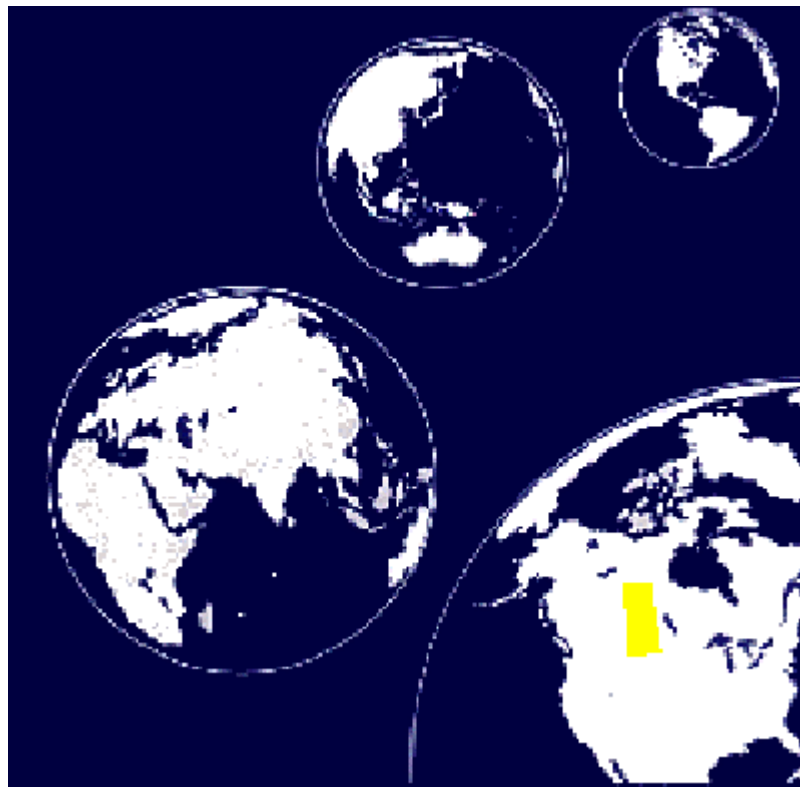




**An Information Bulletin
For Administrators**
Social Studies 10 and History 10
Social Organizations
Social Studies 20 and History 20
World Issues



March 1994

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Purpose

Effective implementation of new courses of study requires administrative commitment and support. The purpose of this Information Bulletin is to assist administrators in the implementation of the revised social studies and history 10 and 20 courses. The bulletin provides basic information about the nature of the courses.

Curriculum Change in Social Studies and History

In 1981, Saskatchewan Education established the Social Studies Task Force. Its task was to gather public input and develop a statement of principles and guidelines which would give direction to the development of a K-12 social studies curriculum.

In October, 1982, the Minister of Education formed a Social Sciences Reference Committee to develop a plan of action based on the recommendations of the Social Studies Task Force. The report of the Reference Committee outlined in general terms the content to be taught at each grade level.

The Aim of Social Studies Education

The Reference Committee defined the aim of social studies education:

... as a study of people and their relationships with their social and physical environments. The knowledge, skills, and values developed in social studies help students to know and appreciate the past, to understand the present and to influence the future. Therefore, social studies in the school setting has a unique responsibility for providing students with the opportunity to acquire knowledge, skills and values to function effectively within their local and national society which is enmeshed in an interdependent world.

Course Goals for Grades 10 and 11

For grade ten, the goal is to help students understand the structure and processes of the basic organizations within a society. For grade eleven, the goal is to help students understand the major issues that face humanity at the end of the twentieth century.

Social Organizations is the title of the grade ten program, and the grade eleven program is called *World Issues*.

Relationship Between Grades 10 and 11

A history program and a social studies program have been developed at each grade level. In both grades, the courses have the same goals, with the history courses using history content and the social studies courses using contemporary content to achieve the course objectives.

The social studies and history courses for each grade have similar conceptual and skills/abilities objectives. In grade ten, the history and social studies programs give students a set of concepts fundamental to understanding the role and operation of political and economic social organizations in society. In grade eleven, it has not been possible to make the courses the same at the conceptual level. Many of the concepts will be similar but not identical.

Students will learn and practise the same skills with either course. Each grade has a minimum set of skills/abilities which are to be achieved in that grade. It is important that the skills/abilities objectives assigned to each grade level be achieved because they are the basis for learning the skills of the next grade level.

Rationale for the Foundational Objectives

Concepts

Social studies teachers are being asked to teach for more than the recall of factual information. Students are expected to develop an understanding of the basic concepts, the skills, and the attitudes that will help them to be productive citizens in a democratic society.

Knowledge

The intent of the knowledge objectives for Social Organizations and World Issues is to help students learn to understand and use basic concepts about the structure and operation of society in grade ten and the basic issues facing the world in grade eleven as a means to organize and understand the vast amount of information available about these topics.

Skills/Abilities

The skills/abilities foundational objectives call for learning experiences that help students develop the skills and attitudes necessary:

- to understand information,
- to analyze issues, and
- to learn to research, to organize information, and to write analytically about issues.

Values

The values/attitude foundational objectives are the third component of the courses. There is often controversy associated with values issues; therefore, the values issues are presented as questions in grade ten and as dialectical issues in grade eleven.

Canada is a pluralistic society where there is often no consensus on how values ought to be applied to particular situations. At the same time there is a strong consensus and belief about protecting a set of values related to human dignity, Social studies education has to deal with this ambivalence.

In grade ten the intent is to help students learn to cope with controversy in a constructive manner. Students are encouraged to examine the value assumptions which lie behind different moral and ethical debates related to living in groups and then challenged to think them through in a disciplined manner.

This process is extended in grade eleven social studies and history by using dialectical reasoning. A dialectic occurs when individuals on both sides of an issue possess (or believe they possess) a fundamental value which is true. Proponents of each side of an issue believe they have truth, morality, and ethics on their side and should therefore prevail.

Many issues facing contemporary societies are like this. The challenge for students is to learn to use dialectical reasoning to understand and to resolve contradictions within issues that are "good and good" rather than simply "good and bad". Dialectical reasoning is a skill that can be taught and learned which will allow students to examine an issue systematically from more than one point of view.

The values foundational objectives of both courses are intended to provide learning experiences which will help students understand the significance of issues and critically evaluate them. The intent is to equip students with the skills and attitudes which allow them to play a constructive role in the debates and decision making processes facing society over the next decades.

Course Objectives

Grade Ten Social Studies and History

Social studies and history learning objectives emphasize the attainment and application of basic social studies concepts. The social studies version of Social Organizations provides students with a variety of exercises where they compare the organization of societies from around the world with the organization of Canadian society. The history program uses the past to show students how those social organizations fundamental to modern society changed in the late eighteenth century and evolved throughout the nineteenth and early twentieth centuries.

The two central skills to be developed are hypothesizing and analysis. A major objective of the exercises recommended in the teacher activity guides is to help students master the skills and processes of hypothesizing and analyzing.

As part of the critical and creative thinking process, the values objectives are stated as questions or issues, to encourage teachers and students to approach the study of these courses from an analytical perspective.

Grade Eleven Social Studies and History

In grade eleven, the learning objectives continue to emphasize the attainment and application of basic social studies concepts. World Issues in the social studies program provides students with opportunities to examine concepts related to the issues of human rights, population growth, environmental change, Wealth and poverty, and world governance using contemporary case studies from a variety of societies around the world. The goal is to have students consider these issues from a global perspective.

The history program has students examine similar concepts and issues by studying twentieth century history. In the last unit of the course, students spend some time analyzing, current issues and debating different approaches to the issues which might be taken.

The central skill to be developed in these courses is dialectical reasoning.

All the values objectives are stated as dialectical issues, to encourage teachers and students to approach the study of these courses from a dialectical perspective.

Course Overviews For Social Organizations

History Content	Core Concepts	Social Studies Content
<p>Unit 1 - Political Organizations</p> <p>Students will examine the problems eighteenth century French society faced in attempting to move from an absolutist political organization to one based on principles of equality and liberty.</p>	<p>Interdependence</p> <p>Social contract</p> <p>Political organizations</p> <p>Power</p>	<p>Unit 1 - Political Organizations</p> <p>Students will be introduced to the basic organization of the democratic decision making process. They will spend time examining the need for political decision-making and the mechanisms used to make decisions in Canada and other parts of the world.</p>
<p>Unit 2 - Economic Organizations</p> <p>Students will analyze how the development of economic infrastructures made the industrial revolution possible. Students will examine how British society in the eighteenth and nineteenth centuries evolved as it went through the industrialization process.</p>	<p>Economics</p> <p>Scarcity</p> <p>Infrastructure</p> <p>Economic Systems:</p> <ul style="list-style-type: none"> • Traditional • Command • Market, and • Mixed 	<p>Unit 2 - Economic Organizations</p> <p>Students will study the different ways societies go about making economic decisions. Students will be given opportunities to see how different economic systems establish priorities and make decisions about the best way to allocate scarce resources.</p>

History Content	Core Concepts	Social Studies Content
<p>Unit 3 - Ideology and the Decision-Making Process</p> <p>In this unit, students look at the ideological struggles between and among the social classes, as industrializing societies attempt to reconcile competing interests. Students will examine the major political ideologies (conservatism, liberalism, socialism, and nationalism) that developed in nineteenth-century Europe.</p>	<p>Pluralism</p> <p>Interest groups Decision-making</p> <p>Conflict</p> <p>Politics</p> <p>Legitimacy</p> <p>Ideology</p> <p>Social contract</p>	<p>Unit 3 - Ideology and the Decision-Making Process</p> <p>Students will look at the decision-making process in pluralistic societies. They will examine the political process used to reconcile the many different perspectives that can be found in a pluralistic society. They will also study how interest groups attempt to influence the decision-making process.</p>
<p>Unit 4 - International Economic Organizations</p> <p>This unit will help students understand the impact Western technological societies have had on the rest of the world. Students will look at the various ways societies were forced to deal with a new culture and the impact that imperialism had on the European world.</p>	<p>Standard of living</p> <p>Economic growth</p> <p>Specialization</p> <p>Protectionism</p> <p>International trade</p> <p>Acculturation</p>	<p>Unit 4 - International Economic Organizations</p> <p>In this unit students will be introduced to the importance of international trade in maintaining a national standard of living. Students will examine how countries, because of their unique geographies, specialize in the production of goods and services and then trade their surpluses for things they are less adept at producing.</p>
<p>Unit 5 - International Political Organizations</p> <p>Students will examine the relationships among European countries prior to World War I, in order to gain some understanding of the way countries deal with each other. They will use the concepts and skills they have learned to analyze critically how countries attempt to resolve their conflicts.</p>	<p>Sovereignty</p> <p>National power</p> <p>Strategic interests</p> <p>National security</p> <p>Balance of power</p> <p>Collective security</p>	<p>Unit 5 - International Political Organizations</p> <p>In this unit students will examine the concept of international politics. They will study some of the international organizations that influence relationships between nations. Students will examine how nations exercise their political power, the impact the goals of nations can have on the lives of people, and how these goals can affect the collective security of the global community.</p>

Course Overviews For World Issues

History Content

Unit 1 - A New Century: The Death of the Old Order

This unit focuses on the forces and ideas which precipitated the First World War and the long-term consequences of that conflict including the inability of world leaders to depart from traditional mechanisms to secure a long term peace for a "new" world. The impact of the war and its aftermath is detailed with a case study of Russia, its ideological basis, and major events. Students will also examine the major events and ideological basis of the Russian Revolution.

Core Concepts for History 20

Paradigm
 Ideology
 Imperialism
 Alliances
 Rising expectations
 Planned economy
 Accountability
 Social contract
 Legitimacy
 Bolshevism

Core Concepts for Social 20

Human rights
 Dialectical thinking
 Human dignity
 Moral vision
 Legitimacy
 Countervailing powers
 Obligations
 Discrimination
 Justice

Social Studies Content

Unit 1 - Human Rights

The central concept of this unit is human rights. The objective of the unit is to give students an opportunity to consider:

- the appropriate ways for societies to treat individuals;
- the obligations individuals and groups assume for each other in the form of human rights; and,
- that the way in which human rights is approached by a society depends upon its dominant moral vision of a "dignified life".

Unit 2 - The Totalitarian State

The unit investigates the conditions which gave rise to totalitarian regimes including Stalin's Soviet Union and Hitler's Germany. Students will examine the pervasive character of totalitarian regimes and their impact on the lives and rights of individual citizens of those states.

Economic cycles
 Market economies
 Authoritarianism
 Appeasement
 Alliances
 Strategic interest
 Racism
 Anti-Semitism

Natural increase
 Population growth rate
 Change
 Demographic transition
 Carrying capacity
 Migration
 Urbanization
 Theory

Unit 2 - Population

The central objective of this unit is to help students understand the historical and contemporary factors which influence the behaviour of populations. Students will study the issues of population dialectically by:

- using demographic concepts to analyze population data;
- examining historical and contemporary population data from different points of view; and,
- examining some case studies on population using the concepts and perspectives they have learned

History Content	Core Concepts for History 20	Core Concepts for Social 20	Social Studies Content
<p>Unit 3 - Collective Security</p> <p>This unit investigates the major political and military events of the Second World War and the origins of the Cold War that followed. Pivotal events discussed include: the development of the atomic bomb; the formation of the United Nations; the creation of NATO and the Warsaw Alliance; global points of confrontation including the Berlin Blockade and the Korean War.</p>	<p>Leadership</p> <p>Spheres of influence</p> <p>Ideology</p> <p>Collective security</p> <p>Superpower</p> <p>Expression of power</p> <p>Peaceful coexistence</p> <p>Foreign intervention</p>	<p>Habitat</p> <p>Homeostasis</p> <p>Technology</p> <p>Problem solving</p> <p>Assumptions</p> <p>Socio-technology</p> <p>Systems</p> <p>Resources</p> <p>Carrying capacity</p> <p>Decision-making</p>	<p>Unit 3 - Environment</p> <p>Environmental issues are challenging many of the assumptions modern societies use to guide their thinking about standards of living and progress. There are two objectives for this unit:</p> <ul style="list-style-type: none"> • to put the environmental crisis into an historical context; • to introduce students to a problem-solving perspective so that they can see environmental issues as a challenge rather than a disaster.
<p>Unit 4 - Nationalism and the End of the Cold War</p> <p>This unit investigates the rise of nationalism throughout former colonial possessions following the Second World War. This nationalism was articulated in various independence movements and achieved through various tactics. The unit also provides a detailed study of the forces which led to the end of the Cold War.</p>	<p>Enfranchisement</p> <p>Nationalism</p> <p>Self-determination</p> <p>Resistance</p> <p>Foreign investment</p> <p>Military strategy</p> <p>Standard of living</p> <p>Sovereignty</p> <p>Social contract</p> <p>Foreign policy</p>	<p>Human need</p> <p>Wealth</p> <p>Total welfare</p> <p>Income distribution</p> <p>Marginalization</p> <p>Empowerment</p> <p>Conflict</p> <p>Conflict resolution</p> <p>Interdependence</p> <p>Change</p> <p>Human wellbeing</p>	<p>Unit 4 - Wealth and Poverty</p> <p>Issues related to the creation of wealth and its relationship to the wellbeing of people are examined in this unit. Students will:</p> <ul style="list-style-type: none"> • examine different perspectives on a definition of wellbeing; • look at the processes of change and conflict as societies evolve their economic and technological organization; and, consider what goals societies ought to work toward as they deal with social, economic, and technological change.

History Content

Unit 5 - Global Challenges

This unit focuses on a number of contemporary global issues. The students will investigate various issues including:

- the desire of people to secure a greater degree of power over those decisions which affect their lives;
- the continuing predisposition of nations and groups to use force and violence to achieve goals; and,
- the relationship between humans and the world's environment.

Core Concepts for History 20

Human rights
Paradigms
Social change
Developed nations
Developing nations
Interdependence
Stewardship

Core Concepts for Social 20

Change
Governance
Foreign policy
National power
Strategic interests
Scarcity
Cost
Conflict resolution

Social Studies Content

Unit 5 - World Governance

This unit provides opportunities for students to re-examine the central issues raised by the first four units in the context of global decision making. Students will consider problems in:

- resolving conflict;
- developing some kind of unified global decision-making process; and,
- Maintaining the sovereignty of states, cultures, and societies around the world

Implementation Considerations

Credit

The credit policy for the social sciences at the secondary level requires students to take three credits:

- Social Studies 10, History 10 or Native Studies 10 fulfil the compulsory credit requirement at the grade 10 level.
 - Time: 100 hours
- Social Studies 30, History 30, Native Studies 30, or Economics 30 fulfil the compulsory credit requirement the grade 12 level.
 - Time: 100 hours
- Students must take one other social science credit numbered either 20 or 30.
 - Time: 100 hours

Role of Administrators

- To assist the teacher in selecting the social science programs to be offered at grade 10 and 11.

- To support the development of a strong collection of resources to encourage resource-based learning. Teachers should be encouraged to use community-based resources as well.
- To support teachers who wish to work together to plan units, to work on instructional strategies and methods, and to determine evaluation procedures.
- To inform parents/boards/community that the course is not a content-based curriculum but one in which students learn specific concepts and skills. Parents will need to understand that the content is flexible. The content will vary depending upon such factors as: teacher and student background, community resources, relevance of material, and the cultural background of students.
- To inform parents/boards/community that the course encourages teachers to use a variety of instructional strategies and methods.
- To inform parents/boards/community that the objectives and the strategies and methods used to achieve those objectives will require a variety of evaluation procedures.

Staff Development

Saskatchewan Education, Training and Employment will provide regional or provincial inservice to school divisions implementing the program during the threeyear "window" for implementation. School divisions are responsible for providing teacher release time and for expenses incurred to attend implementation inservice.

Curriculum Evaluation

The social studies and history courses will be evaluated as part of the curriculum development cycle.

Curriculum Documents

The following documents have been developed by Saskatchewan Education, Training and Employment:

- Curriculum guide- one per teacher.
- Teacher's activity guide- one per teacher.
- Bibliographies:
 - Grade 10 bibliographies - one per school distributed in spring of 1992.
 - Grade 11 bibliographies - one per school to be distributed in spring of 1994.
- Information bulletin for administrators- one per school distributed in winter, 1992. A revised information bulletin covering grades 10 and 11 social studies/history distributed in winter of 1994.

Additional copies of support materials are available from the Book Bureau.

Key Classroom Materials

Resource-Based Learning

The revised social studies and history courses have been designed to accommodate a resourcebased learning approach; therefore, a specific text has not been prescribed for these courses. Teachers will need to review the bibliography to determine appropriate resources. Annotated bibliographies of materials (print and nonprint) for each unit have been prepared to help teachers select a wide

variety of support materials. The key resources are available through the Book Bureau.

Key Resource List for Social Studies 10

- *Approaches to Political and Economic Systems* (1983) Couture, Jean-Claude, Victor Lehman & Dennis Nosyk. Global/Modem. BB 6392. (\$15.00)
- *Challenges of Citizenship* (1991) Christenson, Matt, et al. Wiley. BB 6394 (\$28.50)
- *A Changing World: Global Political and Economic Systems* (1991) Couture, JeanClaude, Dennis Nosyk & Jim Parsons. Reidmore. BB 6395 (\$29.30)
- *Ideologies. 2nd ed.* (1992) Baldwin, Douglas, et al. McGraw-Hill Ryerson. BB 6399 (\$32.40)
- *Legacy: Indian Treaty Relationships* (1991) Price, Richard. Plains. BB 6396 (\$25.10)
- *Made in Canada: Economics for Canadians 2nd ed.* (1989) Thexton, James D. Oxford. BB 6223 (\$29.35)
- *Politics: Conflict and Compromise* (1990) Boyko, John. Oxford. BB 6405 (\$28.30)

Key Resource List for Social Studies 20

Student Resources:

- *Challenge for Change. 2nd ed.* (1991) Fagan, Margaret. McGraw-Hill Ryerson. BB 1328 (\$48.25)
- *World Prospects: A Contemporary Study. 2nd ed.* (1987) Molyneux, John, and Marilyn MacKenzie. Prentice-Hall. BB 5068 (\$41.70)
- *Opposing Viewpoints Series.* Bender, David L. & Bruno Leone (Series eds.). Greenhaven Press:
 - *Central America* (1984) Szumski, Bonnie BB 1379 (\$14.65)
 - *China* (1988) Dudley, William & Karin Swisher BB 1378 (\$14.65)
 - *The Environmental Crisis* (1986) Bach, Julie S. & Lynn Hall. BB 1318 (\$14.65)
 - *Global Resources* (1991) Polesetsky, Matthew. BB 1319 (\$14.65)
 - *War and Human Nature* (1983) Bender, David L. & Bruno Leone. BB 1327 (\$14.65)
- *The Isms: Modern Doctrines and Movements Series.* Leone, Bruno. Greenhaven Press:
 - *Internationalism: Opposing Viewpoints* (1986) Leone, Bruno. BB 1320 (\$14.65)

Student References:

- *Human Rights* (1989) Totten, Samuel & Milton Kleg. Enslow. BB 1330 (\$40.80)
- *Ideologies. 2nd ed.* (1992) Baldwin, Douglas, et al. McGraw-Hill Ryerson. BB 6399 (\$32.40)
- *World Resources 1992-93* (1992) Hammond, A.L., ed. World Resources Institute/Oxford. BB 1337 (\$27.40). Also available on IBM, 512 K database on diskette.
- *The Economist Book Of Vital World Statistics* (1990) Economist Books. BB 1329 (\$53.60)
- *Rand McNally World Facts and Maps.* 1994 ed. (1994) Rand McNally. BB 1332 (\$11.65)
- *The State of the World's Children 1994* (1994) UNICEF. Oxford. BB 13341(\$14.55)

Teacher References:

- *Opposing Viewpoints Series.* Bender, David L & Bruno Leone (Series eds.). Greenhaven Press:
 - *Teacher's Guide to Opposing Viewpoints* (1988) BB 1340 (\$14.65)
- *Our Common Future* (1987) Brundtland, Gro Harlemi Chair. The World Commission on Environment and Development. BB 1331 (\$20.90)
- *Stolen Continents: The New World Through Indian Eyes Since 1492* (1992) Wright, Ronald. Viking. BB 1335 (\$12.20)
- *Gaia Atlas Of First Peoples* (1990) Berger, Julian. Anchor Books, Doubleday. BB 1376 (\$13.95)

Key Resource List for History 10

- *Approaches to Political and Economic Systems* (1983) Couture, Jean-Claude, Victor Lehman & Dennis Nosyk. Global/Modern. BB 6392 (\$15.00)
- *History of the World* (1990) Perry, Marvin, et al. Houghton Mifflin. BB 6403 (\$48.80)
- *A History Of Western Society* 3rd ed. (1987) McKay, John, P., et al. Houghton Mifflin. BB 6401 (\$51.55)
- *Ideologies. 2nd ed.* (1992) Baldwin, Douglas, et al. McGraw-Hill Ryerson. BB 6399 (\$32.40)
- *Legacy: Indian Treaty Relationships* (1991) Price, Richard. Plains. BB 6396 (\$25.10)
- *Modern Western Civilization* (1991) Christopher, James R. & George G. Wittet. Oxford. BB 6407 (\$39.85)
- *Politics: Conflict and Compromise* (1990) Boyko, John. Oxford. BB 6405 (\$28.30)

- *World History: Perspectives on the Past* (1992) Kreiger, Larry S., Kenneth Neill, Steven L. Jantzen. D.C. Heath. BB 6409 (\$67.35)

Key Resource List for History 20

Student Resources:

- *World History: Patterns of Civilization* (1993) Beers, Burton F. Prentice-Hall. BB 1348 (\$60.35)
- *World History: Perspectives on the Past* (1992) Krieger, Larry S., Kenneth Neill, Steven L. Jantzen. D.C. Heath. BB 6409 (\$67.35)
- *Viewpoints: An Inquiry Approach to World History Since 1945* (1993) Aliphath, Susan, et al. Prentice-Hall. BB 1359 (\$47.95)
- *Ideologies. 2nd ed.* (1992) Baldwin, Douglas, et al. McGraw-Hill Ryerson. BB 6399 (\$32.40)
- *Global Forces Of the Twentieth Century* (1991) Mitchner, E. Alyn and Joanne Tuffs. Reidmore. BB 1343 (\$33.05)
- *Contours in the 20th Century* (1989) Davis, M. Dale. Oxford University Press. BB 1361 (\$43.10)

Student References:

- *Opposing Viewpoints Series* Bender, David L. & Bruno Leone (Series eds.). Greenhaven Press:
 - *Civil Liberties* (1988) BB 1347 (\$14.65)
 - *The Environmental Crisis* (1991) BB 1318 (\$14.65)
 - *Global Resources* (1991) BB 1319 (\$14.65)
 - *The Middle East,* (1988) BB 1377 (\$14.65)
- *World Resources 1992-93* (1992) Hammond, A.L., ed. World Resources Institute/Oxford University Press. BB 1337 (\$27.40). Also available on IBM, 512 K database on diskette.
- *The Economist Book of Vital World Statistics* (1990) Economist Books. BB 1329 (\$53.60)

Teacher References:

- *Our Common Future* (1987) Brundtland, Gro Harlem, Chair. The World Commission on Environment and Development. BB 1331 (\$20.90)
- *Opposing Viewpoints Series* Bender, David L. & Bruno Leone (Series eds.). Greenhaven Press:
 - *Teacher's Guide to Opposing Viewpoints* (1988) BB 1340 (\$14.65)

- *The Making of the Modern Age. 2nd ed.* (1987) Haberman, Arthur. BB 1344 (\$36.65)
- *The Modern World Emerges* (1988) Lawrence, Judith, et al. (Tracing History). The Jacaranda Press. BB 1363 (\$48.85)
- *Gaia Atlas of First Peoples* (1990) Berger, Julian. Anchor Books, Doubleday. BB 1376 (\$13.95)

Maintenance

In part, Saskatchewan Education, Training and Employment plans to maintain the curriculum for social studies and history 10 and 20 through Core Curriculum initiatives involving school divisions.

The list of key resources and the bibliography provided for this curriculum are intended to assist school divisions with their purchasing decisions. Teachers are encouraged to review new materials from publishers and to select additional resources they feel are appropriate for use with their students. They should refer to their resource material selection policy when making these choices.

Schools and school divisions are responsible for the development of their own plans to support staff needs in refining methods of instruction and evaluation, and continuing communication with parents/caregivers and others. Questions to consider regarding maintenance follow:

- To what extent are teachers familiar with the actual curriculum guide, its philosophy, goals, activities and methods? (the intended curriculum)
- To what extent do the actual experiences which teachers provide (the taught curriculum) match the intended curriculum?
- How are teachers structuring their observations of students to ensure that the foundational objectives of the social studies and history programs are being met?
- Do teachers have an effective system for communicating with parents/caregivers?
- Are parents/caregivers treated as valuable partners in learning?
- Are all students progressing as a result of the experiences teachers provide?
- Are teachers adapting materials, methods, or settings when necessary to meet individual student needs?
- To what extent do teachers understand the relationships between the Common Essential Learnings and the social studies and history programs?
- To what extent do teachers appear to be enthusiastic about the social studies and history programs?
- What teaching strategies and methods are used? Are they appropriate? Are they consistent with what the curriculum recommends?
- What human and material resources are used?
- To what extent are community resources and programs used to enrich the program?
- Are sufficient resources available to teach the program as intended?
- Are teachers and students seeking and accessing "free" resources?
- Has an in-school or school division network been established to support delivery of this program through idea exchanges and peer coaching?
- What other provisions are made for staff development? Are they appropriate and sufficient?
- Are equipment and facilities adequate to enhance the achievement of program objectives?
- What areas need further improvement?
- Are equipment and materials well utilized?
- Are the financial resources allotted sufficient to support the achievement of program objectives?
- Are there creative ways to enhance learning to support the program further?