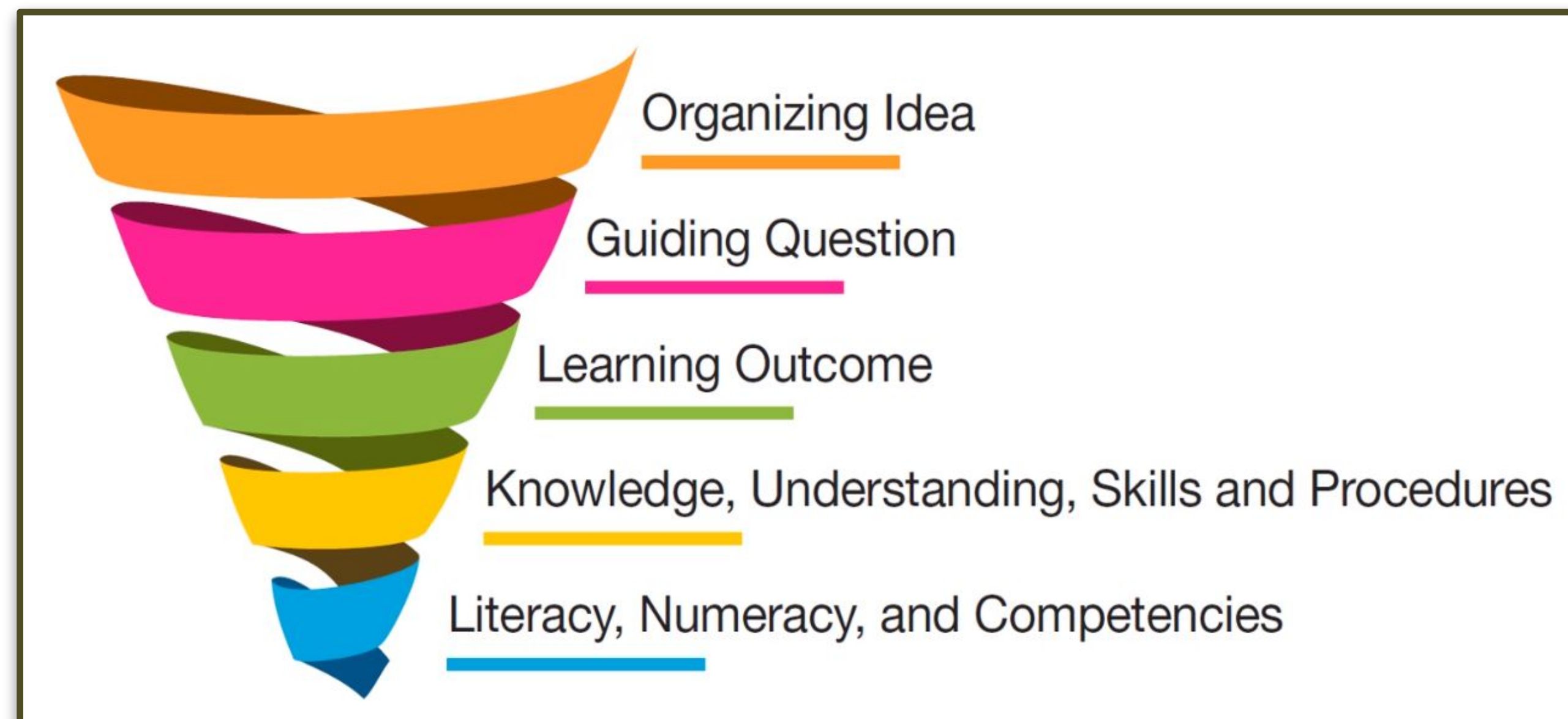


Components of the Social Studies Curriculum

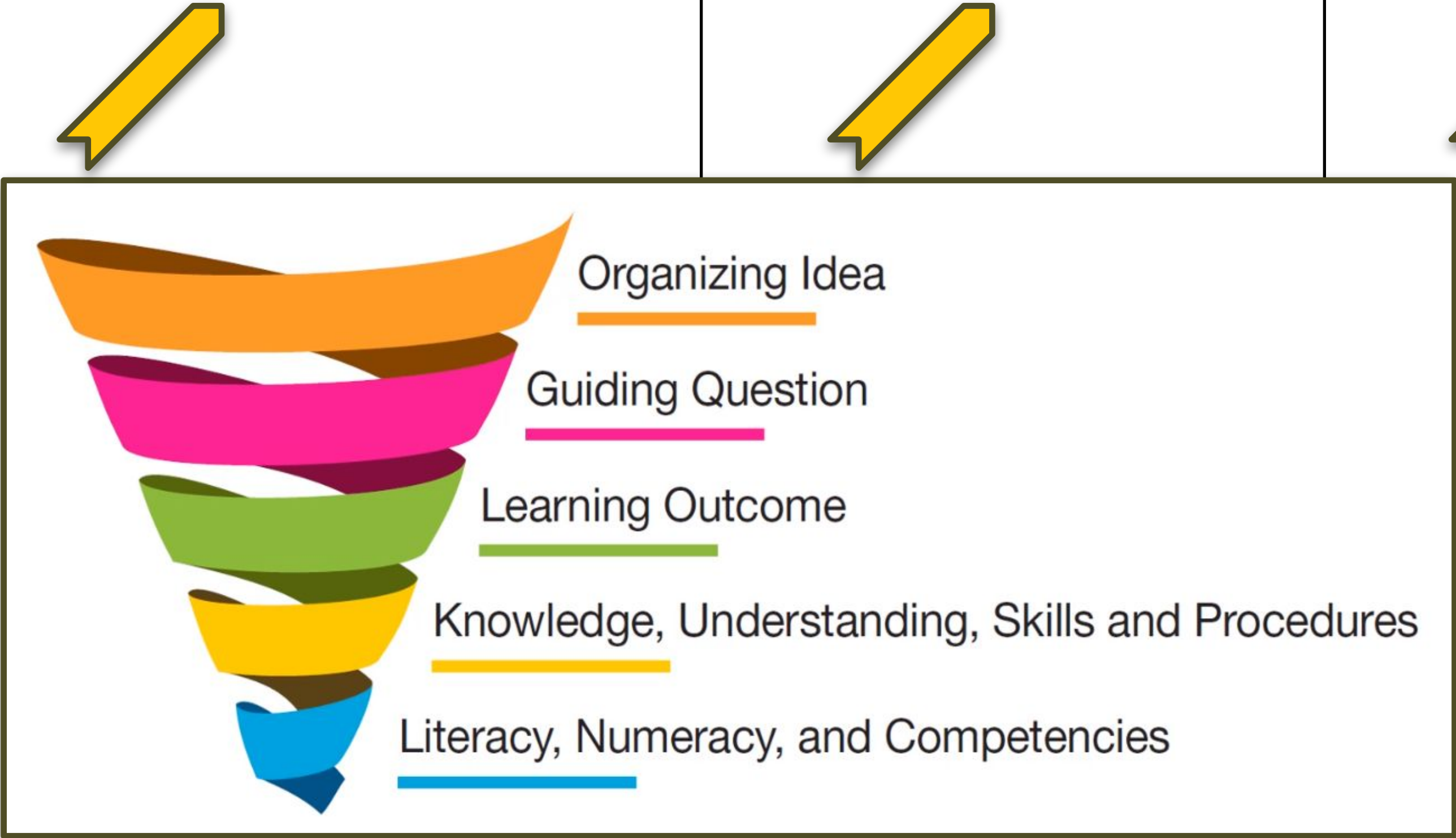
Broad

↑
↓

Specific



Curriculum Architecture

Organizing Idea			
Guiding Question			
Learning Outcome			
	Knowledge	Understanding	Skills and Procedures
			

Organizing Idea		• The organizing idea is a statement of the learning within a given section of a subject area or discipline. • The organizing ideas are intended to be logical categories that communicate the goals of education within each section of a subject area. • They span all grades. <u>Three Organizing Ideas</u> Time and Place Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world. Systems Evaluating processes and structures of organizations builds understanding of decision making in the world. (economic and political decision making). Citizenship Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.
Guiding Question		
Learning Outcome		

Organizing Idea	
Guiding Question	
Learning Outcome	

Content Progressions

- [Social Studies K-6 Content Progression.pdf](#)
- [SS 6-9 Content Progression \(Draft Curriculum 2025\) \(3\).pdf](#)

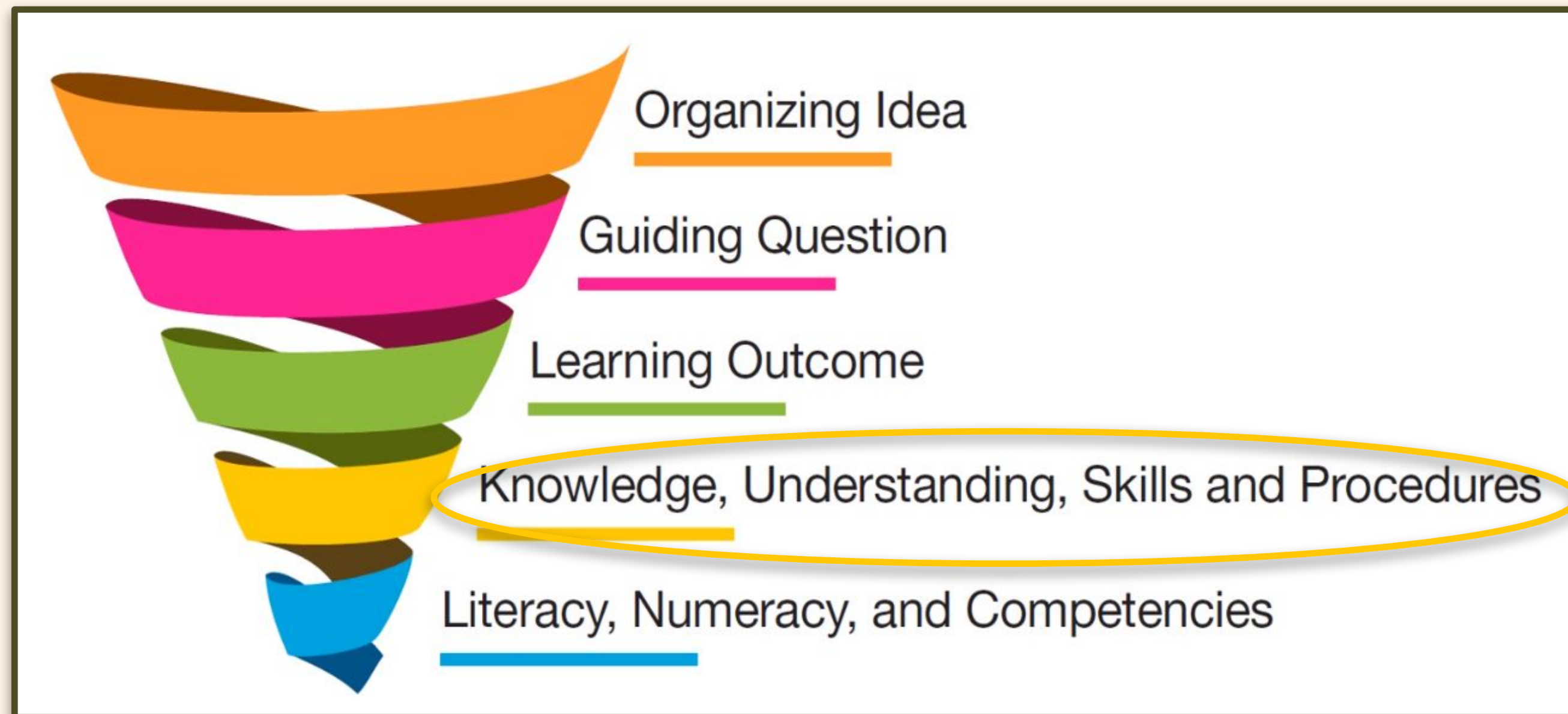
Curriculum Architecture

EXAMPLE Grade 5 Social Studies Curriculum

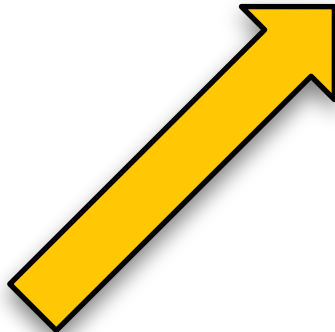
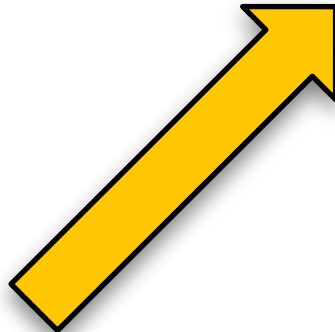
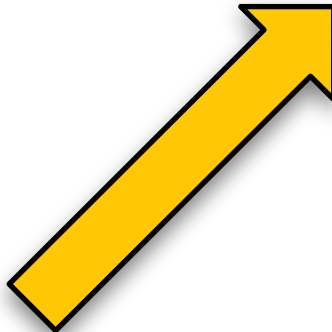
Organizing Idea	Time and Place: Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.		
Guiding Question	How has geography contributed to the development of civilizations and empires? 		
Learning Outcome			
Guiding questions are informed by the organizing idea and frame (lead to) the learning outcome.			

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 has geography contributed to the development of civilizations and empires?		
Learning Outcome	Students examine how geographical features and environmental changes contributed to the settlement and trade of ancient civilizations. 		
Learning outcomes are what students must know, understand, and do by the end of grade. Student achievement of the learning outcome must be assessed and reported.			

Knowledge / Understanding / Skills and Procedures

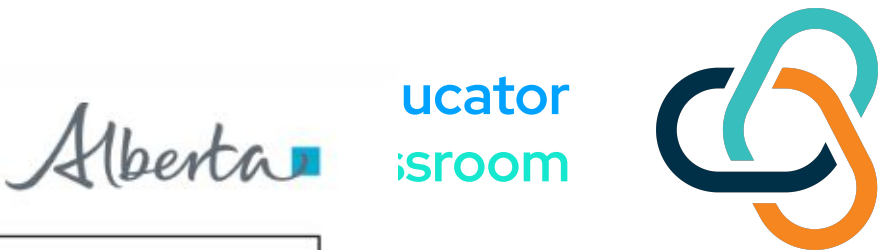


Knowledge / Understanding / Skills and Procedures

Organizing Idea			
Guiding Question			
Learning Outcome			
	Knowledge	Understanding	Skills & Procedures
			
	“KUSP” Line		

Curriculum Architecture

Draft Social Studies (7–9) Curriculum



	Grade 8		
Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.		
Guiding Question	How should governments use spending, taxation, and economic systems to meet the needs of society?		
Learning Outcome	Students compare the role of individuals and governments in economic systems.		
	Knowledge	Understanding	Skills & Procedures
“KUSP” Line	Economic systems attempt to address the issue of scarcity and make decisions about production, consumption, and distribution of goods and services by answering three basic economic questions: • What goods and services should be produced? • How should goods and services be produced? • For whom should goods and services be produced? There are four main types of economic systems—traditional, command, market, and mixed—and each answers the three key economic questions in different ways. These systems differ based on the roles of individuals and governments in making economic decisions. Economic systems can be influenced by factors such as political decisions, global events, resources, and technological change. Economic systems can be placed on a spectrum based on who makes decisions and the level of individual freedom and government control. Market economies are based on individual decision making and include features such as competition, private ownership, and limited government involvement.	Economic systems reflect different ways of balancing individual choice and government involvement.	Analyze how different economic systems make decisions about the use of resources. Evaluate the advantages and challenges of different economic systems. Analyze how economic systems balance individual choice and government involvement. Analyze the causes and consequences of government spending and intervention in an economy. Use real-world or historical examples to analyze how government spending and intervention impacted economic outcomes. Analyze how deficits occur and why governments may choose to run them. Analyze how sustained government deficits and growing debt can affect future economic decisions and priorities. Evaluate trade-offs governments face when increasing spending, including benefits to citizens and potential financial risks.
	Command economies are controlled by governments, which make decisions about production and distribution, often emphasizing collective goals and public ownership. Government involvement and intervention to ensure a fairer distribution of resources can limit individual freedom of choice. Mixed economies combine elements of market and command systems, balancing individual choice with government regulation and support. In mixed economies, governments may provide essential services such as healthcare and education while allowing private businesses to operate. Economic systems can be compared using measures such as production, prices, and employment (e.g., GDP, CPI, and unemployment rate). Global and national events can cause governments to change their approach to managing the economy. Governments collect revenue primarily through taxes to fund this spending. Governments spend money on goods and services such as healthcare, education, infrastructure, and social programs.		

Curriculum Architecture

EXAMPLE Grade 8 Social Studies Curriculum

Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.		
Guiding Question	How should governments use spending, taxation, and economic systems to meet the needs of society?		
Learning Outcome	Students compare the role of individuals and governments in economic systems.		
	Knowledge		

Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.		
Guiding Question	How should governments use spending, taxation, and economic systems to meet the needs of society?		
Learning Outcome	Students compare the role of individuals and governments in economic systems		
	Knowledge		
	Economic systems attempt to address the issue of scarcity and make decisions about production, consumption, and distribution of goods and services by answering three basic economic questions: • What goods and services should be produced? • How should goods and services be produced? • For whom should goods and services be produced? There are four main types of economic systems—traditional, command, market, and mixed—and each answers the three key economic questions in different ways. These systems differ based on the roles of individuals and governments in making economic decisions.	Each subject area has a body of knowledge that includes the facts, symbols, rules, principles, and concepts that constitute the subject area. Alberta Education (<i>The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum</i>)	

Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.		
Guiding Question	How should governments use spending, taxation, and economic systems to meet the needs of society?		
Learning Outcome	Students compare the role of individuals and governments in economic systems		
	Knowledge 		
	Economic systems attempt to address the issue of scarcity and make decisions about production, consumption, and distribution of goods and services by answering three basic economic questions: • What goods and services should be produced? • How should goods and services be produced? • For whom should goods and services be produced? There are four main types of economic systems—traditional, command, market, and mixed—and each answers the three key economic questions in different ways. These systems differ based on the roles of individuals and governments in making economic decisions.	CONCEPTS What concepts might be troublesome for students? How will you know? How can concepts be taught?	



Examples

A town has only enough clean drinking water for each family to fill one container each day, so ...
After a very dry summer, farmers cannot grow enough wheat to meet demand, so ...
A school library has one copy of a popular novel, and many students want to borrow it, so ...
Only six students can join the robotics team because there are only six workstations, so ...
A family has enough money to buy either a new bicycle or a vacation, but not both, so
Doctors have only a small supply of a medicine that many patients need, so
A remote northern community receives only one shipment of fresh fruit each week, so
A campsite has only ten spaces available for a long weekend, but many families want to camp there, so ...
There are only three scholarships available, but dozens of students qualify, so ...

Non-Examples

A grocery store has shelves full of bread, and everyone who wants a loaf can buy one, so ...
The city builds another playground because the first one is becoming busy, so there is enough space for everyone, so ...
A teacher prints enough worksheets so every student receives one, so ...
A school library has one copy of a popular novel, and the last time it was taken out was several weeks ago, so...
Everyone at the community picnic receives a hamburger because there is plenty of food prepared, so ...
A public park is nearly empty, and visitors can choose any picnic table they like, so
A family has enough money to buy both the bicycle and the vacation they planned, so
A classroom has only one stand-up desk, but students always choose the sit-down desk or chair, so
A bookstore has hundreds of copies of a new novel, and customers can easily buy one whenever they visit, so ...

What is scarcity?

Scarcity is a situation

- when resources are limited
- and cannot meet all wants and needs,
- requiring a decision about how those resources will be used



Examples

A town has only enough clean drinking water for each family to fill one container each day, so ...
After a very dry summer, farmers cannot grow enough wheat to meet demand, so ...
A school library has one copy of a popular novel, and many students want to borrow it, so ...
Only six students can join the robotics team because there are only six workstations, so ...
A family has enough money to buy either a new bicycle or a vacation, but not both, so
Doctors have only a small supply of a medicine that many patients need, so
A remote northern community receives only one shipment of fresh fruit each week, so
A campsite has only ten spaces available for a long weekend, but many families want to camp there, so ...
There are only three scholarships available, but dozens of students qualify, so ...

Non-Examples

A grocery store has shelves full of bread, and everyone who wants a loaf can buy one, so ...
The city builds another playground because the first one is becoming busy, so there is enough space for everyone, so ...
A teacher prints enough worksheets so every student receives one, so ...
A school library has one copy of a popular novel, and the last time it was taken out was several weeks ago, so...
Everyone at the community picnic receives a hamburger because there is plenty of food prepared, so ...
A public park is nearly empty, and visitors can choose any picnic table they like, so
A family has enough money to buy both the bicycle and the vacation they planned, so
A classroom has only one stand-up desk, but students always choose the sit-down desk or chair, so
A bookstore has hundreds of copies of a new novel, and customers can easily buy one whenever they visit, so ...

Which are the examples of **scarcity**? Justify your choice.

1. A campsite has only ten spaces available for a long weekend, but many families want to camp there, so ...
2. There is only one soggy cherry left in the bowl, so ...
3. The town installs enough parking stalls on each street making it easy for shoppers to park near the store they want, so ...
2. There are only three scholarships available, but dozens of students qualify, so ...



Definition of the concepts and attributes are given to the students first.

What is scarcity?

Scarcity is a situation

- when resources are limited
- and cannot meet all wants and needs,
- requiring a decision about how those resources will be used.

Concept vs. Vocabulary

Vocabulary	Concept
A word or term students need to know.	An idea or category that helps students make sense of the world -transferable across topics, times, and places.
Usually has a specific definition.	Has defining attributes and can be seen in many different contexts.
Learning focuses on meaning and correct usage.	Learning focuses on recognizing examples, non-examples, relationships, and generalizations.

Concept vs. Vocabulary

Supporting every educator
in every classroom



If students only learn vocabulary, they can often recall definitions.

- *What is a provisional government?*

If students learn concepts, they can think with the ideas.

- *How did different groups use **power** during the North-West Resistance?*
- *When is **resistance** justified?*
- *How does **authority** influence people's **decisions**?*



Which are the examples of scarcity? Justify your choice.

A town has only enough clean drinking water for each family to fill one container each day, so ...

The city builds another playground because the first one is becoming busy, so there is enough space for everyone, so ...

A teacher prints enough worksheets so every student receives one, so ...

There are only three scholarships available, but dozens of students qualify, so ...

Everyone at the community picnic receives a hamburger because there is plenty of food prepared, so ...

A public park is nearly empty, and visitors can choose any picnic table they like, so

Doctors have only a small supply of a medicine that many patients need, so

After a very dry summer, farmers cannot grow enough wheat to meet demand, so ...

A remote northern community receives only one shipment of fresh fruit each week, so

There is only one soggy cherry left in the bowl, so ...

Curriculum Architecture

EXAMPLE Grade 8 Social Studies Curriculum

Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.		
Guiding Question	How should governments use spending, taxation, and economic systems to meet the needs of society?		
Learning Outcome	Students compare the role of individuals and governments in economic systems		
	Knowledge		
economic system	Economic systems attempt to address the issue of scarcity and make decisions about production, consumption, and distribution of goods and services by answering three basic economic questions: • What goods and services should be produced? • How should goods and services be produced? • For whom should goods and services be produced? There are four main types of economic systems—traditional, command, market, and mixed—and each answers the three key economic questions in different ways.		
role government individual	These systems differ based on the roles of individuals and governments in making economic decisions.		

Each subject area has a body of knowledge that includes the facts, symbols, rules, principles, and concepts that constitute the subject area.

Alberta Education (*The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum*)

Phases of Learning

EXAMPLE Grade 8 Social Studies Curriculum

Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.		
Guiding Question	How should governments use spending, taxation, and economic systems to meet the needs of society?		
Learning Outcome	Students compare the role of individuals and governments in economic systems		
	Knowledge	Understanding	
	Surface Learning Facts, vocabulary, concepts, symbols, rules, and procedures.		

Phases of Learning

EXAMPLE Grade 8 Social Studies Curriculum

Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.		
Guiding Question	How should governments use spending, taxation, and economic systems to meet the needs of society?		
Learning Outcome	Students compare the role of individuals and governments in economic systems		
	Knowledge	Understanding	
	Surface Learning Facts, vocabulary, concepts, symbols, rules, and procedures.	Relationships among ideas; conceptual understandings, explanations, and generalizations. Deep Learning	

Phases of Learning

EXAMPLE Grade 8 Social Studies Curriculum

Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.		
Guiding Question	How should governments use spending, taxation, and economic systems to meet the needs of society?		
Learning Outcome	Students compare the role of individuals and governments in economic systems		
	Knowledge	Understanding	
	Surface Learning Facts, vocabulary, concepts, symbols, rules, and procedures.	Relationships among ideas; conceptual understandings, explanations, and generalizations. Deep Learning	

Phases of Learning

EXAMPLE Grade 8 Social Studies Curriculum

Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.	
Guiding Question	How should governments use spending, taxation, and economic systems to meet the needs of society?	
Learning Outcome	Students compare the role of individuals and governments in economic systems.	
	Knowledge	Understanding 
	Surface Learning Facts, vocabulary, concepts, symbols, rules, and procedures.	Relationships among ideas; conceptual understandings, explanations, and generalizations. Deep Learning

Understanding is more than knowledge, but impossible without it.

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

Understanding is more complex than knowledge, showing that a student is learning how to organize knowledge to understand a concept.

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

Alberta Education (*The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum*)

Phases of Learning

EXAMPLE Grade 8 Social Studies Curriculum

Supporting every educator
in every classroom



Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.	
Guiding Question	How should governments use spending, taxation, and economic systems to meet the needs of society?	
Learning Outcome	Students compare the role of individuals and governments in economic systems	
	Knowledge	Understanding
economic system role government involvement individual choice	Economic systems attempt to address the issue of scarcity and make decisions about production, consumption, and distribution of goods and services by answering three basic economic questions: - What goods and services should be produced? - How should goods and services be produced? - For whom should goods and services be produced? There are four main types of economic systems—traditional, command, market, and mixed—and each answers the three key economic questions in different ways. These systems differ based on the roles of individuals and governments in making economic decisions.	Economic systems reflect different ways of balancing individual choice and government involvement. Deep Learning

Understanding is more than knowledge, but impossible without it.

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

Understanding is more complex than knowledge, showing that a student is learning how to organize knowledge to understand a concept.

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

Alberta Education (*The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum*)

Phases of Learning

EXAMPLE Grade 8 Social Studies Curriculum

Supporting every educator
in every classroom



Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.	
Guiding Question	How should governments use spending, taxation, and economic systems to meet the needs of society?	
Learning Outcome	Students compare the role of individuals and governments in economic systems	
	Knowledge	Understanding 
economic system role government involvement individual choice	Economic systems attempt to address the issue of scarcity and make decisions about production, consumption, and distribution of goods and services by answering three basic economic questions: - What goods and services should be produced? - How should goods and services be produced? - For whom should goods and services be produced? There are four main types of economic systems—traditional, command, market, and mixed—and each answers the three key economic questions in different ways. These systems differ based on the roles of individuals and governments in making economic decisions. Surface Learning	Economic systems reflect different ways of balancing individual choice and government involvement. Deep Learning ↓ Transfer Applying those understandings in unfamiliar situations or new contexts.

Understanding is more than knowledge, but impossible without it.

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

Understanding is more complex than knowledge, showing that a student is learning how to organize knowledge to understand a concept.

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

Alberta Education (*The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum*)

Case Studies and Current Events

.....

Case studies and current events useful ways to initially develop or deepen ***understandings*** by providing contexts that are current in the lives of students, engaging for students, and range in complexity.

An Example

.....

Grade 8 Systems Understanding

Economic systems reflect different ways of balancing ***individual choice*** and ***government involvement***.



Case 1



The Rustic Bread Bakery

Maria owns **the Rustic Bread Bakery** in a city where the government is closely involved in the economy. Every day she bakes whole-grain bread, buns, muffins, and cakes. The government encourages businesses to sell healthy foods, so Maria also offers low-sugar and whole-wheat products. She would like to sell more sugary pastries because they are popular, but government nutrition policies and taxes on high-sugar foods make them more expensive to produce.

Maria must follow many government regulations. Health inspectors regularly check her kitchen, ingredients, and food storage. She must use approved suppliers, clearly label ingredients, follow food safety rules, and pay employees at least the minimum wage. These rules increase her costs, but customers trust that the food is safe.

Maria’s bakery sells to anyone who wants to buy its products. The government also runs a school breakfast program that purchases some of Maria’s bread each week so students from low-income families have access to healthy food. Although Maria earns a little less profit from these sales, she receives a reliable government contract.

Maria sometimes wishes she had more freedom to decide what to sell and how to run her business. However, she also knows that government rules help protect workers, customers, and public health.



Case 2

.....

The Aspen Avenue Bakery

Liam owns the Aspen Avenue Bakery in a city where the government has very little involvement in the economy. Liam decides what products to sell based almost entirely on what customers want to buy. He notices that large iced cinnamon buns, gourmet cupcakes, and specialty breads sell well, so he chooses to make mostly those products because they earn the highest profits.

Liam decides how his bakery operates. He chooses where to buy ingredients, what equipment to use, what wages to offer employees, and how clean to keep the bakery. There are very few government inspections or regulations. Liam keeps his bakery clean because he knows customers will stop buying from him if they lose trust in his business.

Liam sells his products to anyone who is willing and able to pay his prices. Since he focuses on expensive specialty baking, some families with lower incomes cannot afford many of his products. Liam believes that customers should decide what succeeds by choosing where to spend their money.

Liam enjoys the freedom to make business decisions without much government interference. However, he knows that some competing bakeries cut corners to lower costs because there are few rules requiring safe or fair business practices.



The Task

.....



CRITICAL
THINKING

Option 1 - Students Develop the Understanding

What is the relationship between *economic systems, individual choice* and *government involvement*? Use the case studies to support your thinking.

Option 2 - Students Apply the Understanding

Do the economic systems in the two case studies reflect the understanding *there are different ways that economic systems balance individual choice and government involvement*? Be sure to use evidence from the case study to justify your response.



The Task

.....



CRITICAL
THINKING

What current events (local, national or international) are examples of the understanding that *there are different ways that economic systems balance individual choice and government involvement?*

Justify why the item you chose is an example of the understanding.

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 has geography contributed to the development of civilizations and empires?		
Learning Outcome	Students examine how geographical features and environmental changes contributed to the settlement and trade of ancient civilizations.		
	Knowledge		
Innovations	Advancements in agriculture, including irrigation and the use of domesticated animals for labour, allowed for more agricultural goods to be produced by fewer people.		
urbanization	Urban settlements were created as fewer people engaged in agriculture (surplus labour).		
economic practices	Economic practices include • exchanging goods at markets • storing valuables in banks • purchasing goods and services with currency • supporting government services with taxation.		

Curriculum Architecture

EXAMPLE Grade 5 Social Studies Curriculum

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 has geography contributed to the development of civilizations and empires?		
Learning Outcome	Students examine how geographical features and environmental changes contributed to the settlement and trade of ancient civilizations.		
	Knowledge	Understanding	
Innovations	Advancements in agriculture, including irrigation and the use of domesticated animals for labour, allowed for more agricultural goods to be produced by fewer people.	Innovations and urbanization contributed to the development of economic practices.	Understanding is more than knowledge, but impossible without it. Understanding is about putting pieces of knowledge into logical and meaningful order with other knowledge. Understanding is more complex than knowledge, showing that a student is learning how to organize knowledge to understand a concept. By understanding, one can apply what they have learned to new situations in other contexts. Alberta Education (<i>The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum</i>)
urbanization	Urban settlements were created as fewer people engaged in agriculture (surplus labour).		
economic practices	Economic practices include • exchanging goods at markets • storing valuables in banks • purchasing goods and services with currency • supporting government services with taxation.		

Apply to Other Contexts

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

At trade shows, farmers, researchers, and tech companies come together to learn from each other and explore new tools, promote and spread these advancements (**interactions**).

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

Example: Ag In Motion



Photo by [Johny Goerend](#) on [Unsplash](#)



Photo by [Domenico Loia](#) on [Unsplash](#)



Curriculum Architecture

EXAMPLE Grade 8 Social Studies Curriculum

Supporting every educator
in every classroom



Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.		
Guiding Question	How should governments use spending, taxation, and economic systems to meet the needs of society?		
Learning Outcome	Students compare the role of individuals and governments in economic systems		
	Knowledge	Understanding	Skills & Procedures
	Economic systems attempt to address the issue of scarcity and make decisions about production, consumption, and distribution of goods and services by answering three basic economic questions: • What goods and services should be produced? • How should goods and services be produced? • For whom should goods and services be produced? There are four main types of economic systems—traditional, command, market, and mixed—and each answers the three key economic questions in different ways. These systems differ based on the roles of individuals and governments in making economic decisions.	Economic systems reflect different ways of balancing individual choice and government involvement.	Skills and procedures are what students do to demonstrate their knowledge and understanding. They are specific skills, methods, tools, strategies, and processes that students will develop as they achieve the learning outcome. Alberta Education (<i>The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum</i>)

Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.		
Guiding Question	How should governments use spending, taxation, and economic systems to meet the needs of society?		
Learning Outcome	Students compare the role of individuals and governments in economic systems		
	Knowledge	Understanding	Skills & Procedures
	Economic systems attempt to address the issue of scarcity and make decisions about production, consumption, and distribution of goods and services by answering three basic economic questions: • What goods and services should be produced? • How should goods and services be produced? • For whom should goods and services be produced? There are four main types of economic systems—traditional, command, market, and mixed—and each answers the three key economic questions in different ways. These systems differ based on the roles of individuals and governments in making economic decisions.	Economic systems reflect different ways of balancing individual choice and government involvement.	Analyze how different economic systems make decisions about the use of resources. Evaluate the advantages and challenges of different economic systems. Analyze how economic systems balance individual choice and government involvement.

Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.		
Guiding Question	How should governments use spending, taxation, and economic systems to meet the needs of society?		
Learning Outcome	Students compare the role of individuals and governments in economic systems		
	Knowledge	Understanding	Skills & Procedures
	Economic systems attempt to address the issue of scarcity and make decisions about production, consumption, and distribution of goods and services by answering three basic economic questions: • What goods and services should be produced? • How should goods and services be produced? • For whom should goods and services be produced? There are four main types of economic systems—traditional, command, market, and mixed—and each answers the three key economic questions in different ways. These systems differ based on the roles of individuals and governments in making economic decisions.	Economic systems reflect different ways of balancing individual choice and government involvement.	Analyze how different economic systems make decisions about the use of resources. Evaluate the advantages and challenges of different economic systems. Analyze how economic systems balance individual choice and government involvement.

Curriculum Architecture

EXAMPLE Grade 8 Social Studies Curriculum

Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.		
Guiding Question	How should governments use spending, taxation, and economic systems to meet the needs of society?		
Learning Outcome	Students compare the role of individuals and governments in economic systems		
	Knowledge	Understanding	Skills & Procedures
	Economic systems attempt to address the issue of scarcity and make decisions about production, consumption, and distribution of goods and services by answering three basic economic questions: • What goods and services should be produced? • How should goods and services be produced? • For whom should goods and services be produced? There are four main types of economic systems—traditional, command, market, and mixed—and each answers the three key economic questions in different ways. These systems differ based on the roles of individuals and governments in making economic decisions.	Economic systems reflect different ways of balancing individual choice and government involvement.	Skills and procedures are what students do to demonstrate their knowledge and understanding. They are specific skills, methods, tools, strategies, and processes that students will develop as they achieve the learning outcome. Alberta Education (<i>The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum</i>)

Curriculum Architecture

EXAMPLE Grade 8 Social Studies Curriculum

Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.		
Guiding Question	How should governments use spending, taxation, and economic systems to meet the needs of society?		
Learning Outcome	Students compare the role of individuals and governments in economic systems		
	Knowledge	Understanding	Skills & Procedures
			Analyze how different economic systems make decisions about the use of resources. Evaluate the advantages and challenges of different economic systems. Analyze how economic systems balance individual choice and government involvement.

Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.		
Guiding Question	How should governments use spending, taxation, and economic systems to meet the needs of society?		
Learning Outcome	Students compare the role of individuals and governments in economic systems		
	Knowledge	Understanding	Skills & Procedures
	An evaluation is • a judgment • using criteria • and supporting with evidence or reasons Analysis is the process of • carefully examining something by breaking it into parts, and • thinking about how those parts relate to and work together. Surface Learning Facts, vocabulary, concepts, symbols, rules, and procedures.		Analyze Evaluate Analyze

Curriculum Architecture

EXAMPLE Grade 8 Social Studies Curriculum

Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.		
Guiding Question	How should governments use spending, taxation, and economic systems to meet the needs of society?		
Learning Outcome	Students compare the role of individuals and governments in economic systems		
	Knowledge	Understanding	Skills & Procedures
	An evaluation is • a judgment • using criteria • and supporting with evidence or reasons Analysis is the process of • carefully examining something by breaking it into parts, and • thinking about how those parts relate to and work together. Surface Learning Facts, vocabulary, concepts, symbols, rules, and procedures.	Deepen Learning • When might we analyze? • When might we evaluated? • What is the relationship between an analysis and an evaluation? • What is the difference between an evaluation and a judgment?	Analyze Evaluate Analyze Transfer Learning • Practice items of increasing complexity using contexts that are are not contexts for which students are responsible to know.

Explore [new LearnAlberta](#)





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 please complete this short survey.

Your feedback is important and appreciated!

Note: Your survey will be submitted anonymously.

Click here to complete a short survey:

<https://aplc.ca/survey/?id=15805>
<https://aplc.ca/survey/?id=15805>



Thank you

Please visit our website for more information.
You can also email us directly.

Ted Zarowny
ted.zarowny@aplc.ca

aplc.ca

