

BIG IDEAS: Students are expected to understand the following...

Our communities are diverse and made up of individuals who have a lot in common	Stories and traditions about ourselves and our families reflect who we are and where we are from.	Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.
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Social Studies Learning Outcomes R3-R4

Learning Strand	Knowledge Content Students are expected to know the following...	Concepts	Curricular Competencies Students are expected to do the following...
Relationships & Influence	Children begin to understand and interpret their relationship and place within their own environment. Children begin to recognize that many different influences shape people's thinking and behavior.	Relationships, environment, connection, observation, Influence, behaviour, family, celebration	Explore the environment, experiment and play with natural materials, explore the texture, sound and smells of nature. Extend information gained from books and stories or projects to learning in the outdoor setting in which they live and play. Develop a sense of connectedness through the exploration of the natural environment and materials, caring for animals or plants. Engage in conversations that reflect experiences in and observations of the environment. Demonstrate a developing sense of respect for nature and its components. Use and understand words for location and direction. Talk about personal information (e.g., name; family members; where they live) Begin to recognize themselves as unique individuals and become aware of the uniqueness of others. Show an understanding of family and how families are alike and different. Talk about ways members of a family can work together to help one another. Begin to recognize that people celebrate events in a variety of ways. Grow in understanding of and respect for differences among cultural groups, as well as their contributions to society. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries. Participate in creating their own classroom celebrations.

Place & Time	Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past. Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment. Children demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms, and communities.	Place, time, observation, change, connection, needs, relationship, belonging, family, community	Use words to describe time (e.g., yesterday, today, tomorrow). Talk about recent and past events. Show interest in nature and asks questions about what is seen and what has changed (e.g., temperature, trees, sunlight) over time. Gather information and learn new concepts through experimentation and discovery, making connections with what they already know. Contribute to their community (classroom, school, neighborhood) as age appropriate. Begin to identify what families need to thrive (e.g., food, shelter, clothing, love). Participate in improving their environment (e.g., pick up litter, recycle, plant trees and flowers, conserve lights, water and paper). Engage in activities that promote a sense of contribution. Respond to and recognize naturally occurring events that reinforce the ideas of change and the connections to care of living things.
Rules & Laws	Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.	Rules, community, boundaries, consequences, rights	Follow rules and abide by boundaries in their learning and social environment. Identify the consequences of following and breaking (disobeying) rules. Identify people (e.g., parents, teachers, bus drivers, lunchroom helpers) who have authority in their home and early learning programs (e.g., who helps them make rules, who tells them when they are breaking a rule, who helps enforce rules). Show increasing respect for the rights of others.
Economic Activity	Children increase their understanding about how basic economic concepts relate to their lives. Children begin to understand that people pay for things with a representation of money (e.g., currency, checks, debit cards, credit cards).	Money, work, choices, connection, representation	Talk about some of the workers and services in their community. Talk about some of the ways people earn a living. Make simple choices about how to spend money.