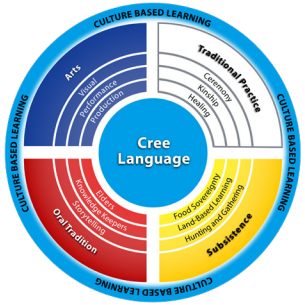
Social Studies



Knowledge	Understanding	Skills & Procedures	ᓀᐦᐃᔭᐤ Nehiyaw Ways of Knowing	Other Suggestions
PREAMBLE: Teachers can increase their own understandings of Indigenous ways of knowing and being and history in relation to social studies curricular outcomes through the following recommended courses: • Indigenous Administration Courses: Continuing Education: **Northern Lakes College** • University of Alberta: **Indigenous Canada**				
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?**				
LEARNING OUTCOME **KTP 1 Children examine places in communities.**				
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 and symbols.	**KTP 1.1** Places in communities have distinct symbols.	Recognize familiar places in the local community. Share places that have personal, family, or group meaning.	**Place Names** **Rolling Head (Younger Version)** **Tipi Teachings Series: Explore Treaty Days (e.g., how tipis are put up; treaty signing areas and why people go there).**	**Invite Elders and Knowledge holders to share pictures.** **Rupertsland Institute: Visiting with the Land video series** **Stories from the Land: Indigenous Place Names in Canada**

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GUIDING QUESTION **How can sharing cultures and histories build connections between people?**				
LEARNING OUTCOME **KTP 2 Children explore expressions of traditions, cultures, and histories.**				
Traditions are beliefs and behaviours that are passed down through generations; for example, • celebrations • ceremonies • holidays • foods • music • activities • stories Culture can be expressed through traditions and languages. Histories are records of events that happened in the past. Events that happened in the past can be described according to sequence in time; for example, • recently • long ago • daily • yearly	**KTP 2.1** Sharing traditions, cultures, and histories can build understanding of self and others.	Describe traditions, cultures, and histories of diverse groups in the local community. Share traditions, cultures, languages, and histories of personal or family significance. Share experiences with reference to time.	**Tipi Teachings Series: Explore a question such as, Why don't people still live in tipis?** **Powwow and Dance Series (11 videos)** **Stories and Legends Series: Select from and use these stories and legends to explore traditions and languages.**	**Consult the resources in the Instructional Supports webpage on the Indigenous Culture Based Learning website.** **Orange Shirt Day/ Residential Schools: Orange Shirt Day and Beyond from Empowering the Spirit** **Orange Shirt Day Society: For Teachers** **Rupertsland Institute: National Day for Truth and Reconciliation** **The Number Song**

| Essential Learning Outcomes (ELOs) are identified in these charts in **bold**. Educational authorities from different regions of Alberta may identify different ELOs, based on their context. All outcomes in Alberta Education's Program of Studies must be taught, but what is deemed essential may look different.

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ORGANIZING IDEA **Systems (S): Evaluating processes and structures of organizations builds understanding of decision making in the world.**				
GUIDING QUESTION **How are needs and wants different?**				
LEARNING OUTCOME **KS 1 Children explore needs and wants.**				
People have basic physical and social needs. Physical needs, including food, water, and shelter, are necessary for survival. Social needs, including safety and belonging, relate to comfort and well-being. Due to individual differences, people can have unique needs, for example, they may need eyeglasses, medicine, or service animals. Wants are unnecessary for survival. People can have wants based on personal interests, preferences, and experiences. People make decisions about ways to satisfy needs and wants.	**KS 1.1** People can have needs and wants.	Differentiate between needs and wants. Explain ways to meet personal needs and wants. Provide reasons for personal wants.	**Tipi Teachings Series: Explore a question such as, Why did people live in tipis? Use the teachings to focus on how the tipi is like our body (e.g., if we don't have a covering, we'll get cold, etc.); safety felt in the tipi as opposed to sleeping on the ground in the dark.** **Moose, Elk, and Deer Calling Series (6 videos)** **Moose Protocol and Legend (Trickster's Brother and the Bull Moose)**	

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GUIDING QUESTION **In what ways might leaders be important to communities?**				
LEARNING OUTCOME **KS 2 Children investigate the role of leaders in communities.**				
Leaders guide group members and help communities achieve goals. Leaders contribute skills, knowledge, and experience to communities. There are many leadership roles in communities such as schools and families, for example, • teachers • principals • parents • Elders • coaches Leaders can contribute to the well-being of a community by acting with fairness.	**KS 2.1** Leaders guide communities.	Identify leaders in the local community. Recognize ways leaders guide communities. Brainstorm ways leaders can act with fairness.	**Tipi Teachings Series: The first 3 poles are the leadership/guiding foundations; without them, the others won't be able to stand by themselves.** **Stewardship and Community – Sharing**	**Elders' Memories:** ***Long ago, we didn't have chiefs. Women made the decisions and oversaw the headmen.***

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ORGANIZING IDEA **Citizenship (C): Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.**				
GUIDING QUESTION **How can people work together in groups?**				
LEARNING OUTCOME **KC 1 Children relate cooperation and collaboration to achieving common goals.**				
People in groups cooperate and collaborate in many ways; for example, • helping others • interacting fairly and respectfully • participating in activities • considering the needs of others • sharing ideas and stories • solving problems People in groups can set rules and expectations about how members work together. People in groups take responsibility to achieve common goals (civic responsibility and citizenship).	**KC 1.1** People can work more effectively in groups when members cooperate.	Identify groups of personal significance. Evaluate the benefits of cooperation and collaboration. Demonstrate a willingness to cooperate with others. Demonstrate ways that people can cooperate. Determine rules and expectations for group work.	**Tipi Teachings Series: Learn about the groupings of the poles and the stages of life.** **Elders' Voices: Husbands and Wives** **Kinship and Community**	**Elders' Memories:** ***In the past we did everything together such as gathering to help each other with things like fixing cabins and putting up hay together at each others' homes. Much was done as a family such as group family hunts, rodeos, dog races, berry picking and dry meat making.***