

**DRAFT
for
FIELD VALIDATION**

**JUNIOR SECONDARY
SOCIAL STUDIES**

1993

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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 Junior Secondary 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 as 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 N.W.T. Social Studies Curriculum were effected to better prepare today's young people for their future.

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 for choosing, developing and using classroom programs and resources directly relevant to the needs of their students; and,
- give students 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 make 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.

Acknowledgements

The Department of Education, Culture and Employment acknowledges the important contribution to the revision of the 1979 Social Studies Curriculum made by the Subject Advisory Committees for Social Studies which met in January 1989 and again in October 1992 to recommend changes and new direction for teaching and learning Social Studies in the Northwest Territories.

The present document is based on the recommendations of the Subject Advisory Committee, whose members, appointed by their school board, include :

Norm Vaughn (Baffin)
Carla Tynes (Keewatin)
Ellie Elliot (Kitikmeot)
Geoffrey Dyke (Beaufort/Delta)
Vince Dumond (Yellowknife District #2)
Terry Galant (Yellowknife District #2))
Merril Dean (Yellowknife District #1)
Diane Drouillard (Dehcho)
Bob Chaiko (Dogrib)
David Harrison (South Slave)

and

Robert MacQuarrie (External Advisor)

The Department also wishes to thank the many teachers, schools, parents and jurisdictions who provided both formal and informal input to the revision process over the years through questionnaires, comments, suggestions and constructive criticism.

The Department acknowledges the input from many staff who were involved in reviewing and commenting on this document. Their input and that of many more educators involved in social studies has been and will continue to be the key to successful curriculum development and implementation in our system.

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

Jean-Marie Beaulieu, Curriculum Coordinator for Social Studies, was responsible for the development of this publication.

PART I

JUNIOR SECONDARY SOCIAL STUDIES CURRICULUM

1. Foundations

a) Social Studies And Education In The N.W.T.

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 NWT 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.

{1} Department 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 N.W.T. 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.

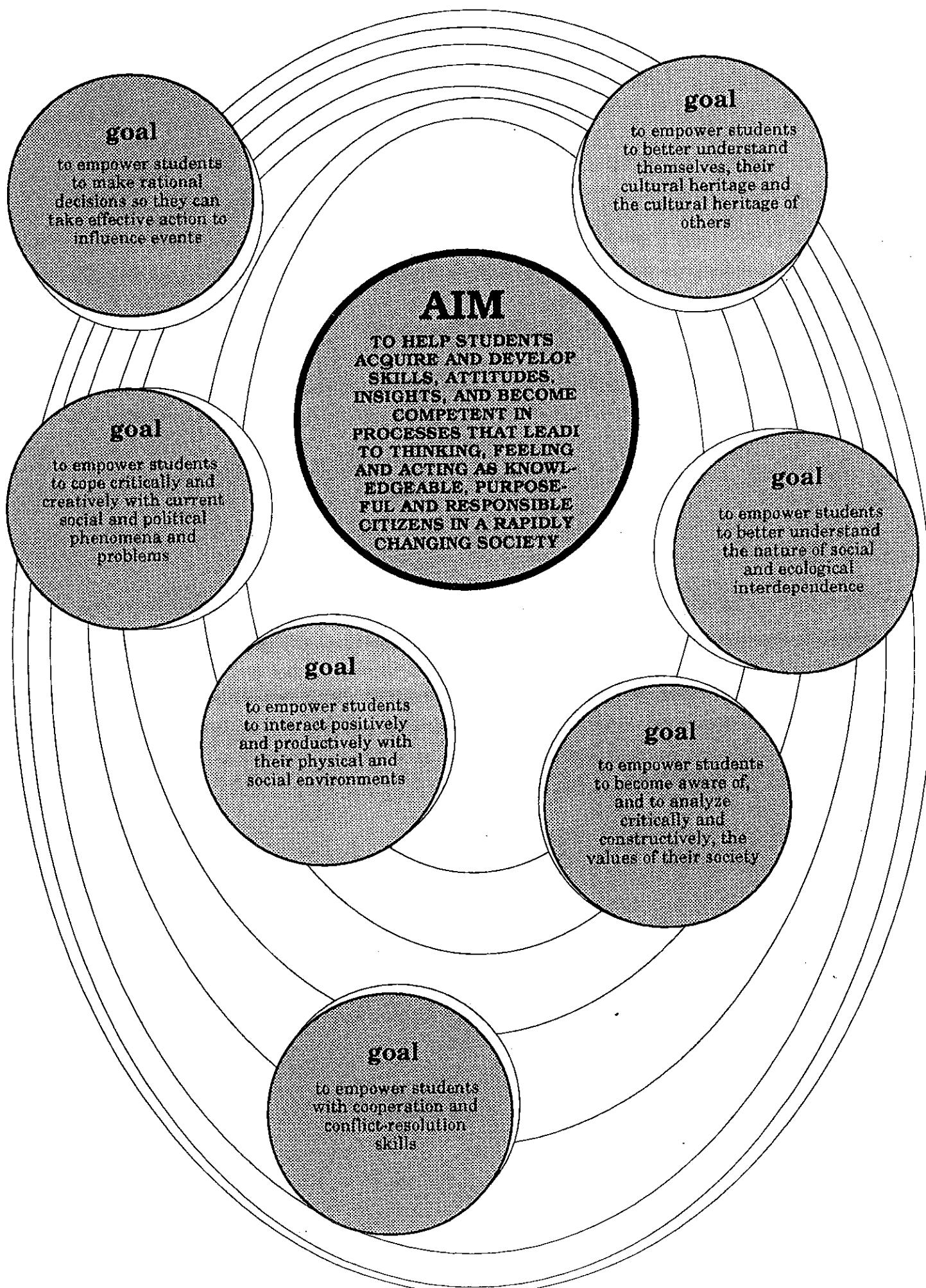
The specific **goals** of Social Studies contribute to the realization of the aim of producing knowledgeable, purposeful and responsible citizens. These goals are:

- 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 to influence events.

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 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 NWT, 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.



e) Objectives of the Social Studies Curriculum

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 human, 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 is 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 toward 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 toward 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 toward the environment and community (local, regional, territorial, national, global)

2. Special Pedagogical Considerations

a) Social Studies and Inquiry⁽⁵⁾

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.

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 extend 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

(5) This section describing the Inquiry Model is adapted from the model proposed in the Alberta *Social Studies, Program of Studies* (1988).

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 are 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.

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)

(6) These considerations have been adapted from the *N.W.T. 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 take 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 taking 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.

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 Junior Secondary 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 is interconnected, part of a whole.

f) Social Studies Curriculum 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

[7] Tucker, Jan L. 1991. "Global Education is Essential to Secondary School Social Studies", in *Bulletin*, NASSP, Vol.75, No.531, p.46. The author states that social studies program can no longer separate a country and the rest of the world in geography, history and economic classes. Instead, educators must emphasize global awareness and interdependence.

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 commonalities 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, and 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 (interviews, 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 can always be interesting and significant for the students.

3. Curriculum Parameters

a) General

The Social Studies Curriculum places a strong, primary emphasis on the development of skills and strategies in the areas of processing information, critical thinking, problem solving and decision making. In the classroom, the primary instructional goal becomes the development of skills and strategies along with the acquisition of knowledge. Students are given the opportunities to apply skills, strategies and knowledge in a wide range of contexts across the curriculum and outside the school.

The new Social Studies Curriculum is not a classroom teaching manual or resource, but is a guide to program development. It is the framework for school boards/schools/teachers to follow in determining appropriate social studies content, deciding what classroom resources are needed, choosing the most appropriate teaching strategies and developing relevant classroom and school programs and materials for the students. The Junior Secondary Social Studies Curriculum presents the minimum core elements to be taught/learned during Junior Secondary school years.

The curriculum becomes a tool for planning and preparing meaningful learning experiences necessary for students' growth. Classroom learning experiences and the learning environment for the Social Studies curriculum should:

- enhance the students' understanding, knowledge and confidence in their own heritage and cultural background;
- emphasize inquiry and discovery by students;
- encourage active student involvement and participation in the learning process;
- provide students with direct and vicarious experiences and opportunities to develop and to apply social studies skills and processes in real, purposeful situations;
- focus on the activities and actions of people in their social, geographical and historical settings;
- emphasize the cognitive and affective outcomes of learning activities and experiences;
- teach students how to process and act upon information about the world in a rational and critical manner;
- be organized around concrete problems and questions of vital importance to society and of immediate interest to the students, the community and the public.

b) Definitions

For the purpose of implementing the Junior Secondary Social Studies Curriculum, the following definitions apply:

A STRAND is made up of a number of elements (Rationale, Central Questions, Related Questions, Issues for Inquiry, Common Learning Experiences, Major Understandings, Relevant Concepts, Essential Knowledge, Skills and Attitudes) that are intertwined together to form, as a whole, a particular focus for study. The Junior Secondary Social Studies Curriculum consists of three Strands.

The statement of **RATIONALE** provides a major underlying reason for the Strand's inclusion in the curriculum and describes how the student will benefit from the Strand being studied.

The **CENTRAL QUESTIONS** given for each Strand suggest an organizer, theme or instructional focus through which the topics may be related to the Rationale. The Central Questions may be posed as an introduction to the themes of the Strand and/or used as summary questions for students themselves to answer.

An **ISSUE** is a matter of interest about which there is significant disagreement. The disagreement can involve matters of fact, meaning or value. Cogent arguments can be developed to support opposing positions on any genuine issue.

COMMON LEARNING EXPERIENCES are activities that provide students with a context for building understandings, acquiring knowledge, learning skills and developing desirable attitudes. All students should be given an opportunity to participate in them.

MAJOR UNDERSTANDINGS in Junior Secondary Social Studies follow the convention in general use among social studies or social sciences curricula. They suggest the kinds of generalizations or conclusions students might reach about the subject they have studied, given the skills and processes they have developed for dealing with information.

RELEVANT CONCEPTS are ideas generalized from one or more exposures, experiences and/or episodes that can usually be expressed in a particular representation. The concepts identified in each Strand are critical to a student's full understanding of the themes in that Strand.

ESSENTIAL KNOWLEDGE is accurate, worthwhile information that applies to specific situations; for example, specific information about people, places, things, events or ideas. Following completion of each Strand students should be able to demonstrate that they have acquired the identified knowledge and can apply it in useful ways.

In the context of school curriculum, **SKILLS** are proficiencies that enable students to learn new things and to use their acquired knowledge. Important skills are those that help students acquire, evaluate and use information effectively as well as those that enable them to interact with others in co-operative, productive ways. In the matter of using acquired knowledge, students need to develop skills that enable them to express ideas and present information to other people effectively in a variety of ways: verbally, visually or in writing; formally or informally; to single individuals, or to small or large groups.

ATTITUDES are tendencies or dispositions that colour and shape one person's relations to other persons, places or things. In this curriculum, attitudes are fostered that contribute to responsible citizenship in a democratic society.

c) Structure

Format

The elements of the curriculum are divided into six Strands (*Rationale*). Each Strand represents a major focus (*General Focus*) for organization of teaching/learning. These Strands are comprised of elements (*Central Questions, Related Questions, Issues for Inquiry, Common Learning Experiences, Major Understandings, Relevant Concepts, Essential Knowledge*) which are interrelated and organized around three Themes. Skills and Attitudes objectives are listed with each Strand, and a Focus for Current Events and a Focus for Northern Studies are presented in each Strand to help the teachers to plan their use in the classroom.

Teachers, not the sequence in which these elements are presented in the curriculum, will determine the order in which the elements of the curriculum should be taught/learned each year. The focus given for each Strand should be extended to a wide variety of topical issues and events; the learning objectives (Attitudes, Skills, Essential Knowledge) given for each theme point to the kind of Major Understandings and Relevant Concepts teachers should help their students develop. The generalizations, concepts and knowledge best suited for supporting the development of the Major Understandings will depend largely on the specific content taught/learned. The responsibility for determining and selecting content most appropriate to the cultural, linguistic, and instructional needs of the students rests with the school boards.

Division Specific Organization

For the purpose of implementation of this curriculum, Junior Secondary school is the equivalent of one Division. This Division comprises Strands 7, 8 and 9. These Strands embody the core curriculum for the Junior Secondary Division. It is important to notice that "Strand" can be, but is not necessarily, equated with "Grade".

Indeed, there is much flexibility left within a Division as will be later exemplified in the second section of this document. Whereas one school board might decide to follow a straight sequence in their programming, another one may decide to go with a totally different sequencing, allowing for a more appropriate programming for small schools and/or multi-grade classrooms.

Minimum Time Allocation

The *Elementary/Junior Secondary Handbook* states that the instructional time allocation for Social Studies at the Grade 1-9 level is approximately nine percent (9%) of total instruction time. However, this may fluctuate, depending upon local programming and the degree of integration with other subjects.

d) Curriculum Elements (Expected Outcomes)

The Junior Secondary Social Studies Curriculum elements are described into more details in the following six pages, organized by Strands.

STRAND 7 - The Circumpolar World

- Geography of the Circumpolar World
- Changes in the Circumpolar World
- Connections: Canada and the Circumpolar World

STRAND 8 - The Changing World

- Ancient Societies
- Middle Societies
- Modern Societies

STRAND 9 - The Growth of Canada

- Geography of Canada
- Canada : History to the Twentieth Century
- Canada : International Connections

e) Conceptual Organization

The following chart (next page) represents an attempt at conceptualizing the interrelationships and interconnectedness that exist between all the elements of the Social Studies Curriculum. None of them can be taken just for itself, separately. They are all part of a whole and should be treated as such. The Earth seen from a northern perspective represents the northern studies framework that provides the link for all the elements in the Social Studies Curriculum.

SOCIAL STUDIES

CONCEPTUAL MODEL



JUNIOR SECONDARY SOCIAL STUDIES

Northwest Territories

STRAND 7 THE CIRCUMPOLAR WORLD	STRAND 8 THE CHANGING WORLD	STRAND 9 THE GROWTH OF CANADA
<p><u>Theme A</u></p> <p>Geography of the Circumpolar World</p> <ol style="list-style-type: none"> 1. Physical Geography 2. Human Geography 3. Economic Geography 	<p><u>Theme A</u></p> <p>Ancient Societies</p> <ol style="list-style-type: none"> 1. Culture 2. Social Organization 3. Technology 4. Agriculture/Industry 	<p><u>Theme A</u></p> <p>Geography of Canada</p> <ol style="list-style-type: none"> 1. Political Geography 2. Physical Geography 3. Human Geography 4. Economic Geography
<p><u>Theme B</u></p> <p>Changes in the Circumpolar World</p> <ol style="list-style-type: none"> 1. Technological Changes 2. Economic Changes 3. Social Changes 4. Political Changes 	<p><u>Theme B</u></p> <p>Middle Societies</p> <ol style="list-style-type: none"> 1. Culture 2. Social Organization 3. World Exploration/Trade 4. Industrial Revolution 	<p><u>Theme B</u></p> <p>Canada: History to the Twentieth Century</p> <ol style="list-style-type: none"> 1. First Peoples 2. Colonization 3. Settlement 4. Nationhood
<p><u>Theme C</u></p> <p>Connections: Canada and the Circumpolar World</p> <ol style="list-style-type: none"> 1. Environmental Linkages 2. Cultural Linkages 3. Political Linkages 4. Trade Linkages 	<p><u>Theme C</u></p> <p>Modern Societies</p> <ol style="list-style-type: none"> 1. Transportation/Communication 2. Democratization 3. Developing Nations 4. Social Issues 	<p><u>Theme C</u></p> <p>Canada: International Connections</p> <ol style="list-style-type: none"> 1. Links to United States 2. Links to the World 3. International Issues

f) General Focus For Strands

STRAND 7 - The Circumpolar World

For the entire year students undertake a variety of studies on the circumpolar world. **Theme A** is a study of circumpolar *geography*. **Theme B** is a *general* study that focuses on the *changes* that have been, and are now, impacting the circumpolar world - changes that have been brought about by technological, economic, social and political forces. **Theme C** is a study that examines Canada's *cultural, economic* and *political* links to other circumpolar countries.

STRAND 8 - The Changing World

This Strand picks up the theme of *change* and applies it to societies in various parts of the world through the ages. **Theme A** focuses on change in ancient societies. **Theme B** focuses on change in middle societies (considered to be those dating anywhere from the Middle Ages through the 19th century). **Theme C** focuses on change in the 20th century. Although these studies will require the processing of historical/cultural information in case studies, teachers must keep in mind that various societies and institutions are not being studied for their own sake. Rather they are being studied to help students understand *how* and *why* social changes have occurred throughout history and are still occurring today, more broadly and more rapidly than ever.

STRAND 9 - The Growth of Canada

Theme A is a complete *geographical* study of Canada. **Theme B** is an *historical* study of Canada that will end with the establishment of new provincial boundaries in 1912. **Theme C** is a *general* study that takes an introductory look at Canada's international connections, focussing mainly on relations with our nearest neighbor, the USA. It should be noted that modern Canadian history, broader international affairs and current Canadian issues are to be left until high school.

In **Strands seven, eight and nine** respectively, teachers must remember the additional civics' focus that further develops the students' understanding of the institutions, processes and activities of local, territorial and federal governments in action. They must also remember the Northern Studies' focus that requires them to link what students are learning to northern circumstances and issues in order to ensure continuing relevance and usefulness.

STRAND 7

THE CIRCUMPOLAR WORLD

RATIONALE

Students will study the circumpolar world so they can develop an understanding and appreciation of their unique and challenging northern environment, and so they can recognize shared interests and concerns with other circumpolar peoples and see opportunities for common action and cooperative solutions.

CENTRAL QUESTIONS

- What are the boundaries of the circumpolar world? [A]
- What are the common characteristics of various geographic regions within the circumpolar world? [A]
- What are the major changes affecting the circumpolar world? [B]
- What are the ties that link Canada with other circumpolar countries? [C]

RELATED QUESTIONS

- What variations are found in the physical geography of the various regions of the circumpolar world? [A]
- What are the main climatic characteristics of the circumpolar world? [A]
- What are the major economic resources of the circumpolar world? [A]
- What impacts do physical geography and climate have on the human populations of the circumpolar world? [A]
- What technological changes have had the greatest impact on human societies in the circumpolar world, and what are these impacts? [B]
- How have the economies of circumpolar world changed in the last half of the twentieth century? [B]
- What are the main economic problems facing circumpolar peoples? [B]
- How have technological and economic changes affected social structures and the exercise of political power in the circumpolar world? [B]
- What are the main environmental problems facing the circumpolar world in the twentieth century? [C]
- What political initiatives have been taken by circumpolar peoples to address the economic, environmental and cultural challenges they face in the modern age? [C]

ISSUES FOR INQUIRY

- How should circumpolar people resolve the conflict between resource development and environmental degradation? [B,C]
- Should major economic developments in the circumpolar world face stringent environmental reviews before being allowed to proceed? [B,C]
- Should northerners be more concerned about global warming than other peoples of the world? [C]
- Should countries that have circumpolar regions develop policies to protect and foster the aboriginal peoples who live in those regions? [A]
- Should northern aboriginal peoples have self-government? [B]
- Should circumpolar peoples seek to strengthen not merely cultural and economic ties but political ties with one another? [C]

MAJOR UNDERSTANDINGS

- Circumpolar countries surround the north pole and share the Arctic Ocean. [A]
- Circumpolar regions have similar, uniquely northern geographical features. [A]
- Circumpolar regions are the homelands of many distinct aboriginal societies. [A]
- Circumpolar regions have similar settlement patterns. [A]
- Circumpolar societies have similar characteristics arising from a common environment. [A]
- Circumpolar regions have a rich and varied resource base. [A]
- Circumpolar regions are changing rapidly in areas of technology, economic activity, social structure and political organization. [B]
- Technological change, particularly in the areas of transportation and communication, has had a major impact on societies in circumpolar regions. [B]
- Self-determination is a goal of many northern peoples. [B]
- Canada co-operates with other circumpolar nations through international agreements and alliances. [C]
- Successful environmental protection on a large scale arises from many personal commitments to a healthy environment. [C]

COMMON LEARNING EXPERIENCES

Students should do the following:

- use a globe and various map projections to identify circumpolar regions and nations [A]
- use maps and other resource materials to find data on the populations, economic resources, climates and physical features of the circumpolar world [A]
- use graphs to show climatic differences in various circumpolar regions [A]
- record personal weather observations over a period of time and compare the data to that of a southern community [A]
- use two or more sources of information to prepare a report on a circumpolar community [A]
- compare and contrast aspects of Canada with those of another circumpolar country [A]
- prepare a mural depicting life across the circumpolar world [C]
- analyze changes that have occurred in a given circumpolar society [B]
- analyze how the exploitation of natural resources affects the environment [C]
- prepare a collage illustrating the main economic activities of the circumpolar world [A,B]
- develop a class list of sound environmental practices for citizens of the circumpolar world [C]
- prepare and deliver a speech describing personal commitment to environmental well being [C]
- prepare maps tracing northern transportation routes on the sea and in the air [[C]
- prepare a chart which demonstrates linkages among the circumpolar nations [C]
- invite guests with opposing views to speak on a topical circumpolar issue; afterwards, from notes, summarize and evaluate their positions [B,C]
- prepare a report on a circumpolar issue and make an oral presentation of it to the class [B,C]
- write a letter to express a point of view regarding a circumpolar issue [B,C]
- develop and pursue a problem-solving strategy to answer an outstanding question concerning the circumpolar world [A,B,C]
- develop and pursue a decision-making strategy to make a tentative choice in regard to a current circumpolar issue [A,B,C]

ATTITUDES

Students will be encouraged to develop:

- tolerance and respect for differences in cultures, traditions and beliefs
- a willingness to consider opinions and interpretations different from their own
- a willingness to participate in groups and to accept legitimate group decisions
- respect for the rights, needs and concerns of others
- an appreciation of their own worth
- an appreciation of the need for co-operation in group work and community life
- an appreciation for the consequences of people's interactions with their physical and social environments
- a sense of responsible stewardship over the northern environment

SKILLS

Students will be able to do the following:

Processing Skills

- identify and define topics
- differentiate between main and supporting ideas
- acquire information to find answers through listening, observing, reading and utilizing community resources
- seek and work with information from more than one source
- make notes (jottings, point form, webbing) that outline the main and related ideas from reading, listening and observing
- categorize information
- compare information about one topic from two or more sources to see if they are identical, similar, parallel, or inconsistent, unrelated or contradictory
- identify assumptions underlying various positions taken on an issue
- distinguish between well founded and ill founded opinions
- venture predictions based on acquired information
- identify the circumpolar world from different visual perspectives
- draw maps that reflect an understanding of the circumpolar world

Communication Skills

- convey thoughts, feelings and information in an oral presentation
- read, listen and observe to acquire specific information
- use a retrieval chart to present the main features of two circumpolar nations
- explain circumpolar issues by writing and speaking about them
- write a clear and effective short report
- document sources of information
- present information from maps, demonstrating the use of symbols, location, direction, distance, scale and physical geography

Participation Skills

- work productively and co-operatively with others
- converse with others in a variety of settings, including informal small group and whole class discussions
- present information to others orally

CURRENT EVENTS FOCUS

Focus on news stories that deal with circumpolar peoples, events and issues. These might include stories about individual attainments, political and military initiatives, international conferences and cultural exchanges, sports events, the endangerment of wildlife populations, self-government developments, economic projects, pollution problems. For a review of civics, focus on local government stories.

ESSENTIAL KNOWLEDGE

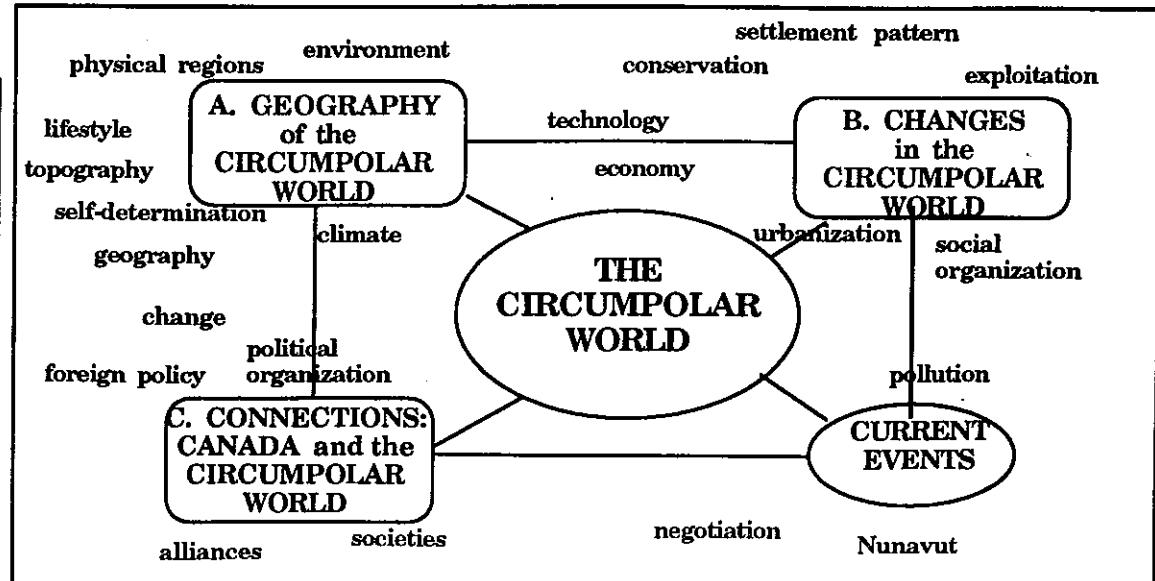
Students will demonstrate knowledge of the following:

- the names and locations of Canada's northern territories [A]
- the names and locations of the countries bordering the Arctic Ocean [A]
- physical and climatic characteristics of circumpolar regions [A]
- the distribution of major renewable and non-renewable resources in the circumpolar world [A]
- the location and nature of major economic activities in northern regions [A]
- the main transportation routes in the circumpolar world [C]
- the distribution of populations in the circumpolar world and the names of the main population centers [A]
- the identities of various peoples in the circumpolar world [A]
- how the environment of the circumpolar regions affects peoples: their lifestyles, occupations, leisure and economic activities [A]
- how technological, societal, political and economic changes have impacted traditional circumpolar societies [B]
- Canada's connections with other circumpolar nations in the areas of politics (sovereignty, defence, NORAD, NATO), economics (trade in oil and base metals, construction contracts, transportation routes), culture (ICC, ISI, AWG), wildlife concerns (trade in fur, ivory, meat, antlers; migratory birds and mammals), and environmental problems (ozone depletion, buildup of carbon dioxide in the atmosphere, chemical and radioactive pollutants) [C]

NORTHERN STUDIES FOCUS

Focus on Canada's challenges and policies with regard to its northern peoples and territories. Also focus on the challenges facing northern aboriginal peoples: the preservation of culture, the pursuit of economic prosperity, the settlement of land claims, and the negotiation of self-government.

RELEVANT CONCEPTS



THE CHANGING WORLD

RATIONALE

In case studies selected from ancient, middle and modern societies, students will study key elements of social change from an historical perspective to learn about the circumstances that have helped to produce the modern age, as well as to better understand today's rapid rate of change and the effects this change has on their lives.

RELATED QUESTIONS

What factors in ancient times were responsible for promoting the establishment of settlements and the growth of cities? [A]

What were some similarities and differences in the ways various ancient (middle) societies were organized and governed? [A,B]

In what ways were each of men, women and children in various ancient (middle) societies free? restricted? [A,B]

What expectations would a child in an ancient (middle) society have with respect to: family responsibilities, education, occupation, place of residency, contact with other people who held different beliefs and values and followed different lifestyles? How have these expectations changed today? [A,B,C]

What was the level of technology in ancient (middle) societies with regard to: metallurgy, tools, weapons, construction techniques, agriculture, food storage and preservation, transportation and communication, clothing? What is the level of technology in those areas today? [A,B,C]

What were the consequences to human life in middle societies of technological advances such as square-rigged galleons, the compass and cross-staff, the printing press, the steam engine? [B]

How had European society changed from ancient to medieval times? [A,B]

How has trade and commerce contributed to change in the world throughout human history? [A,B,C]

What have been the relative roles of science and religion in human affairs throughout human history? [A,B,C]

What are the consequences to modern human life of radio, television, telecommunications, computers, airplanes? [C]

In general, what are some of the effects of rapid social change on individuals? on family life?

ISSUES FOR INQUIRY

Is representative democracy better than other systems of government? [C]

Should new technologies and practices be tolerated when they damage the physical environment? [C]

Should the "haves" help the "have-nots" both within and beyond the nation's borders? [C]

Should men and women be identified and treated differently in a nation's policies and laws? [C]

Is traditional family life decaying in the modern age? If so, does it matter? [C]

Should societies try to control the rate of change? [A,B,C]

MAJOR UNDERSTANDINGS

Social revolutions are events that have relatively rapid and long-term impacts on society. [A,B,C]

The advent of agriculture had a major impact on ancient societies. [A]

Significant change in ancient societies took place over long periods of time. [A]

Government has evolved from the informal small family groupings to the organization and administration of large, pluralistic societies. [A,B,C]

The style of government has varied through history. [A,B,C]

At various times in history, groups of individuals such as commoners, slaves, women and minority groups have been subject to governments over which they could exercise no control. [A,B,C]

The industrial revolution had a major impact on middle societies. [B]

In modern times, rates of social change are highly accelerated. [C]

A revolution in the fields of transportation and communication is having a major impact on modern societies, turning the world into a "global village". [C]

Human ingenuity has allowed some populations to live easier, more prosperous and more comfortable lifestyles. [A,B,C]

Change in society often generates social and ethical issues. [A,B,C]

More than ever before, decisions that individuals and societies make can significantly impact other individuals and societies. [C]

There has been some movement toward democracy in all parts of the world in the twentieth century. [C]

Levels of freedom and prosperity are not equal for all peoples around the globe. [C]

COMMON LEARNING EXPERIENCES

Students should do the following:

- use several sources to acquire and analyze information about ancient, middle and modern societies [A,B,C]
- compare and contrast ancient, middle and modern societies (e.g. examining different kinds of government [A,B,C]
- put various societies into historical context using timelines [A,B,C]
- work with historical maps, noting changes in political configurations [A,B,C]
- graph the pace of change through the centuries with respect to various indicators: world population, the use of various sources of power to do work, the speed of travel, the size of buildings, the power of weaponry, degradation of the environment, the extinction of species [A,B,C]
- regularly use newspapers, magazines, radio and television to keep track of continuing changes throughout the world [C]
- examine and analyze how a social change has impacted a group of people [A,B,C]
- participate in a debate on a modern social or ethical issue, arguing opposite sides of the issue on different occasions [C]
- interview people concerning a local change, then prepare a personal response to the change [C]
- prepare a mural depicting changes in transportation (or communication, sources of power, tools, weaponry, fabrics and clothing, etc.) down through the history of the world [A,B,C]
- invite guests with opposing points of view to speak on a topical social or ethical issue; afterwards, from notes, summarize and evaluate their positions [C]
- develop and pursue a problem-solving strategy to answer a question with regard to an ancient, middle or modern society [A,B,C]
- develop and pursue a decision-making strategy to make a tentative decision about a topical social or ethical issue [A,B,C]
- write a letter expressing a point of view with regard to a topical social or ethical issue [C]

ATTITUDES

Students will be encouraged to develop:

- an appreciation of change as a common feature of life in all societies
- an empathy for people who have been significantly impacted by change
- an appreciation of the contributions made by past generations to the wellbeing of today's people
- an awareness that developments in technology can raise important issues
- an appreciation of the historical context in which issues arise
- an appreciation that social issues are complex and may take time to resolve
- a habit of critical thinking, analyzing pros and cons
- open-mindedness, delaying judgment until evidence is considered
- a habit of making tentative judgments, then remaining open to new evidence
- a sensitivity to other points of view, combined with an ability to identify and reject irrational and unethical positions
- an appreciation for the way in which knowledge of the past helps people to understand the present and see possibilities for the future

CURRENT EVENTS FOCUS

Focus on news stories that describe recent archaeological and anthropological findings; that deal with the conflicts raised by social, ethical and gender issues; that report on new technologies and sustainable economic developments; that tell of poverty and prosperity, of freedom and oppression around the world. For a review of civics, focus on territorial government stories.

ESSENTIAL KNOWLEDGE

Students will demonstrate knowledge of the following:

- the role that agriculture played in the life of early societies [A]
- the main features of ancient (middle, modern) societies with regard to beliefs, lifestyle, social organization, government, technology, economic activities, transportation and communication [A,B,C]
- the role that world exploration and trade and the industrial revolution played in changing middle societies [B]
- the role that science plays in shaping modern societies [C]
- the role that transportation and communication technologies play in shaping modern societies [C]
- the role that commerce and technology have played in bringing about social change throughout human history [A,B,C]
- the essential features of various kinds of government [A,B,C]
- the problems and expectations of developing nations [C]
- the main social and ethical issues of the modern age [C]

NORTHERN STUDIES FOCUS

Focus on new archeological and anthropological findings in Canada's North. Compare and contrast a traditional society in the Canada's North with an ancient society elsewhere in the world. Review the impact of technological change on the North. Identify, analyze and discuss social issues that are presently troubling Canada's northern peoples.

SKILLS

Students will be able to do the following:

Processing Skills

- identify possible sources and locations of information (print and non-print as well as knowledgeable individuals)
- create a timeline to show a sequence of historical events
- identify cause and effect relationships in historic world changes
- make notes that outline the main and related ideas from reading, listening and observing
- draw inferences, make generalizations and reach tentative conclusions from evidence about our changing world
- relate past to present in the study of human continuity and change
- venture predictions about the directions of future social change
- identify values underlying various positions taken on an issue
- distinguish between well-founded and ill-founded opinions
- identify fact, opinion, bias and propaganda
- identify the purpose, message and intended audience of visual communications
- identify and evaluate alternative answers, conclusions, solutions or decisions regarding issues used for inquiry and research
- construct graphs or charts to illustrate changes in society

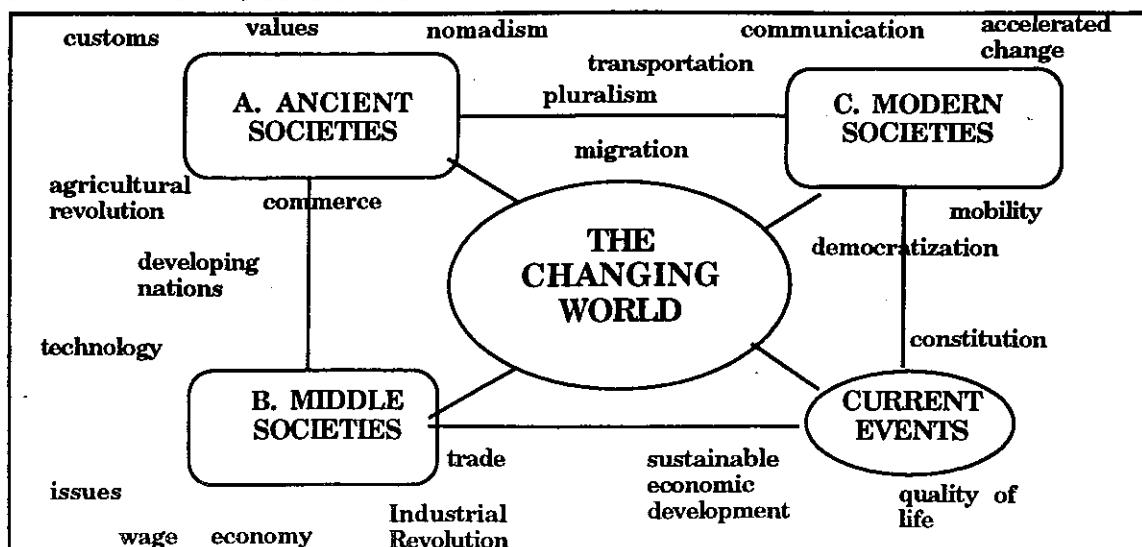
Communication Skills

- interpret opinions presented by visual means
- convey thoughts, feelings and information in a speech on an issue
- organize written material under topical headings
- support an opinion with factual information
- prepare and organize questions for an interview
- write an essay on an issue from several points of view and with sensitivity to more than one perspective
- document sources of information and ideas
- prepare and deliver a speech to the class

Participation Skills

- contribute to a group discussion as a member, recorder or leader
- observe the courtesies of a group discussion
- express disagreement, yet remain courteous and constructive
- resolve conflict through compromise and co-operation
- present information and explain ideas to others orally
- work independently without supervision
- recognize personal strengths and weaknesses and seek help when required
- understand, evaluate and accept constructive criticism

RELEVANT CONCEPTS



STRAND 9

THE GROWTH OF CANADA

RATIONALE

Students will study the growth and development of Canada so they can come to understand and appreciate their country: its geography, its history, its social diversity, its commitment to democracy, and its challenges and opportunities.

CENTRAL QUESTIONS

- In what way have geographical factors impacted the development of Canada as a country and as a political and economic power? [A]
- What elements of Canada's history have contributed to the challenges Canada faces as a nation today? [B]
- To what extent are Canada's security and prosperity dependent upon the policies and actions of the USA? [C]
- Are Canada's international policies adequate to prepare the nation to meet the twenty-first century? [C]

ISSUES FOR INQUIRY

- Should Canada tie environmental practices to trade policies? [A,C]
- Should Canadians weaken their central government in order to accommodate regionalism? [A,B]
- Should Canada constitutionally entrench self-government regimes for first peoples? [A,B]
- Should governments ever apologize and compensate for the policies and actions of previous governments? [B]
- Should Canada develop closer ties with the USA? [C]

MAJOR UNDERSTANDINGS

- Canada is a land of diverse physical regions. [A]
- Physical features of geography affect economic activities as well as settlement patterns. [A]
- Geographic features have influenced political, economic and military decision-making throughout Canadian history. [A,B]
- The French and British imperialism that shaped Canada was motivated by social, economic and political considerations. [B]
- Canada's settlement and growth were a direct result of government policies. [B]
- Confederation was a response to internal and external political and economic factors. [B]
- The BNA Act and all subsequent constitutional documents are attempts to tie together diverse peoples and regions in Canada. [B]
- Canada's two official languages result from the nation's unique history. [B]
- Many of Canada's laws, institutions, customs and practices are inherited from the first peoples and from the nations that established colonies in Canada. [B]
- The presence of early aboriginal peoples, colonial practices, and subsequent immigration policies have made Canada a cultural mosaic. [B]
- Canada's close ties to the USA have a foundation in geographical, historical and cultural factors. [C]
- The USA has had an extensive and profound impact on Canada's economy and culture. [C]
- At various times in history, Canada has had ties to different countries and has affiliated itself formally with different international organizations. [C]
- International ties benefit Canada culturally, politically, militarily and economically. [C]

COMMON LEARNING EXPERIENCES

Students should do the following:

- use indexes and tables of contents for tracking down research material
- use grids of various types, bearings and ranges to locate places on variously scaled maps [A]
- compare and contrast topography, climate, economic resources, languages and lifestyles in Canada's regions [A]
- identify main and supporting details on specific materials by reading, skimming, scanning, listening and viewing [A,B,C]
- read and analyze two or more different accounts of the early encounters between first peoples and Euro-Canadians [B]
- identify and make notes on the main points of an oral presentation or a video [A,B,C]
- create a visual model to show relationships among specific historical concepts or events [B]
- make meaningful contributions to discussions, supporting the ideas presented with facts and reasons [A,B,C]
- identify, locate and label on a map, trade routes between Canada and its international trading partners [C]
- make predictions about Canada's future political ties and trading partners based on identified needs [C]
- research an issue concerning Canada's international relations; write a formal account of the research; include a statement of thesis, conclusions, a bibliography and footnotes [C]
- write an essay that includes a clear statement of thesis, supporting points that have been developed, and a concluding paragraph [A,B,C]
- participate in a debate on a foreign affairs issue, arguing opposite sides of the issue on different occasions [C]
- develop and pursue a problem-solving strategy to answer an outstanding question concerning Canada's history [B]
- develop and pursue a decision-making strategy to make a tentative decision in regard to a current international issue [C]

RELATED QUESTIONS

- How has geography influenced the settlement of Canada and the distribution of the nation's population? [A]
- How has geography influenced the kinds of economic activity undertaken by Canadians? [A]
- How has geography influenced major political decisions that have been taken in Canadian history? [A]
- Who were Canada's first peoples? [B]
- What motivations led the French and British to occupy and colonize Canada? [B]
- What is the history of the changing relationship between colonists and first peoples? [B]
- What motivations led colonial peoples to establish a new nation? [B]
- What challenges had to be met in establishing and preserving the new nation? [B]
- How has Canada grown in size and maturity as a nation? [B]
- What laws, institutions, technologies and practices of present day Canadians have been inherited from Canada's first peoples? from Canada's colonial history? [B]
- How has Canada changed culturally through history and what factors have been responsible for such changes? [B]
- How have Canada's relationships with other countries changed through history and what has motivated these changes? [C]
- What are the main issues that Canada faces with its neighbour? [C]

ATTITUDES

Students will be encouraged to develop:

- confidence in expressing their own ideas
- a thoughtfully critical stance toward publicly expressed points of view and the public decision-making process
- a respect for democratic principles
- an appreciation of the worth of individual initiative and the contributions individuals have made to Canada
- an appreciation of the worth of co-operative effort in achieving goals
- an appreciation of interdependence as a feature of life
- an appreciation of Canada's cultural diversity
- an appreciation of, and respect for, the contributions of cultural groups to Canada
- an appreciation of what it means to be a Canadian

SKILLS

Students will be able to do the following:

Processing Skills

- identify relations among variables with charts, graphs, tables
- use grid, bearings and ranges to locate places
- read and use topographic maps
- draw thematic maps
- identify geographical factors that affect relationships among regions
- arrange events, facts and ideas in sequence (occurrence/ importance)
- compare sources of information for accuracy, relevancy, reliability and validity
- draw inferences from information
- make generalizations from broadly-based authenticated information
- identify and evaluate alternative answers, conclusions, solutions or decisions
- identify cause and effect in historical development
- identify common needs that contribute to national/international linkages
- analyze links between the goals of government and government policies

Communication Skills

- prepare brief notes for use in a speech or a debate
- use appropriate media to illustrate Canada's relationships with other countries
- convey thoughts, feelings and information in a debate on an issue
- document and credit sources

Participation Skills

- distinguish work that can be done efficiently by individuals and work that calls for group effort
- develop facility in participating in formal situations of communication
- role play situations where verbal communication is required to resolve political or social issues
- make a point without monopolizing discussion
- engage in constructive self-criticism
- use humour to diffuse tension

CURRENT EVENTS FOCUS

Focus on news stories that deal with regional economic disparities and regional political tensions within Canada, noting any historical or geographic factors involved; also, news stories that deal with Canada's evolving international actions and evolving international connections. For civics content, focus on federal government stories.

ESSENTIAL KNOWLEDGE

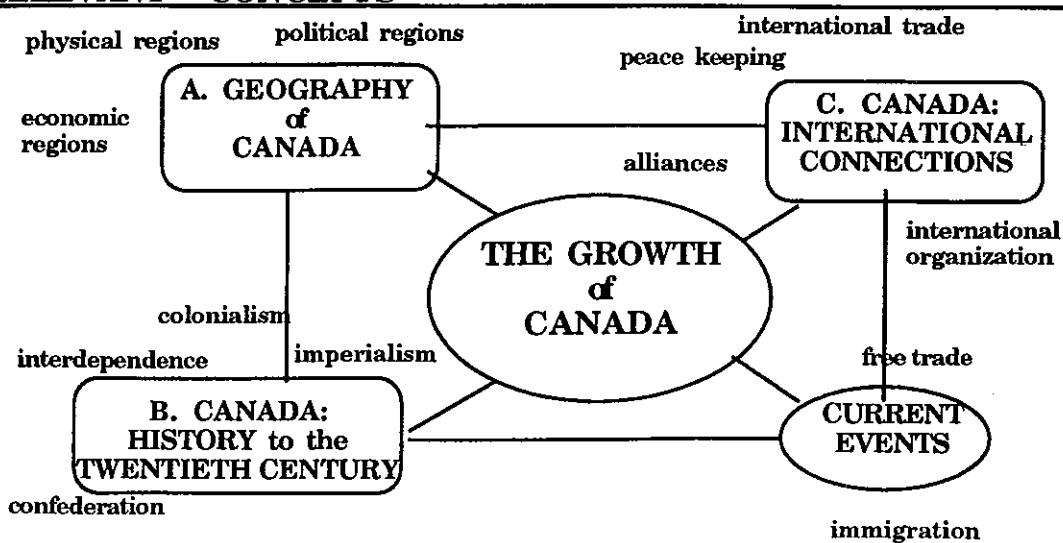
Students will demonstrate knowledge of the following:

- the physical geography of Canada [A]
- the political regions of Canada [A]
- the major economic resources of each physical region [A]
- the settlement patterns of the country and the effects that geography has had in determining them [A,B]
- the names and locations of major cities [A]
- the origins, identities and distributions of Canada's first peoples [B]
- the factors that influenced the original colonization and settlement of Canada by Europeans [B]
- the names of various British and French colonies and the conflicts between them [B]
- the essence of conflicts between colonial peoples and the British government [B]
- the factors that motivated Confederation [B]
- the foundation, growth and development of Canada as a nation [B]
- the special provisions that have been made for aboriginal peoples and the French in Canadian history [B]
- the names of the most important British, French, aboriginal and other Canadian leaders in Canadian history [B]
- the essential elements of Canada's relations with the USA through history [C]
- the essential elements of Canada's trade relations with other nations through history [C]
- the main issues Canada faces in its relations with the USA? [C]

NORTHERN STUDIES FOCUS

Focus on the historical location and distribution of northern first peoples; their early contacts with Europeans; the history of territorial links to Canada; the impact of Canada's international links on northern peoples; and Canada's sovereignty in the Arctic.

RELEVANT CONCEPTS



PART II

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.

1. 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 studies education. These principles are : {8}

Lessons should proceed from whole to part.

Students need the big picture first. They develop concepts by beginning with general ideas and then filling in the specific details.

Lessons should be learner-centered because learning is the active construction of knowledge by students.

Focus on the whole student. Lessons begin with what the student knows and activities build on student interests. Students should be stimulated to relate to their actual experiences, 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.

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

{8} These 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.

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.

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

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

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.

Pre-Task (Preparatory stage)	Task (Application stage)	Post-Task (Reflection stage)
<p><i>Establishing context for learning</i></p> <p>involves :</p> <ul style="list-style-type: none"> • focusing prior knowledge • building background <p>through :</p> <ul style="list-style-type: none"> • experiencing and sharing experiences • collecting information • classifying words, data, events • asking questions • making word associations • viewing and observing • reading a related story or article • listening to experience of others • using pictures, maps • brainstorming • webbing, clustering, mapping • dramatizing • explaining <p><i>Focusing on the learning task</i></p> <p>involves :</p> <ul style="list-style-type: none"> • establishing a need • understanding the task or problem • forming intention • making predictions <p>through :</p> <ul style="list-style-type: none"> • explaining • predicting • hypothesizing • estimating • viewing • observing • simulating a problem or issue • role-playing • playing games • analyzing a problem or issue • drawing a map • developing a plan • demonstrating 	<p><i>Engaging in the learning task</i></p> <p>involves :</p> <ul style="list-style-type: none"> • developing knowledge • developing attitudes • developing skills • developing appreciation <p>through :</p> <ul style="list-style-type: none"> • experiencing • appreciating • reflecting during task • making personal associations • seeking relevancy • predicting and confirming • changing or rejecting predictions • formulating ideas • incorporating emerging ideas or information • carrying out the plan • proposing a solution to the problem • making a decision • manipulating maps, charts, data 	<p><i>Reflecting on learning</i></p> <p>involves :</p> <ul style="list-style-type: none"> • processing, interpreting information • formulating and/or analyzing generalizations • developing theory • reviewing, recalling • responding personally and critically • sharing meaning with others • clarifying and consolidating meaning • re-shaping thoughts <p>through :</p> <ul style="list-style-type: none"> • generating questions • hypothesizing • sharing interpretations • organizing information • log writing • talking in small groups • webbing, clustering, mapping • re-reading to support interpretation • interviewing, transcribing • analyzing, critiquing <p><i>Extending the learning</i></p> <p>involves :</p> <ul style="list-style-type: none"> • applying learning to new situations • taking action and evaluating action • raising new issues • presenting and sharing to a wider audience <p>through :</p> <ul style="list-style-type: none"> • presenting orally • drawing charts and/or maps • reading to identify further projects • dramatizing • constructing a model • writing a letter • participating in a field trip • practising in a new situation • transferring acquired knowledge/skills

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 in 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 and conclusions by allowing revisions in the light of new information;
- seek information from as many sources as possible, including parents/guardians and other students in order to better understand the progress of the student.

3. Junior Secondary Social Studies Program Development

a) Program Development To Meet Curriculum Requirements

Program development will vary from one educational jurisdiction to the next. However, the program must be developed using the curriculum guidelines 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 topic 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 Junior Secondary 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/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 school boards, the Junior Secondary 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 7, 8 and 9 of the curriculum be taught/learned during the Junior Secondary Division years.

However, the order or sequencing of the themes is left entirely with the school board 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 three year program for the JS Division might look like the following :

Year One

Geography of Canada
Modern Societies
Geography of the Circumpolar World

Year Two

Changes in the Circumpolar World
Ancient Societies
Canada: International Connections

Year Three

Connections: Canada and the Circumpolar World
Middle Societies
Canada: History to the Twentieth Century

d) Single-Grade Sequencing

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 straight forward manner, i.e. starting with Strand 7 and ending with Strand 9, 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 the JS Division may look like this :

Year One

Geography of the Circumpolar World
Changes in the Circumpolar World
Connections: Canada and the Circumpolar World

Year Two

Ancient Societies
Middle Societies
Modern Societies

Year Three

Geography of Canada
Canada: History to the Twentieth Century
Canada: International Connections

e) Selection of Resources

The selection of potential resources is planned for the fall of the school year 1993/1994. 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 all stakeholders; all members of the Department of Education, Culture and 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**
 - *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 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 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 stakeholder in the process, ie. 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 teachers or students, sample teaching units, support documents clarifying the focus taken by the Board in implementation, etc.

e) Implementation Schedule

The Junior Secondary Social Studies Curriculum will be available for implementation in the 1994/1995 school year.

Mandatory implementation is scheduled for the 1997/1998 school year.