

## EDMONTON PUBLIC SCHOOLS

September 12, 2006

TO: Board of Trustees

FROM: L. Thomson, Superintendent of Schools

SUBJECT: New Social Studies Curriculum

ORIGINATOR: D. Barrett, Executive Director

RESOURCE

STAFF: Douglas Davis, Sandy Forster; Stuart Wachowicz

### INFORMATION

#### **Background:**

In September 2005, Alberta Education began the implementation of a new provincial curriculum for Social Studies. This replaces the previous curriculum implemented in 1982. It is the purpose of this report to update the Board of Trustees on the new Program of Studies and identify its new elements, content and philosophy. There is also information on support being provided to teachers to assist implementation.

#### **Key Features of the new Program of Studies (k-12):**

- *“The aim of the new social studies program is to promote a sense of belonging and acceptance in students as they engage in active and responsible citizenship. At the heart of Alberta’s new social studies program are concepts of citizenship and identity in the Canadian context. It also includes multiple perspectives, including Aboriginal and Francophone, that contribute to Canada’s identity. The new program also has a greater focus on Canadian and Alberta history.”* Curriculum Handbook for Parents – Alberta Education.
- The new Program of Studies has a kindergarten curriculum for social studies, which was not present in previous curricula. The purpose of the kindergarten social studies curriculum is to begin the emphasis of a sense of identity and to introduce concepts of citizenship.
- Outcomes of the new Program of Studies are categorized as those related to Knowledge and Understanding, Values and Attitudes, and Skills and Processes. Teachers have freedom to use a wide range of instructional approaches to achieve these outcomes with students.
- With regard to Knowledge and Understanding, one of the fundamental changes at all grade levels is the inclusion of Aboriginal (First Nations, Métis and Inuit) and francophone perspectives, as the students will be exposed to understand historic and contemporary issues from multiple perspectives. It is important for students to understand the diversity within Aboriginal cultures, traditions and values. Students will be expected to understand the contributions of Aboriginal peoples in both urban and rural settings. As well students will become knowledgeable and appreciative of historic and contemporary challenges, realities and issues of francophones in Canada.
- The outcomes associated with Values and Attitudes bring the student to an appreciation of how the multiple perspectives, resultant from Canada’s multicultural approach

(including francophone and Aboriginal viewpoints) have helped shape the nation's political, socio-economic, linguistic and cultural realities.

- The Skills and Processes outcomes will enable students to actively engage in inquiry and critical and creative thinking. The student will apply knowledge of history and geography in analysis of question and issues.
- The junior high curriculum has increased the emphasis on Canadian and world history and a strong historical and geographic element has been retained in senior high (APPENDIX I: Social Studies Curricula 1-12: A comparative Chart).

### Implementation Schedule:

Div.	2005	2006	2007	2008	2009
I	Kindergarten Grades 1-3				
II		Grade 4	Grade 5	Grade 6 (optional) Grade 6 PAT	Grade 6  Grade 6 PAT
III		Grade 7	Grade 8	Grade 9 (optional) Grade 9 PAT	Grade 9  Grade 9 PAT
IV			10-1, 10-2	20-1, 20-2	30-1, 30-2 30-1 Diploma Exam 30-2 Diploma Exam

### Support for Implementation:

Support to assist teachers to implement the new Social Studies Program of Studies parallels the implementation schedule and is multi faceted.

- **K-3:** Prior to the implementation of the new social studies in grades k-3 in September 2005, a series of information sessions were held in the spring of 2005. Curriculum hosted a session for principals of elementary schools, as well as a three day series to inform teachers about the rationale, philosophy, outcomes and resources associated with the new curriculum. Presentations were made by staff from Curriculum and Consulting Services. Following these sessions a resource fair was held during which time teachers and principals were able to review a number of resources from a variety of publishers, prior to ordering for their schools. Between 850 and 900 district staff were inserviced in this way.
- **Grade 4 and 7:** Throughout 2005-06 consultants from Consulting Services have been working with teachers of grades 4 and 7 to prepare them for the implementation occurring in September 2006. An agreement between Consulting Services and the Edmonton Regional Consortium (ERC) has helped fund additional positions in Consulting Services that serve to increase inservice opportunities for district teachers (APPENDIX II: Social Studies Support Offered by Consulting Services). Under the agreement district consultants have been asked to provide inservice support to jurisdictions in the ERC region, allowing other districts to benefit from their expertise. Similar work is planned to support the next phase of the implementation while maintaining sessions to assist teachers already into implementation. Curriculum and

Consulting Services will each be working to provide whatever support is necessary to enable implementation in other grades.

▪ **Resource Support:**

Opportunities have been provided to enable schools to make good resource decisions:

- resource fairs have been held by the district to help teachers and administrators become familiar with the range of resources and make appropriate selections
- a selection of primary and support resources, closely aligned with the new curriculum is available to schools through the provincial Learning Resource Centre. Resources are available in English and French.

- **History Centre:** The Queen Alexandra History Centre (see board report History Centre, September 12, 2006), will also provide sessions, special presentations and workshops for students and teachers to build a stronger awareness of the history of Edmonton, Alberta, Canada and the world. As well, the Centre will foster growth in research skills, through access to archival material under expert direction, and build skills of research analysis. Theatrical re-enactments of events that shaped the history of Edmonton and Alberta will be available as part of the partnership with Edmonton and District Historical Society and the Old Strathcona Foundation. Sessions will be available in French and English, and possibly the languages of many of the Bilingual programs. The topics covered will be determined by the new social studies curriculum.

APPENDIX I: Social Studies Curricula 1-12: Comparative Chart

APPENDIX II: Social Studies Support Offered By Consulting Services

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## APPENDIX I

### SOCIAL STUDIES CURRICULA 1-12: COMPARATIVE CHART

Current Curriculum	New Curriculum
<b>Grade One: <i>Me and Others</i></b>  Topic A: My School  Topic B: My Family  Topic C: Other Canadian Families	<b>Grade One: <i>Citizenship: Belonging and Connecting</i></b>  General Outcome 1.1: My World: Home, School, Community  General Outcome 1.2: Moving Forward with the Past: My Family, My History and My Community
<b>Grade Two: <i>People Today</i></b>  Topic A: People Nearby  Topic B: People In Canada  Topic C: People in the World	<b>Grade Two: <i>Communities in Canada</i></b>  General Outcome 2.1: Canada's Dynamic Communities  General Outcome 2.2: A Community in the Past
<b>Grade Three: <i>Communities</i></b>  Topic A: My Community in the Past, Present and Future  Topic B: Communities need Each Other  Topic C: Special Communities	<b>Grade Three: <i>Connecting with the World</i></b>  General Outcome 3.1: Communities in the World  General Outcome 3.2: Global Citizenship
<b>Grade Four: <i>People Today</i></b>  Topic A: Alberta: Its Geography and People  Topic B: Alberta: Its people in History  Topic C: Alberta: A Comparative Study with Québec	<b>Grade Four: <i>Alberta: The Land, Histories and Stories</i></b>  General Outcome 4.1: Alberta: A Sense of the Land  General Outcome 4.2: The Stories, Histories and People of Alberta  General Outcome 4.3: Alberta: Celebrations and Challenges

<b>Current Curriculum</b>	<b>New Curriculum</b>
<b>Grade Five: <i>Canada</i></b>  Topic A: Canada: Its Geography and People  Topic B: Early Canada: Exploration and Settlement  Topic C: Alberta: Canada's Links with other Countries	<b>Grade Five: <i>Alberta: The Land, Histories and Stories</i></b>  General Outcome 5.1: The Physical Geography of Canada  General Outcome 5.2: Histories and Stories of Ways of Life in Canada  General Outcome 5.3: Canada: Shaping an Identity
<b>Grade Six: <i>Meeting Human Needs</i></b>  Topic A: Local Government  Topic B: Greece: An Ancient Civilization  Topic C: China: A Pacific Rim Nation	<b>Grade Six: <i>Democracy: Action and Participation</i></b>  General Outcome 6.1: Citizens Participating in Decision Making  General Outcome 6.2: Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy
<b>Grade Seven: <i>People and Their Culture</i></b>  Topic A: Culture  Topic B: Cultural Transition: A Case Study of Japan  Topic C: Canada: A Bilingual and Bicultural Country	<b>Grade Seven: <i>Canada: Origins, Histories and Movement of People</i></b>  General Outcome 7.1: Toward Confederation  General Outcome 7.2: Following Confederation: Canadian Expansions
<b>Grade Eight: <i>History and Geography in the Western Hemisphere</i></b>  Topic A: Geography of Canada and the United States  Topic B: Canada: History to the Twentieth Century  Topic C: South America: A Case Study of Brazil	<b>Grade Eight: <i>Historical Worldviews Examined</i></b>  General Outcome 8.1: From Isolation to Adaptation: Japan  General Outcome 8.2: Origins of a Western Worldview: Renaissance Europe  General Outcome 8.3: Worldviews in Conflict: The Spanish and the Aztecs

<b>Current Curriculum</b>	<b>New Curriculum</b>
<b>Grade Nine: <i>Economic Growth: Differing Perspectives</i></b>  Topic A: Economic Growth: The United States  Topic B: Economic Growth: A Case Study of the Former U.S.S.R.  Topic C: Canada: Responding to Change	<b>Grade Nine: <i>Canada: Opportunities and Challenges</i></b>  General Outcome 9.1: Issues for Canadians: Governance and Rights  General Outcome 9.2: Issues for Canadians: Economic Systems in Canada and the United States  General Outcome 8.3: Worldviews in Conflict: The Spanish and the Aztecs
<b>Social Studies 10: <i>Canada in the Modern World</i></b>  Topic A: Challenges for Canada: The Twentieth Century and Today  Topic B: Citizenship in Canada	<b>Social Studies 10-1: <i>Perspectives on Globalization</i></b>  Key Issue: To what extent should we embrace globalization?  Key Outcome: Students will understand, assess and respond to the complexities of globalization
<b>Social Studies 13: <i>Canada in the Modern World</i></b>  Topic A: Challenges for Canada: The Twentieth Century and Today  Topic B: Citizenship in Canada	<b>Social Studies 10-2: <i>Living in a Globalizing World</i></b>  Key Issue: To what extent should we embrace globalization?  Key Outcome: Students will understand, assess and respond to the complexities of globalization.
<b>Social Studies 20: <i>The Growth of the Global Perspective</i></b>  Topic A: Development and Interaction Nations: Nineteenth Century Europe  Topic B: Interdependence in the Global Environment	<b>Social Studies 20-1: <i>Perspectives on Nationalism</i></b>  Key Issue: To what extent should we embrace nationalism?  Key Outcome: Students will understand, assess and respond to the complexities of nationalism.

<b>Current Curriculum</b>	<b>New Curriculum</b>
<p><b>Social Studies 23: <i>Growth of the Global Perspective</i></b></p> <p>Topic A: The Development of the Modern World</p> <p>Topic B: Challenges in the Global Environment</p>	<p><b>Social Studies 20-2: <i>Understandings of Nationalism</i></b></p> <p>Key Issue: To what extent should we embrace nationalism?</p> <p>Key Outcome: Students will understand, assess and respond to the complexities of nationalism.</p>
<p><b>Social Studies 30: <i>The Contemporary World</i></b></p> <p>Topic A: Political and Economic Systems</p> <p>Topic B: Global Interactions</p>	<p><b>Social Studies 30-1: <i>Perspectives on Ideology</i></b></p> <p>Key Issue: To what extent should we embrace an ideology?</p> <p>Key Outcome: Students will understand, assess and respond to the complexities of ideologies.</p>
<p><b>Social Studies 33: <i>The Contemporary World</i></b></p> <p>Topic A: Political and Economic Systems</p> <p>Topic B: Global Interactions: The Twentieth Century and Today</p>	<p><b>Social Studies 30-2: <i>Understandings of Ideology</i></b></p> <p>Key Issue: To what extent should we embrace an ideology?</p> <p>Key Outcome: Students will understand, assess and respond to the complexities of ideologies.</p>

## **APPENDIX II**

### **SOCIAL STUDIES SUPPORT OFFERED BY CONSULTING SERVICES 2006-07**

Critical Thinking Skills in the elementary Social Studies  
Developing Strategic Readers and Thinkers in the Elementary Social Studies  
Historical Thinking Skills in Elementary Social Studies  
Integrating Online Resources in Elementary Social Studies  
Integrating Online Resources in Secondary Social Studies  
Off to a Good Start Division 1  
Off to a Good Start Division 2  
Off to a Good Start Division 3  
Social Action Projects in Social Studies  
Support Network for Junior High Teachers for the New Social Curriculum  
The Inquiry and Research Process  
Visual Literacy Skills in the elementary Social Studies  
Weaving Children's Literature into the New Social Studies Curriculum