

*Canadian History Knowledge, Understanding and Historical Thinking Skills Outcomes
from the Alberta K–12 Social Studies Program of Studies*

Grade	Themes	Sample Knowledge and Understanding Outcomes	Sample Topics of Study
Kinder- garten	Being Together <ul style="list-style-type: none"> • I am Unique • I Belong 	<ul style="list-style-type: none"> • Appreciate the unique characteristics, interests, gifts and talents of others. • Explore how we demonstrate respect for ourselves and others. 	<ul style="list-style-type: none"> • Value oral traditions of others appreciate that French and English are Canada’s official languages. • What are the origins of the people in our school, groups or communities?
Grade 1	Citizenship: Belonging and Connecting <ul style="list-style-type: none"> • My World: Home, School, Community • Moving Forward with the Past: My Family, My History and My Community 	<ul style="list-style-type: none"> • Appreciate how stories and events of the past connect their families and communities to the present. • Analyze how their families and communities in the present are influenced by events or people of the past. 	<ul style="list-style-type: none"> • Recognize how their ancestors contribute to their sense of identity within their family and communities. • In what ways have Aboriginal, Francophone and diverse cultural groups contributed to the origins and evolution of their communities over time?
Grade 2	Communities in Canada <ul style="list-style-type: none"> • Canada’s Dynamic Communities • A Community in the Past 	<ul style="list-style-type: none"> • Investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a prairie community in Canada. • Analyze how the community being studied emerged. 	<ul style="list-style-type: none"> • What are the traditions and celebrations in the communities that connect the people to the past and to each other? • What were the reasons for the establishment of their community (e.g., original fur trade fort, original inhabitants)?
Grade 3	Connecting with the World <ul style="list-style-type: none"> • Communities in the World • Global Citizenship 	<ul style="list-style-type: none"> • Appreciate similarities and differences among people and communities. • Examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world. 	<ul style="list-style-type: none"> • Demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own. • What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)?
Sample Historical Thinking Skills Outcomes			
Grades 1–3	<ul style="list-style-type: none"> • Recognize that some activities or events occur on a seasonal basis. • Differentiate between activities and events that occurred recently and long ago. • Correctly apply terms related to time (long ago, before, after, past, present, future). • Arrange events, facts and/or ideas in sequence. 		

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Grade 4	Alberta: The Land, Histories and Stories <ul style="list-style-type: none"> • Alberta: A Sense of the Land • The Stories, Histories and Peoples of Alberta • Alberta: Celebrations and Challenges 	<ul style="list-style-type: none"> • Assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time. • Assess, critically, the challenges and opportunities that Alberta has faced in its growth and development. 	<ul style="list-style-type: none"> • In what ways did Francophones establish their roots in urban and rural Alberta (i.e. voyageurs, missionary work, founding institutions, media, politics, commerce)? • What led to Alberta's joining Confederation?
Grade 5	Canada: The Land, Histories and Stories <ul style="list-style-type: none"> • Physical Geography of Canada • Histories and Stories of Ways of Life in Canada • Canada: Shaping an Identify 	<ul style="list-style-type: none"> • Examine, critically, ways of life in New France. • Examine, critically, how the North West Mounted Police shaped ways of life in Canada. 	<ul style="list-style-type: none"> • How do stories and legends of the coureurs des bois and voyageurs inform us about Francophone history, culture and presence throughout Canada? • What do stories of the North West Mounted Police tell us about the settlement and development of western and northern Canada?
Grade 6	Democracy: Action and Participation <ul style="list-style-type: none"> • Citizens Participating in Decision Making • Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy 	<ul style="list-style-type: none"> • Recognize how individuals and governments interact and bring about change within their local and national communities. • Analyze the structure and functions of the Iroquois Confederacy. 	<ul style="list-style-type: none"> • Recognize the influence of historical events and legislation on democratic decision making in Canada. • How was the Iroquois Confederacy structured?
Sample Historical Thinking Skills Outcomes			
Grades 4–6	<ul style="list-style-type: none"> • Use photographs and interviews to make meaning of historical information. • Use historical and community resources to understand and organize the sequence of local historical events. • Explain the historical context of key events of a given time period. • Use primary sources to interpret historical events and issues. • Use examples of events to describe cause and effect and change over time. • Use historical maps to make meaning of historical events and issues. 		

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Grade 7	Canada: Origins, Histories and Movement of Peoples <ul style="list-style-type: none"> Toward Confederation Following Confederation: Canadian Expansions 	<ul style="list-style-type: none"> Compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada. Assess, critically, the political competition between the French and the British in attempting to control North America. 	<ul style="list-style-type: none"> How was European imperialism responsible for the development of Acadia, New France and British settlements? To what extent was the Battle of the Plains of Abraham the key event in achieving British control over North America?
Grade 8	Historical Worldviews Examined <ul style="list-style-type: none"> From Isolation to Adaptation: Japan Origins of a Western Worldview: Renaissance Europe Worldviews in Conflict: The Spanish and the Aztecs 	<ul style="list-style-type: none"> Appreciate how Renaissance Europe formed the basis for the worldview of the Western world. Examine, critically, the factors that shaped the worldview evolving in western Europe during the Renaissance. 	<ul style="list-style-type: none"> In what ways were the Age of Discovery and the rise of imperialism expressions of an expansionist worldview? In what ways did exploration and intercultural contact during the Renaissance affect the citizenship and identity of Europeans?
Grade 9	Canada: Opportunities and Challenges <ul style="list-style-type: none"> Issues for Canadians: Governance and Rights Issues for Canadians: Economic Systems in Canada and the United States 	<ul style="list-style-type: none"> Assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada. Assess, critically, how legislative processes attempt to address emerging issues of Immigration. 	<ul style="list-style-type: none"> How does legislation such as Treaty 6, Treaty 7 and Treaty 8 recognize the status and identity of Aboriginal peoples? What factors influence immigration policies in Canada (i.e., economic, political, health, security)?
Sample Historical Thinking Skills Outcomes			
Grades 7–9	<ul style="list-style-type: none"> Analyze selected issues and problems from the past, placing people and events in a context of time and place. Distinguish cause, effect, sequence and correlation in historical events and issues, including the long- and short-term causal relations. Analyze historical issues to form or support an opinion. Use historical and community resources to organize the sequence of historical events. Analyze the historical contexts of key events of a given time period. Explain the historical contexts of key events of a given time period. Interpret historical maps to broaden understanding of historical events. 		

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<p>Grade 10</p>	<p>10-1: Perspectives on Globalization 10-2: Living in a Globalizing World</p> <p>To what extent should we embrace globalization?</p>	<ul style="list-style-type: none"> • Identify the effects of cultural contact between Europeans and Indigenous peoples in Canada and one other location. • Examine imperialist policies and practices that affected Indigenous peoples. • Analyze contemporary global issues that have origins in policies and practices of post-colonial governments in Canada and other locations. • Analyze various attempts to address the consequences of imperialism in Canada. 	<ul style="list-style-type: none"> • Exchange of goods and technologies, depopulation, influences on government. • British rule in India, British and French rule in Canada, post-colonial governments in Canada. • Consequences of residential schools, social impact on Indigenous peoples, loss of Indigenous languages, civil strife. • Royal Commission on Aboriginal Peoples, contemporary examples.
<p>Grade 11</p>	<p>20-1: Perspectives on Nationalism 20-2: Understandings of Nationalism</p> <p>To what extent should we embrace nationalism?</p>	<ul style="list-style-type: none"> • Analyze nationalism as an identity, internalized feeling and/or collective consciousness shared by a people. • Evaluate the importance of reconciling contending nationalist loyalties. • Analyze nationalism and ultranationalism during times of conflict. • Examine historical perspectives of Canada as a nation. 	<ul style="list-style-type: none"> • French Revolution and Napoleonic era, Canadian nationalism, Québécois nationalism, American nationalism, First Nations and Métis nationalism, Inuit perspectives. • Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, civic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism. • Causes of the First and Second World Wars, examples of nationalism and ultranationalism from the First and Second World Wars, internments in Canada, conscription crises. • Louis LaFontaine and Robert Baldwin, the Fathers of Confederation, First Nations treaties and the Indian Act, Métis and Inuit self-governance, Louis Riel, French-Canadian nationalism, Pierre Trudeau, National Indian Brotherhood.

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Grade 12	30-1: Perspectives on Ideology 30-2: Understandings of Ideologies To what extent should we embrace an ideology?	<ul style="list-style-type: none"> • Evaluate the extent to which governments should promote individual and collective rights. • Analyze how ideological conflict shaped international relations after the Second World War. • Examine the growth of liberalism. • Analyze perspectives on the imposition of the principles of liberalism. 	<ul style="list-style-type: none"> • American Bill of Rights; Canadian Charter of Rights and Freedoms; Québec Charter of Human Rights and Freedoms; First Nations, Métis and Inuit rights; language legislation; emergencies and security legislation. • Expansionism, containment, deterrence, brinkmanship, détente, nonalignment, liberation movements. • Labour standards and unions, voting rights, welfare state, protection of human rights, feminism. • Aboriginal experiences, contemporary events.
Sample Historical Thinking Skills Outcomes			
Grades 10–12	<ul style="list-style-type: none"> • Understand diverse historical and contemporary perspectives within and across cultures. • Analyze multiple historical and contemporary perspectives within and across cultures. • Analyze connections among patterns of historical change by identifying cause and effect relationships. • Identify and describe the impact of significant historical periods and patterns of change on society today. • Evaluate the impact of significant historical periods and patterns of change on the contemporary world. • Consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues. • Use a variety of oral, visual and print sources to present informed positions on issues. • Understand the difference between historical facts and historical interpretations. • Discern historical facts from historical interpretations through an examination of multiple sources. • Demonstrate an understanding of how changes in technology can benefit or harm society— in the context of the present, the future and various historical time periods. • Locate, gather, interpret and organize information, using historical maps. • Analyze the impact of physical and human geography on history. • Compare and contrast historical narratives. • Identify reasons underlying similarities and differences among historical narratives. • Develop a reasoned position that is informed by historical and contemporary evidence. 		