

**DRAFT Kindergarten to Grade 12 Social Studies Scope and Sequence**

	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Essential Understanding</b>	<b>Active citizenship builds inclusive, respectful and resilient communities in which diverse people live well together.</b>												
<b>Guiding Questions</b>	How can stories teach me about others and being together?	Why do my actions matter, and how do they affect others?	Why should we value the voices of others in our communities?	How can we create change?	In what ways have individuals and groups in what is now Canada taken action to effect change?	How and why should individuals and groups advocate for their rights and the rights of others?	How and why do global connections and interactions influence the actions of citizens?	How can events, groups and individuals shape views on freedom, responsibilities, rights and reconciliation?	To what degree should diverse communities within a society share a common worldview?	How and why do citizens participate in local and global movements?	To what extent have understandings of diverse Canadian identities and issues strengthened communities?	To what extent have citizens played a role in shaping social, political and economic systems?	To what extent do ideologies shape how and why citizens take action in response to local and global issues?
<b>Possible Concepts and Procedures</b>	<ul style="list-style-type: none"> <li>engaging in inquiry</li> <li>engaging in active citizenship</li> <li>discussing community affairs</li> <li>listening</li> <li>personal responsibility</li> <li>respect for self</li> <li>respect for others</li> <li>belonging</li> <li>oral tradition</li> </ul>	<ul style="list-style-type: none"> <li>engaging in inquiry</li> <li>engaging in active citizenship</li> <li>discussing community affairs</li> <li>personal choices and responsibilities</li> <li>cooperation</li> <li>connections</li> <li>respect for others</li> <li>cultural awareness</li> </ul>	<ul style="list-style-type: none"> <li>engaging in inquiry</li> <li>engaging in active citizenship</li> <li>discussing community affairs</li> <li>listening</li> <li>personal voice</li> <li>official bilingualism</li> <li>ideas and needs of others</li> <li>experiences</li> </ul>	<ul style="list-style-type: none"> <li>engaging in inquiry</li> <li>engaging in active citizenship</li> <li>connecting to current events</li> <li>modelling respect</li> <li>individual actions</li> <li>participation</li> <li>contributions</li> <li>equality</li> <li>reconciliation</li> <li>social justice</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in active citizenship</li> <li>connecting to current events</li> <li>welcoming others</li> <li>actions in the community</li> <li>stories of First Peoples and settlers</li> <li>opportunities and challenges</li> <li>treaty and agreement relationships</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in active citizenship</li> <li>analyzing current events</li> <li>taking action for self and others</li> <li>community action</li> <li>individual and collective rights</li> <li>human rights</li> <li>equity</li> <li>justice</li> <li>resiliency</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in active citizenship</li> <li>analyzing current events</li> <li>respecting diversity</li> <li>cause and effect</li> <li>types of interactions</li> <li>Indigenous rights and activism</li> <li>interdependence</li> <li>migration</li> <li>climate change</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in active citizenship</li> <li>interpreting current events</li> <li>causation</li> <li>freedom and security</li> <li>self-determination</li> <li>conflict</li> <li>cooperation</li> <li>human rights</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in active citizenship</li> <li>interpreting current events</li> <li>factors that shape worldviews</li> <li>Indigenous worldviews</li> <li>social cohesion</li> <li>recognition and accommodation</li> <li>conformity and assimilation</li> <li>official languages</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in active citizenship</li> <li>interpreting current events</li> <li>origins of local and global movements</li> <li>Indigenous rights and self-determination</li> <li>types of local and global movements</li> <li>forms of participation and protest</li> <li>revolution</li> <li>responsible citizenship</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in active citizenship</li> <li>assessing current events</li> <li>dialogue</li> <li>community well-being</li> <li>diverse national identities</li> <li>democratic values</li> <li>community vitality</li> <li>official bilingualism</li> <li>pluralism</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in active citizenship</li> <li>assessing current events</li> <li>types of social, political and economic systems</li> <li>roles and responsibilities</li> <li>agents of change</li> <li>contributions of First Nations, Métis and Inuit governance structures</li> <li>active engagement</li> <li>apathy</li> <li>resilience</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in active citizenship</li> <li>assessing current events</li> <li>multiple perspectives on ideologies</li> <li>Indigenous rights globally</li> <li>responding to issues</li> <li>activism</li> <li>implications of ideologies</li> <li>ethical citizenship</li> </ul>

**NOTE:** We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

## DRAFT Kindergarten to Grade 12 Social Studies Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Guiding Questions</b>			How can people's choices shape their communities?				To what extent are communities in Canada influenced by their global connections?	To what extent should people balance individual freedoms with the common good in Canada?	To what extent have ideas of community engagement changed over time?	To what extent have local and global movements shaped communities and understandings of citizenship?	To what extent can reconciliation renew relationships among and within communities?	To what extent have ideologies influenced the roles, values and actions of citizens?	To what extent do contending ideologies influence relationships within and among nations and countries?
<b>Possible Concepts and Procedures</b>			<ul style="list-style-type: none"> <li>• engaging in inquiry</li> <li>• engaging in active citizenship</li> <li>• discussing community affairs</li> <li>• compromise</li> <li>• cause and consequence</li> <li>• sense of belonging</li> <li>• types of relationships</li> <li>• individual and collective responsibilities</li> </ul>				<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in active citizenship</li> <li>• analyzing current events</li> <li>• cultural, linguistic and social influences</li> <li>• historical influences</li> <li>• Indigenous rights globally</li> <li>• origins of settler populations</li> <li>• communication and transportation</li> <li>• international roles</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in active citizenship</li> <li>• interpreting current events</li> <li>• democratic values</li> <li>• intent and spirit of treaties and agreements</li> <li>• human rights</li> <li>• fundamental freedoms</li> <li>• individual rights</li> <li>• collective rights</li> <li>• collective responsibilities</li> <li>• common good</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in active citizenship</li> <li>• interpreting current events</li> <li>• contributions to and by diverse communities</li> <li>• forms of community engagement</li> <li>• evolving values</li> <li>• community responsibilities</li> <li>• duty to consult</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in active citizenship</li> <li>• interpreting current events</li> <li>• building connections</li> <li>• demonstrating empathy</li> <li>• evolutionary and revolutionary change</li> <li>• Indigenous self-government</li> <li>• solidarity</li> <li>• isolationism</li> <li>• perspectives on citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in active citizenship</li> <li>• assessing current events</li> <li>• building consensus</li> <li>• reciprocity</li> <li>• cultural reconciliation</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in active citizenship</li> <li>• assessing current events</li> <li>• assessing ideologies</li> <li>• reflecting on personal values</li> <li>• evolving roles and responsibilities</li> <li>• genocide</li> <li>• indoctrination</li> <li>• patriotism</li> <li>• patriarchy</li> <li>• matriarchy</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in active citizenship</li> <li>• assessing current events</li> <li>• perspectives on nation</li> <li>• sovereignty</li> <li>• nationalism</li> <li>• domestic and foreign policy</li> <li>• perspectives on reconciliation</li> <li>• national and international conflict</li> <li>• national and international cooperation</li> <li>• expressions of nation and nationhood</li> </ul>

**NOTE:** We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

**DRAFT Kindergarten to Grade 12 Social Studies Scope and Sequence**

	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Essential Understanding</b>	<b>Exploring diverse historical narratives informs actions and decisions to promote pluralism and reconciliation.</b>												
<b>Guiding Questions</b>	Who was here before me, and what are their stories?	What is a community?	Why have communities changed over time?	What can we learn from stories of the past?	What are the diverse stories about the past, and why might they differ?	How can diverse stories about the past shape understandings about Canada and peoples on this land today?	In what ways can people value the stories and experiences of others?	To what extent do treaties, agreements and other interactions among diverse peoples in Canada shape emerging issues?	To what extent have historical forces shaped worldviews?	How have events, ideas and people contributed to the development of local and global movements?	Whose narratives, historical and contemporary, have shaped Canada and why?	To what extent do social, political and economic systems vary within and across diverse communities?	To what degree do ideologies change over time, and what can shape this change?
<b>Possible Concepts and Procedures</b>	<ul style="list-style-type: none"> <li>engaging in inquiry</li> <li>foundations of historical thinking</li> <li>discussing community affairs</li> <li>before and after</li> <li>uniqueness</li> <li>relationships</li> <li>information</li> <li>ancestors</li> <li>creation stories</li> </ul>	<ul style="list-style-type: none"> <li>engaging in inquiry</li> <li>foundations of historical thinking</li> <li>discussing community affairs</li> <li>uniqueness</li> <li>belonging</li> <li>relationships</li> <li>respect</li> <li>traditions</li> <li>connections to the land</li> </ul>	<ul style="list-style-type: none"> <li>engaging in inquiry</li> <li>foundations of historical thinking</li> <li>discussing community affairs</li> <li>then and now</li> <li>origins of community members</li> <li>sense of place</li> <li>promises and agreements</li> <li>oral tradition</li> <li>personally significant events, artifacts and places</li> <li>types of communities</li> </ul>	<ul style="list-style-type: none"> <li>engaging in inquiry</li> <li>foundations of historical thinking</li> <li>connecting to current events</li> <li>migration</li> <li>treaty and agreement</li> <li>oral tradition, ceremony and beliefs</li> <li>events and artifacts</li> <li>diverse groups of settlers</li> <li>community building</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in historical thinking</li> <li>connecting to current events</li> <li>events, places, artifacts and developments</li> <li>migration patterns</li> <li>movement of peoples</li> <li>contributions of First Nations, Métis and Inuit</li> <li>contributions of Francophones</li> <li>contributions of settlers and diverse groups</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in historical thinking</li> <li>analyzing current events</li> <li>historical contexts and accounts</li> <li>oral histories and traditions</li> <li>exploration</li> <li>ancestors</li> <li>colonization</li> <li>presence of Francophones</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in historical thinking</li> <li>analyzing current events</li> <li>credibility, reliability and authenticity</li> <li>primary sources</li> <li>bias</li> <li>oral histories</li> <li>remembrance and commemoration</li> <li>historical interpretations</li> <li>history of residential schools and their legacy</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in historical thinking</li> <li>interpreting current events</li> <li>immediate and underlying causes</li> <li>progress and decline</li> <li>consultation and diplomacy</li> <li>international and domestic conflict</li> <li>spirit and intent of treaties and agreements</li> <li>self-government</li> <li>intercultural contact</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in historical thinking</li> <li>interpreting current events</li> <li>causal relations and correlations</li> <li>conflict and cooperation</li> <li>Indigenous experiences</li> <li>economic, social, environmental and political forces</li> <li>historical periods and eras</li> <li>discrimination</li> <li>colonialism and imperialism</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in historical thinking</li> <li>interpreting current events</li> <li>types of movements</li> <li>global disparity</li> <li>self-determination</li> <li>revolution</li> <li>power and privilege</li> <li>social, economic and environmental justice</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in historical thinking</li> <li>assessing current events</li> <li>diverse stories of treaties and agreements</li> <li>historical colonialism</li> <li>neo-colonialism</li> <li>disenfranchisement</li> <li>resistance to discrimination</li> <li>immigration</li> <li>assimilation</li> <li>rights of founding nations</li> <li>historical and contemporary perspectives</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in historical thinking</li> <li>assessing current events</li> <li>diversity</li> <li>democratic governance</li> <li>Indigenous governance</li> <li>social order</li> <li>cultural expressions</li> <li>power and influence</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in historical thinking</li> <li>assessing current events</li> <li>reconciliation</li> <li>revolution</li> <li>ideological exchange</li> <li>ideological conflict</li> <li>dominant cultures</li> <li>minority groups</li> <li>environmental impact of ideologies</li> </ul>

**NOTE:** We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

## DRAFT Kindergarten to Grade 12 Social Studies Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Guiding Questions</b>		Why are stories of the past and present important to communities?			In what ways did treaties between the Crown and First Nations and agreements shape relationships among all Canadians?	In what ways have treaties and agreements affected and continue to affect peoples in Canada?	Why are all people in Canada treaty people, and what rights and responsibilities do we have as treaty people?		To what extent have differing worldviews supported social cohesion?	How and why have local and global movements evolved over time?	To what degree can diverse historical and contemporary narratives of Canada contribute to reconciliation?	To what extent have changes in social, political and economic systems shaped diverse nations, countries and communities?	To what extent can the imposition of one ideology over another lead to intended and unintended consequences?
<b>Possible Concepts and Procedures</b>		<ul style="list-style-type: none"> <li>• engaging in inquiry</li> <li>• foundations of historical thinking</li> <li>• discussing community affairs</li> <li>• before and after</li> <li>• kinship</li> <li>• ancestors</li> <li>• stories</li> <li>• oral tradition</li> </ul>			<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in historical thinking</li> <li>• connecting to current events</li> <li>• nation-to-nation negotiations</li> <li>• honouring intent and terms of treaties and agreements</li> <li>• reciprocity</li> <li>• legislation and policies</li> <li>• land ownership</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in historical thinking</li> <li>• analyzing current events</li> <li>• laws and governance</li> <li>• inherent rights</li> <li>• status</li> <li>• reserve system</li> <li>• Métis and other settlements</li> <li>• land claims</li> <li>• settlers</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in historical thinking</li> <li>• analyzing current events</li> <li>• historical contexts</li> <li>• intent, spirit and legacy of treaties and agreements</li> <li>• traditional territories</li> <li>• founding nations, settlers and immigrants</li> <li>• treaty rights</li> <li>• honouring agreements</li> </ul>		<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in historical thinking</li> <li>• interpreting current events</li> <li>• common values, beliefs and interests</li> <li>• collective norms</li> <li>• common good</li> <li>• inclusivity</li> <li>• assimilation</li> <li>• compromise and consensus</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in historical thinking</li> <li>• interpreting current events</li> <li>• evaluating perspectives</li> <li>• historical and contemporary narratives</li> <li>• inequality</li> <li>• environmental issues</li> <li>• resistance to authority</li> <li>• economic disparity</li> <li>• rights and freedoms</li> <li>• Indigenous self-determination</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in historical thinking</li> <li>• assessing current events</li> <li>• nation-to-nation agreements</li> <li>• diverse narrative perspectives</li> <li>• honouring treaties and agreements</li> <li>• perspectives on nation</li> <li>• acts of reconciliation</li> <li>• perspectives on reconciliation</li> <li>• calls to action</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in historical thinking</li> <li>• assessing current events</li> <li>• political and economic decision making</li> <li>• social, political and economic development</li> <li>• democratic governance</li> <li>• authoritarian power</li> <li>• oppression</li> <li>• resistance to change</li> <li>• status quo</li> <li>• policies and legislation</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in historical thinking</li> <li>• assessing current events</li> <li>• evaluating perspectives</li> <li>• imposition of ideologies</li> <li>• social, economic and political control</li> <li>• rise of terrorism</li> <li>• genocide</li> <li>• intergenerational trauma</li> <li>• domestic and international contexts</li> </ul>
<b>Guiding Questions</b>									How might evolving worldviews affect how treaties and agreements are honoured?				How can evolving ideologies support reconciliation?
<b>Possible Concepts and Procedures</b>									<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in historical thinking</li> </ul>				<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in historical thinking</li> </ul>

**NOTE:** We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

**DRAFT Kindergarten to Grade 12 Social Studies Scope and Sequence**

	K	1	2	3	4	5	6	7	8	9	10	11	12
									<ul style="list-style-type: none"> <li>interpreting current events</li> <li>historical and modern treaties and agreements</li> <li>patterns of change and correlation</li> <li>values and beliefs</li> <li>perspectives on resources</li> <li>protocols</li> <li>ways of knowing</li> <li>recognition of inherent and entrenched rights</li> </ul>				<ul style="list-style-type: none"> <li>assessing current events</li> <li>evolving significance of people, events or places</li> <li>forms of reconciliation</li> <li>diverse perspectives on reconciliation</li> <li>ideological conflict and cooperation</li> <li>social justice</li> </ul>

	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Essential Understanding</b>	<b>Stories of place and knowing the land and how it sustains us foster a sense of belonging and personal and collective responsibility to be stewards of the land.</b>												
<b>Guiding Questions</b>	What can I learn from nature?	In what ways can we come to know the land and its stories?	In what ways can individual and group choices affect the land?	In what ways have people relied on this land to meet their needs?	In what ways can resource use reflect relationships with the land?	To what extent have differing views on place and people's relationship to the land affected decision making in Canada?	How can sustainable practices build relationships with the land?	How and why should individuals take responsibility for stewardship of the land?	To what extent have diverse worldviews shaped relationships with the land?	To what degree have local and global movements influenced how societies address sustainable development?	To what extent do perspectives on relationships with the land influence resource use and approaches to development?	To what extent have political and economic ideologies influenced relationships with the land?	To what extent do ideologies support environmental sustainability and influence relationships with the land?
<b>Possible Concepts and Procedures</b>	<ul style="list-style-type: none"> <li>engaging in inquiry</li> <li>foundations of geographical thinking</li> <li>foundations of ecological thinking</li> <li>discussing community affairs</li> <li>observing</li> </ul>	<ul style="list-style-type: none"> <li>engaging in inquiry</li> <li>foundations of geographical thinking</li> <li>foundations of ecological thinking</li> <li>discussing community affairs</li> <li>observing</li> <li>land literacy</li> </ul>	<ul style="list-style-type: none"> <li>engaging in inquiry</li> <li>foundations of geographical thinking</li> <li>foundations of ecological thinking</li> <li>discussing community affairs</li> <li>consequences of actions</li> </ul>	<ul style="list-style-type: none"> <li>engaging in inquiry</li> <li>foundations of geographical thinking</li> <li>foundations of ecological thinking</li> <li>connecting to current events</li> <li>sustainability</li> <li>choices</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in geographical thinking</li> <li>engaging in ecological thinking</li> <li>connecting to current events</li> <li>stewardship</li> <li>kinship with the land</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in geographical thinking</li> <li>engaging in ecological thinking</li> <li>analyzing current events</li> <li>ecological issues</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in geographical thinking</li> <li>engaging in ecological thinking</li> <li>analyzing current events</li> <li>sustainable ways of life</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in geographical thinking</li> <li>engaging in ecological thinking</li> <li>interpreting current events</li> <li>geographical challenges and issues</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in geographical thinking</li> <li>engaging in ecological thinking</li> <li>interpreting current events</li> <li>historical and thematic geographical</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in geographical thinking</li> <li>engaging in ecological thinking</li> <li>interpreting current events</li> <li>perspectives on sustainable development</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in geographical thinking</li> <li>engaging in ecological thinking</li> <li>assessing current events</li> <li>perspectives on development</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in geographical thinking</li> <li>engaging in ecological thinking</li> <li>assessing current events</li> <li>perspectives on resource use</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in geographical thinking</li> <li>engaging in ecological thinking</li> <li>assessing current events</li> <li>evaluation of perspectives on</li> </ul>

**NOTE:** We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

## DRAFT Kindergarten to Grade 12 Social Studies Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
	<ul style="list-style-type: none"> <li>kinship with the land</li> <li>directions</li> <li>stories of place and land</li> </ul>	<ul style="list-style-type: none"> <li>stories of place and land</li> <li>identity</li> <li>kinship with the land</li> <li>seasons</li> </ul>	<ul style="list-style-type: none"> <li>spatial significance</li> <li>Indigenous natural law</li> <li>stewardship</li> </ul>	<ul style="list-style-type: none"> <li>contributions to life and well-being</li> <li>interrelationships</li> <li>land use</li> <li>settlers</li> <li>Indigenous natural law</li> <li>environment</li> </ul>	<ul style="list-style-type: none"> <li>interrelationships</li> <li>renewable and non-renewable resources</li> <li>environmental change</li> </ul>	<ul style="list-style-type: none"> <li>human and environmental interconnections</li> <li>individual and collective responsibilities</li> <li>stewardship and conservation</li> <li>protected sites</li> <li>causes of climate change</li> </ul>	<ul style="list-style-type: none"> <li>renewing connections to the land</li> <li>revitalization</li> <li>reciprocity</li> <li>humane practices</li> <li>protocols and ceremonies</li> <li>kinship with the land</li> <li>significance of place</li> <li>impacts of climate change</li> </ul>	<ul style="list-style-type: none"> <li>responses to environmental issues</li> <li>resource use, distribution and development</li> <li>sustainable practices</li> <li>traditional perspectives on land use</li> <li>actions on climate change</li> </ul>	<ul style="list-style-type: none"> <li>representations</li> <li>demographic patterns and trends</li> <li>ecological interdependence</li> <li>renewable and non-renewable resources</li> <li>resource availability and distribution</li> <li>environmental ethics</li> </ul>	<ul style="list-style-type: none"> <li>colonialism and imperialism</li> <li>local and global environmental legislation and agreements</li> <li>perspectives on ownership and control</li> <li>Indigenous traditional knowledge</li> <li>actions on climate change</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous perspectives on actions to address climate change</li> <li>regulatory actions and bodies</li> <li>resource use and management</li> <li>challenges and opportunities</li> <li>land use</li> <li>duty to consult and consent</li> </ul>	<ul style="list-style-type: none"> <li>and development</li> <li>perspectives on environmental issues</li> <li>beliefs and values</li> <li>specific and comprehensive land claims</li> <li>individualism</li> <li>collectivism</li> </ul>	<ul style="list-style-type: none"> <li>environmental issues</li> <li>assessment of resource strategies</li> <li>sustainability</li> <li>stewardship</li> <li>climate-change initiatives</li> <li>global citizenship</li> </ul>
<b>Guiding Questions</b>			In what ways can stories of this place contribute to a sense of belonging?	How are understandings of place similar among diverse communities?	To what extent can people own the land?	Why are the names of places important?		How can a sense of belonging and identity be influenced by where one lives?		To what extent does being stewards of the land contribute to reconciliation and reciprocity?	To what extent is environmental stewardship shaped by local and global movements?	To what extent have different ideologies promoted stewardship and environmental justice?	To what extent do ideologies shape perspectives on and responses to local and global issues related to land?
<b>Possible Concepts and Procedures</b>			<ul style="list-style-type: none"> <li>engaging in inquiry</li> <li>foundations of geographical thinking</li> <li>foundations of ecological thinking</li> <li>discussing community affairs</li> <li>identity</li> <li>ancestors</li> <li>traditions</li> <li>places of cultural significance</li> </ul>	<ul style="list-style-type: none"> <li>engaging in inquiry</li> <li>foundations of geographical thinking</li> <li>foundations of ecological thinking</li> <li>connecting to current events</li> <li>diversity</li> <li>belonging</li> <li>traditional understandings of land</li> <li>Indigenous and settler perspectives</li> <li>significance of place</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in geographical thinking</li> <li>engaging in ecological thinking</li> <li>connecting to current events</li> <li>power relationships</li> <li>spirit and intent of treaties and agreements</li> <li>land claims</li> <li>significance of land ownership</li> <li>Métis settlements</li> <li>Francophone settlements</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in geographical thinking</li> <li>engaging in ecological thinking</li> <li>analyzing current events</li> <li>languages</li> <li>cultural values</li> <li>cultural identity</li> <li>ways of knowing</li> <li>reconciliation</li> <li>landmarks and sacred places</li> </ul>		<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in geographical thinking</li> <li>engaging in ecological thinking</li> <li>interpreting current events</li> <li>ancestral knowledge</li> <li>spatial distribution of resources</li> <li>demographic information</li> <li>interconnections</li> <li>significance of place</li> <li>origins of place names</li> </ul>		<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in geographical thinking</li> <li>engaging in ecological thinking</li> <li>interpreting current events</li> <li>respecting traditional perspectives</li> <li>renewing relationships</li> <li>forms of stewardship</li> <li>environmental reciprocity</li> <li>treaties</li> <li>agreements</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in geographical thinking</li> <li>engaging in ecological thinking</li> <li>assessing current events</li> <li>stewardship</li> <li>activism</li> <li>advocacy</li> <li>environmental and conservation movements</li> <li>reciprocity</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in geographical thinking</li> <li>engaging in ecological thinking</li> <li>assessing current events</li> <li>individual and collective activism</li> <li>values and beliefs regarding the land</li> <li>scarcity</li> <li>supply and demand</li> <li>sustainable development and practices</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in geographical thinking</li> <li>engaging in ecological thinking</li> <li>assessing current events</li> <li>treaties, agreements and mineral rights</li> <li>Aboriginal title</li> <li>resource use and management</li> <li>scarcity</li> <li>supply and demand</li> </ul>

**NOTE:** We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

## DRAFT Kindergarten to Grade 12 Social Studies Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
					• community settlements			• relationships to the land and among peoples				• sustenance	

	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Essential Understanding</b>	<b>Exploring diverse identities, experiences, stories and ways of life builds cultural awareness and a sense of belonging to foster social cohesion.</b>												
<b>Guiding Questions</b>	What makes me and my story unique?	How are we similar and different?	In what ways do similarities and differences contribute to communities?	Why is it important to recognize diversity in a community?	In what ways do stories of diverse peoples in what is now Canada reflect different ways of life?	How has the diversity of peoples and communities changed over time in what is now Canada?	How do the origins, stories and experiences of diverse peoples in Canada create opportunities and challenges to living well together?	To what extent do interactions among diverse peoples in Canada shape our evolving individual and collective identities?	To what extent have diverse worldviews contributed to cultural norms and identities?	To what extent have government actions protected people's diverse identities?	To what extent have interactions between Indigenous peoples and settler populations in various parts of the world influenced identities and ways of life?	To what extent have different ideologies shaped understandings of diverse cultures and identities?	To what extent do ideologies influence local and global issues of culture and identity?
<b>Possible Concepts and Procedures</b>	<ul style="list-style-type: none"> <li>• engaging in inquiry</li> <li>• foundations of anthropological thinking</li> <li>• foundations of sociological thinking</li> <li>• discussing community affairs</li> <li>• types of families</li> <li>• language</li> <li>• celebrations</li> <li>• traditions</li> <li>• stories</li> <li>• ancestors</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in inquiry</li> <li>• foundations of anthropological thinking</li> <li>• foundations of sociological thinking</li> <li>• discussing community affairs</li> <li>• traditions</li> <li>• respect for similarities and differences</li> <li>• relationships</li> <li>• language</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in inquiry</li> <li>• foundations of anthropological thinking</li> <li>• foundations of sociological thinking</li> <li>• discussing community affairs</li> <li>• language</li> <li>• traditions</li> <li>• celebrations</li> <li>• contributions</li> <li>• relationships</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in inquiry</li> <li>• foundations of anthropological thinking</li> <li>• foundations of sociological thinking</li> <li>• connecting to current events</li> <li>• oral tradition</li> <li>• protocols</li> <li>• contributions</li> <li>• diverse cultures and identities</li> <li>• languages and official languages</li> <li>• cultural symbols</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in anthropological thinking</li> <li>• engaging in sociological thinking</li> <li>• connecting to current events</li> <li>• Indigenous, Francophone and other diverse cultures and their languages</li> <li>• roles of ancestors</li> <li>• ways of knowing</li> <li>• ceremonies and traditions</li> <li>• importance of oral tradition</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in anthropological thinking</li> <li>• engaging in sociological thinking</li> <li>• analyzing current events</li> <li>• immigration and settlements</li> <li>• languages</li> <li>• Indigenous cultures</li> <li>• Francophone cultures</li> <li>• diverse cultures</li> <li>• ancestors and origins</li> <li>• intercultural connections</li> <li>• cultural vitality</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in anthropological thinking</li> <li>• engaging in sociological thinking</li> <li>• analyzing current events</li> <li>• conflict resolution</li> <li>• intercultural contact</li> <li>• cultural adaptation and affirmation</li> <li>• interdependence</li> <li>• linguistic diversity and language rights</li> <li>• assimilation</li> <li>• diversity of identities</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in anthropological thinking</li> <li>• engaging in sociological thinking</li> <li>• interpreting current events</li> <li>• interconnectedness</li> <li>• cultural diffusion and diversification</li> <li>• multiculturalism and official bilingualism</li> <li>• integration</li> <li>• segregation</li> <li>• intercultural conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in anthropological thinking</li> <li>• engaging in sociological thinking</li> <li>• interpreting current events</li> <li>• cross-cultural understanding</li> <li>• cultural accommodation</li> <li>• cultural adaptation</li> <li>• collective norms and values</li> <li>• collective identities</li> <li>• pluralism and official bilingualism</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in anthropological thinking</li> <li>• engaging in sociological thinking</li> <li>• interpreting current events</li> <li>• discrimination</li> <li>• official bilingualism</li> <li>• rights and freedoms</li> <li>• social exclusion</li> <li>• roles and responsibilities</li> <li>• expressions of identity</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in anthropological thinking</li> <li>• engaging in sociological thinking</li> <li>• assessing current events</li> <li>• cultural knowledge and understandings</li> <li>• cultural genocide</li> <li>• reconciliation</li> <li>• nation-to-nation relationships</li> <li>• dominant cultures</li> <li>• diverse Indigenous peoples</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in anthropological thinking</li> <li>• engaging in sociological thinking</li> <li>• assessing current events</li> <li>• national identity</li> <li>• social cohesion</li> <li>• oppression and discrimination</li> <li>• gender identity and expression</li> <li>• dissonance</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in anthropological thinking</li> <li>• engaging in sociological thinking</li> <li>• assessing current events</li> <li>• imposition of ideologies</li> <li>• action and activism</li> <li>• social, political and economic ideologies</li> <li>• cultural and linguistic revitalization</li> <li>• evolving identities</li> </ul>

**NOTE:** We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

## DRAFT Kindergarten to Grade 12 Social Studies Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
											• diverse settler populations		
<b>Guiding Questions</b>					In what ways did interactions between First Peoples and first settler populations in what is now Canada influence cultures, identities and ways of life?	In what ways does the diversity of our communities shape our identities?			To what extent should differing worldviews be recognized and respected?	How have individuals and groups from diverse communities responded to discrimination and prejudice, past and present?	In what ways have individuals and groups taken action to affirm their identities and to promote equity?	To what extent have different ideologies contributed to pluralistic societies?	To what degree do ideologies influence a society's willingness to embrace diverse expressions of identity and culture?
<b>Possible Concepts and Procedures</b>					<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in anthropological thinking</li> <li>• engaging in sociological thinking</li> <li>• connecting to current events</li> <li>• worldviews</li> <li>• Métis culture</li> <li>• ways of knowing</li> <li>• settlement</li> <li>• official bilingualism</li> <li>• immigration stories</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in anthropological thinking</li> <li>• engaging in sociological thinking</li> <li>• analyzing current events</li> <li>• national identity</li> <li>• community identities</li> <li>• cultural activities and achievements</li> <li>• languages</li> <li>• multiculturalism</li> <li>• harmony</li> </ul>			<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in anthropological thinking</li> <li>• engaging in sociological thinking</li> <li>• interpreting current events</li> <li>• empathy</li> <li>• coexistence</li> <li>• inclusivity</li> <li>• individual and collective rights and freedoms</li> <li>• cultural awareness</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in anthropological thinking</li> <li>• engaging in sociological thinking</li> <li>• interpreting current events</li> <li>• discrimination</li> <li>• prejudice</li> <li>• diverse identities</li> <li>• social activism</li> <li>• mental health initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in anthropological thinking</li> <li>• engaging in sociological thinking</li> <li>• assessing current events</li> <li>• advocacy and allies</li> <li>• equity</li> <li>• social construction</li> <li>• intersectionality</li> <li>• cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in anthropological thinking</li> <li>• engaging in sociological thinking</li> <li>• assessing current events</li> <li>• pluralism</li> <li>• contending ideologies and their origins</li> <li>• individualism and collectivism</li> <li>• social cohesion</li> <li>• diverse communities</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in anthropological thinking</li> <li>• engaging in sociological thinking</li> <li>• assessing current events</li> <li>• expressions of diverse identities</li> <li>• diverse cultural expressions</li> <li>• perspectives on individualism and collectivism</li> <li>• social cohesion</li> <li>• pluralism</li> <li>• marginalization</li> </ul>

**NOTE:** We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.



**DRAFT Kindergarten to Grade 12 Social Studies Scope and Sequence**

	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Essential Understanding</b>	<b>Power influences governance and relationships and contributes to reconciliation and an equitable, just society.</b>												
<b>Guiding Questions</b>	Why is fairness important and how do I demonstrate fairness?	Why is it important to keep promises with others?	In what ways can demonstrating fairness and equality affect others?	In what ways can people organize themselves in communities and make group decisions?	In what ways can people make decisions to serve their communities?	How is decision making by individuals, groups and governments shaped by the past?	To what extent do individuals and groups in democratic societies hold decision-making authority?	In what ways are rights and freedoms affected by the actions of individuals, groups and governments?	To what extent have the legacies of historical interactions among nations and countries shaped worldviews today?	To what extent do nations and countries interact to promote global justice and equity?	How and why have diverse groups in Canada come together to participate in collective action?	To what degree have different ideologies shaped social, political and economic decision making?	To what degree do evolving ideologies shape governance locally and globally?
<b>Possible Concepts and Procedures</b>	<ul style="list-style-type: none"> <li>engaging in inquiry</li> <li>foundations of political thinking</li> <li>foundations of legal thinking</li> <li>discussing community affairs</li> <li>including others</li> <li>cooperation</li> <li>experiences</li> <li>respect</li> </ul>	<ul style="list-style-type: none"> <li>engaging in inquiry</li> <li>foundations of political thinking</li> <li>foundations of legal thinking</li> <li>discussing community affairs</li> <li>promises</li> <li>beliefs</li> <li>trust</li> <li>responsibilities</li> <li>cultural protocols</li> </ul>	<ul style="list-style-type: none"> <li>engaging in inquiry</li> <li>foundations of political thinking</li> <li>foundations of legal thinking</li> <li>discussing community affairs</li> <li>unity</li> <li>points of view</li> <li>respect</li> <li>inherent rights</li> <li>self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>engaging in inquiry</li> <li>foundations of political thinking</li> <li>foundations of legal thinking</li> <li>connecting to current events</li> <li>actions of individuals and groups</li> <li>roles of community members</li> <li>consensus</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in political thinking</li> <li>engaging in legal thinking</li> <li>connecting to current events</li> <li>authority</li> <li>nations</li> <li>group decision making</li> <li>relationships of power</li> <li>governance</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in political thinking</li> <li>engaging in legal thinking</li> <li>analyzing current events</li> <li>roles of individuals and groups</li> <li>treaties, agreements and constitutional commitments</li> <li>power and influence</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in political thinking</li> <li>engaging in legal thinking</li> <li>analyzing current events</li> <li>group consensus</li> <li>roles and responsibilities in democracies</li> <li>democratic structures and processes</li> <li>constitutional rights</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in political thinking</li> <li>engaging in legal thinking</li> <li>interpreting current events</li> <li>equitable conflict resolution</li> <li>disparity</li> <li>solidarity</li> <li>resistance</li> <li>calls to action</li> <li>recognition of rights</li> <li>language rights</li> <li>discrimination</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in political thinking</li> <li>engaging in legal thinking</li> <li>interpreting current events</li> <li>historical contexts and correlations</li> <li>domestic and foreign conflicts</li> <li>domestic and international cooperation</li> <li>legacies of colonialism</li> <li>exchange of ideas and goods</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in political thinking</li> <li>engaging in legal thinking</li> <li>interpreting current events</li> <li>nations and nation-states</li> <li>power imbalances</li> <li>domestic and foreign policy</li> <li>international conflicts and cooperation</li> <li>international agreements and organizations</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in political thinking</li> <li>engaging in legal thinking</li> <li>assessing current events</li> <li>activism</li> <li>social, political, economic and environmental justice</li> <li>roles and responsibilities</li> <li>democratic action</li> <li>democratic processes and institutions</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in political thinking</li> <li>engaging in legal thinking</li> <li>assessing current events</li> <li>social, political and economic opportunities</li> <li>social barriers</li> <li>common good</li> <li>individualism and collectivism</li> <li>social, political and economic thinkers and knowledge keepers</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in political thinking</li> <li>engaging in legal thinking</li> <li>assessing current events</li> <li>democratic governance</li> <li>authoritarian governance</li> <li>Indigenous governance models</li> <li>self-determination</li> <li>organizing politically</li> <li>global governance issues</li> </ul>

**NOTE:** We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

## DRAFT Kindergarten to Grade 12 Social Studies Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Guiding Questions</b>		In what ways can individuals and communities make decisions that are fair?		In what ways can expressions of identity influence how individuals are treated?	In what ways have interactions among diverse communities shaped the province?	How much decision-making authority should individuals and groups hold?	How and why should individuals and groups hold governments accountable?	To what extent have governments promoted equity, justice and opportunities for all in Canada?	To what extent can equity and justice promote reciprocity?	To what degree are inequities and injustices present in societies and why?	To what extent do power and privilege influence relationships and shape identities?	To what extent have different ideologies influenced systemic forms of discrimination and oppression?	To what extent do ideologies encourage individual and collective action to promote justice and equity?
<b>Possible Concepts and Procedures</b>		<ul style="list-style-type: none"> <li>• engaging in inquiry</li> <li>• foundations of political thinking</li> <li>• foundations of legal thinking</li> <li>• discussing community affairs</li> <li>• respect for others</li> <li>• fairness</li> <li>• cooperation</li> <li>• points of view</li> </ul>		<ul style="list-style-type: none"> <li>• engaging in inquiry</li> <li>• foundations of political thinking</li> <li>• foundations of legal thinking</li> <li>• connecting to current events</li> <li>• diverse identities</li> <li>• fairness</li> <li>• roles and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in political thinking</li> <li>• engaging in legal thinking</li> <li>• connecting to current events</li> <li>• interactions among cultures</li> <li>• diversity</li> <li>• points of view</li> <li>• contributions of Indigenous and Francophone communities</li> <li>• settlements</li> <li>• contributions of diverse groups</li> <li>• treaties and agreements</li> <li>• reconciliation</li> <li>• reciprocity</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in political thinking</li> <li>• engaging in legal thinking</li> <li>• analyzing current events</li> <li>• group collaboration and contributions</li> <li>• rights and responsibilities in communities</li> <li>• governance structures and processes</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in political thinking</li> <li>• engaging in legal thinking</li> <li>• analyzing current events</li> <li>• well-being of communities</li> <li>• legislation and regulation</li> <li>• democratic processes</li> <li>• responsible government</li> <li>• justice</li> <li>• fundamental freedoms</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in political thinking</li> <li>• engaging in legal thinking</li> <li>• interpreting current events</li> <li>• entrenchment of rights</li> <li>• internments</li> <li>• legacies of residential schools</li> <li>• discriminatory laws and policies</li> <li>• French-language education</li> <li>• language legislation</li> <li>• class system and inequality</li> <li>• equality of opportunity</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in political thinking</li> <li>• engaging in legal thinking</li> <li>• interpreting current events</li> <li>• activities that promote equity</li> <li>• social justice</li> <li>• mutual benefits</li> <li>• collective interest</li> <li>• self-interest</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in political thinking</li> <li>• engaging in legal thinking</li> <li>• interpreting current events</li> <li>• systemic inequality and inequity</li> <li>• perspectives on power and control</li> <li>• bias and propaganda</li> <li>• historical injustice</li> <li>• affirmative action</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in political thinking</li> <li>• engaging in legal thinking</li> <li>• assessing current events</li> <li>• expressions of identity</li> <li>• social construction of identity</li> <li>• discrimination</li> <li>• stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in political thinking</li> <li>• engaging in legal thinking</li> <li>• assessing current events</li> <li>• imbalances of power</li> <li>• marginalization</li> <li>• prejudicial policies, legislation and enforcement</li> <li>• institutionalized discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in political thinking</li> <li>• engaging in legal thinking</li> <li>• assessing current events</li> <li>• social, political, economic and environmental justice</li> <li>• social, political, economic and environmental equity</li> <li>• perspectives on activism</li> <li>• social, political, economic and environmental action and change</li> <li>• race and gender relations</li> </ul>

**NOTE:** We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

### DRAFT Kindergarten to Grade 12 Social Studies Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Guiding Questions</b>											To what extent are governments today responsible for addressing historical and contemporary injustices?		To what degree can reconciliation be achieved among and within nations, and how?
<b>Possible Concepts and Procedures</b>											<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in political thinking</li> <li>• engaging in legal thinking</li> <li>• assessing current events</li> <li>• roles and responsibilities</li> <li>• injustices</li> <li>• colonialism</li> <li>• discrimination</li> <li>• truth and reconciliation commissions locally and globally</li> <li>• national inquiries</li> </ul>		<ul style="list-style-type: none"> <li>• engaging in critical inquiry</li> <li>• engaging in political thinking</li> <li>• engaging in legal thinking</li> <li>• assessing current events</li> <li>• engaging in dialogue</li> <li>• nation-to-nation reciprocity</li> <li>• restorative justice</li> <li>• implementation of treaties and agreements</li> </ul>

	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Essential Understanding</b>	Exploring diverse perspectives on quality of life informs decision making to promote the well-being of self and others.												
<b>Guiding Questions</b>	What does it mean to feel healthy, safe and happy?	In what ways is quality of life shaped by people in my life?	In what ways can my quality of life be shaped by my communities?	In what ways is quality of life different in other communities?	How can where people live contribute to their quality of life?	To what extent have the peoples of this land worked together to shape quality of life in Canada today?	How is quality of life in Canada shaped by interactions with others in the world?	To what extent does quality of life differ among individuals and groups in Canada?	To what extent do worldviews influence quality of life globally?	To what extent have disparities in quality of life shaped global movements?	To what extent do responses to historical and contemporary issues influence quality of life?	To what extent have different social, political and economic systems affected quality of life?	To what extent do diverse perspectives on quality of life shape evolving ideologies?
<b>Possible Concepts and Procedures</b>	• engaging in inquiry	• engaging in inquiry	• engaging in inquiry	• engaging in inquiry	• engaging in critical inquiry	• engaging in critical inquiry	• engaging in critical inquiry	• engaging in critical inquiry	• engaging in critical inquiry	• engaging in critical inquiry	• engaging in critical inquiry	• engaging in critical inquiry	• engaging in critical inquiry

**NOTE:** We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

## DRAFT Kindergarten to Grade 12 Social Studies Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
	<ul style="list-style-type: none"> <li>foundations of economic thinking</li> <li>foundations of holistic thinking</li> <li>discussing community affairs</li> <li>belonging</li> <li>safety</li> <li>needs</li> <li>relationships</li> </ul>	<ul style="list-style-type: none"> <li>foundations of economic thinking</li> <li>foundations of holistic thinking</li> <li>discussing community affairs</li> <li>needs and wants</li> <li>language</li> <li>roles</li> <li>relationships</li> <li>ways of knowing</li> </ul>	<ul style="list-style-type: none"> <li>foundations of economic thinking</li> <li>foundations of holistic thinking</li> <li>discussing community affairs</li> <li>roles and responsibilities</li> <li>cooperation</li> <li>ways of knowing</li> <li>languages</li> <li>obligations</li> </ul>	<ul style="list-style-type: none"> <li>foundations of economic thinking</li> <li>foundations of holistic thinking</li> <li>connecting to current events</li> <li>recognition of diversity</li> <li>choices</li> <li>citizenship</li> <li>comparison</li> <li>experiences</li> </ul>	<ul style="list-style-type: none"> <li>engaging in economic thinking</li> <li>engaging in holistic thinking</li> <li>connecting to current events</li> <li>rural and urban communities</li> <li>resource accessibility</li> <li>occupations</li> <li>diversity</li> <li>natural laws</li> <li>traditional economies</li> <li>needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>engaging in economic thinking</li> <li>engaging in holistic thinking</li> <li>analyzing current events</li> <li>economic, social and cultural development</li> <li>collective interest</li> <li>cooperation among groups</li> <li>contributions of Francophone organizations and individuals</li> <li>contributions to national identity</li> </ul>	<ul style="list-style-type: none"> <li>engaging in economic thinking</li> <li>engaging in holistic thinking</li> <li>interpreting current events</li> <li>human and physical geographical issues</li> <li>economic issues</li> <li>cultural and linguistic connections</li> <li>emigration and immigration</li> <li>exchange of ideas, goods and services</li> <li>technologies</li> <li>media and social media</li> </ul>	<ul style="list-style-type: none"> <li>engaging in economic thinking</li> <li>engaging in holistic thinking</li> <li>analyzing current events</li> <li>demographic data</li> <li>regional opportunities and challenges</li> <li>national programs and services</li> <li>official language policies</li> <li>internal migration</li> </ul>	<ul style="list-style-type: none"> <li>engaging in economic thinking</li> <li>engaging in holistic thinking</li> <li>interpreting current events</li> <li>standards of living</li> <li>extremism</li> <li>sanctions</li> <li>internationalism</li> <li>expansionism</li> <li>humanitarianism</li> </ul>	<ul style="list-style-type: none"> <li>engaging in economic thinking</li> <li>engaging in holistic thinking</li> <li>interpreting current events</li> <li>empathy</li> <li>social justice</li> <li>conflicts</li> <li>distribution of resources</li> <li>access to goods and services</li> </ul>	<ul style="list-style-type: none"> <li>engaging in economic thinking</li> <li>engaging in holistic thinking</li> <li>assessing current events</li> <li>redress and restitution</li> <li>governance issues</li> <li>ethical trade</li> <li>global conflict</li> <li>disparity</li> <li>intergenerational trauma</li> </ul>	<ul style="list-style-type: none"> <li>engaging in economic thinking</li> <li>engaging in holistic thinking</li> <li>assessing current events</li> <li>underlying values and beliefs</li> <li>abuse of human rights</li> <li>reconciliation</li> <li>reciprocity</li> <li>standards of living</li> <li>economic systems</li> <li>political systems</li> </ul>	<ul style="list-style-type: none"> <li>engaging in economic thinking</li> <li>engaging in holistic thinking</li> <li>assessing current events</li> <li>power dynamics</li> <li>contending values and beliefs</li> <li>capitalist perspectives</li> <li>socialist perspectives</li> <li>democratic perspectives</li> <li>authoritarian perspectives</li> </ul>
<b>Guiding Questions</b>						To what extent have historical forces influenced the ability of individuals and groups to ensure their well-being?	To what extent are people in one part of Canada and the world responsible for ensuring the well-being of people in other parts of Canada and the world?	To what extent should people be responsible for their decisions about how to meet their needs and wants?	To what extent are decisions about how to meet needs and wants shaped by diverse worldviews?	To what extent do local and global activism have an impact on quality of life?	To what extent can individuals, groups and governments take action to improve quality of life in Canada?	To what extent has resource management influenced social, political and economic development?	To what extent should citizens and governments take action to improve quality of life locally and globally?
<b>Possible Concepts and Procedures</b>						<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in economic thinking</li> <li>engaging in holistic thinking</li> <li>analyzing current events</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in economic thinking</li> <li>engaging in holistic thinking</li> <li>interpreting current events</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in economic thinking</li> <li>engaging in holistic thinking</li> <li>interpreting current events</li> <li>budgeting</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in economic thinking</li> <li>engaging in holistic thinking</li> <li>interpreting current events</li> <li>cost-benefit analysis</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in economic thinking</li> <li>engaging in holistic thinking</li> <li>interpreting current events</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in economic thinking</li> <li>engaging in holistic thinking</li> <li>assessing current events</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in economic thinking</li> <li>engaging in holistic thinking</li> <li>assessing current events</li> </ul>	<ul style="list-style-type: none"> <li>engaging in critical inquiry</li> <li>engaging in economic thinking</li> <li>engaging in holistic thinking</li> <li>assessing current events</li> <li>promotion of human rights</li> </ul>

**NOTE:** We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

## DRAFT Kindergarten to Grade 12 Social Studies Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
						<ul style="list-style-type: none"> <li>• historical forces</li> <li>• forces affecting language use</li> <li>• economic decision making</li> <li>• collective actions</li> <li>• constitutional rights</li> </ul>	<ul style="list-style-type: none"> <li>• demographic data</li> <li>• distribution of wealth</li> <li>• national interests</li> <li>• national solidarity</li> <li>• egalitarianism</li> <li>• common values</li> <li>• humanitarian organizations</li> </ul>	<ul style="list-style-type: none"> <li>• personal decisions</li> <li>• sustainability</li> <li>• individual and collective interests</li> <li>• individual and collective rights and responsibilities</li> <li>• socio-economic issues</li> <li>• universal social programs</li> </ul>	<ul style="list-style-type: none"> <li>• responses to scarcity</li> <li>• opportunity cost</li> <li>• connections to the land</li> <li>• individualism</li> <li>• collectivism</li> </ul>	<ul style="list-style-type: none"> <li>• economic cooperation</li> <li>• forms of activism</li> <li>• global connections</li> <li>• self-determination</li> <li>• autonomy and sovereignty</li> </ul>	<ul style="list-style-type: none"> <li>• restorative justice</li> <li>• grassroots initiatives</li> <li>• reciprocity agreements</li> <li>• official language legislation, rights and services</li> <li>• fair trade</li> <li>• engagement</li> <li>• consultation</li> </ul>	<ul style="list-style-type: none"> <li>• environmental sustainability</li> <li>• ethical trade</li> <li>• ways of knowing</li> <li>• production and distribution of goods and services</li> </ul>	<ul style="list-style-type: none"> <li>• humanitarianism</li> <li>• altruism</li> <li>• types of individual and collective security</li> <li>• types of civic engagement</li> <li>• global citizenship</li> </ul>

**NOTE:** We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.