

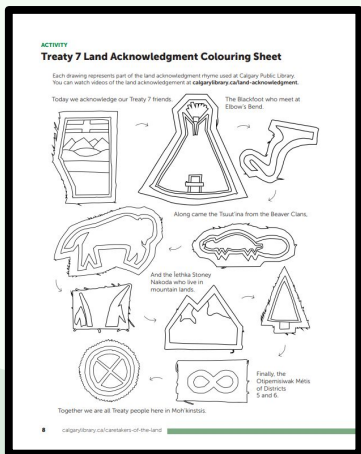


The Power of Story in K–3 Social Studies: Exploring the New Curriculum Through Books



CCTC 2026





Treaty 7 PUPPET STORYTIME

MY BRAIDS
 BY LATASHA CALF ROBE

Treaty 7 Storytime

by Calgary Public Library

Playlist • 7 videos • 8,010 views

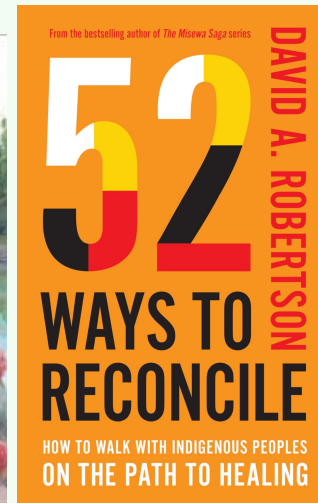
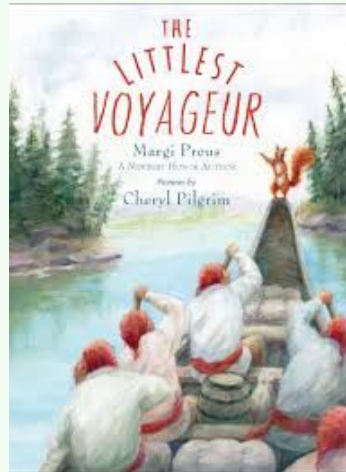
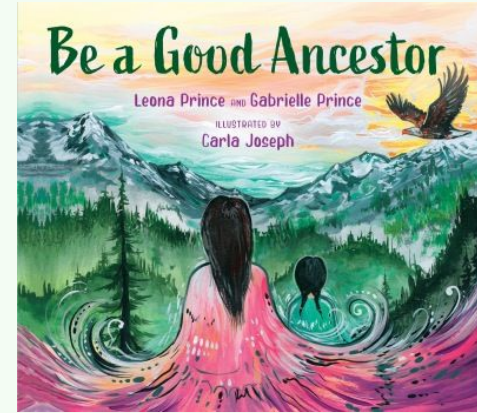
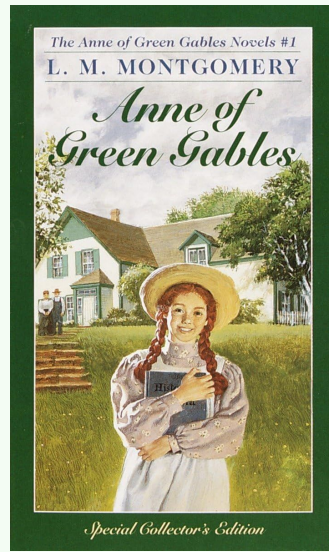
Indigenous languages have long been underrepresented in literature — especially in children's books. The Treat...more



Jen Perry

**CSSD Elementary,
Social Studies
Consultant**

**ATA SSC -
Calgary President**



ALWAYS START *With*

WHY

The Power (the Science) of Story



Stories actually change the way people think and feel, making learning stick

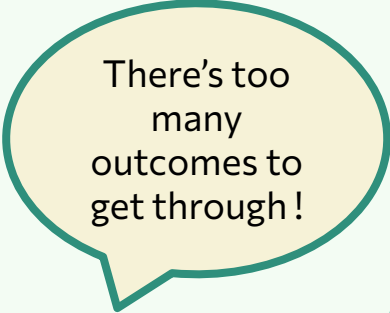


Sharing diverse stories helps students develop empathy & reduce prejudice





The act of storytelling helps make meaning of complex curriculum


The Reality Elementary Social Studies Teachers Face




There's too many outcomes to get through!



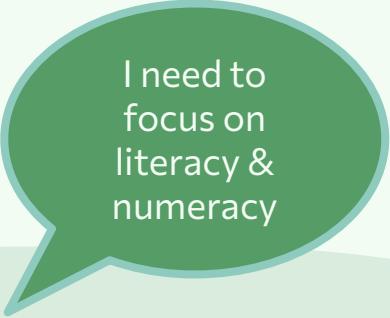
I teach diverse students



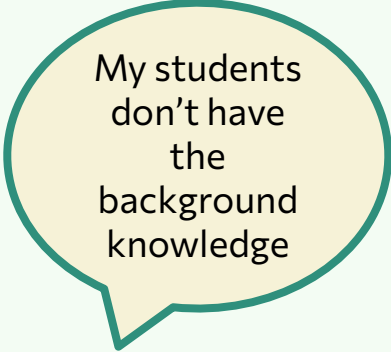
Social Studies isn't my teaching jam




There are limited resources



I need to focus on literacy & numeracy




My students don't have the background knowledge





WHAT

HOW



**Curriculum as written provides
the content we must address
and report on to parents and
Alberta Education.**

WHAT

HOW

Curriculum Tells Us What.

Teachers Decide How.



Driving Your Planning– A Social Studies Road Trip!



KNOWLEDGE

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

- physical regions
- major cities
- provinces and territories

Canada has distinct physical regions; for example,

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



UNDERSTANDING

Physical regions and natural resources vary throughout Canada.



SKILLS & PROCEDURES

Compare the different features of Canada's physical features.



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

Locate places in Canada, using a map or globe, including physical regions,

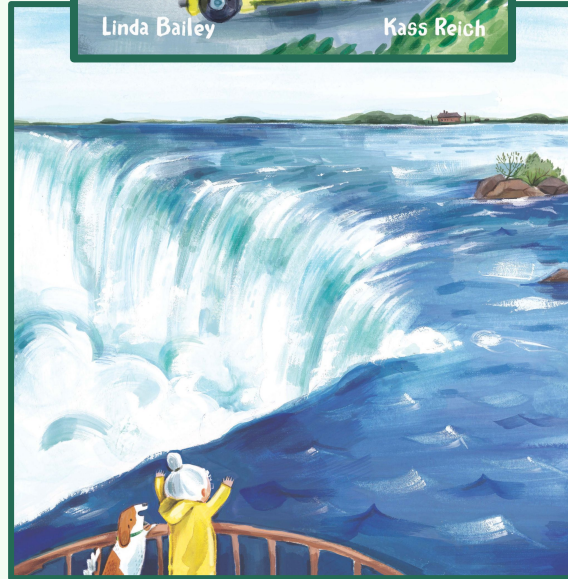
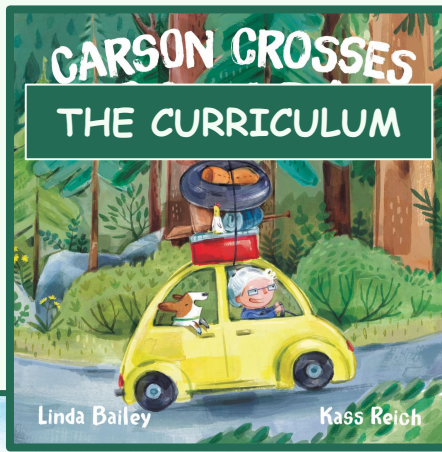


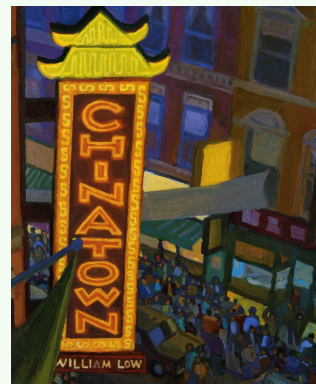
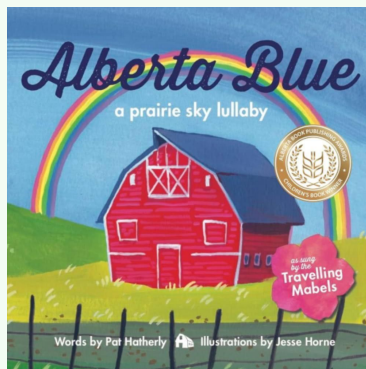
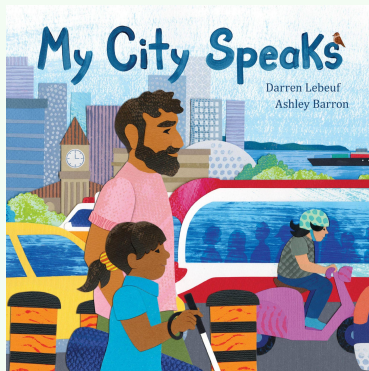
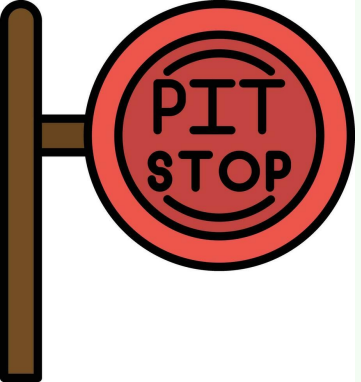
The Competencies

Competencies

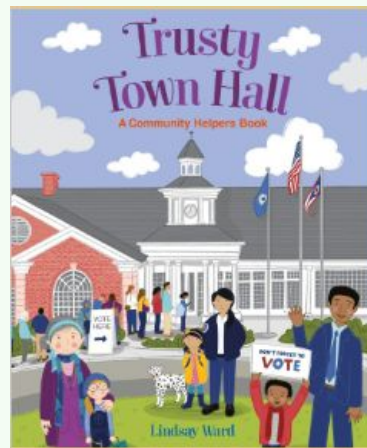
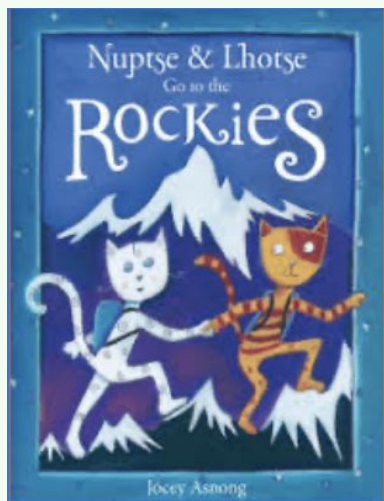
- 
- 
- Critical Thinking
 - Problem Solving
 - Research and Managing Information
 - Creativity and Innovation
 - Communication
 - Collaboration
 - Citizenship
 - Personal Growth and Well-being

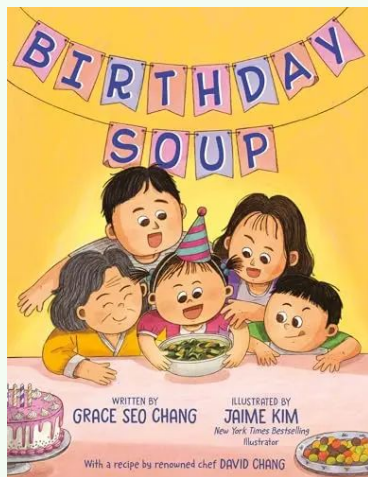
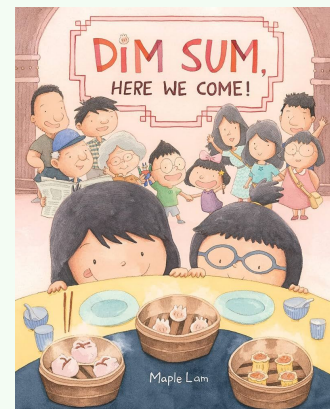
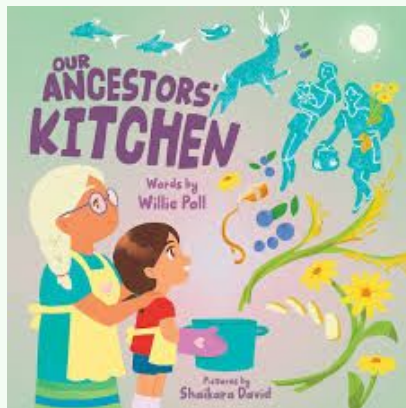
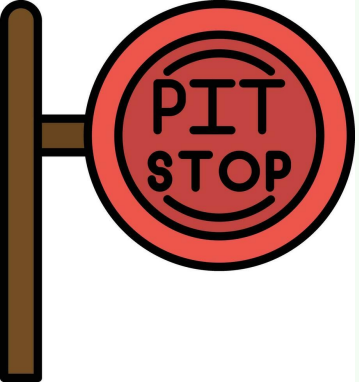


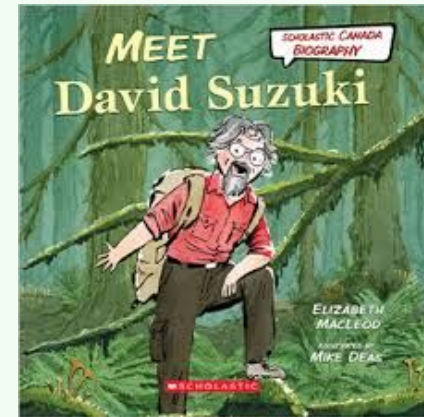
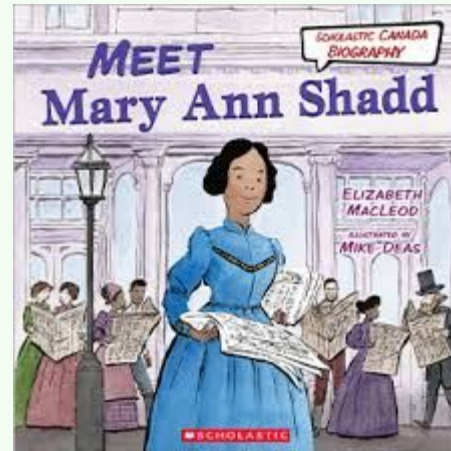
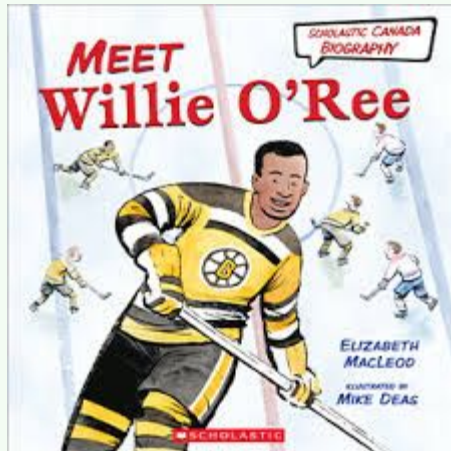
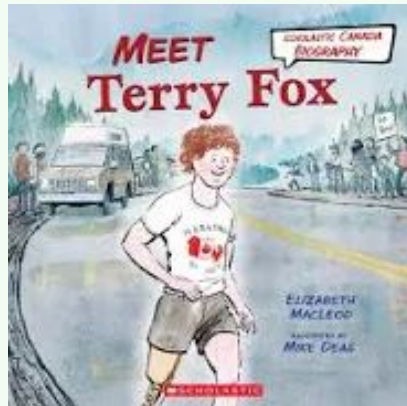
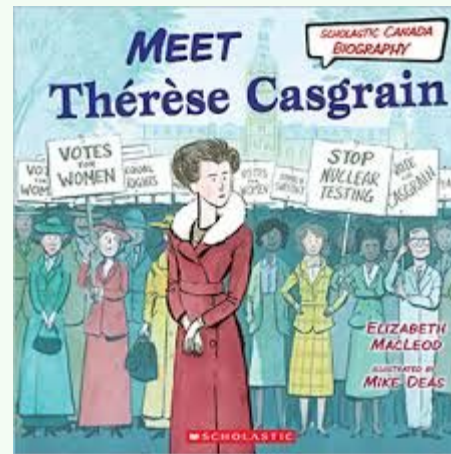
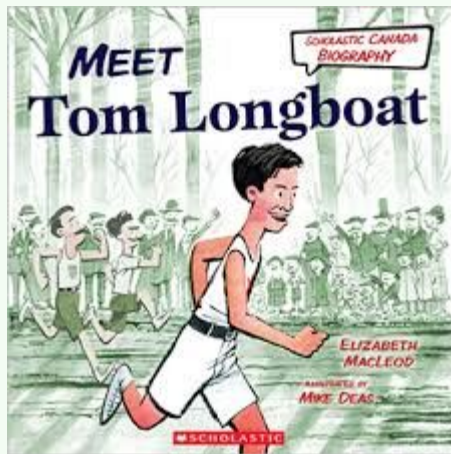
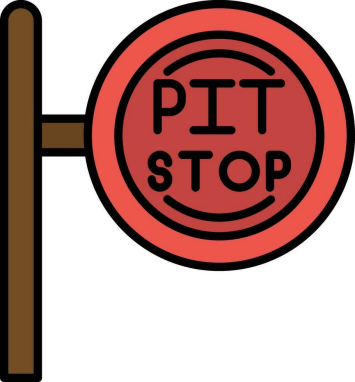




Place-Based Learning





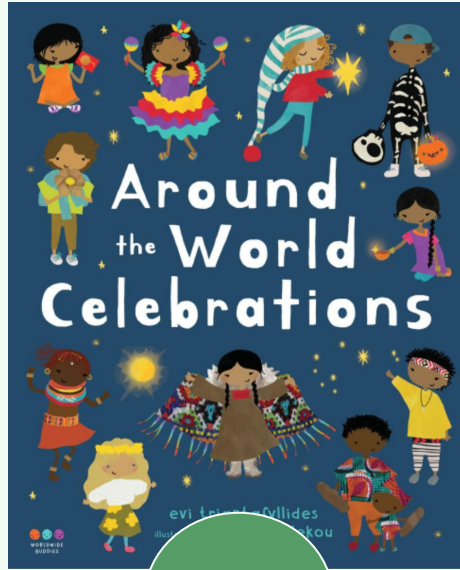


[Scholastic Canada Biography with Discussion Guides](#)



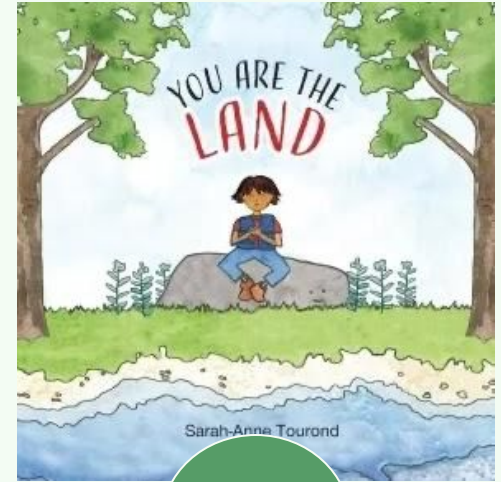
K

 **Background
Knowledge Builders**



1

 **Curiosity Igniters**



2

 **Launchpads for
Deeper Inquiry**

BOOKS ARE...

MIRRORS



WINDOWS



SLIDING GLASS
DOORS



Dr. Rudine Sims Bishop



Dr. Rudine Sims Bishop

BOOKS ARE...

MIRRORS



WINDOWS



SLIDING GLASS
DOORS



STEPPING
STONES



OVERCOATS



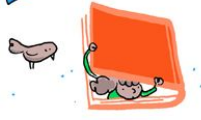
ANCHORS



SPRINGBOARDS



ESCAPE
HATCHES



QUIET
CORNERS



WARM
BLANKETS



FLYING
CARPETS

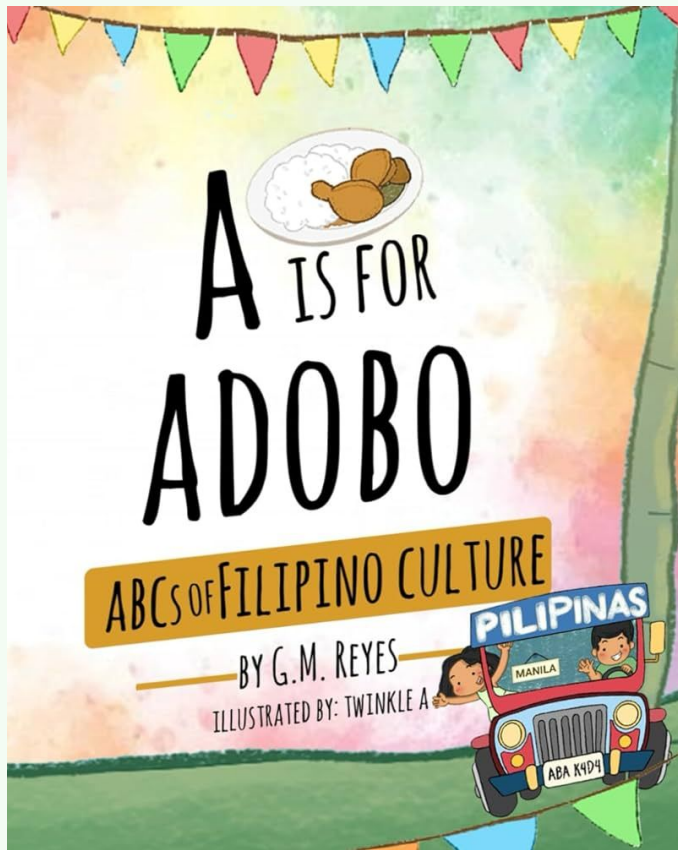


BEACONS TO
NEW READERS

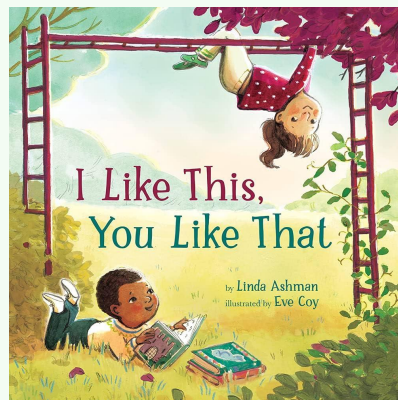


GRANT SNIDER (AFTER RUDINE SIMS BISHOP)

MIRRORS







SLIDING GLASS
DOORS



Fire Chief Fran



LINDA ASHMAN

Illustrations by

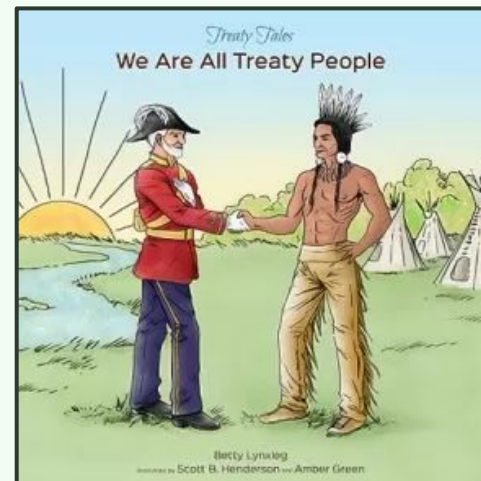
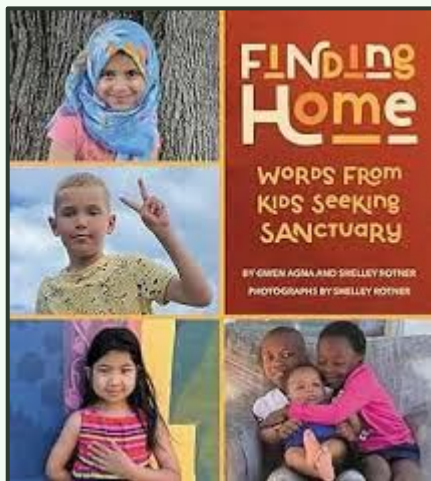
NANCY CARPENTER



Books Can Be Stepping Stones for Complex Topics

**a
kids
book
about
racism**

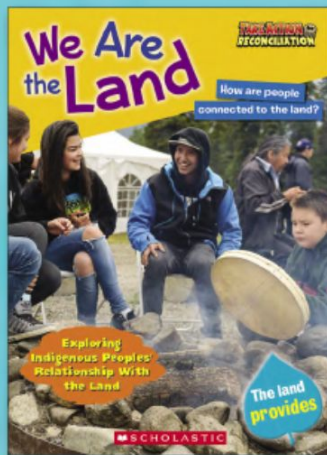
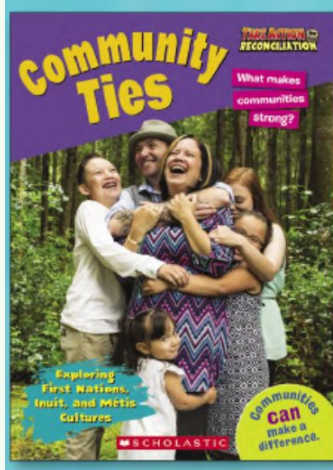
by Jelani Memory



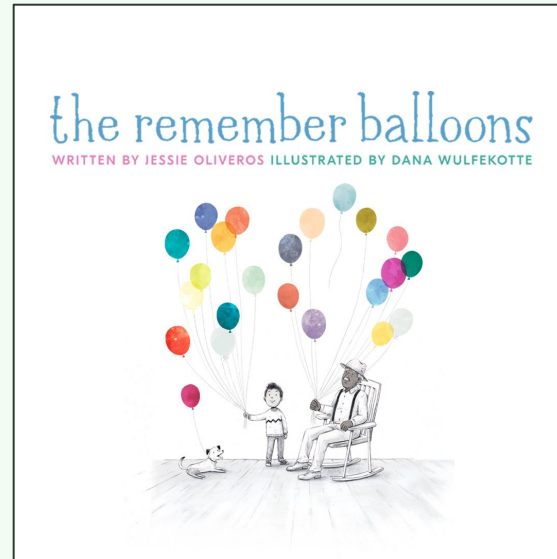
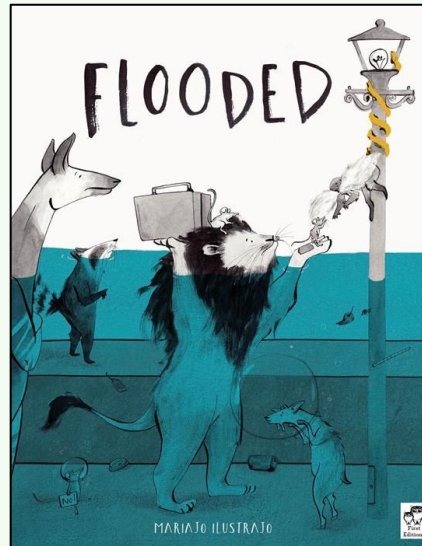


TAKE ACTION for RECONCILIATION

Grades 3-8



Available in 16-packs & 26-packs with Teacher's Guide!



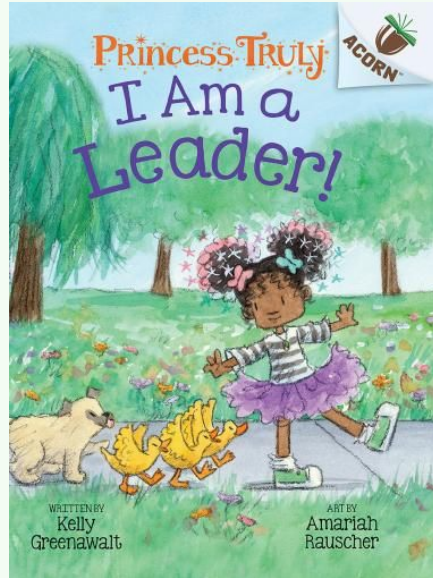


**Let our students adventure
out on their own!**



Let Stories Do Some of the Heavy Lifting

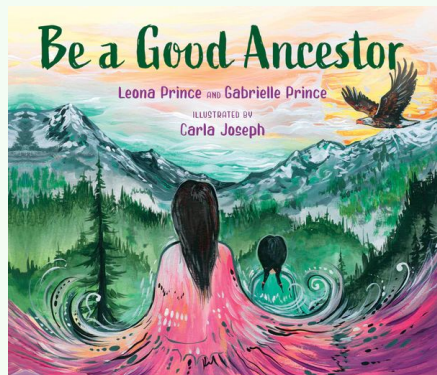
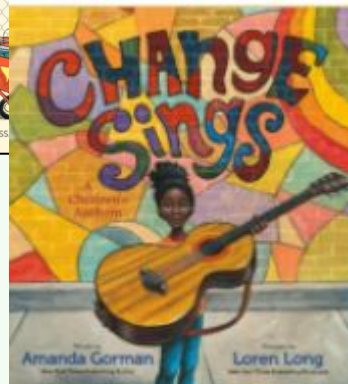




[More inspiring ideas](#) ↓

K Systems
LO: Children investigate
the role of leaders in
communities.

Remix your own copy
(make a class book)



Grade 1 Systems
In what ways can people contribute to communities?

Make a Difference

How can we take action to make a change in our community?

Grades
K-2

Subjects
ELA, Social Studies

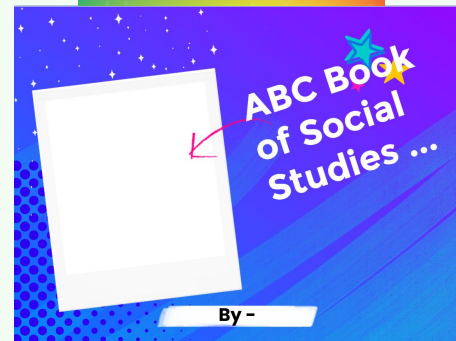
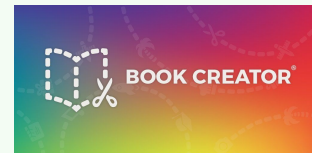
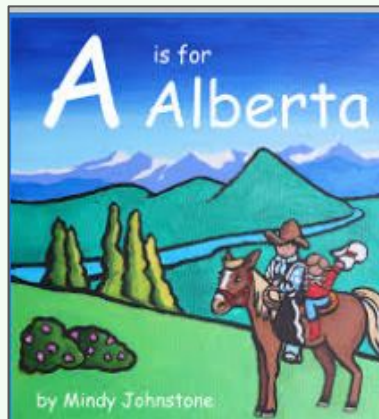
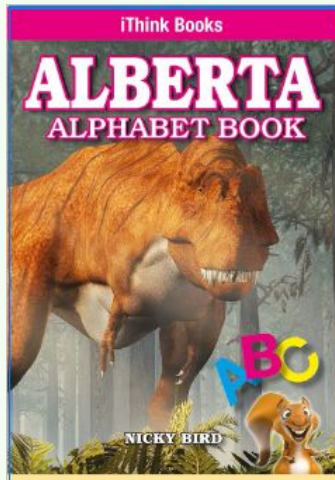
Key Content
community, service learning,
informative/explanatory
writing



BUCK INSTITUTE FOR EDUCATION

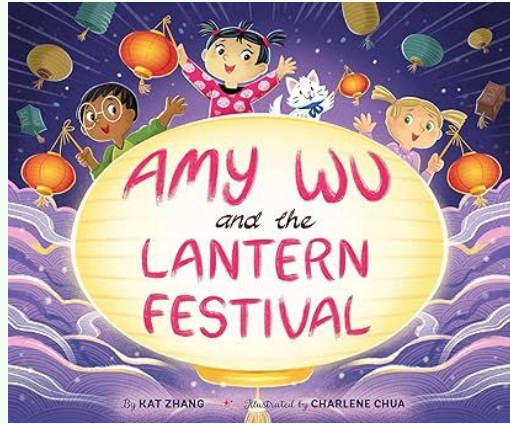
PBLworks

PBL Works - Gr. 1 Project



Grade 3 Time & Place
What are features of the land in Alberta?

Remix your own copy
(make a class book)



Lunar New Year - K-3
Exploring our Rich Diversity



Gr 2



Gr 1

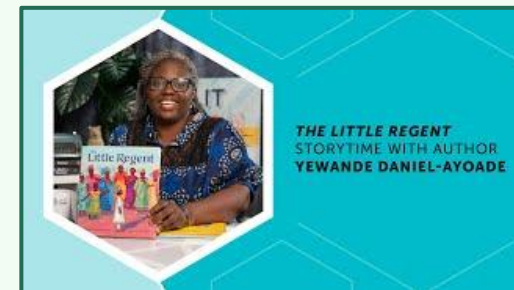
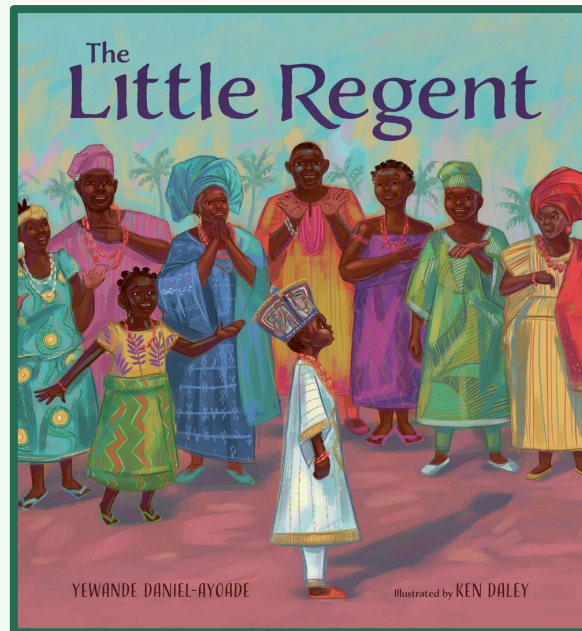
Visual Journal Examples + Lunar New Year Resource Boards





K-3 Social Studies & ELAL

- Explore cultures of diverse communities.
- Role of leaders in communities.

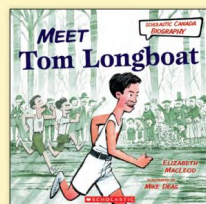


CPL Learning Resource Pack



K-3 Social Studies & ELAL

- recognize the diversity of people and cultures in Canada
- Role of leaders in communities.



Scholastic Canada Biography:

Meet Tom Longboat
ISBN: 9781443163910
32 pages • For ages 6–10
Full-colour illustrations
Also available in French—
Biographie en images: Voici Tom Longboat
ISBN: 9781443163927



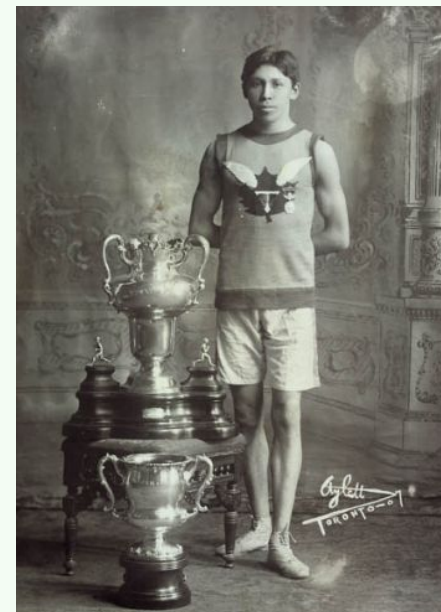
A note from the author

I was really excited to discover that when Tom worked for the City of Toronto, he lived in a house not too far from where I live. I walked over to take a photo of it. There's no special sign on it, but it's still the same house Tom lived in. It's fascinating to think that important people have lived near us and we don't even know it!

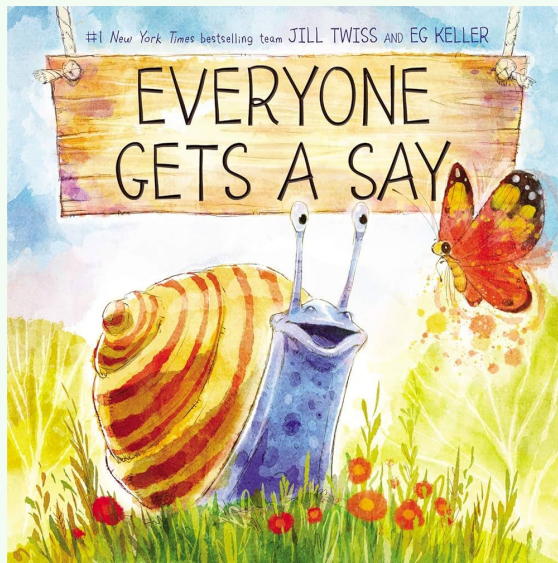


Meet Tom Longboat

1. Pretend you're Tom, and have a friend pretend to be a reporter. Act out for your class an interview with Tom after his Boston Marathon win.
2. Research another Indigenous person who has made a difference. Make a list of five facts about his or her life.
3. The timeline of Tom's life (pages 30–31) includes many important events. Create a timeline for your life so far, including events like when you were born, when you came to Canada, when you got a pet, etc. Illustrate your timeline if you like.
4. With a friend, brainstorm a list of at least five reasons why Tom is important to Canadian history.
5. Some famous athletes appear in ad campaigns. Design a poster for a running shoe that features Tom Longboat.



- Scholastic Discussion Guide
- Olympic Team Canada - Tom Longboat
- Olympic Resource Board

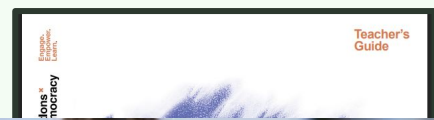


Grade 2 Citizenship

How can people come together to make decisions?

Grade 3 Citizenship

L.O. Students explore civic actions



Elections Canada K-3: Voting Activity (Order (Free) or Online)



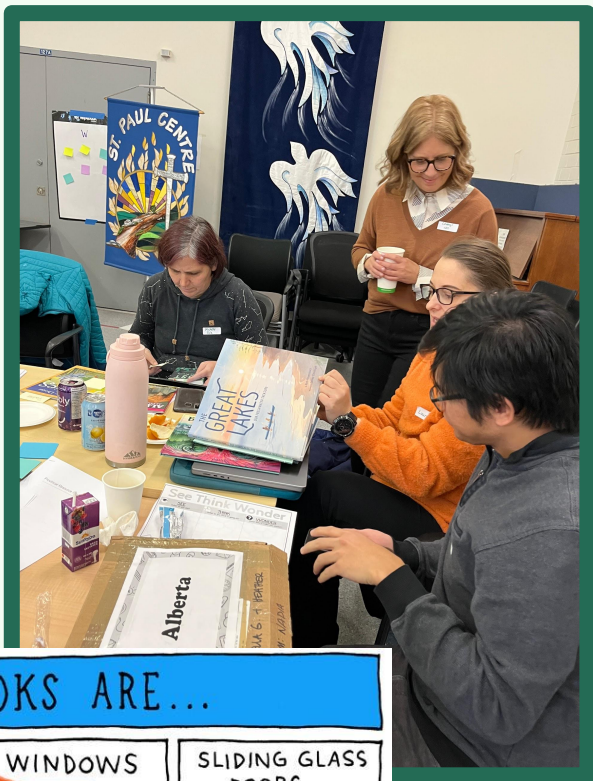
THE CHOIR



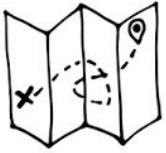
YOU'RE PREACHING TO IT

Need a Curated Book Resource Road Map with Curriculum Connections ?!





CCSD Book Bundles
& Connections to the Curriculum



U.L.S. UNITED LIBRARY SERVICES

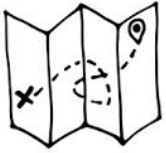
NEW!

**ALBERTA
SOCIAL STUDIES
BOOK BUNDLES**
K-3

Bundles of titles selected for the
Alberta Social Studies curriculum,
for **Kindergarten to Grade 3.**

In collaboration with the Calgary Catholic School District Elementary Social Studies Committee, these recommended titles support the 2025 Alberta Social Studies Curriculum. The lists include Organizing Idea principles, other relevant publishing information, plus an order form.

**U.L.S Social Studies Book
Bundles(Created with CCSD)**



K Citizenship

How can people work together in groups?



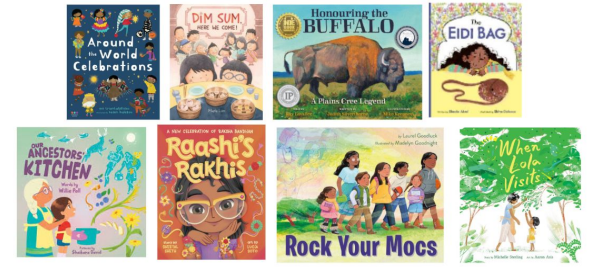
Grade 2 Time and Place

Dynamic relationships between people, place, and time



Grade 1 Time and Place

How can sharing cultures build connections between communities?



Grade 3 Time and Place

Who Are Albertans?

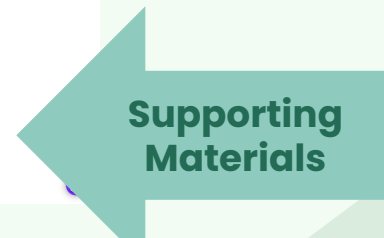
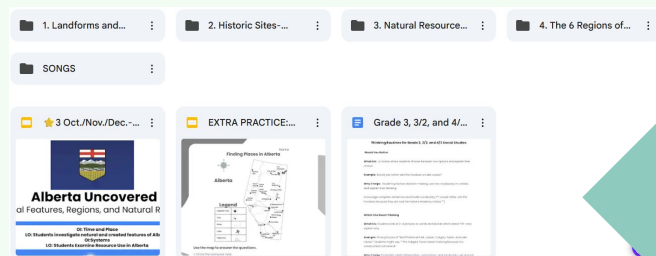
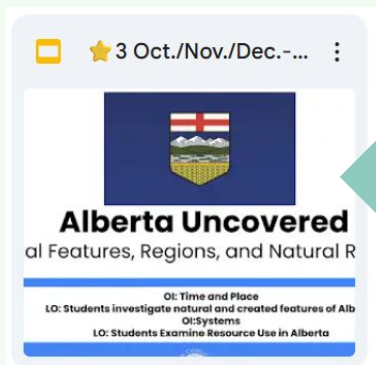
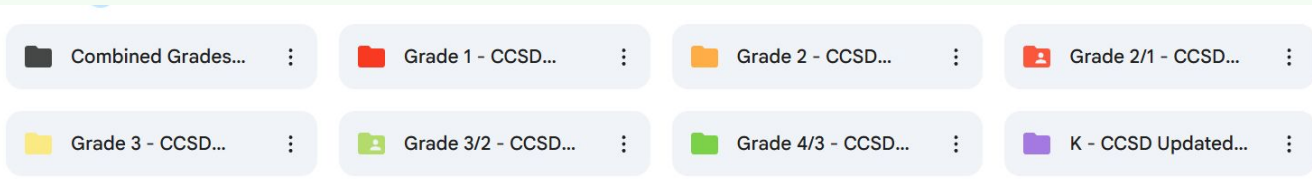


CCSD Book Bundles (also view in Google Sheets) & Learning Journeys





Gr 1-3 (and combined grades) Learning Journeys



CCSD created Learning Journeys with slides, activities, songs, and book connections

Grade 1 September Technology

ELAL	MATH	SCIENCE	SOCIAL	PE&W	RELIGION
<p>Learning Objectives:</p> <ul style="list-style-type: none"> Identify and describe the physical features and landmarks of our area. Identify natural landmarks that have First Nations, Métis, or Inuit origins. Identify natural landmarks that have First Nations, Métis, or Inuit origins. Recognize landmarks in the local community. Describe reasons why a local place holds personal meaning or significance. Natural features and landmarks can hold significance. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> Identify and describe the physical features and landmarks of our area. Identify natural landmarks that have First Nations, Métis, or Inuit origins. Identify natural landmarks that have First Nations, Métis, or Inuit origins. Recognize landmarks in the local community. Describe reasons why a local place holds personal meaning or significance. Natural features and landmarks can hold significance. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> Identify and describe the physical features and landmarks of our area. Identify natural landmarks that have First Nations, Métis, or Inuit origins. Identify natural landmarks that have First Nations, Métis, or Inuit origins. Recognize landmarks in the local community. Describe reasons why a local place holds personal meaning or significance. Natural features and landmarks can hold significance. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> Identify and describe the physical features and landmarks of our area. Identify natural landmarks that have First Nations, Métis, or Inuit origins. Identify natural landmarks that have First Nations, Métis, or Inuit origins. Recognize landmarks in the local community. Describe reasons why a local place holds personal meaning or significance. Natural features and landmarks can hold significance. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> Identify and describe the physical features and landmarks of our area. Identify natural landmarks that have First Nations, Métis, or Inuit origins. Identify natural landmarks that have First Nations, Métis, or Inuit origins. Recognize landmarks in the local community. Describe reasons why a local place holds personal meaning or significance. Natural features and landmarks can hold significance. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> Identify and describe the physical features and landmarks of our area. Identify natural landmarks that have First Nations, Métis, or Inuit origins. Identify natural landmarks that have First Nations, Métis, or Inuit origins. Recognize landmarks in the local community. Describe reasons why a local place holds personal meaning or significance. Natural features and landmarks can hold significance.

Pacing Guides

Grade 1 Social Studies - September

Learner Outcomes and KUSPS

L.O: Students explore their physical features and key landmarks of our area.

Recognize KUSP Order:

- K:** Landmarks are identifiable structures or features of a place that can be visible or considered by humans.
- C:** Communities can have natural landmarks, including:
 - structures
 - parks
 - markets
 - bridges
 - trees
- S:** Communities can have many constructed landmarks, including:
 - buildings
 - parks
 - markets
 - bridges
- P:** Students choose to distinguish between natural and constructed landmarks.

Language Considerations

Natural and Built Landmarks Around Us

[Cognitive Document](#)
[Sentence Start Document](#)
[Conversations Translations Document](#)

Resources and Read Alouds


[Illustrations, Social Studies, September 1st](#)

Books:


- Knuffle Bunny* by Mo Willems
- The Most Magnificent Thing* by Ashley Spires
- Magnificent and Me* - Book Creator
- Maps and Me* (in English Club Book)

Video Links:

- [The word Indigenous CIEC video](#)
- [Ontario Earth Science](#)
- [Canadian Space Order Creation Story as told by Blue First Rider](#)
- [100 Years of Confederation](#)
- [Indigenous History on Treaty 6 Territory in Alberta](#)
- [Writing on Stone](#)
- [Why Stories Matter?](#)
- [The Locals \(Answer Sheet in Canada\)](#)



Click the icon for this months Curriculum Chronicle video



Click the icon for Example Posts for Spaces EDU

Cross Curricular Opportunities

O.L.: ORAL LANGUAGE
L.O.: Students develop listening and speaking skills through sharing stories and information.
Listen to and follow two-step instructions.
Contribute to discussions as a listener and speaker.
Recognize knowledge in a variety of oral stories.

O.L.: VOCABULARY
L.O.: Students analyze word formation and meaning.
Investigate inferences when comparing words.

O.L.: COMPREHENSION
L.O.: Students investigate meaning communicated in texts.
Listen to a variety of fictional and informational texts that are read aloud.
Share personal connections to ideas or information in texts.


Teacher Background, Crates, Lesson Ideas

[New Learn Alberta Link](#)

Crates:
[Natural and Built Landmarks Around Us](#)

Lesson Specific UDL Suggestions:
[Using the UDL Crates, Teacher Language on Crates](#)
[Activities](#)
[New! Based on Story Teacher resource](#)
[Cooperative Learning Strategy: Eye and Disk](#)

We recommend that the physical book is read to children. If time is not possible, then play the video with no audio and read the text of the screen to students.



Curriculum Crate


Curriculum Crate

Grade 1

Natural and Constructed Landmarks Around Us

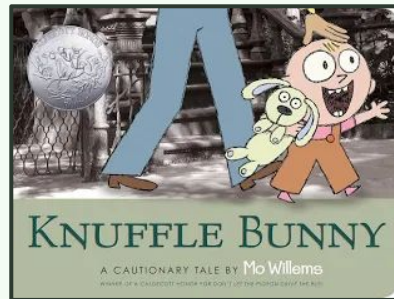
SOCIAL STUDIES

Edmonton Catholic School Division



LEARNING SERVICES

Monthly Placemat





Grades K-6

Social Studies

New Curriculum
Implementation
Toolkit



The Consortium

Alberta Professional Learning Consortium



Resources



- > [Social Studies Curriculum Resources](#)
- > [Kindergarten Mentor Texts](#)
- > [Grade One Mentor Texts](#)
- > [Grade Two Mentor Texts](#)
- > [Grade Three Mentor Texts](#)
- > [Grade Four Mentor Texts](#)



APLC Social Studies Tool Kit

★ With Mentor Texts (p. 5)

HOW we DO Social Studies



We take on ROLES

Teachers guide learners to take on roles to learn to consider varying viewpoints. We

We SHARE STORIES



Teachers guide the learning through narratives, histories, personal stories and authentic representations of experience. We learn to listen with our heads and hearts. We embrace multiple

perspectives that help us develop empathy and



compelling questions, manage information, and recognize patterns. We are effective multimodal communicators, who creatively and collaboratively solve problems. We are aware of our thinking and the changes that occur when we learn. We are learners.



We engage in the REAL WORLD with REAL PEOPLE using REAL ARTIFACTS

Teachers guide the learning using primary sources including humans in the community, touchable artifacts, images and sources made possible through advances in technology.



We TAKE ACTION

Teachers make social studies active. We DO the things that help us grow. We use thinking routines, create representations, track changing perspectives, collaborate to activate our collective strengths and take actions as responsible citizens.



The Consortium
Alberta Professional Learning Consortium

How might this work with my students?

Select your grade level for practical, inspiring ideas to help you DO social studies with your students.

[Kindergarten](#)

[Grade 1](#)

[Grade 2](#)

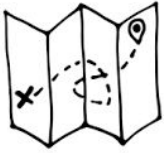
[Grade 3](#)

[Grade 4](#)

[Grade 5](#)

[Grade 6](#)





Indigenous Collection

8 Books 978-1-4430-5643-4
List Price: ~~\$88.99~~
Your Price: **\$71.12**

Bear for Breakfast/Makwa kidji kijejiba wisinyin
Blackfish
Fishing with Grandma
Meet Tom Longboat (Scholastic Canada Biography)
Nibi Emosaawdang/The Water Walker
Nibi's Water Song
The Girl and the Wolf
When We Were Alone



Diverse Stories

25 Books 978-1-4430-7716-3
List Price: ~~\$233.78~~
Your Price: **\$187.02**

A Chair for My Mother
A Song of Fritas
Alma and How She Got Her Name
Amy Wu and the Perfect Bao
BibiBurrito: A True Story from Colombia
Blair Cooks Dhal
Bear for Breakfast/
Makwa kidji kijejiba wisinyin
Bravo, Anjali!
Dandi Leads the School Parade
Drawn Together
Eyes That Kiss in the Corners
Fist Friends
Fishing with Grandma
Fresh Princess
Goldy Lock and the Three Pandas
Home is In Between
I Can, Too!
Madeline Finn and the Therapy Dog
My Brother Charlie
Red Shoes
Ten Ways to Hear Snow
The Girl and the Wolf
The Greatest Adventure
The Many Colors of Margaret Singh
Your Name is a Song



SCHOLASTIC

SHOP

Browsing: Immigrant Experiences

Canadian Only Categories All Power of Story 1 selected Age All Ages Sort By Newest



★ The Friendship Blanket
By Leonorilda Carranza, Illustrated
By Erika Rodriguez Medina
Fiction 8-10

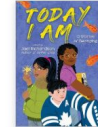
★ NOMINATED



The Arrival
By Shahun Tan
Fiction 11-12



Pearl: A Graphic Novel
By Sherril L. Smith, Illustrated By
Christine Norme
Fiction 8-10



★ Today I Am: 10 Stories of
Belonging
By Marly Chan, Rosena Fung,
Michelle Hutchinson, Chad Lusk,
Angela Mori, Mansab Haridman,
Darby Ramon, Jale Richardson,
Leslie Sambour, Brannon Wins
Fiction 8-10

★ SHORTLISTED

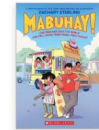


★ The New Girl: A Graphic
Novel (The New Girl #1)
By Cassandra Cain
Fiction 8-10

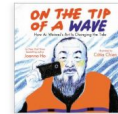
★ WINNER



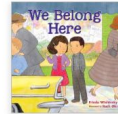
Meet Me on Mercer Street
By Book Vivas
Fiction 8-10



Mabuhay!: A Graphic Novel
By Zachary Sterling
Fiction 8-10



On the Tip of a Wave: How AI
Wever's Art is Changing the
Tide: How AI Wever's Art is
Changing the Tide
By Joanna Ho, Illustrated By Carla
Chen
Fiction 8-10



★ We Belong Here
By Prieta Wishinsky, Illustrated By
Sun-Gil
Pre-9-10

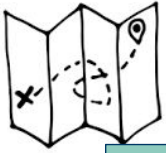
★ SHORTLISTED



Parachute Kids: A Graphic
Novel
By Benji Chung
Fiction 8-10

Scholastic Resource Collections





ATA - Library Guides (Web Resources)

[New Social Studies K - Resources at Alberta Teachers' Association](#)

[New Social Studies 1 - Resources at Alberta Teachers' Association](#)

[New Social Studies 2 - Resources at Alberta Teachers' Association](#)

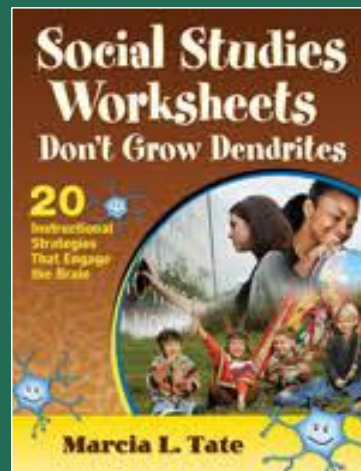
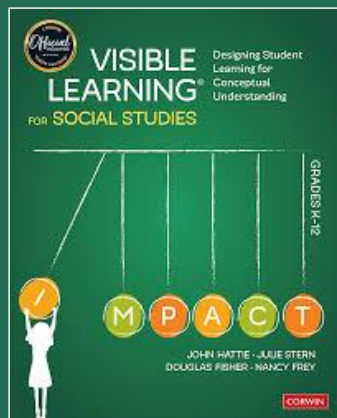
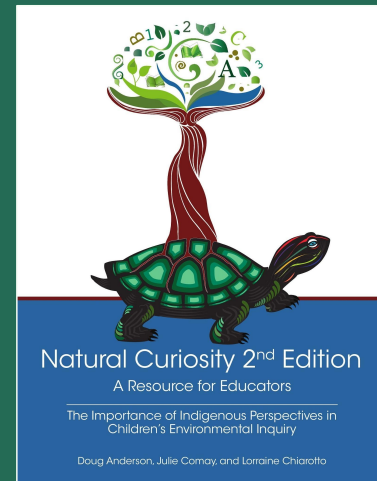
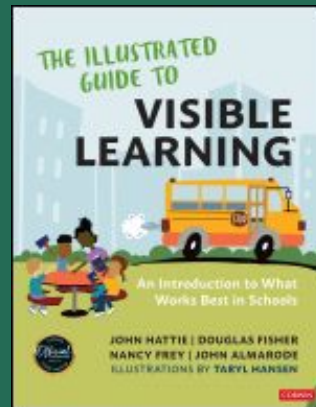
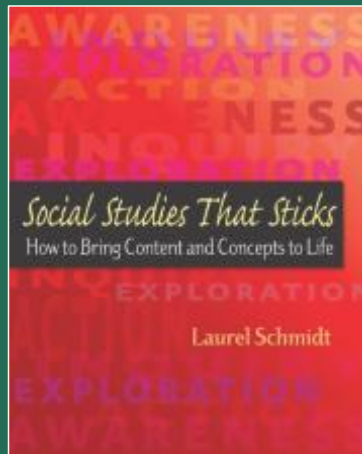
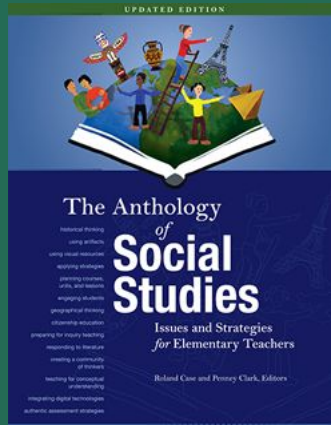
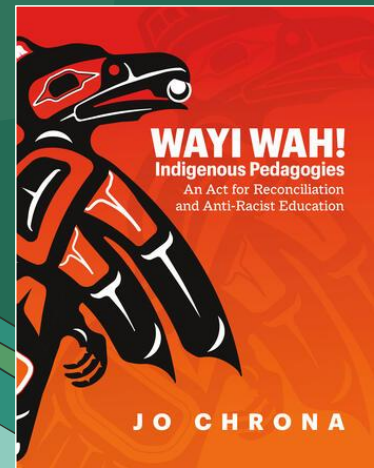
[New Social Studies 3 - Resources at Alberta Teachers' Association](#)



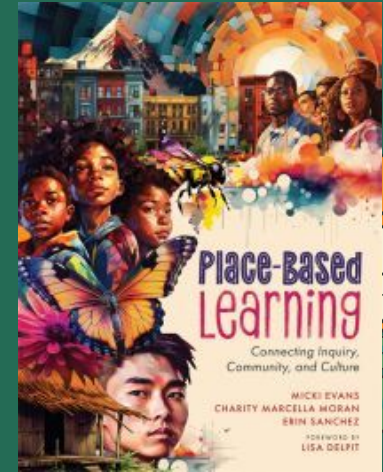
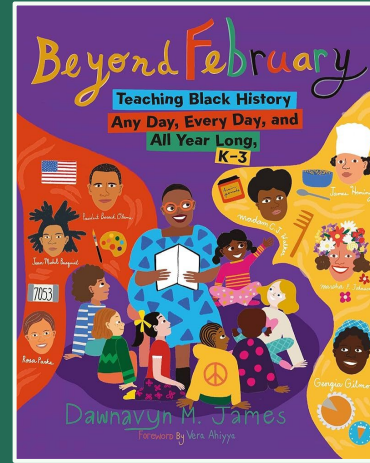
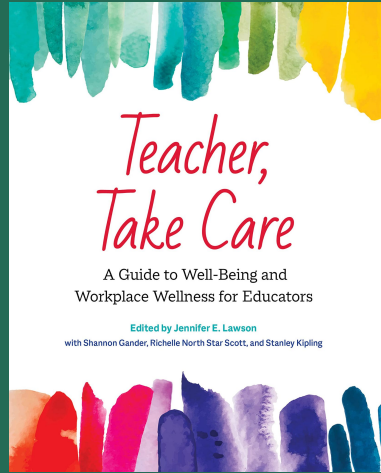
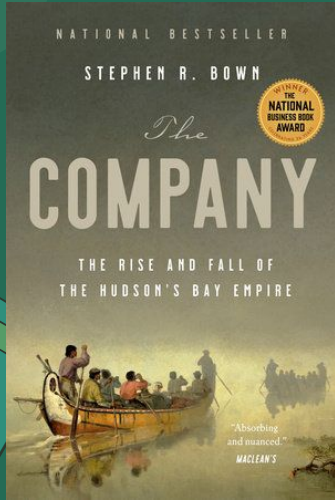
The Alberta
Teachers' Association

The screenshot shows the ATA Library website. At the top, there is a search bar with the text "Search the Library" and a magnifying glass icon. Below the search bar, there are several sections: "Library Tour" with a video thumbnail, "En français" with a video thumbnail, and "Catalogue" with a video thumbnail. To the right of the search bar, there is a section titled "Web Guides" with a sub-header "Click these boxes to see our amazing collections of free web resources for teachers!". Below this header are five icons representing different resource categories: "TEACHER GUIDES", "CURRICULUM GUIDES", "EN FRANÇAIS", "OTHER TOPICS", and "OBSERVED DATA".

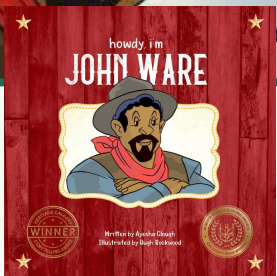
ATA Library Guides
Check out Black History Month



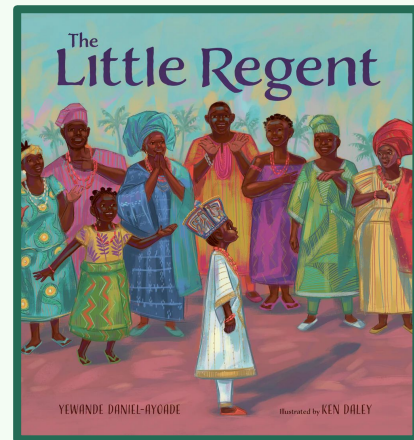
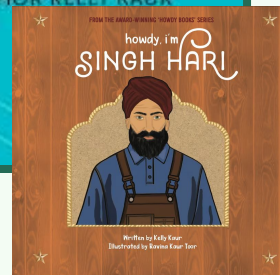
FOR TEACHERS - free through [ATA Library](#) (loan - delivered to your house)



FOR TEACHERS - free through [ATA Library](#) (loan - delivered to your house)



HOWDY, I'M SINGH HARI
STORYTIME WITH
AUTHOR KELLY KAUR



YEWANDE DANIEL-OYADE

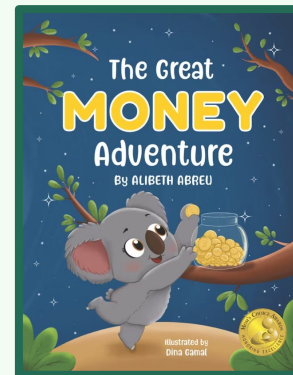
Illustrated by KEN DALEY



Sharing the Land

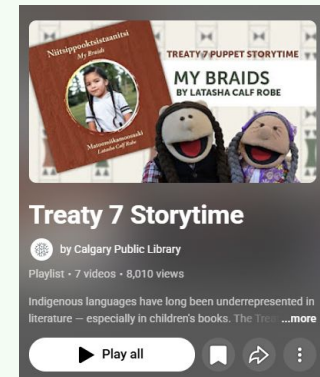
We call Home

By Henri Giroux



The Great
MONEY
Adventure
By ALIBETH ABREU

Illustrated by
Dina Canal



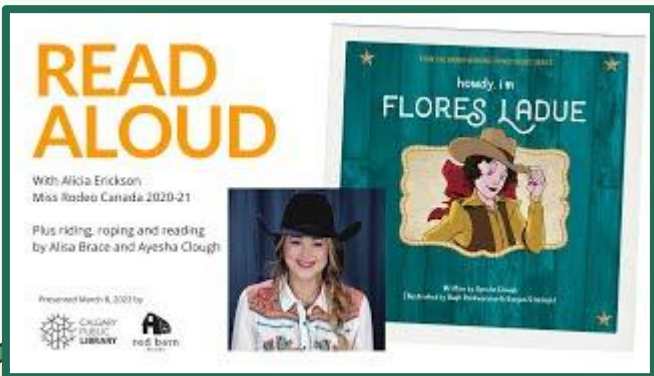
Treaty 7 Storytime

by Calgary Public Library

Playlist • 7 videos • 8,010 views

Indigenous languages have long been underrepresented in literature — especially in children's books. The treat...more

▶ Play all



READ
ALOUD

With Aikia Erickson
Mos Rodeo Canada 2020-21

Plus riding, roping and reading
by Alisa Brace and Ayesha Ghaffar

Presented March 8, 2021 by

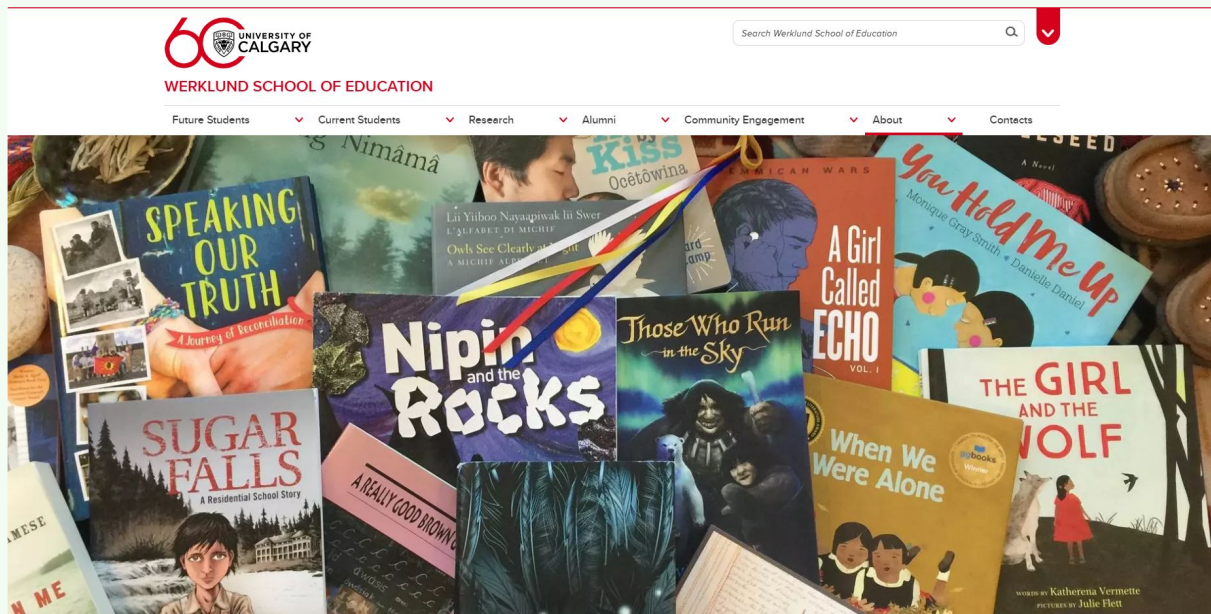


Listen to Stories from
Our Community



UNIVERSITY OF
CALGARY

Books to Build On: Indigenous Literatures for Learning



GRADE TWO



- English Language Arts and Literatures Page 2
- Social Studies (2025) Page 16
- Mathematics Page 20
- Science Page 30



GRADE TWO CURRICULUM

Includes 2025 Social Studies Curriculum

ALL SUBJECTS UPDATED FEBRUARY 2026!

English LA & Literature

Math

Science

Social Studies - 2025 Updated

English Language Arts & Literature

Knowledge	Understanding	Skills & Practices	21st Century Skills & Learning	Other Expectations
<p>IMAGINATIVE IDEA Readers find themselves identifying and exploring their own and characters' imaginations and understandings of concepts, literary ideas, and rich textual language.</p> <p>CHARACTERIZATION Readers understand how characters are shaped by their experiences and how they, in turn, shape the events of the story.</p> <p>TEXTUAL EVIDENCE Readers use the organization of ideas and supporting details to support the purpose or meaning of a passage.</p> <p>LEARNING OUTCOMES Readers understand how characters are shaped by their experiences and how they, in turn, shape the events of the story.</p>	<p>CHARACTERIZATION Readers understand how characters are shaped by their experiences and how they, in turn, shape the events of the story.</p> <p>TEXTUAL EVIDENCE Readers use the organization of ideas and supporting details to support the purpose or meaning of a passage.</p> <p>LEARNING OUTCOMES Readers understand how characters are shaped by their experiences and how they, in turn, shape the events of the story.</p>	<p>CHARACTERIZATION Readers understand how characters are shaped by their experiences and how they, in turn, shape the events of the story.</p> <p>TEXTUAL EVIDENCE Readers use the organization of ideas and supporting details to support the purpose or meaning of a passage.</p> <p>LEARNING OUTCOMES Readers understand how characters are shaped by their experiences and how they, in turn, shape the events of the story.</p>	<p>CHARACTERIZATION Readers understand how characters are shaped by their experiences and how they, in turn, shape the events of the story.</p> <p>TEXTUAL EVIDENCE Readers use the organization of ideas and supporting details to support the purpose or meaning of a passage.</p> <p>LEARNING OUTCOMES Readers understand how characters are shaped by their experiences and how they, in turn, shape the events of the story.</p>	<p>CHARACTERIZATION Readers understand how characters are shaped by their experiences and how they, in turn, shape the events of the story.</p> <p>TEXTUAL EVIDENCE Readers use the organization of ideas and supporting details to support the purpose or meaning of a passage.</p> <p>LEARNING OUTCOMES Readers understand how characters are shaped by their experiences and how they, in turn, shape the events of the story.</p>

Math

Knowledge	Understanding	Skills & Practices	21st Century Skills & Learning	Other Expectations
<p>NUMERICAL OPERATIONS Students identify and understand the relationships between addition, subtraction, multiplication, and division.</p> <p>MEASUREMENT AND DATA Students understand how to measure length, mass, and volume.</p> <p>GEOMETRY Students understand how to identify and describe two-dimensional shapes.</p>	<p>NUMERICAL OPERATIONS Students identify and understand the relationships between addition, subtraction, multiplication, and division.</p> <p>MEASUREMENT AND DATA Students understand how to measure length, mass, and volume.</p> <p>GEOMETRY Students understand how to identify and describe two-dimensional shapes.</p>	<p>NUMERICAL OPERATIONS Students identify and understand the relationships between addition, subtraction, multiplication, and division.</p> <p>MEASUREMENT AND DATA Students understand how to measure length, mass, and volume.</p> <p>GEOMETRY Students understand how to identify and describe two-dimensional shapes.</p>	<p>NUMERICAL OPERATIONS Students identify and understand the relationships between addition, subtraction, multiplication, and division.</p> <p>MEASUREMENT AND DATA Students understand how to measure length, mass, and volume.</p> <p>GEOMETRY Students understand how to identify and describe two-dimensional shapes.</p>	<p>NUMERICAL OPERATIONS Students identify and understand the relationships between addition, subtraction, multiplication, and division.</p> <p>MEASUREMENT AND DATA Students understand how to measure length, mass, and volume.</p> <p>GEOMETRY Students understand how to identify and describe two-dimensional shapes.</p>

Science

Knowledge	Understanding	Skills & Practices	21st Century Skills & Learning	Other Expectations
<p>SCIENTIFIC KNOWLEDGE Students understand the properties of matter and energy.</p> <p>SCIENTIFIC PRACTICES Students understand how to ask questions and define a problem.</p> <p>SCIENTIFIC REASONING Students understand how to use evidence to support an argument.</p>	<p>SCIENTIFIC KNOWLEDGE Students understand the properties of matter and energy.</p> <p>SCIENTIFIC PRACTICES Students understand how to ask questions and define a problem.</p> <p>SCIENTIFIC REASONING Students understand how to use evidence to support an argument.</p>	<p>SCIENTIFIC KNOWLEDGE Students understand the properties of matter and energy.</p> <p>SCIENTIFIC PRACTICES Students understand how to ask questions and define a problem.</p> <p>SCIENTIFIC REASONING Students understand how to use evidence to support an argument.</p>	<p>SCIENTIFIC KNOWLEDGE Students understand the properties of matter and energy.</p> <p>SCIENTIFIC PRACTICES Students understand how to ask questions and define a problem.</p> <p>SCIENTIFIC REASONING Students understand how to use evidence to support an argument.</p>	<p>SCIENTIFIC KNOWLEDGE Students understand the properties of matter and energy.</p> <p>SCIENTIFIC PRACTICES Students understand how to ask questions and define a problem.</p> <p>SCIENTIFIC REASONING Students understand how to use evidence to support an argument.</p>

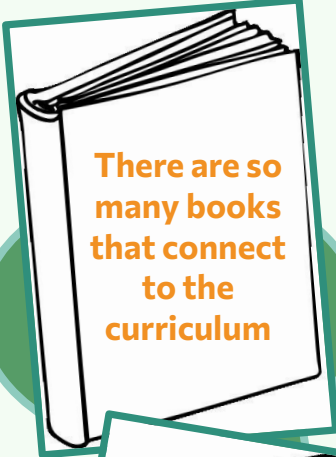
Social Studies (2025)

Knowledge	Understanding	Skills & Practices	21st Century Skills & Learning	Other Expectations
<p>CIVIL SOCIETY Students understand the role of citizens in a democratic society.</p> <p>GOVERNMENT Students understand the structure and function of government.</p> <p>IDENTITY Students understand how to identify and describe their own and others' identities.</p>	<p>CIVIL SOCIETY Students understand the role of citizens in a democratic society.</p> <p>GOVERNMENT Students understand the structure and function of government.</p> <p>IDENTITY Students understand how to identify and describe their own and others' identities.</p>	<p>CIVIL SOCIETY Students understand the role of citizens in a democratic society.</p> <p>GOVERNMENT Students understand the structure and function of government.</p> <p>IDENTITY Students understand how to identify and describe their own and others' identities.</p>	<p>CIVIL SOCIETY Students understand the role of citizens in a democratic society.</p> <p>GOVERNMENT Students understand the structure and function of government.</p> <p>IDENTITY Students understand how to identify and describe their own and others' identities.</p>	<p>CIVIL SOCIETY Students understand the role of citizens in a democratic society.</p> <p>GOVERNMENT Students understand the structure and function of government.</p> <p>IDENTITY Students understand how to identify and describe their own and others' identities.</p>

The **Opportunities** Elementary Social Studies Teachers Face



Books allows for cross-curricular connections



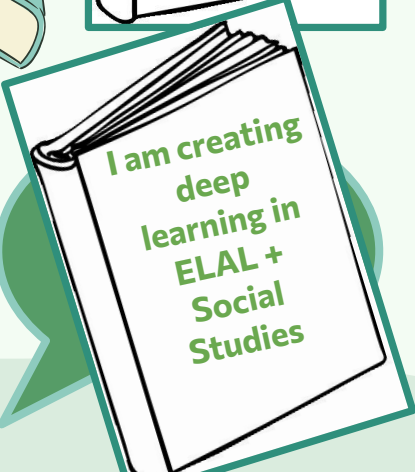
There are so many books that connect to the curriculum



Books are Mirrors Windows Doors



Stories and books are my Jam



I am creating deep learning in ELAL + Social Studies



I am learning alongside my students & listening to authentic Indigenous voices



Let books be the anchor



SSC Fall Conference



Podium for Positive Change: Sports at the Intersection of History & Culture



Closing Keynote:
Waneek Horn Miller



Winsport
Canada Olympic Park
Calgary
Oct 15 to 17, 2026



Supported by
Le Conseil Français

WERKLUND SCHOOL OF EDUCATION

Teaching Social Studies in Complex Times



SCAN TO LEARN
MORE

This MASTER OF EDUCATION program equips educators with the theoretical knowledge and practical skills they require to meet their professional obligations and the diverse needs of their students.

Term 1

**Social Studies
Education: Contexts
and Controversies**

Term 1

**Social Studies,
Diversity, and
Democratic Dialogue**

Term 2

**Social Studies
and Indigenous
Ways of Knowing**

Term 3

**Teaching Social
Studies through the
Arts**

Application Deadline: MARCH 2



ATA SOCIAL STUDIES COUNCIL BOOK STUDY

Rescuing Reason How History Education Can Help Save Democracy

By Alan Sears and Carla L. Peck

Rescuing Reason argues that reimagining history education in Canada's schools is essential for fostering civic reasoning, empathy, and engagement, offering a practical roadmap to strengthen democracy through citizens who are better equipped to engage with pressing contemporary issues. Rescuing Reason tackles the pressing crisis of civic engagement and public deliberation, drawing on Canadian and international examples, with a particular emphasis on Canada's democratic landscape. The book argues that K-12 public education has become too narrowly focused on utilitarian aims – such as financial literacy and job preparation – at the expense of the humanities, especially history. Educators Alan Sears and Carla L. Peck contend that this shift has undermined the cultivation of well-rounded citizens equipped for meaningful participation in civic life. This book proposes that a renewed emphasis on history education, taught with depth and rigour, can foster civic reason, empathy, and a shared sense of civic truth. Through detailed frameworks and practical approaches, the book outlines how history can be taught to develop students' abilities in civic reasoning and engagement, ultimately strengthening democracy. Rescuing Reason makes a compelling case for the vital role of history education in nurturing civic competencies. The book offers a clear, actionable plan for educators, policymakers, and the public to reorient education towards preparing students not just for the workforce, but for active, thoughtful citizenship in a complex democratic society.



RESCUING REASON

HOW HISTORY EDUCATION
CAN HELP SAVE DEMOCRACY

A renewed
emphasis on
history education,
taught with depth
and rigour, can
foster civic reason,
empathy, and a
shared sense of
civic truth.

A clear, actionable
plan for educators,
policymakers, and the
public to reorient
education towards
preparing students
not just for the
workforce, but for
active, thoughtful
citizenship in a
complex democratic
society.

ALAN SEARS
CARLA L. PECK

UP

*AUTHORS ALAN SEARS AND CARLA PECK WILL LEAD THE
GROUP IN CONVERSATION ABOUT THE BOOK*

SESSION ONE - APRIL 2
6:00-8:00PM

SESSION TWO - MAY 14
6:00-8:00PM

THERE WILL BE A WINDOW OF TIME TO PURCHASE
THE BOOK AT A DISCOUNTED RATE. REGISTER TO
SHARE YOUR CONTACT INFORMATION AND TO STAY UPDATED

REGISTER

- THE AUTHORS -

Dr. Carla L. Peck is a prominent academic and researcher specializing in social studies education. She is currently a Professor of Social Studies Education in the Faculty of Education at the University of Alberta.



Dr. Alan Sears is a Professor Emeritus of Social Studies Education in the Faculty of Education at the University of New Brunswick (UNB). He is a widely recognized expert in the fields of citizenship education, history education, and educational policy.



**CONTACT YOUR REGIONAL
PRESIDENT IF
YOU HAVE
QUESTIONS**



<https://ssc.teachers.ab.ca>

Join the ATA Social
Studies Council

**Jen Perry, Calgary Regional
President**

atassccalgary@gmail.com



Scan for Presentation

Thanks!

Do you have any questions?

jennifer.perry@cssd.ab.ca

atassccalgary@gmail.com



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