



FOOTPRINTS FOR LEARNING ACADEMY



HOLISTIC **AUTHENTIC** **PURPOSE DRIVEN** **ENTREPRENEURIAL** **GLOBAL**

Required Program & Assessment Policy

CORE CURRICULA FFLA - SOCIAL STUDIES G1 THROUGH 9

Motto: Explore Achieve Excel

Explore Entrepreneurship Achieve in Core Learning

Excel in Defining your Educational Journey

SOCIAL STUDIES G1 - G9

OVERVIEW: - Alberta Program of Studies

Social Studies provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed, global, and responsible citizens of an advancing democracy.

IMPORTANT LINKS:

- <http://www.learnalberta.ca/content/mychildlearning/>
- <https://www.alberta.ca/programs-of-study.aspx#toc-1>
- https://education.alberta.ca/media/3576125/comp-in-social_20mar_17_final.pdf
- <https://guides.library.ualberta.ca/edel335/textbooks-teacher-guides>
- <https://lor.adlc.ca/items/9a10f9a2-19e8-49f5-835a-510dfd9f3f2b/1/>
- <https://lor.adlc.ca/items/935e8b47-a12b-4f14-9360-c66afa02b4d1/1/>
- <https://lor.adlc.ca/items/49bc3d2c-1aff-4872-bdf6-e702944fa3cb/1/>
- <https://www.adlc.ca/resources-teachers/supplementary-resources/preview-review/>
- <http://www.learnalberta.ca/Search.aspx?lang=en&search=&grade=&subject=Social+Studies>

The above links are not a complete set of resources and do not reflect a shift to a new Program of Study from the Alberta Government (yet to be modified and approved). However, they do present a core and scaffolded resource series - MANY VOICES (Pearson) that provides interactive links, blackline masters, and lesson correlation with the Alberta Learner Outcomes. The ADLC link presents a traditional and linear workbook series that comprehensively covers prescribed content aligned directly to the Pearson texts. In addition there are teacher prepared files that align to both the Alberta curricula and the Pearson texts. Together these provide a complete data bank for the Student Assignment Book. The ADLC Preview/Review files provide further formative lessons and quizzes.

Social Studies 1 - 3

Alberta Education Curricular/Outcome LINKS:

- SS K-6 - <https://education.alberta.ca/social-studies-k-6/programs-of-study/>
- Core Competencies in SS - https://education.alberta.ca/media/3576125/comp-in-social_20mar_17_final.pdf

Topic Outline:

Grade 1 - Citizenship: Belonging and Connecting

- 1.1 My World: Home, School, Community
- 1.2 Moving Forward with the Past: My Family, My History and My Community

Grade 1 is an introduction to active and responsible citizenship and introduces the concept of community. The concept of historical thinking is applied to the study of community.

Grade 2 - Communities in Canada

- 2.1 Canada's Dynamic Communities
- 2.2 A Community in the Past

Grade 2 expands on the concept of community through an examination of specific characteristics of communities in Canada. Building on the introduction of historical thinking in Grade 1, Grade 2 students will examine how a community changes over time.

Grade 3 - Connecting with the World

- 3.1 Communities in the World
- 3.2 Global Citizenship

Grade 3 continues to build on the knowledge of community and citizenship by examining diverse communities in the world. Grade 3 students will be introduced to the concepts of global citizenship and quality of life.

Timeline:

REPORTING TERM	MONTHS	TOPIC
I	September - November	G1 - 1.1 G2 - 2.1 G3 - 3.1
II	December - March	G1 - 1.2 G2 - 2.2 G3 - 3.2
III	April - June	Project Based Learning

Process and Required Materials:

- *Student Textbooks* - The student reader reference is mandatory for this learning program and is titled Many Voices - Citizenship: Belonging and Connecting, Communities in Canada, and Connecting with the World, for Grades 1, 2, and 3 respectively. Teachers should have access to the Resource Binder and a Student Textbook (paper and digital). Students should have access to an in-class textbook or booklets (i.e. class set) and an online pdf copy of the same - either as one file or divided according to units of study. With few exceptions these texts should not go home. In the case where exceptions are made, they should be signed out. The teacher should account for them at the end of the year.
- *Student Assignment Book*: These pdf files for each unit are for off-line reference to supplement in-class pedagogy by the teacher and as an on-line reference for parents and students to work with independently. These booklets should also be treated as workbooks (printed and stored in

a duotang for each unit). These question sets focus on concept comprehension, glossaries, diagrams, tables, maps, group investigations, and fun individual inquiry projects. These tasks may also include researching, writing, visual literacy, media literacy, art, music, drama, and digital literacy.

- *Global Exploration Project Package*: This is an online pdf file and Google site for the students and teachers to follow as a formative and summative differentiated task for the year.
- *FNMI Exploration Project Package*: This is an online pdf file and Google site for the students and teachers to follow as a formative and summative differentiated task for the year.

Assessment Weighting:

Assignment Booklets: (Formative)	60%
FNMI Exploration (Formative and Limited Summative)	20%
Global Exploration (Formative and Limited Summative)	20%

- UDL approach with Alberta Education Core Competencies and Program of Study Outcomes and Benchmarks/Rubrics is required for IPP learners.
- Infusion of Entrepreneurial Elements is required.

Social Studies 4 - 6

Alberta Education Curricular/Outcome LINKS:

- SS K-6 - <https://education.alberta.ca/social-studies-k-6/programs-of-study/>
- Core Competencies in SS - https://education.alberta.ca/media/3576125/comp-in-social_20mar_17_final.pdf

Topic Outline:

Grade 4 - Alberta: The Land, Histories and Stories

- 4.1 Alberta: A Sense of the Land
- 4.2 The Stories, Histories and People of Alberta
- 4.3 Alberta: Celebrations and Challenges

Grade 4 introduces specific geographic skills through an examination of Alberta and its cultural and geographic diversity. Linkages to literature and the continued development of historical thinking are reinforced through stories and legends. Archaeology and paleontology are also introduced in Grade 4 to further develop historical thinking skills.

Grade 5 -Canada: The Land, Histories and Stories

- 5.1 Physical Geography of Canada
- 5.2 Histories and Stories of Ways of Life in Canada
- 5.3 Canada: Shaping and Identify

Grade 5 examines the foundations of Canada through its physical geography, the ways of life and heritage of its diverse peoples. Grade 5 presents events and issues that have impacted citizenship and identity in the Canadian context over time.

Grade 6 - Democracy: Action and Participation

- 6.1 Citizens Participating in Decision Making
- 6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy

Grade 6 emphasizes the importance of active and responsible participation as the foundation of a democratic society. Students will examine how the underlying principles of democracy in Canada compare to those of Ancient Athens and the Iroquois Confederacy. It is the year of the PAT.

Timeline:

REPORTING TERM	MONTHS	TOPIC
I	September - November	G4 - 4.1 G5 - 5.1 G6 - 6.1
II	December - March	G4 - 4.2 and 4.3 G5 - 5.2 and 5.3 G6 - 6.2
III	April - June	G4/5 - Project Based Learning G6 - Revision/Exam Preparation and optional PBL

Process and Required Materials:

- *Student Textbooks* - The reader reference is mandatory for this learning program and is titled Voices of Alberta, Voices of Canada, and Voices of Democracy, respectively for Grades 4, 5, and 6. Teachers should have access to the Resource Binder and a Student Textbook (paper and digital). Students should have access to an in-class textbook (i.e. class set) and an online pdf copy of the same - either as one file or divided according to units of study. With few exceptions these books should not go home. In the case where exceptions are made, they should be signed out. The teacher should account for them at the end of the year.
- *Student Assignment Book*: These pdf files for each unit are for off-line reference to supplement in-class pedagogy by the teacher and as an on-line reference for parents and students to work with independently. These booklets should also be treated as “Textbooks” and as such should not be written in. Students should be expected to do these questions in their binder and then self-mark them and correct their mistakes before moving on to their Student Project Portfolio for that unit. With few exceptions these in-class hardcopy booklets should not go home. In the case where exceptions are made, they should be signed out. The teacher should account for them at the end of each unit. These question sets focus on concept comprehension, vocabulary, timelines, and extensions of the student readings.
- *Student Project Portfolio (Graded Activities- for assessment)*: Teachers should post to their

Google Classroom the “Student Project Portfolio” for the Unit they are working on. Teacher’s should also print these Activity Books at the start of each unit in hardcopy for students. Each student should get a copy that they keep in a duotang. Once a student finishes the Assignment Book questions for the lesson they are on, they should move onto the Student Project Portfolio for that unit. These tasks focus on researching, writing, visual literacy, media literacy, and digital literacy.

- *Test Book (Unit Tests):* There is one “Assignment” for each unit. These tests should be printed and given to each student when ready. These assignments should be treated as Unit Tests although depending on the length of the assignment, the teacher may choose to spread out the assignment over one or two class periods. Note that assignments should not be taken home but should be supervised and worked on individually during class in the same way a test would be administered.
- *Mid Term & Final Exams (for assessment):* There is one midterm and a final test. Some students may require more than one period to complete their exam, extra time should be given to students based on their individual needs and abilities. Exams are done individually during class time and should be supervised.
- *Global Exploration Project Package:* This is an online pdf file and Google site for the students and teachers to follow as a formative and summative bonus task for the year.
- *FNMI Exploration Project Package:* This is an online pdf file and Google site for the students and teachers to follow as a formative and summative differentiated task for the year.

Assessment Weighting:

Assignment Booklets: (Formative)	50% *
Project Portfolios: (Formative):	40% *
Tests: (Formative with Rewrites)	10% *
Mid Term Exam: (Summative)	5%
Final Exam: (Summative)	5%

- UDL approach with Alberta Education Core Competencies and Program of Study Outcomes and Benchmarks/Rubrics is required for IPP learners.
- Infusion of Entrepreneurial Elements is required.

Social Studies 6

Assignment Booklets: (Formative)	25% *
Project Portfolios: (Formative):	40% *
Tests: (Formative with Rewrites)	20% *
Mid Term Exam: (Summative)	5%
Final Exam: (Summative)	10%

- UDL approach with Alberta Education Core Competencies and Program of Study Outcomes and Benchmarks/Rubrics is required for IPP learners.
- Infusion of Entrepreneurial Elements is required.

Social Studies 7 - 9

Alberta Education Curricular/Outcome LINKS:

- SS 7-9 - <https://education.alberta.ca/social-studies-7-9/programs-of-study/>
- Core Competencies in SS - https://education.alberta.ca/media/3576125/comp-in-social_20mar_17_final.pdf

Topic Outline:

Grade 7 - Canada: Origins, Histories and Movement People

- 7.1 Toward Confederation
- 7.2 Following Confederation: Canadian Expansions

Grade 7 provides a comprehensive examination of Canadian history preceding and following Confederation. The concept of intercultural contact is introduced through an examination of migration and immigration. Grade 7 forms the foundation for the continued dialogue on citizenship and identity in Canada.

Grade 8 - Historical Worldviews Examined

- 8.1 From Isolation to Adaptation: Japan
- 8.2 Origins of a Western Worldview: Renaissance Europe
- 8.3 Worldviews in Conflict: The Spanish and the Aztecs

Grade 8 expands on the concept of intercultural contact and continues to develop historical thinking skills through an examination of past societies in different parts of the world.

Grade 9 - Canada: Opportunities and Challenges

- 9.1 Issues for Canadians: Governance and Rights
- 9.2 Issues for Canadians: Economic Systems in Canada and the United States

Grade 9 focuses on citizenship, identity and quality of life and how they are impacted by political and legislative processes in Canada. The role of economic systems in Canada and the United States will also be examined. This year ends with a PAT.

Timeline:

REPORTING TERM	MONTHS	TOPIC
I	September - November	G7 - 7.1 G8 - 8.2 G9 - 9.1

II	December - March	G1 - 7.2 G2 - 8.1 and 8.3 G3 - 9.2
III	April - June	G7/8 - Project Based Learning G9 - Revision/Exam Preparation and optional PBL

Process and Required Materials:

- *Student Textbooks* - The reader reference is mandatory for this learning program and is titled Voices and Visions, Worldviews, and Issues, respectively for Grades 7, 8, and 9. Teachers should have access to the Resource Binder and a Student Textbook (paper and digital). Students should have access to an in-class textbook (i.e. class set) and an online pdf copy of the same - either as one file or divided according to units of study. With few exceptions these books should not go home. In the case where exceptions are made, they should be signed out. The teacher should account for them at the end of the year.
- *Student Assignment Book*: These pdf files for each unit are for off-line reference to supplement in-class pedagogy by the teacher and as an on-line reference for parents and students to work with independently. These booklets should also be treated as “Textbooks” and as such should not be written in. Students should be expected to do these questions in their binder and then self-mark them and correct their mistakes before moving on to their Student Project Portfolio for that unit. With few exceptions these in-class hardcopy booklets should not go home. In the case where exceptions are made, they should be signed out. The teacher should account for them at the end of each unit. These question sets focus on concept comprehension, vocabulary, timelines, and extensions of the student readings.
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- *Global Exploration Project Package*: This is an online pdf file and Google site for the students and teachers to follow as a formative and summative bonus task for the year.

- *FNMI Exploration Project Package*: This is an online pdf file and Google site for the students and teachers to follow as a formative and summative differentiated task for the year.

Assessment Weighting:

Grades 7, 8, 9

Assignment Booklets: (Formative)	30% *
Project Portfolios: (Formative):	35% *
Tests: (Formative)	20% *
Mid Term Exam: (Summative)	5%
Final Exam: (Summative)	10%

- UDL approach with Alberta Education Core Competencies and Program of Study Outcomes and Benchmarks/Rubrics is required for IPP learners.
- Infusion of Entrepreneurial Elements is required.