



ELEMENTARY SOCIAL STUDIES

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Introduction

Social studies education has a central role in preparing our students of the twenty-first century, both as active members of their local community and as citizens of our territory and country. As the Northwest Territories is evolving towards self-determination, education must become a dynamic process which is refined continuously to support our vision for the future, preparing our children to confront the issues that face them as participants in a rapidly changing world.

Thus, students must be helped to think critically and creatively about social and political issues as well as the social and political implications of our actions. They must be empowered to take action to influence events. For this to happen, schools must open their doors and both invite the community in and send students into the community to explore public policy in action and participate whenever appropriate.

The *Elementary Social Studies Curriculum* subscribes to the philosophy that learning will happen in a holistic context, that schooling must be connected to the reality of the students and that it must address the intellectual, physical, social, emotional and spiritual needs of all students. Social studies provides the forum for students to develop the characteristics which they will need to fulfill their roles and responsibilities as citizens well prepared for the future.

Our students are our future

Foreword

Social Studies incorporates history, geography, government and civics, economics, anthropology (social and cultural), as well as fields of study drawn from the humanities (religion, literature, and the arts). In this, it becomes the ideal discipline for a combination of those fields and uses them in a manner to develop a systematic and interrelated study of people in societies, past and present.

Social Studies is taught as a core subject at all grade levels in all schools in the Northwest Territories. The *Elementary Social Studies Curriculum*, based on the philosophy described in *Our Students, Our Future: An Educational Framework* (1991), replaces *Social Studies K-9* (1979) and *Civic Education* (1978).

Since 1979, societal as well educational goals and expectations have changed considerably in the Northwest Territories and elsewhere. In light of social and educational developments during the past decade, revisions to the 1979 NWT Social Studies Curriculum were affected to better prepare today's young people for their future.

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While the philosophical base for Social Studies outlined in the 1979 curriculum remains largely unchanged, the new curriculum calls for major shifts of emphasis in the planning, preparation, teaching and overall purpose of Social Studies in the classroom and in the school. These changes will:

- promote student-centered learning and the development of the whole child;
- more effectively bring the world that the student knows best into the classroom;
- give more flexibility to school boards/schools for choosing, developing and using classroom programs and resources directly relevant to the needs of their students; and,
- give students the opportunity to develop skills for dealing with today's information explosion in a rapidly changing world.

The challenge ahead is to implement this new Social Studies Curriculum in a way that makes sense for all future citizens of the twenty-first century, keeping in mind the current and expected demographic make-up of our territory and country, the evolving responsibilities and rights of citizens within Canada, and the increasing interrelatedness and interdependence of the world's peoples and their cultural and economic systems. For this to happen, all partners must get involved to the fullest of their abilities.

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Portions of this document have been adapted from the *Alberta Social Studies Program of Studies* (Grades 1-6) (1989), the *NWT Communication K-6 (English) Curriculum* (1990), the *Northern Studies 15 Interim Curriculum* (1991) and the *NWT Junior High Science Curriculum* (1991).

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Part I – Curriculum

1. Foundations

a) *Social Studies and Education in the Northwest Territories*



The Department of Education, Culture and Employment has its philosophy of education developed in the document *Our Students, Our Future: An Educational Framework*.

In general, it is the aim of schooling which reflects this philosophy to equip students to live in the twenty-first century as fulfilled, effective adults. Graduated students will be "thoughtful, self-directed problem-solvers, who not only participate in,

but also direct, their own learning". They will have "a positive self-esteem and the knowledge, skills and attitudes which will enable them to make responsible, informed decisions and to respond with confidence in new situations".¹ More specifically, schooling in the Northwest Territories is expected:

- to provide a secure, nurturing environment that reflects the cultures of the community, enhances self-esteem in the students and promotes learning;
- to promote the participation of educational staff, students, families and the community in making decisions about learning;
- to promote the balanced growth of students, so that there is healthy development in each of the physical, emotional, intellectual, spiritual and social domains;
- to provide student-centered learning that recognizes the varying needs of learners and responds to student diversity;
- to employ a process-oriented approach that teaches students how (to think and how) to learn;
- to extend and enrich students' understanding of, and facility in using, various means of communication.²

The NWT Social Studies curriculum reflects the Department's philosophy, fully supports the aim that is implicit in that philosophy, and seeks to implement the guiding principles that will contribute to the aim's realization. It incorporates all of these elements in its own aims and goals, in its content and in its recommended approach.

¹Department of Education, Government of the Northwest Territories. 1991. *Our Students, Our Future: An Educational Framework*. Yellowknife, NT, p.20. ²*ibid.*, pp.25-33.

b) Social Studies Education in a Changing World: Towards Social Responsibility



Education to prepare informed, active, responsible citizens who understand their roots and have a clear vision of their future must occupy the centre stage of the school curriculum; it cannot be viewed as a by-product of social studies. Learning about and discussing social and political issues as well as the social and political implications of our actions should be an integral part of school life. This is recognized in the NWT educational framework which states that:

"The education process in the Northwest Territories should reflect the unique nature of its peoples' past - their traditions, history and values; and, in the evolution of the NWT towards self-determination, the process should be molded to provide an appropriate response in preparing its children and young people for the future."³

Thus, the school curriculum must empower the students by providing them with the necessary tools to take control of their own destiny, be it at the community, territorial or national level. It must help to educate students who "... will emerge into the twenty-first century prepared to live well and wisely in a changing world, better able to play their part as citizens of our country, as members of their local community, and as sharers of the human adventure on earth."⁴ The schools in the Northwest Territories must prepare students to become citizens who are willing to confront the issues that face them, to participate in the affairs of the world around them and to act in the interest of the common good.

For this to happen, schools must maintain an open-door policy. They must invite the community into the schools, and send students into the community to observe and participate in public action whenever possible. Schools become places where students are self-motivated learners, self-directed problem-solvers and decision makers who are developing the skills and strategies necessary for learning and who develop a strong sense of self-worth and confidence in their ability to participate in a rapidly changing society.

³ Department of Education, Government of the Northwest Territories. 1991. *Our Students, Our Future: An Educational Framework*. Yellowknife, NT, p.3.

⁴ Metcalf, Fay. 1991. "Revisiting the Social Studies Curriculum for the Next Decade", in *Bulletin*, NASSP, Vol.75, No.531, 1991, p.13. This short essay is an overview of the recommendations made by the National Commission on Studies report, *Charting a Course: Social Studies for the 21st Century*.

c) Aim and Goals of the Social Studies Curriculum



The main *aim* of the Social Studies curriculum is to help students acquire and develop skills, attitudes, insights, and become competent in processes that lead to thinking, feeling and acting as knowledgeable, purposeful and responsible citizens in a rapidly changing society.

A responsible citizen understands his/her rights and duties in a democratic society and in the global community, participates constructively in the democratic process by making rational decisions, and respects the dignity and worth of self and others.

The specific *goals* of Social Studies contribute to the realization of the aim of producing knowledgeable, purposeful and responsible citizens. These goals are:

- to empower students to better understand themselves, their cultural heritage and the cultural heritage of others;
- to empower students to better understand the nature of social and ecological interdependence;
- to empower students to become aware of, and to analyze critically and constructively, the values of their society;
- to empower students with cooperation and conflict-resolution skills;
- to empower students to interact positively and productively with their physical and social environments;
- to empower students to cope critically and creatively with current social and political phenomena and problems;
- to empower students to make rational decisions so they can take effective action

These goals should be considered as interrelated components forming an integrated whole, as can be visualized in the chart on the following page. As in a solar system, the goals gravitate around the aim of Social Studies, sometimes more closely or remotely than others, but always there. Their influence is present at all times and

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none of them can be separated or taken away from the whole system. They all complement and support each other.

d) Social Studies and the Nature of the Learner



Social Studies classrooms, like other classrooms in the Northwest Territories, will contain students who differ in many ways: in age, intellect, maturation, interests, abilities, background and culture. Rather than being an impairment in the teaching/learning process, this unique situation - which is a microcosm of our northern society - should be valued as a sharing experience and as an opportunity for the mutual enrichment of all.

The Learning Objectives are presented as Knowledge Objectives, Skill Objectives and Attitude Objectives.

Knowledge Objectives

The knowledge objectives are concerned with the development of understanding of values (identification, definitions, descriptions).

To be a responsible citizen, one needs to be informed about the past, as well as the present, and to be prepared for the future by drawing on the disciplines encompassed in social studies. The knowledge objectives should take into account the history (oral and/or written) of our community, the growth of democratic society, an understanding of the nature of humans, and an understanding of our changing social, political, technological, physical, and economic environment. Knowledge objectives for the social studies strands are organized through major understandings, concepts and essential knowledge.

Skill Objectives

Skills are taught/acquired best in the context of use rather than in isolation. While the skill objectives are grouped into categories for organizational purposes, some of the skills may fit into more than one category. There are a wide variety of thinking skills essential to social studies. These skills are not intended to be developed separately or sequentially but are intertwined with the knowledge and attitude components.

Skill objectives for social studies are grouped into the following categories:

- *Process Skills*: skills that help one acquire, evaluate and use information and ideas
- *Communication Skills*: skills that help one express and present information and ideas
- *Participation Skills*: skills that help one interact with others

Attitude Objectives

The attitude objectives describe ways of thinking, feeling or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes towards one's self and one another, learning in an atmosphere of free and open inquiry, and the development of a feeling of joy and excitement in learning.

The development of the positive attitudes needed for responsible citizenship is a gradual and ongoing process. The attitude objectives for social studies, which students will be encouraged to develop, include:

- attitudes of respect, tolerance, and understanding towards individuals, groups and cultures in one's community and in other communities (local, regional, territorial, national, global)
- positive and realistic attitudes about one's self
- positive attitudes about learning
- positive attitudes about democracy, including an appreciation of the rights, privileges, and responsibilities of citizenship
- an attitude of responsibility towards the environment and community (local, regional, territorial, national, global)

2. Special Pedagogical Considerations

a) Social Studies and Inquiry⁵

Inquiry strategies help one answer questions, solve problems and make decisions using process, communication and participation skills. Thinking skills are developed by providing students with many experiences using strategies such as problem-solving and decision making. The intent is to provide many opportunities within a strand or a topic to use problem-solving and/or decision making so that the students learn the strategies and then are able to transfer the skills to their own lives.

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Each strand includes a section Issues for Inquiry and a section Central Questions. These lists of issues and questions are not intended to be inclusive. The success of inquiry is enhanced by selecting questions and issues related to the strands or topics that are concrete, relevant, meaningful, and of interest to students. Issues and questions can be teacher or student generated. These should relate as much as possible to the experiences of the children.

Issues and questions may be investigated using different inquiry strategies. Critical and creative thinking may be encouraged by using a variety of inquiry strategies such as the problem-solving and decision making models outlined below. Inquiry calls for choosing and blending strategies. Sometimes, a step-by-step approach may be used. At other times, creative thinking skills must be applied. The following strategies may be expanded, modified or combined to suit specific topics, disciplinary emphases, resources and student maturity.

Problem-Solving is a strategy of using a variety of skills to determine a solution to a question or probe (who, why, what, where, when, how). The suggested model follows:

- Understand the Question/Problem
- Develop Research Questions and Procedures
- Gather, Organize and Interpret Information
- Develop a Conclusion/Solution
- Reflect on and Extend Learning

Decision-Making is a strategy of using values and a variety of skills to determine a solution to a problem/issue that involves a choice (should, how should, to what extent should) and that requires a decision for action. The following model is suggested:

- Understand the Issue
- Develop Research Questions and Procedures
- Gather, Organize and Interpret Information
- Think of Alternatives
- Make a Choice
- Take Action (if feasible and desirable)

Reflect on and Extend Learning

b) Social Studies and Northern Studies



The framework that links all the learning objectives, major understandings, key concepts and common learning experiences together into a coherent and meaningful web expanding from the immediate surroundings and its realities to the world is Northern Studies. As their horizons gradually expand outwards, students relate their learning about Canada and the world back to the Northwest Territories and, ultimately, to their community and themselves. Northern Studies is thus

more than simply learning about northern issues and the Northwest Territories. It is a way of systematically and continuously relating all social studies learning to the familiar, and at the same time to the long term aim of reasoned, informed and effective participation in our northern Canadian society.

c) Social Studies and Traditional/Local Knowledge



In the Social Studies Curriculum, it is recognized that all peoples have their own worldview with its related traditional/local knowledge. Each and every type of knowledge contributes to the development and enrichment of students.

Knowledge is obtained through observation and experience. There exist many ways of looking at the world and its phenomena. Societies everywhere have different ways of interpreting the world around them. How a people perceive their world is called a worldview. In turn, how a person perceives relationships and events around her/him is largely determined by her/his worldview. It translates into a set of cultural values and beliefs held in common that is used to organize one's knowledge about the world.

Traditional knowledge refers to an interpretation of how the world works from a particular cultural perspective. It is built up by a group of people through generations of living in close contact with their environment. It is based upon observations and experiences. It is the accumulated knowledge and understanding of the human place in relation to the universe. This encompasses spiritual relationships, relationships with the natural environment and the use of natural resources, and relationships between people. It is reflected in language, social organization, values, institutions and laws. Traditional knowledge is generally transmitted orally.

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Local knowledge refers to knowledge which people have today about their present surroundings which may or may not be based upon traditional knowledge.

It follows that:

- Oral traditions must be respected and viewed by the teacher as distinctive intellectual tradition;
- The heritage (spiritual and cultural) of the students should become part of the school experience;
- Students should be given the opportunity to reinterpret new information in light of their own orientations;
- Students should be provided with opportunities to meet individual needs and interests, as well as to experience feelings of self-worth;
- It must be recognized that there are many interpretations of natural phenomena, just as there are many interpretations of religion, politics, economics, or art;
- Since prior knowledge exists as a consequence of culture and personal beliefs and theories, then different groups will likely have different prior knowledge and alternative conceptions which need to be discussed during instruction.⁶

⁶These considerations have been adapted from the *NWT Junior High Science Curriculum*, pp. 9-10

d) Social Studies and Technology



The 1990's will witness the upsurge in the use of technologies, some of which will directly affect the way in which teaching and learning occur. It is of the foremost importance to recognize this new reality and to prepare the students to understand its uses and applications and to develop skills that will enable them to solve problems and make informed rational decisions.

As we are nearing the end of this century, computer-based technologies can be used to simulate complex processes and are to be viewed as tools to help students become informed citizens making decisions grounded in clear knowledge of alternative courses of action. In the Northwest Territories, interactive telecommunication could become the vehicle for distant social interaction, connecting students to other cultures and extending their social interaction beyond the walls of the school.

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Students preparing to enter the twenty-first century need not know all the skills required to apply these sophisticated technologies, but they should become familiar with and aware of their possible applications and uses when attempting to come up with creative solutions to problems and issues faced in our changing society.

e) Social Studies and Integration of Subjects

The Social Studies discipline, because of its encompassing nature, lends itself as the perfect vehicle for integration of subjects. The goals set for social studies can be attained through actively participating in learning activities shared in common with those from other curricula such as language(s), science, environmental studies, arts (visual and drama), health, mathematics and practical arts. Language is the catalyst between all subjects, whereas social studies is the cornerstone upon which all the learning activities are centered.

The Social Studies Curriculum fosters the development of process skills that are developed from listening, speaking, reading, writing and viewing. Development of these skills will be easier and faster for children if planned across the curriculum, in a consistent manner, with special care given to teaching transfer of these skills to a wide range of meaningful contexts. It is very important not to separate everything into narrow knowledge enclaves, but to understand that everything interconnected, part of a whole.

f) Social Studies and Global Education



Global education begins with the premise that information and knowledge around the rest of the world must make a feedback loop into our consciousness so we can better understand ourselves and our relationships to each other and to other peoples, cultures, nations, and global issues.⁷

Although global education appears at first to be more relevant for older students, it is also significant for younger ones. Rather than being just education to a global world, it is education for a global perspective and approach that the Social Studies Curriculum fosters. Students have to be encouraged at a very young age to develop this global perspective, even when learning and acting in their immediate surroundings. In other words, students have to learn to think globally while acting locally.

Global education is defined more as a process than a body of knowledge about the world. Students are encouraged to cultivate an appreciation of the diversities and

commonalties of human values and interests, to acknowledge the place of one's own culture within their territorial, Canadian and world cultures, and to develop their ability to conceptualize and understand the complexities of the territorial, national and international events and systems.

Thus, global education becomes the process that provides students and individuals with the knowledge, skills, and attitudes necessary for them to meet their responsibility as citizens of their community, territory, country in an increasingly interdependent and complex global society. The rest of the world does not stop to wait for us to develop its diverse economic and political systems; it proceeds with or without us. Students of the Northwest Territories have to be prepared to get involved in national and world affairs.

g) Social Studies and Human Rights and Freedoms

Human rights education must be an integral part of the Social Studies Curriculum. The Canadian Charter of Rights and Freedoms constitutes an integral part of the fundamental law of Canada. Thus, fundamental freedoms, democratic and legal rights, mobility rights, equality rights, rights related to the official languages, and minority language education rights are all identified and protected in the Charter. Moreover, there are also some other fundamental rights, such as the rights of the Aboriginal peoples of Canada, which are affirmed and recognized elsewhere in our Constitution.

Social studies provides an ideal framework for studying rights and freedoms as they relate to one's own culture and place in the world. It is important to notice that human rights and freedoms are not a discrete subject within social studies. Rather, the principles underlying a just and fair society for all should be embedded in the daily practices of the classroom and the actions of teachers and students. Throughout the years they spend at school, students will gain an increased understanding of the Canadian Charter of Rights and Freedoms and become increasingly aware of its significance in their daily lives.

h) Social Studies and Current Events



Current events are an essential component of the Social Studies Curriculum. Current events should be used regularly and continuously throughout the year. They should be integrated in the teaching/learning within and around all the proposed themes forming the core of the curriculum.

Current events provide the teacher and the learners with a series of contexts in which they can transfer and apply their critical and creative thinking skills, problem-solving skills and decision making skills. It is the occasion to provide the students with an opportunity to use authentic materials, be they oral (interview, discussions), written (pamphlets, newsprint, articles) or visual (posters, advertisements, news, videos), and to take action when and where possible. Students should become aware that history is made up of past current events.

If current events do not appear under any particular header in the Social Studies Curriculum, it is because they belong everywhere and cannot be confined under one particular theme. They cannot be planned, but they always be interesting and significant for the students.

Description of Strands

The Conceptual Model for Northwest Territories Social Studies



Elementary Social Studies			
Strand	Theme A	Theme B	Theme C
1. People Around Us	Home and Family	Home and School	Home and Community
2. Our Community	Living in Our Community	Working in Our Community	Transportation and Communication in Our Community
3. Other Communities	Communities in Our Region	Communities in the NWT	Working in NWT Communities
4. Our People Then and Now	How Our People Lived Long Ago	Our Changing Communities	The Faces of the NWT
5. Our Northern Land and Its Peoples	How Our Northern Territory Came to Be	The North's Resources	Regional Councils and Aboriginal Self-Government
6. Our Place in the Nation	Territorial and Provincial Governments	The Regions of Canada	The Faces

<p>Rationale <i>Students will study this Strand to extend and refine their growing awareness of the immediate world around them - their families, the school, the community. With increased understanding, they will develop the confidence to participate in this widening world.</i></p>	<p>Strand 1 PEOPLE AROUND US</p>	<p>General Focus <i>For the entire year the focus of this Strand is the student, the student's family and the links they have to school and community. It is a sociological study, with elements of geography introduced.</i></p>
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Central Questions

- How can different kinds of families satisfy basic human needs? (A)
- In what ways are co-operation and sharing among family members important to successful family living? (A)
- How can a child participate as a responsible member in the home and the school? (B)
- In what ways are co-operation and sharing among families important to successful community living? (C)

Issues for Inquiry

- Should family members be paid for jobs around home? (A)
- Should all family members be given exactly the same privileges and benefits (e.g. bedtime, allowances)? (A)
- Should all family members have exactly the same responsibilities (e.g. chores)? (A)
- Should children have some responsibility for making and enforcing rules at school? (B)
- Should children be expected to be responsible members of the community? (C)

Common Learning Experiences

Students should do the following:

- give a brief oral presentation about one's own family (A)
- discuss family traditions practiced in our community (A)
- plan and carry out an activity aimed at promoting co-operation (A)

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- gather information using a questionnaire developed by the class on the membership and responsibilities of family members (A)
- role play the dilemmas faced by self and others while handling family responsibilities (A)
- use simple maps to locate specific areas within the school and the community (BC)
- make simple maps of the home, school and/or community (ABC)
- participate co-operatively in group work to learn about the school (B)
- gather information by interviewing persons within the school, using questions generated by the class (B)
- observe, ask questions and draw conclusions about the roles and responsibilities of people in the home, school and community (ABC)
- write individual and/or co-operative (teacher/student) sentences about the home, school or community (ABC)
- acquire information about the community from a variety of sources (e.g. pictures, charts, photos, films, books, stories) (C)
- express ideas and feelings orally and pictorially about family, school and community (ABC)
- discuss the need for organization and rules in the home, school and community (ABC)
- discuss the quality of life in the community (C)
- relate activities and events in the home, school and community to a time sequence (ABC)
- categorize local pictures, facts or events as similar, different, related or unrelated (ABC)
- create a mural depicting life in the community (C)
- develop and pursue collectively a problem-solving strategy to answer an outstanding question concerning the community (C)
- develop and pursue collectively a decision-making strategy to make a tentative choice in regard to a school or community issue (BC)

Related Questions

- Who is in my family? Who is in my friend's family? (A)
- Where does my family live? Who lives in my home? (A)
- What does each person in my family do? (A)
- How does my family help me? How can I help my family? (A)
- What are some good ideas for sharing? for co-operating? (ABC)
- What are my responsibilities at home? in school? (AB)
- What can I do to help out at home? at school? (AB)
- Who works at the school? What are their jobs? (B)
- What does my school do for me? (B)
- What can I do for my school? (B)
- What is a community? (C)

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- Who lives in our community? (C)
- How many people live in our community? (C)
- What types of places/buildings make up my community? (C)
- What does my community look like? (C)
- What needs does our family have that the family can't satisfy? (AC)
- How are these needs met in the community? (C)
- What does my community do for me? What can I do for it? (C)
- Who should be responsible for making rules at home? at school? in the community? (ABC)
- How should I relate to rules - in helping to make them? in observing them? (ABC)

Major Understandings

- Everyone is part of a family. (A)
- There are a variety of relatives in every family. (A)
- There are various types of families (nuclear, extended, adoptive, single -parent). (A)
- Family members often assume different responsibilities. (A)
- Families keep traditions that have been passed down from parents and grandparents. (A)
- Families live in various kinds of housing. (A)

Rationale		General Focus
<i>Students will study this Strand in order to observe how families living together in a community meet their needs through co-operation and sharing. In this study, students will gain an appreciation for the institutions of community life.</i>	Strand 2 OUR COMMUNITY	<i>The focus of study now shifts to the community. This too is primarily a sociological study, but there are elements of geography and economics introduced.</i>

Central Questions

- What benefits does a family enjoy by living in a community? (A)
- How does specialization at work in a community help families to meet their needs? (B)
- How do people visit, transport goods and communicate with one another, within and among communities? (C)
- To what extent does successful community life depend upon co-operation and sharing? (ABC)

Issues for Inquiry

- Should our community be changed to make it a better place to live? (A)
- Should every person who works in a community be paid for his or her work? (B)
- Should traffic be controlled and/or changed in any way to make our community safer? (C)
- Should every person and every family be responsible for ensuring that the community is a good place to live? (ABC)
- Should the special needs of individuals and groups be met by community efforts? (ABC)

Common Learning Experiences

Students should do the following:

- acquire information about individual and family needs and wants by observing, listening and asking questions (A)

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- with teacher assistance, prepare charts that list similarities and differences in individual and family needs (A)
- gather information about community events and arrange it in sequence (A)
- make simple community maps and use them to locate and visit places that provide services to the community (B)
- draw conclusions about how service facilities accommodate needs in the community (B)
- plan and take field trips to acquire information about jobs that are done in the community (B)
- compare and contrast jobs according to various measures (i.e. physical setting, need for physical labour, use of technology, and importance of the work to the community) (B)
- give an oral report to the class on the results of an observation made or interview conducted on a field trip (B)
- gain an initial experience in using all the means of communication that are available in the community (C)
- chart all the means of transportation that are observed operating in the community (C)
- express ideas about the quality of life in the community through the individual and co-operative (teacher/student) writing of sentences (ABC)
- in small groups, discuss ways that individuals and families can co-operate and share in order to improve community life (ABC)
- develop and pursue a problem-solving strategy to promote and improve understanding and co-operation between two groups (ABC)
- develop and pursue a decision-making strategy to make a tentative choice in regards to some community issue (ABC)

Related Questions

- What are similarities and differences in peoples' needs? (ABC)
- What similarities are there between my family and other families? (A)
- What benefits do families enjoy as a result of living in a community? (ABC)
- What problems might a family face as a result of living in a community? (ABC)
- How does our community help all our families? (A)
- How can we and our families help in the community? (A)
- What different goods and services are available in the community to meet our families' needs? (B)
- What different occupations are needed to provide these services? (B)
- Why do different people provide different goods and services? (B)
- What community work is done voluntarily? (B)
- Do some people have special needs? What services are available to meet these needs? (B)
- What attitude should we hold for people with special needs? (ABC)

ELEMENTARY SOCIAL STUDIES

- What means of communication do we use within our community and among communities? (C)
- What means of transportation do we use within our community and among communities in the summer? in the winter? (C)
- Who/what is transported into and out of our community? (C)
- How important is it to help one another in a community? (ABC)

Major Understandings

- A community is made up of many families and may be thought of as a family of families. (A)
- People live in a community to satisfy basic needs for food, clothing, shelter, companionship and security. (ABC)

<p style="text-align: center;">Rationale</p> <p><i>Students will study other communities to expand their social horizons. They will learn to appreciate that they belong to a larger community of people in which there are additional opportunities to realize the benefits of co-operation and sharing.</i></p>	<p style="text-align: center;">Strand 3</p> <p style="text-align: center;">OTHER COMMUNITIES</p>	<p style="text-align: center;">General Focus</p> <p><i>The study that was done on the student's community in Strand Two is now given a new focus: first on the student's region and then on the NWT as a whole. Once again this is primarily a sociological study, with elements of geography and economics.</i></p>
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Central Questions

- What are the common features of communities in our region and what kinds of interaction occur between these communities? (A)
- What are the main characteristics of other communities and regions in the NWT? (B)
- What links does our community and region have with other communities and regions in the NWT? (B)
- What similarities and differences are there between work and leisure activities in our region and those in other regions of the NWT? (C)

Issues for Inquiry

- Should communities in our region try to help one another more? (A)
- Should the NWT be divided into more than two territories? (B)
- Should the government spend more money to help the people of the NWT feel closer together? (B)
- Should economic activities be undertaken if they damage the environment? (C)

Common Learning Experiences

Students should do the following:

ELEMENTARY SOCIAL STUDIES

- communicate by audio or video tape with other schools in the region to gather information about the region (A)
- use maps to learn about the political and physical features of their own region and other regions of the NWT (AB)
- create a mural to depict life in their own region (A)
- read to acquire information about communities in other regions (B)
- use and interpret visual materials to acquire information about the NWT (BC)
- analyze how the physical and social environments affect the way people earn their livings (C)
- determine how several different occupations can be linked to a single resource (i.e. harvesting fur, regulating the harvest, buying fur, transporting it, processing it, designing and making fur garments, modelling, advertising and retailing the garments) (C)
- record gathered information on retrieval charts (ABC)
- compare similarities and differences of communities and regions studied (ABC)
- write a brief comparison of life in two different NWT communities, then orally present it to the class (B)
- develop and pursue a problem-solving strategy to answer an outstanding question about some northern community (ABC)
- develop and pursue a decision-making strategy to make a choice about some current regional issue (ABC)

Related Questions

- What communities are located in our region? (A)
- How is our community similar to, and different from, the other communities in our region? (A)
- What kinds of links does our community have to other communities in our region? (A)
- What kinds of sharing and co-operation take place among the communities of our region? (A)
- What are the common physical, climactic, social and economic characteristics of our region? (A)
- What are the main physical, climactic, social and economic characteristics of each of the other regions in the NWT? (B)
- How do these characteristics shape the ways in which people earn their livings? (AC)
- How do these characteristics account for similarities and differences in lifestyle across the NWT? (B)
- What are some of the main communities in the NWT? (B)
- What factors enable a community to "specialize"? (ABC)
- What kinds of sharing and co-operation take place among communities of the NWT? (B)
- How do economic activities benefit a community? (C)

ELEMENTARY SOCIAL STUDIES

- What is the relationship between economic activities and environmental well-being? (C)
- What industries and occupations are common across the NWT? (C)
- What factors contribute to social and cultural interaction across the NWT? (ABC)
- Which of our needs are fulfilled only because we have support from other communities? (ABC)
- What does our community contribute to help satisfy the needs and wants of other people in our region? in other regions? (ABC)

<p style="text-align: center;">Rationale</p> <p><i>Students will study this Strand to help them understand that the social/cultural composition of the NWT today originated in the lives of regional aboriginal peoples with unique cultures whose lifestyles have changed in many ways over the years.</i></p>	<p>Strand 4</p> <p>OUR PEOPLE THEN AND NOW</p>	<p style="text-align: center;">General Focus</p> <p><i>Theme A is an historical/anthropological study of the community and region, Theme B is a sociological/political study focussing on the changing community, and Theme C is an anthropological study of the present Northwest Territories.</i></p>
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Central Questions

- What was the lifestyle of our great grandparents in our region? (A)
- How has our community changed since then? (B)
- What kind of government does our community have today? (B)
- What are the cultural backgrounds and lifestyles of others who live in the NWT? (C)

Issues for Inquiry

- Should we respect the way our ancestors lived? (A)
- Should our community try to stay the way it is, or accept change? (B)
- Should people keep their customs and traditions? (C)
- Should cultural differences affect how we treat one another? (C)

Common Learning Experiences

Students should do the following:

- interview elders, visit archaeological sites or museums and read and view materials to acquire information about the past (A)
- make notes when acquiring information and organize it under headings (A)
- prepare a classroom display including written and visual materials to document the traditional lifestyle of the region's people (A)

ELEMENTARY SOCIAL STUDIES

- interview parents to find out what changes have occurred in the community since they were children (B)
- prepare retrieval charts to compare life in the region during grandparents' time to life today (AB)
- visit the community office to find out how local government works and what it does (B)
- take a field trip to sit in on a meeting of the local council and orally report on it (B)
- read and view materials to acquire information about other cultures in the NWT (C)
- read and interpret map symbols that represent places, boundaries and distances in the NWT (C)
- plan and carry out an action that would show an appreciation of someone else's way of maintaining a tradition (C)
- make a written report on the cultural traditions of one group of NWT people outside the region (C)
- create an individual collage, and/or a classroom mural, depicting the faces, lifestyles and languages of the people of the NWT (C)
- develop and pursue a problem-solving strategy to answer an outstanding question about another culture (C)
- develop and pursue a decision-making strategy to make a tentative choice concerning a current local government issue (B)

Related Questions

- Who were the first people who lived in our region and what were their cultural characteristics? (A)
- What work did they do? What entertainments did they enjoy? (A)
- What were their education and health practices? (A)
- What kinds of rules governed their society? (A)
- What means of transportation and communication did they have? (A)
- How did the changing seasons affect their lives? (A)
- How have the lives of our people changed over the years? (B)
- What factors brought about these changes (e.g. trade, in-migration, new technologies and new ideas)? (B)
- Who are the leaders of our community and how did they become our leaders? (B)
- What are some present community rules? Who makes them? Are they good rules? (B)
- What does our local government do for the community? (B)
- What are some good things that have occurred as a result of change? some bad things? (B)
- What other cultural groups live in the NWT? Where? (C)
- What are their main cultural characteristics? (C)
- What languages are used in the NWT? (C)

ELEMENTARY SOCIAL STUDIES

- In what ways are other cultural groups similar to us? different from us? (C)
- Has the concept of "our people" changed over the years? How? (C)
- What are the benefits and problems of different cultures living together in one territory? (C)

Major Understandings

- The people of our region have a common history that shapes lifestyle. (A)
- In the past northern people did not live in permanent communities but they did have favourite locations for their gatherings. (A)

<p style="text-align: center;">Rationale</p> <p><i>This Strand is studied so that students will become familiar with, and knowledgeable about, their territory: its geography, its resources and its history; and also begin to learn something about how parts of it - beyond their own community - are governed.</i></p>	<p style="text-align: center;">Strand 5</p> <p style="text-align: center;">OUR NORTHERN LAND AND ITS PEOPLES</p>	<p style="text-align: center;">General Focus</p> <p><i>Theme A is an historical study of the Northwest Territories, theme B is a geographic and economic study of the Northwest Territories, and Theme C is a political study focussing on the r</i></p>
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Central Questions

- How did the social/cultural composition of the North come to be what it is today? (A)
- What resources do Northerners have for the fulfillment of their needs and wants? (B)
- What institutions are in place to govern the regions of the NWT? (C)
- How can individuals and groups best participate in governing themselves? (C)

Common Learning Experiences

Students should do the following:

- use historical texts and maps to locate the regions of the NWT occupied by various aboriginal peoples and to learn about the relations among them (A)
- read, view and use maps in order to acquire information about European exploration, trade and settlement in the North (A)
- read and view to acquire information about how the North came to be a part of Canada (A)
- imagine an historical role and write a page to represent a diary or journal entry (A)
- participate in small groups to discuss the benefits and problems arising from the encounters of different cultural groups (A)
- identify how events in the NWT's history have influenced the lifestyle of the NWT's inhabitants today? (A)
- locate and describe the main geographical features of the NWT (B)
- use maps and other materials to identify the major resources of the NWT (B)
- analyze how the North's resources are used to satisfy needs and wants (B)

ELEMENTARY SOCIAL STUDIES

- analyze how the use of natural resources can affect the environment (B)
- gather information by conducting a survey of opinions concerning the need for conservation of the NWT's resources (B)
- plan, carry out and evaluate an action to demonstrate conservation (B)
- write a research paper on one of the North's resources (B)
- invite a guest to explain regional government and, if possible, attend a regional council meeting (C)
- assess the views of regional politicians concerning a regional issue (C)
- develop and pursue a problem-solving strategy to answer an outstanding question with regard to an NWT cultural group (A)
- develop and pursue a decision-making strategy to make a tentative decision about a resource issue (B)

Issues for Inquiry

- Should the people of the NWT make greater efforts to become one "family"? (A)
- Should we accept major changes in our physical environment in order to develop resources to meet our needs? (B)
- Should we use our natural resources without limitations? (B)
- Should resource development be allowed in parkland, wildlife sanctuaries, historical sites, areas under aboriginal land claim? (B)
- Should people divide into cultural groupings in order to govern themselves? (C)
- Should regional governments have more power than the Government of the Northwest Territories? (C)

Related Questions

- Who were the first people to live in these northern latitudes and where did they come from? (A)
- When did they arrive? What drew them here? (A)
- How did aboriginal peoples relate to one another?(A)
- Who were the first Europeans to arrive? When? What drew them? (A)
- What other Europeans followed? Why did they come? (A)
- What co-operation and sharing characterized the contact between aboriginal peoples and Europeans? What problems arose? (A)
- How and when did the North come to be part of Canada? (A)
- What are the main renewable and non-renewable resources of the NWT and where are they found? (B)
- How do people develop and use these resources? (B)
- In what ways are our rivers, lakes and the sea important to us? (B)
- To what extent do our resources satisfy our needs? satisfy the needs of others elsewhere? (B)
- Are we using our resources in a way that will ensure a supply for the future? (B)
- What institutions of government exist at the regional level? (C)

ELEMENTARY SOCIAL STUDIES

- How are regional decisions made? Is there adequate opportunity for individual and group input? (C)

Major Understandings

- There are different theories to explain when, where, how and why aboriginal peoples first came to the Americas. (A)
- The ancestors of modern aboriginal peoples were the first people to populate the NWT. (A)
- The history of the aboriginal people of the NWT dates back many thousands of years. (A)
- Exploration by Europeans was an expansion of their knowledge rather than a discovery of new lands and peoples. (A)
- Many early explorers were helped in important ways by aboriginal people. (A)
- European explorers were followed into the North by other explorers and by whalers, traders, voyageurs, missionaries, police, doctors and nurses, prospectors, miners, administrators, teachers, etc. (A)
- Rupert's Land and the North-West Territory were claimed by Britain as a result of its explorations. (A)
- Parts of these northern lands were administered by Hudson's Bay Company until the territory was transferred to the new country of Canada in 1869/70. (A)

Rationale	Strand 6 OUR PLACE IN THE NATION	General Focus
<i>Students will study Strand 6 so they come to understand that they are part of a large northern nation, Canada, which is made up of many different regions and many different peoples and so they come as well to appreciate their own place in that nation.</i>		<i>Theme A is a political study focussed on territorial and provincial government, Theme B is a geographical, economic and sociological study of the regions of Canada, and Theme C is a sociological study of Canada, with only enough historical/anthropological content to explain the present character of the nation.</i>

Central Questions

- What are the structures and processes of the NWT government? (A)
- How is the NWT, its government and people, linked to Canada? (A)
- What are the main characteristics of the political and physical regions of Canada?(B)
- Who are Canadians? (C)

Issues for Inquiry

- Should territories make provincehood a primary goal? (A)
- Should Canadians be more concerned about changes to their environment? (B)
- Should Canada's regions remain together as one country? (B)
- Should modern political boundaries divide the traditional territories of aboriginal peoples? (B)
- Should Canadians support a policy of continuing immigration? (C)
- Should Canadians support a policy of official multiculturalism? (C)

Common Learning Experiences

Students should do the following:

- use written and visual materials to study the government of the NWT (A)
- contrast the powers of territorial and provincial governments (A)

ELEMENTARY SOCIAL STUDIES

- draw conclusions about the effectiveness of the government of the NWT (A)
- analyze and assess a viewpoint, expressed by a member of the Legislative Assembly (A)
- use maps, written and visual materials to study the political and physical regions of Canada (B)
- draw inferences about the nature of each region from graphs, tables and charts (B)
- analyze instances where Canadians have attempted to preserve their environment, or modify and adapt to a changing environment (B)
- work in small groups to analyze and report on regional differences (B)
- use maps and globes to locate Canada in North America and in the world (B)
- use maps, written and visual materials to study the peoples of Canada (C)
- create time-lines, retrieval charts and maps to demonstrate the settlement of Canada over time (C)
- create a mural illustrating the peoples of Canada, their languages, lifestyles and economic activities (C)
- generalize from facts to define a Canadian (C)
- write a research paper on one of Canada's provinces or cultural groups, giving credit to sources for specific information (BC)
- analyze links between the NWT and other parts of Canada (ABC)
- develop and pursue a problem-solving strategy to answer an outstanding question about some element of Canadian culture (BC)
- develop and pursue a decision-making strategy to make a tentative choice about a territorial government issue (A)

Related Questions

- What is the structure of the government of the NWT? of the court system? (A)
- How is the Legislative Assembly chosen? What matters is it responsible for? (A)
- How has the territorial government changed over the years and how is it still changing (A)
- How does the territorial government differ from a provincial government? (A)
- What is the relationship of the NWT and its government to the federal government? (A)
- What are the main physical regions of Canada? Where are they located (B)
- What are the distinctive geographic characteristics of each region? (B)
- What are the different political regions and main population centres of Canada? Where are they located? (B)
- How do geographical features affect people's lives in each region? (B)
- How do Canadians in each region depend upon Canadians in other regions to satisfy their needs? (B)
- Who were the various peoples who make up Canada? (C)
- Where did these various peoples come from and why? (C)
- Who were the first peoples to live in Canada and where are they now located? (C)
- Where have other immigrants come from and where have they settled? (C)

ELEMENTARY SOCIAL STUDIES

- What are the official languages of Canada and why? (C)
- What benefits can arise from multicultural immigration? (C)
- What problems afflict Canada because of its sociological makeup? (C)
- What are features of this nation that make many people of all different origins feel they are Canadians? (C)
- In what ways are the people of the NWT also Canadians? (ABC)

Part II - Program Development

Guidelines for Program Development

The directions outlined in this section of the curriculum are not mandated. They constitute a series of guidelines that can be followed, if so chosen, by school boards/schools. This part of the document is intended to provide directions for program development in each school board. An instructional model for the use of language in Social Studies teaching/learning which is based upon three main components (preparation / application / reflection) is presented. Some basic principles of evaluation and implementation are also discussed. Information on themes and program development for multi-grade and single-grade classrooms is included.



Social Studies and Language

An interdisciplinary approach to education is the key to the development of critical-thinking and problem-solving skills. Since language is the necessary medium for thinking and learning, it could be said that language functions as the main learning tool in social studies education. Language also reflects cultural understandings (worldviews) and ways of thinking. A whole

language approach seems the most appropriate avenue to carry on the tasks involved with the use of an inquiry model as proposed in the curriculum.

It is important to keep in mind the underlying principles of a whole language approach with regard to its utilization in a program for social

their background knowledge.

Lessons should have meaning and purpose for the student now.

Students learn things that they see as meeting a present need. They should reflect upon what they are learning in order to plan appropriate action. Students should be encouraged to develop background concept(s) through actions, visual aids, and discussion.

ELEMENTARY SOCIAL STUDIES

Lessons should engage groups of students in social interaction.

When students try out ideas in social settings, individual concepts are tempered by social convention.

Working in groups, students also learn the important life skill of collaboration. Students should be encouraged to begin critical observation using pictures, books, personal stories and experiences, and community events.

Then, through comparison and contrast, students should be invited to examine concepts and how those concepts relate to their lives.

Lessons should develop both oral and written language.

Especially for students learning English as a second language, the traditional view has been that the development of oral language must precede the development of literacy. However, involvement in reading and writing from the start is essential for developing academic competence and can facilitate listening and speaking. Students should be encouraged to research relevant concepts through reading, writing, interviews, discussions, films, and field trips.

Lessons that show faith in the learner expand students' potential.

All students can learn if they are engaged in meaningful activities that move from whole to part, build on students' interests and backgrounds, serve their needs, provide opportunities for social interaction, and develop their skills in both oral and written language.

Pre-Task (Preparatory stage)	-Establishing context for learning -Focusing on the learning task
Task (Application stage)	-Engaging in the learning task
Post-Task (Reflection stage)	-Reflecting on learning -Extending the learning -

The application of the inquiry model proposed in this curriculum could translate into the following general plan of action to tackle a theme:

This model can be broken down into learning contexts as seen in the following page. Note that this does not represent an exhaustive enumeration of all the possible types of learning experiences, nor does it imply that each of these has to occur for a given project. Ultimately the teacher will be the judge of what suits best the needs of his/her students.

⁸These principles have been adapted from Freeman, D.E. and Y.S. Freeman, 1991. "Doing Social Studies: Whole Language Lessons to Promote Social Action," in *Social Education*, Vol. 55, No. 1, p. 29. Reprinted by permission from National Council for the Social Studies *Social Education*.

2. Evaluation

a) Background

Often tests and quizzes used for social studies evaluation will evaluate details rather than the acquisition of general concepts. As the teaching/learning approaches change, so should the system for evaluation. To be appropriate to the new approach, evaluation should take into account more than mere measurements of factual knowledge; it should provide for the acknowledgement of participation in the learning process and of the learning outcomes. An evaluation system that considers the participation process as well as the final products using tests, projects, reports and journals of observations is consistent with the teaching/learning approach fostered in this curriculum.

A meaningful evaluation needs to be integrated into the actual learning process. Indeed, students could be given credit for being involved in class activities such as participating in brainstorming sessions, preparing a presentation, choosing questions to investigate, making a list of resources, conducting interviews, keeping a journal of observations while visiting different areas of their community/territory, and listening to classmates' reports and/or presentations. They could also be given credit for their products: oral and written reports, presentations to the class, skits or role plays, charts, maps, special research projects, and self evaluations.

Evaluation is the process of ascertaining the extent to which students are receiving benefit from their learning experiences in school; this evaluation of student progress must be an integral part of social studies education in the classroom. One of the chief functions of evaluation is to measure the achievement of individual students to determine in which areas they have acquired competence, to identify their present needs, and to determine which experiences were useful in promoting their growth. Evaluation leads to decisions regarding changes within the classroom program to meet the identified students needs.

Because the purpose of evaluation is not to prove, but to improve, the methods of evaluation must support and encourage learning. Rather than being a means of

classifying students' work, errors become sources of information about what the students are trying to do, and a guide to future activities to support students' efforts.

b) Principles of Student Evaluation

Evaluation of student progress is an on-going activity for which the classroom teacher has primary responsibility. It has as its primary aim the development of each student as an individual.

Therefore, evaluation should:

- be a positive component of the learning experience, which enhances the student's self-esteem;
- assist in the on-going planning of appropriate individual objectives and learning activities;
- be closely linked to stated instructional and developmental objectives, learning activities and degree of exceptionality;
- employ a variety of methods to assess individual student progress and growth;
- incorporate information on the knowledge, attitudes, skills, processes, strategies and social behaviours of the learner;
- be appropriate to each student's level of development;
- provide meaningful, immediate feedback to students about their own performance and development;
- communicate information about student progress to students, parents /guardians and school administration in an appropriate and meaningful way;
- recognize the tentative nature of evaluative statements

3. Elementary Social Studies Program Development

a) Program Development To Meet Curriculum Requirements

Program development will vary from one school board to the next. However, the program must be developed using the curriculum requirements as the framework for development.

Several commercial texts and/or resources may prove valuable to be used as part of

a regionally or locally developed program. Pilot testing information on a selection of suitable resources will be available from the Department of Education, Culture and Employment. In some cases, a complete program with themes, units and teaching activities may be developed regionally for use in a particular school board.

One critical program consideration which must be kept in mind is that concepts are not necessarily and hermetically attached to a given theme or strand. There are several different ways to approach the learning of a concept, and often they are closely intertwined. The philosophy of the program must allow for an integrated and not a discrete approach to social studies. The program should also allow for a core-elective format to provide both the teacher and the student time to explore areas of mutual interest.

b) Multi-Grade versus Single-Grade Planning

The Elementary Social Studies Curriculum allows for the development of programs that may differ from one school board to another. The Strands and Themes can be reorganized, within a Division, in any way that is most appropriate for a school board/school. The important factor is that all the elements (concepts, major understandings, skills, attitudes, common learning experiences and essential knowledge) described in the three strands of a Division be covered during a period of three years.

Whatever direction a school board or school chooses to take, it is important to remember that the concepts, major understandings, common learning experiences, essential knowledge, skills and attitudes stated in each Strand can be taught/learned/experienced from different perspectives (see General Focus). In other words, the Strands/Themes are not meant to be closed clusters of content and experiences, but they are meant to be permeable and interconnected to allow them to be used in contexts meaningful to the students. The learning objectives should not be taught independently of one another.

It should be emphasized that the following sequencing of the themes are simply examples of how program development for both a multi-grade and single-grade situation might occur. They are not mandated.

c) Multi-Grade Sequencing



In a multi-grade situation, as experienced in several educational school boards/schools, the Elementary Social Studies Curriculum is organized to allow a wide range of program plans and organizations. Planning may be done by Division as defined earlier. It is expected that the elements pertaining to Strands 1, 2 and 3 of the curriculum be taught/learned during the Primary (Division I) years, and that the elements

pertaining to Strands 4, 5 and 6 be taught/learned during the Intermediate (Division II) years.

However, the order or sequencing of the themes is left entirely with the school boards/schools to decide. The main consideration is that the sequencing is agreed upon by interested parties, documented and followed through for a three year period.

A sample program for **Division I** may look like the following:

Year One

Home and Family
Living in Our Community
Communities in Our Region

Year Two

Home and School
Working in Our Community
Communities in the NWT

Year Three

Home and Community
Transportation and Communication
Working in NWT Communities

d) Single-Grade Sequencing

A sample program for **Division II** may look like the following:

Year One

Our Changing Communities
Regional Councils and Aboriginal Self-Government
The Regions of Canada

Year Two

How Our People Lived Long Ago
How Our Northern Territory Came To Be
Territorial and Provincial Governments

Year Three

The Faces of the NWT
The North's Resources
The Faces of Canada



In a single-grade situation, school boards/schools may organize their programming the same way as just described for Multi-Grade Sequencing, or they may organize their programming in a straightforward manner, i.e. starting with Strand 1 and ending with Strand 6, with each Strand occupying the time space of one school year. Any program organization which meets a

school's/school board's needs is acceptable.

A sample program for **Division I** may look like the following:

Year One

Home and Family
Home and School
Home and Community

Year Two

Living in Our Community
Working in Our Community
Transportation and Communication in Our Community

Year Three

Communities in Our Region
Communities in the NWT
Working in NWT Communities

A sample program for **Division II** may look like the following:

Year One

How Our People Lived Long Ago
Our Changing Communities
The Faces of the NWT

Year Two

How Our Northern Territory Came To Be
The North's Resources
Regional Councils and Aboriginal Self-Government

Year Three

Territorial and Provincial Governments
The Regions of Canada
The Faces of Canada

e) Selection of Resources



The selection of potential resources is an ongoing process that began with a resource advisory committee in the spring 1992. A whole series or set of resources does not exist on the market. The curriculum is not intended to be taught from one textbook or a series of textbooks. Since it is not possible to know beforehand what the needs of the students will be, several resources will be needed to accommodate their diverse

interests. The more diverse the resources are, the richer the learning experiences will be for students.

As the development of program goes on and teaching units are put together, the need for significant resources will undoubtedly arise. Some of these resources, in some cases most, will have to be developed locally to reflect the realities of a region. Where this is the case, resources are not expected to be ready at the onset of implementation, but to be developed at the beginning of and during the implementation phase.

4. Curriculum Implementation

a) Introduction



While the centre of most educational activity is undoubtedly the classroom, there are many stakeholders with important roles to play in the process of implementing a curriculum. Because of their knowledge of students and their program needs, classroom teachers have obvious responsibilities in curriculum implementation, but support and coordination are also required from the Department of Education, Culture and

Employment, Divisional Boards/Districts of Education (hereafter referred to as Boards), Local Education Authorities, and parents. Principals, as program leaders, are key players in the coordination of curriculum implementation. All stakeholders must be well-informed about the curriculum and the process of implementation, and be prepared to work together as a team to put the curriculum into action so as to best benefit students.

b) Factors for Consideration

The ultimate goal of any curriculum implementation process is to improve student learning. The Department of Education, Culture and Employment, Boards, schools and individuals must develop the capacity to process innovations and revisions. Educators who are knowledgeable about implementation processes are more likely to effect successful change.

The effectiveness of any implementation process depends upon a number of factors:

- Successful implementation requires the commitment and involvement of stakeholders; all members of the Department of Education, Culture and Employment, Board and school staffs must be inserviced, as well as parents. Each stakeholder has to examine the implications of the innovation for his /her role in the education process. The more involvement there is of the various stakeholders in the decisions required, the more likelihood there is for successful implementation.
- To be implemented successfully, a curriculum should meet people's perceived needs. These needs must be identified before the curriculum can be effectively implemented.
- Implementation is a process, not an event, which occurs over a long period of time. All factors must be continually addressed. Stages in the implementation process include:

i. Orientation

ELEMENTARY SOCIAL STUDIES

- Awareness*: identifying the current practices and considering what might be done to facilitate a positive attitude toward the change
- Investigation*: encouraging stakeholders to study goals, philosophy, rationale, support materials
- Preparation*: making a commitment to begin

ii. Management

- Planning*: planning, considering involvement of key participants, scheduling, guidelines, budgeting for resources, inservice, reporting, phasing in
- Beginning*: begin using selected portions of the curriculum, identifying training needs, in-depth inservicing, etc.

iii. Adoption and Early Use

- Sharing*: sharing strategies and resources to keep up to date and "fresh" in approach
- Matching*: matching planning and outcomes
- Monitoring*: continual observation and collection of data reflecting growth, success, weaknesses

iv. Adaptation and Modification

- Continued Monitoring*: continued monitoring of the implementation process, of student progress, and of curriculum/program strengths and weaknesses
- Refining*: refining program to better meet local needs

v. Evaluation

- Designing*: designed to suit community or Board needs
- Providing*: providing a system-wide overview of how well the curriculum/program has met the needs of students

- Implementation is a process of professional development and growth. Ongoing interaction, positive feedback and assistance are essential. Examples of mutual support within a school or between schools or regions might include networking, peer coaching, newsletters, E-Mail communications, conference calls, FAX communications, etc.
- Implementation is a process of clarification whereby individuals and groups come to understand and practice a change in attitudes and behaviours; this often involves using new resources. Any change requires effort and produces a certain amount of anxiety; to minimize these, it is useful to organize implementation into manageable events and to set achievable goals.
- Planning at the school and Board level is necessary if all factors are to be addressed. Developing and using a plan is itself an implementation issue. The plan, however, is only a means to an end; it must have built-in flexibility

to suit changing situations and needs. People learn to use and modify plans over a period of time.

- Implementation requires human resources, financial resources and time allocations within the school day and the school year. For example, effective implementation might necessitate freeing teachers, principals or classroom assistants for implementation or planning activities by covering classes or hiring substitute teachers.
- Successful implementation requires a supportive atmosphere in which there is trust and open communication between educators, and where risk-taking is encouraged. A problem-solving approach facilitates staff involvement and experimentation.
- Principals are key to the success of the implementation process in a school. They require in-depth knowledge of the planned change and of the implementation process. They must be committed to the change and be able to employ a variety of leadership strategies to meet the needs of teachers. These strategies might include:
 - being accessible and openly willing to communicate with others involved in the process
 - building on the strengths available in the staff
 - providing professional development opportunities for staff
 - providing outside expertise when required
 - being willing to take risks
 - being positive about the planned change and using this optimism to motivate others

c) Responsibilities of the Department of Education, Culture and Employment

The responsibilities of the Department of Education, Culture and Employment in the implementation of new curricula are as follows:

- developing curricula and curriculum support documents with input from Boards' educators;
- introducing curricula and related support documents to a team at the Board level;
- assisting Board teams to develop an implementation plan;
- assisting the Board team with the monitoring of the implementation of the curriculum;
- providing a means for inter-regional networking;
- monitoring and evaluating the implementation of the curriculum and the appropriateness of the curriculum in meeting students' needs and improving

student achievement.

d) Responsibilities of the Boards

While there are many examples of approaches a Board might use to implement a curriculum, the following responsibilities must be addressed:

- accepting responsibility for implementing a curriculum. The most successful approach has been to establish a team to set the direction and actualize the implementation process. This team should include the following:

- Director/Superintendent*: to provide regional and/or Board perspective
- Consultant*: to provide an overview of curricular concerns in various communities and classrooms
- Principal*: to provide the viewpoint of an instructional leader who is aware of school-based needs and concerns
- Classroom Teacher*: to provide the perspective of educators who relate most closely with students and are aware of day to day curricular needs
- Parent/Board Member*: to provide an understanding of the students' needs, a perspective from the community and insight into the environment and culture from which students come

A team approach provides a broader vision for implementation, and a greater likelihood that, despite personnel changes, the process will continue.

- planning for implementation, for both the short term and the long term.

Short term planning should include:

- budgeting for classroom resources, workshop materials, substitute teachers, training personnel, travel, etc.
- time for retraining, learning, sharing with colleagues, sharing with parents, etc.

Long term planning should include:

- maintaining a liaison with the initiatives of Department of Education, Culture and Employment, other government departments and regional organizations
- orienting and updating principals and staff on curricular and implementation issues
- examining strategies to be used for student and program evaluation
- monitoring curriculum implementation
- preparing personnel
- involving parents in the process
- interpreting and publicizing data collected

- determining the specific responsibilities and supporting the efforts of other

- stakeholders in the process, i.e. parents, LEAs, teachers, etc.
- developing program materials based on the curriculum and suitable to the specific needs of the Board. Certain aspects of program development might be further delegated to the school or to the classroom teacher. Program might include specification of content, methodology or activities, teaching/learning materials for classroom use by teacher or student, sample teaching units, support documents clarifying the focus taken by the Board in implementation, etc.

e) Implementation Schedule

The Elementary Social Studies Curriculum will be available for implementation in the 1992/1993 school year.

Mandatory implementation is scheduled for the 1994/1995 school year.

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