Ministry of Education

Saskatchewan Curriculum

Social Studies

8

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Versioning History

This chart provides a summary of revisions made to the final document since publication. The posted document reflects the most recent version.

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Introduction

Social studies is a Required Area of Study in Saskatchewan's Core Curriculum. The provincial requirement for Middle Level social studies is 150 minutes per week (*Core Curriculum: Principles, Time Allocations, and Credit Policy, 2007*).

Social studies education can be defined as the study of people and their relationships with their social, physical, and technological environments. The study of those relationships becomes most relevant when students are encouraged to make connections to their own lives as they explore and apply knowledge, skills, thinking processes, and values.

The social studies program provides opportunity for students to develop a sense of themselves as active participants in their world (personal, local, national, and global). The program encourages students to use the understandings developed to explore and clarify values, discuss issues, question and investigate the world, solve problems, make decisions, and interact with others. Social studies provides students with opportunities to make connections between their own and others' communities, cultures, and environments, and to take action in relevant and meaningful ways that give students a sense of accomplishment and a belief that they can make a difference.

This curriculum includes the following information to support social studies education in Saskatchewan schools:

- Core Curriculum
- Broad Areas of Learning
- Cross-curricular Competencies
- K - 12 Aim and Goals for Social Studies and Social Sciences education
- Teaching Social Studies
- Outcomes and Indicators for Grade 8
- Assessment and Evaluation
- Connections to Other Areas of Study
- Glossary.

Support materials available online will include:

- instructional support materials
- assessment and evaluation support materials
- listing of recommended resources.

Core Curriculum

Core Curriculum is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. Through its various components and initiatives, Core Curriculum supports the achievement of the Goals of Education for Saskatchewan. For current information regarding Core Curriculum, please refer to *Core Curriculum: Principles, Time Allocations, and Credit Policy* (August 2007) found on the Saskatchewan Ministry of Education website.

The Broad Areas of Learning and Cross-curricular Competencies connect the specificity of the areas of study and the day-to-day work of teachers with the broader philosophy of Core Curriculum and the Goals of Education for Saskatchewan.

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. Social studies contributes to the Goals of Education through helping students achieve knowledge, skills, and attitudes related to these Broad Areas of Learning.

Building Lifelong Learners

Related to the following Goals of Education:
- *Basic Skills*
- *Lifelong Learning*
- *Self Concept Development*
- *Positive Lifestyle*

Students engaged in constructing and applying social studies knowledge naturally build a positive disposition towards learning. Throughout their study of social studies, students bring a natural curiosity about their world. This curiosity provides the motivation to discover and explore their personal interests more deeply. Positive values and attitudes about learning involve curiosity and interest with respect to social studies questions, and a sense of wonder regarding the human and natural environments. A spirit of inquiry and the enjoyment of the pursuit of knowledge are integral to social studies education. As students engage in the learning process, they enhance their appreciation of the significance and relevance of questions and issues related to social studies.

Building a Sense of Self and Community

Related to the following Goals of Education:
- *Understanding & Relating to Others*
- *Self Concept Development*
- *Positive Lifestyle*
- *Spiritual Development*

Diversity is a fundamental aspect of human interaction. Living together as members of society requires understanding and appreciation of human diversity and diverse perspectives. Diverse perspectives are reflected throughout social studies curricula and enable students to develop an awareness of differing understandings and worldviews. As students think

critically about contemporary and historical ideas, events, and issues from diverse perspectives, students gain a richer understanding of themselves and of the complexity of cultures, communities, and societies. This understanding enables students to interact with others with sensitivity and open-mindedness, and to respect their own and others' ways of seeing the world. As students consider diverse perspectives in their choices, decisions, and actions, they will be better able to live with others in a pluralistic society (WNCP, 2002, K-9 framework of social studies outcomes, p. 19).

Building Engaged Citizens

Related to the following Goals of Education:

- *Understanding & Relating to Others*
- *Positive Lifestyle*
- *Career and Consumer Decisions*
- *Membership in Society*
- *Growing with Change*

The development of values and attitudes, knowledge and understanding, and skills and processes that support active and responsible citizenship is fundamental to social studies education. As active and responsible citizens, students engage in discussions and take action as members of communities – locally, nationally, and globally. The concept of citizenship provides a foundation that enables students to understand and become committed to democratic ideals.

Citizenship involves the ability and willingness to contribute to collective well-being through personal and collective decisions and actions. Students will explore historical and contemporary issues and ideas related to citizenship to develop an understanding of citizenship in the local, national, and global contexts. Students will engage in discussion, negotiation, consensus building, and conflict resolution. As students interact and explore diverse perspectives, they will build the competencies required for active and responsible citizenship in the Canadian context. Values and attitudes that support active and responsible citizenship are central to social studies learning. These include respect for democratic ideals such as justice and equality, and appreciation of the rights, privileges, and responsibilities of citizenship. Active citizenship also involves willingness to engage in discussion, negotiation, debate, and action regarding Canadian and global social issues. Students will examine the contribution individuals can make to the economic, environmental, and social sustainability of communities.

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are

intended to be addressed in each area of study at each grade level.

Developing Thinking

- *thinking and learning contextually*
- *thinking and learning creatively*
- *thinking and learning critically*

Learners construct knowledge to make sense of the world around them. In social studies, students develop understanding by building on what is already known and use processes such as thinking contextually, initiating and engaging in inquiry, thinking creatively, and thinking critically. This curriculum is inquiry-based and students use their thinking skills to explore a range of questions, topics, issues, and themes in a variety of contexts. Thinking contextually, creatively, and critically enables students to make observations and decisions and to solve problems. These skills involve making connections among concepts and applying a variety of cognitive tools. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions. Critical thinking involves the use of criteria and evidence to make reasoned judgements. These judgements include distinguishing fact from opinion, evaluating information and ideas, identifying perspectives and bias, and the consideration of the consequences of decisions and actions.

Developing Identity and Interdependence

- *understanding, valuing, and caring for oneself*
- *understanding, valuing, and respecting human diversity and human rights and responsibilities*
- *understanding and valuing social and environmental interdependence and sustainability*

A strong sense of identity is a necessary foundation for interpersonal relationships, and contributes to students' abilities to participate in their communities as active and responsible citizens. Identities are shaped by many factors including culture, language, ethnic heritage, spiritual beliefs, socio-economic situation, gender identity, personal characteristics, time, and place. Identity formation is an ongoing process that involves observation, reflection, and interaction with others. Individuals affirm who they are by becoming aware of what distinguishes themselves from others, as well as what connects themselves to others. Social studies learning provides opportunities for students to develop self-awareness, and to enrich their personal identities and self-esteem. Focusing on identity and interdependence strengthens students' understanding of who they are as individuals and as social beings. As students reflect on and express who they are, they build upon their identities as contributing members of interdependent groups and communities.

An appreciation of the dependence of human beings upon nature and respect for the natural environment are also important values in social studies. An attitude of stewardship

for the land implies a willingness to adapt one's lifestyle in order to contribute to the well-being of the environment. An awareness of the impact of human societies and activities on the environment enables students to make decisions that reflect concern for present and future quality of life.

Developing Literacies

Multiple literacies involve a continuum of interrelated skills, strategies, and knowledge that contribute to the development of an individual's ability to participate in a variety of roles and situations in the school, home, and community. Literacies provide a variety of ways, including the use of language and technology, to interpret the world and express understanding of it through words, numbers, images, sounds, movements, or other representations. In social studies, development of literacies related to the various social science disciplines (e.g., cultural literacy, economic literacy, geographic literacy, historical literacy) complements development of literacies in other areas of study.

- *constructing knowledge related to various literacies*
- *exploring and interpreting the world through various literacies*
- *expressing understanding and communicating meaning using various literacies*

Developing Social Responsibility

Social studies supports students in participating actively and responsibly in a changing pluralistic society. Important values and attitudes in social studies relate to self, others, community, environment, and citizenship. Positive values and attitudes concerning self involve a sense of personal worth and efficacy. The belief that one can contribute to collective well-being and make a positive difference in society begins with self-esteem and is supported by a sense of connectedness to others. This belief supports the development of values such as respect, integrity, responsibility, and commitment.

- *using moral reasoning processes*
- *engaging in communitarian thinking and dialogue*
- *contributing to the well-being of self, others, and the natural world*

Attitudes with respect to others are grounded in respect for the value and dignity of all human beings. This is reflected in a concern for quality of life and a willingness to understand and respect diversity in individuals, groups, cultures, communities, and societies. Appreciating human diversity implies a critical consideration of one's own and others' perspectives. Such a consideration involves acknowledging the limitations of personal perspectives in understanding the world, and enables students to identify and speak out

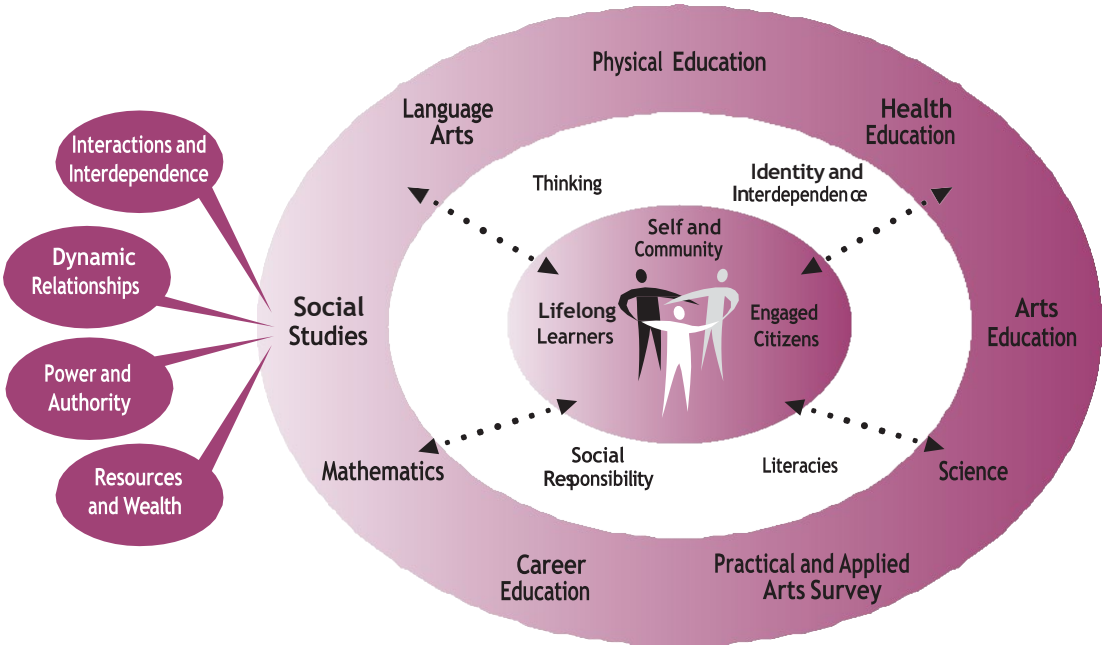
against intolerance, prejudice, racism, and other forms of discrimination. Social studies helps students become informed, active, and responsible members of communities. Positive values and attitudes regarding community involve a sense of belonging and membership. A sense of belonging enables students to make choices that are motivated by concern for collective well-being. Values such as respect, a sense of personal and collective responsibility, and an appreciation of human interdependence within local, national, and global communities are fundamental to social studies education.

Aim and Goals of Social Studies and the Social Sciences

The purpose of Kindergarten to Grade 12 Social Studies is to help students know and appreciate the past, understand the present, influence the future, and make connections between events and issues of the past, the present, and the future. Further, its purpose is to make students aware that, just as contemporary events have been shaped by actions taken by people in the past, they have the opportunity to shape the future. The ultimate aim is for students who have a sense of themselves as active participants and citizens in an inclusive, culturally diverse, interdependent world.

Goals are broad statements identifying what students are expected to know and be able to do upon completion of the learning in a particular area of study. The four goals of K-12 Social Studies and Social Sciences education are to:

- examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations (IN)
- analyze the dynamic relationships of people with land, environments, events, and ideas as they have affected the past, shape the present, and influence the future (DR)
- investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations (PA)
- examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment, and contribute to sustainable development (RW).



The Interactions and Interdependence goal (IN) recognizes and encompasses the disciplines of anthropology, archaeology, philosophy, psychology, and sociology within the social studies and social sciences, while the Dynamic Relationships goal (DR) recognizes and encompasses the disciplines of geography and history. As well, the Power and Authority goal (PA) recognizes and encompasses the disciplines of political science and law, while the Resources and Wealth goal (RW) recognizes and encompasses the disciplines of economics and environmental studies.

Teaching Social Studies

The role of social studies education is to help students develop the values and attitudes, knowledge and understanding, and skills and processes necessary to become active and responsible citizens, engaged in the practice of democratic ideals and aware of their capacity to effect change. Social studies supports active and responsible citizenship by enabling students to:

- understand their rights and responsibilities in order to participate fully in society
- demonstrate a critical understanding of the role of social, political, economic, and legal institutions as they relate to individual and collective well-being
- understand and appreciate the unique nature of Canada, its land, history, complexities, and current issues
- understand and honour the traditions, concepts, and symbols that are the expression of Canadian identities

- thrive in their evolving cultural and Canadian identities with a legitimate sense of belonging to their communities, Canada, and the world
- appreciate and respect diverse Canadian cultural perspectives, including Aboriginal and Francophone, and understand how these perspectives have shaped Canada's political and cultural realities
- value the diversity, respect the dignity, and support the equality of all human beings
- develop a sense of social compassion, fairness, and justice
- recognize, speak out, and take action against injustice as it occurs in their schools, communities, Canada, and the world
- understand Canadian and world history, to better comprehend the present and to influence the future wisely for the well-being of all
- critically consider and understand historic and contemporary issues, including controversial issues, from diverse perspectives
- develop a global consciousness with respect to the human condition and world issues
- understand how political and economic distributions of power affect individuals, communities, nations, and environments
- understand geographic concepts and skills, and that humans exist in a dynamic relationship with the natural environment
- develop a consciousness and sense of stewardship for the land, as well as an understanding of the principles of sustainability
- engage in problem solving and conflict resolution with an awareness of the ethical consequences of decision making
- engage in active inquiry and critical and creative thinking
- conduct research ethically using diverse methods and sources, and organize, interpret, and present their findings, and defend their opinions
- use and manage information and communication technologies
- develop effective communication skills
- develop collaborative and cooperative skills.

(WNCP, 2002, K-9 framework of social studies outcomes, p. 7)

Grade Eight – The Individual in Canadian Society

Grade 8 students will explore Canada's contemporary opportunities and challenges. They will examine Canadian demographics and political organization. They will consider diverse perspectives related to Canadian political issues, Aboriginal self-government, Francophone presence and influence, multiculturalism, mass media, and popular culture. They will explore cultural interaction in Canadian society and will engage in the debate surrounding culture and identity in Canada. Through this inquiry, students will develop understanding of the complexities of citizenship and identity in the Canadian context and will enhance their ability to become informed, active, and responsible citizens.

Themes for Grades 6-9 Social Studies:

- *Grade 6 – Canada and Our Atlantic Neighbours*
- *Grade 7 – Canada and Our Pacific and Northern Neighbours*
- *Grade 8 – The Individual in Canadian Society*
- *Grade 9 – The Roots of Society.*

Teaching and Learning Principles

The following principles are fundamental beliefs intended to guide and support decisions related to teaching and learning – decisions about curriculum, classroom environment, resource selection, instruction, and assessment and evaluation. The following principles, based upon current research and knowledge about teaching and learning, are designed to guide instruction and learning in Middle Level social studies.

Learning	Teaching
Students learn most effectively in environments that promote active learning through purposeful and challenging experiences.	Instructional strategies that facilitate active learning include exploration, inquiry, problem solving, decision making, discussion, debate, and reflection. Topics should be personally, as well as academically, meaningful.
Students learn and develop in different ways and at varying rates.	Instructional strategies that appeal to a variety of learning styles provide opportunities for interaction and collaboration, as well as for independent learning. Assessment criteria should be identified for both process and product.
Students learn most effectively when they know and actively select and apply strategies to develop understanding and make meaning.	Instruction should provide opportunities for students to learn a variety of strategies for understanding, generating, and applying new knowledge, skills, and attitudes.
Students learn most effectively when they find personal relevance in the concepts, knowledge, skills, and values being taught.	Instruction should clearly establish connections between what is taught and students' current lives and situations, supporting meaningful connections between the students' prior knowledge and experiences and newly acquired knowledge and experiences.

Learning	Teaching
Students learn to be effective citizens, locally and globally, when they see themselves as active participants in an interdependent world.	Instruction should provide opportunities to develop, value, and practise citizenship skills as students explore, reflect on issues, construct thoughtful points of view, and recommend and engage in appropriate actions based upon adequate knowledge and consideration.
Students develop a sound understanding of their abilities and needs when assessment and evaluation are integral components of the learning process.	Assessment and evaluation should be continuous, and consist of a variety of methods of collecting, sharing, and using data. Teachers should provide frequent opportunities for students to assess and evaluate their own learning and performance, and to set goals for further learning. Assessment and evaluation must address skills and processes, as well as content and products.
Students develop and clarify their own views and values, and come to understand and respect the views and values of others through opportunities to reflect on information and ideas from a variety of perspectives.	Instruction should use a variety of strategies to encourage students to examine, clarify, and reflect upon their values and viewpoints, as well as to consider and discuss several perspectives regarding a variety of concepts, issues, and topics. In addition, teachers should encourage students to celebrate their Canadian identity, while fostering multicultural and global perspectives that help students to respect and understand other people's cultures and viewpoints.
Students' language skills and abilities are integral to their learning, both independently and collaboratively.	Instruction should engage students in the language processes of listening, speaking, reading, writing, viewing, and representing, and should provide support for students as they use these processes to develop concepts and clarify and extend their understanding of subject-specific material and vocabulary.
Students at the Middle Level display unique developmental characteristics. While no two individuals are the same, in general, these students are experiencing physical, emotional, moral, ethical, social, and intellectual growth and change at a rate more rapid than at any other stage of their lives.	Instruction is most successful with Middle Level students if their characteristics are acknowledged and taken into consideration when planning or implementing learning situations and activities.

Teaching Controversial Issues

The teaching of value-laden issues has generated much controversy. Some argue that, in a pluralistic society, there can be no broad consensus on values. People who adopt this assumption argue that social studies education has to be objective and value free in order to avoid offending certain points of view. A second position is to provide students with opportunities to clarify their personal values, contemplate the consequences of those values, and decide for themselves what they will or will not accept. A third position is to argue that there is some basic consensus on fundamental moral and ethical values in Canadian society and that these values can be taught in a meaningful way.

It is assumed in social studies that there are fundamental values on which there is agreement. It is also assumed that there are many disagreements and that students need to learn to deal with diverse beliefs. The social studies and social sciences curricula provide students with learning experiences that help identify some of the fundamental value positions of society and understand how these arose. In order to achieve the K-12 goals of social studies and social sciences curricula, students must be exposed to a variety of viewpoints and beliefs. This does not suggest, however, that any belief is as good as any other belief. Canadian society does not accept that premise, and that impression should not be given to students. Therefore, this curriculum makes no attempt to be value free.

> *"Social issues can be one of the most interesting and important components of the social studies curriculum. They add vitality to the curriculum and help make it significant for both students and teachers."*
> *Banks & Banks, 1999, p. 196*

Social studies provides students with opportunities to examine controversial issues. Contemplating these issues will provide students with the opportunity to apply concepts and higher order thinking skills in organizing, interpreting, and communicating information meaningfully. In this process, students can begin to understand the role of values as the basis for making inferences. It is, then, a natural progression to understanding that values provide us with evaluative criteria and we depend upon the traditions of Canadian society to provide us with guidelines. A short list of these criteria would include human dignity, basic rights, and responsibilities as defined in the Canadian Charter of Rights and Freedoms, and respect and acceptance of individual differences.

When addressing values in the classroom, teachers should be aware of family and community standards. Teachers should also consult the *Renewed Objectives for the Common Essential Learnings of Critical and Creative Thinking (CCT) and Personal and Social Development (PSD)* for support in addressing controversial

issues. Educational decisions related to values in the classroom should reflect these standards as well as those in the Canadian Charter of Rights and Freedoms. If a controversy arises between positions taken by family and community and that of the Charter, students should be encouraged to engage in dialectical thinking about the various positions before arriving at their personal value position.

Multicultural Content, Perspectives, and Resources

Multicultural education fosters understanding, acceptance, empathy, and constructive and harmonious relations among people of diverse cultures. It encourages learners of all ages to view cultures different from their own as sources of learning and enrichment.

> *"Multiculturalism is a recognition of the diversity of cultural differences which exist in a pluralistic society and an endorsement of a society in which individuals of all cultures are accepted and accorded respect."*
>
> *Saskatchewan Education, 1994, p. 1*

While the first and most lasting influence on children and youth is that of the home environment, educators and educational institutions have a responsibility to prepare children to function in our culturally diverse society. The educational system must address a variety of issues with cultural diversity in mind: additional language programming, teaching and learning styles, curriculum and resource materials, teacher attitudes and expectations, student groupings, and assessment and evaluation. Sound teaching practices such as being aware of a student's social and psychological background, encouraging the development of self-esteem, and responding to individual needs are consistent with the philosophy underlying multicultural education.

Multicultural Education and Heritage Language Education Policies (Saskatchewan Education, 1994) identifies goals that provide a foundation for multicultural education in the classroom. These goals, exemplified below, include self-concept development, understanding and relating to others, spiritual development, and membership in society.

To demonstrate and promote cultural respect and understanding, teachers can:

- affirm each student as unique and important
- accept and respect the language that each student brings to the classroom
- become educated about the cultural backgrounds of their students
- determine if unexpected behaviours and actions reflect a student's culture
- respect students' knowledge about their own cultures

- build a classroom environment that encourages inclusion and validation of students' language usage and abilities, and varied cultural and ethnic backgrounds
- deal with racist incidents in a direct manner, if they occur
- view students of all cultures as having equal potential
- become informed about a variety of cultures and inform their students
- help students to understand that individual identities are shaped by many factors, one of which is cultural background
- give students opportunities to select and respond to resources listened to, read, and viewed
- encourage students to read, view, and listen to a variety of resources and media representative of cultural groups with which students do and do not identify
- encourage students to take risks when expressing themselves in spoken and written forms
- use interpreters for second language speakers (e.g., parents, community members)
- use a variety of instructional and assessment strategies to accommodate students' cultural learning preferences and backgrounds
- develop students' collaborative and cooperative skills and attitudes through group work, problem-solving discussions, and consensus activities
- encourage students to talk and write about their experiences and places where students have lived or travelled
- provide opportunities for students to tell their stories orally, in writing, or through other representations
- choose resources and media selections that represent a diversity of cultures and cultural perspectives
- discuss stereotypical beliefs and cultural biases in resources and media.

The inclusion of multicultural content, perspectives, and resources in social studies helps students to develop multicultural perspectives that prepare students to live more enriched and compassionate lives while contributing harmoniously to a pluralistic society.

Portrayal of Persons with Disabilities

Persons with disabilities have often been depicted inaccurately in print, media, and other classroom resources. Stereotypical depictions have served to give readers, listeners, and viewers inappropriate information and have engendered attitudes ranging from feelings of pity or revulsion to expectations of

superhuman powers of intellect. It is critical that social studies teachers use materials that portray persons with disabilities realistically and fairly.

Wherever possible, ability rather than disability should be emphasized. Instructional materials should convey respect for the individuality of all persons, including those with disabilities. When evaluating material for use in the social studies classroom, the teacher should consider the following:

- Accurate and up-to-date information should be used in the resource to describe the disability. The best approach is one where aspects of the disability are revealed, not as the main focus of the text, but through the unfolding of the documentary or story.
- Stereotypes frequently found in media portrayals of people with disabilities include: pitiable and pathetic, objects of violence, or burdens who are incapable of fully participating in everyday life. Materials that include characters or people with disabilities should provide an insight into the feelings and thoughts of the individuals with disabilities. The characters or people should not be used to provoke certain feelings and thoughts in the reader, listener, or viewer (e.g., pity).

"It is important to be aware that literature, the media, and other resources frequently portray people with disabilities in a stereotypical way."
Heim, 1994, p. 140

Worldview in Social Studies and Social Sciences Curricula

A worldview is a description of reality providing natural and believable knowledge which is generally accepted by the members of a cultural group, because it meets their needs, creates order and coherence, and provides a basis for predictions. A worldview acts as a template providing people with a set of beliefs about the reality in which people find themselves. Critical attributes include:

- spiritual beliefs defining the meaning and purpose of existence
- moral beliefs about people's rights and obligations
- social beliefs about the organization of individuals into a society
- intellectual beliefs about determining truth and beauty
- economic beliefs about creating and distributing wealth
- political beliefs about making and enforcing decisions within society.

Societal belief systems play an important role in guiding human behaviour. Individuals in societies use beliefs to guide behaviour because they provide authority, stability, and predictability regarding issues that are important and/or controversial.

"Worldview is a comprehensive view or philosophy of life, the world and the universe. Worldview can be described as a philosophy or view of life that shapes how we interact and respond to the world around us. Our own worldview influences, shapes and interprets what we experience, and provides us with a sense of vision for the future."
Office of the Treaty Commissioner, 2008, p. 60

Each society has fundamental belief systems from which people draw the core of their personal beliefs and behaviours. These collective belief systems are the basis for a society's worldview. Compatible worldviews are necessary for the orderly functioning of a society because they determine:

- what things are worth working for (purposes)
- what things are worth believing (values)
- those ideas that are acceptable (based on values)
- those things considered beautiful, pleasurable, fun, tragic, and/or comic (aesthetics)
- those things that are worth enforcing (rules and laws).

Through social studies and social sciences curricula, students investigate the worldviews of various societies and cultures in their achievement of the K-12 goals and grade specific outcomes.

Inquiry in Social Studies

Inquiry learning provides students with opportunities to build knowledge, abilities, and inquiring habits of mind that lead to deeper understanding of their world and human experience. Inquiry is more than a simple instructional method. It is a philosophical approach to teaching and learning, grounded in constructivist research and methods, which engages students in investigations that lead to disciplinary and transdisciplinary understanding.

Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests, and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding. Students who are engaged in inquiry:

- construct knowledge and deep understanding rather than passively receiving it
- are directly involved and engaged in the discovery of new knowledge
- encounter alternative perspectives and differing ideas that transform prior knowledge and experience into deep understandings
- transfer new knowledge and skills to new circumstances
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

(Adapted from Kuhlthau & Todd, 2008, p. 1)

"Inquiry is a philosophical stance rather than a set of strategies, activities, or a particular teaching method. As such, inquiry promotes intentional and thoughtful learning for teachers and children."

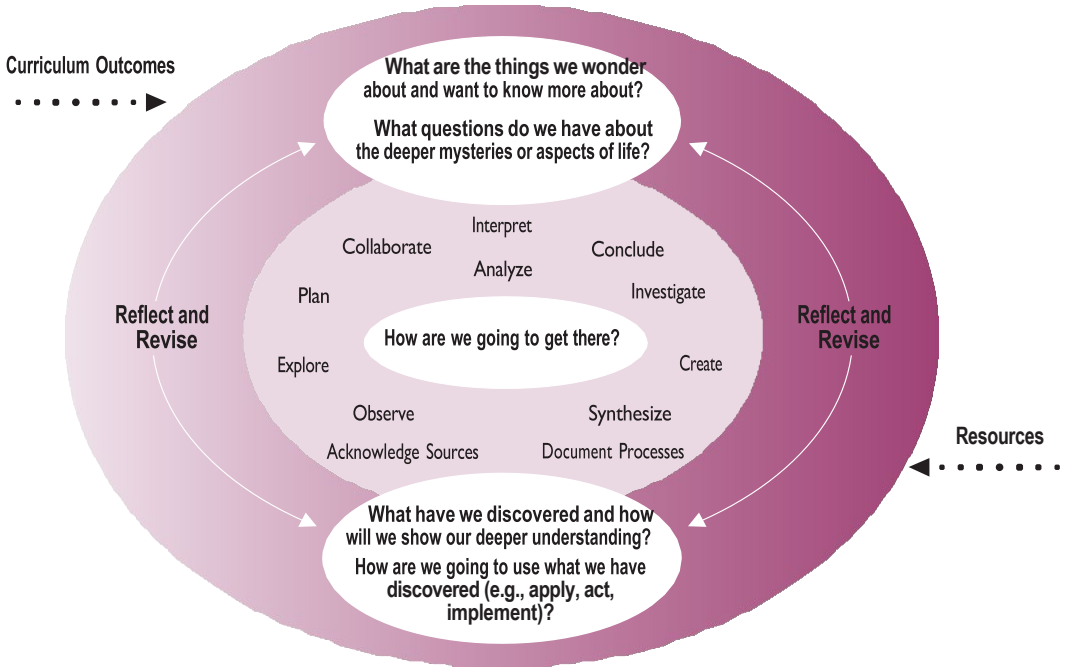
Mills & Donnelly, 2001, p. xvii

An important part of any inquiry process is student reflection on their learning and the documentation needed to assess the

learning and make it visible. Student documentation of the inquiry process in social studies and the social sciences may take the form of works-in-progress, reflective writing, reports, notes, three-dimensional models, arts expressions, photographs, video footage, action plans, and various other representations.

Inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students' discoveries, insights, and construction of new knowledge. Experienced inquirers will move back and forth among various phases as new questions arise and as students become more comfortable with the process. The following graphic shows various phases of this cyclical inquiry process.

Constructing Understanding Through Inquiry



Inquiry focuses on the development of questions to initiate and guide the learning process. These questions are formulated by teachers and students to motivate inquiries into topics, problems, and issues related to curriculum content and outcomes.

Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect on learning, and develop new questions for further inquiry.

Creating Questions for Inquiry in Social Studies

Teachers and students can begin their inquiry at one or more curriculum entry points; however, the process may evolve into transdisciplinary integrated learning opportunities, as reflective of the holistic nature of our lives and interdependent global environment. It is essential to develop questions that are evoked by student interests and have potential for rich and deep learning. These questions are used to initiate and guide the inquiry and give students direction for investigating topics, problems, ideas, challenges, or issues under study. The process of constructing questions for deep understanding can help students grasp the important disciplinary or transdisciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions lead to more specific questions that can provide a framework, purpose, and direction for the learning activities in a lesson, or series of lessons, and help students connect what they are learning to their experiences and life beyond school.

> *"… questions stimulate thought, provoke inquiry, and spark more questions—not just pat answers..... The best questions point to and highlight the big ideas."*
>
> *Wiggins & McTighe, 2005, p. 106*

Questions give students some initial direction for uncovering the understandings associated with a unit of study. Questions can help students grasp the big disciplinary ideas surrounding a focus or context and related themes or topics. They provide a framework, purpose, and direction for the learning activities in each unit and help students connect what they are learning to their experiences and life beyond the classroom. They also invite and encourage students to pose their own questions for deeper understanding. When devising essential questions that lead to deeper understanding, teachers and students should note that these questions should:

- cause genuine and relevant inquiry into the key ideas and core content
- provide for thoughtful, lively discussion, sustained inquiry, and new understanding as well as more questions
- require students to consider alternatives, weigh evidence, support their ideas, and justify their answers
- stimulate vital, ongoing rethinking of big ideas, assumptions, and prior lessons
- spark meaningful connections with prior learning, personal experiences, and ways of knowing
- naturally recur, creating opportunities for transfer to other situations and subjects.

(Adapted from Wiggins & McTighe, 2005, p. 110)

Effective questioning is essential for teaching and student learning and should be an integral part of planning in social studies. Questioning should also be used to encourage students to reflect on the inquiry process and the documentation and assessment of their own learning.

Social studies inquiry involves the exploration of issues, questions, or problems. The inquiry process begins with the natural curiosity of students and draws upon their prior knowledge. Throughout the process, students engage in creative and critical thinking, carry out research, and design creative responses to questions. Students use a variety of strategies to plan inquiry and analyze issues, and to make decisions or devise innovative approaches to problems that may or may not have solutions.

Through the inquiry process, students strive to understand and explain the world. They pose problems or seek information about relevant issues or questions. It is important that students consider diverse perspectives as they evaluate alternatives and explore consequences. Central to this process is an awareness of the complexity and change inherent in issues related to social studies.

As students inquire into issues, they explore diverse choices and possibilities, and may make decisions or take action. Where resolution is not possible, students may pose new questions or plan alternative approaches. An important part of this process is a consideration of the beliefs, values, and implications of various alternatives. This complex process includes weighing priorities, predicting consequences, negotiating compromises, and making decisions or exploring possibilities.

Questions for deep understanding in social studies are the key to initiating and guiding students' investigations and critical thinking, problem solving, and reflection on their own learning.

Outcomes and Indicators

Goal: To examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations. (IN)

Outcomes (What students are expected to know and be able to do.)	**Indicators** (Students who have achieved this outcome should be able to:)
IN8.1 Investigate the meaning of culture and the origins of Canadian cultural diversity.	a. Create an inventory of cultural elements people throughout the world have in common, regardless of where they live (e.g., transmission of values through education, spiritual systems, ways of governing themselves, ways of satisfying needs and wants, family structure, means of self-expression, strategies for recreation and play). b. Formulate a definition of culture from responses to the question, "What is culture?" (e.g., A group's beliefs, norms, institutions, and communication patterns; a learned way of living shared by a group of people). c. Examine the extent to which cultural groups are able to retain their cultural identity in Canada, with reference to elements of culture, including kinship patterns (e.g., how children are perceived, relationship to the aged, family networks, living arrangements, rites of passage), artistic patterns (e.g., self-expression in visual art, music, literature, dance, fashion), religious patterns (e.g., tenets of doctrine, worship habits, place of religion in daily life), education patterns (e.g., methods of passing on the culture, who attends school, who is eligible for higher education), recreational and play patterns (e.g., sports, games, traditions, celebrations). d. Analyze shared characteristics among First Nations, Inuit, and Métis cultures in Canada. e. Investigate why First Nations, Inuit, and Métis communities strive to preserve and revitalize their languages, and determine the consequences of the disappearance of cultures and languages. f. Describe the purposes and results of heritage languages and bilingualism policies in Canada and Saskatchewan. g. Identify questions and issues of importance to Francophone people in Canada and Saskatchewan (e.g., linguistic and educational rights, changing demographics), and assess the impact of language and education laws on the Francophone community.

Outcomes	Indicators
IN8.1 continued	h. Analyze the impact of language and education laws on minority groups in Canada.
IN8.2 Appraise the influence of immigration as a factor in Canadian cultural diversity.	a. Research reasons for diverse peoples choosing Canada as a home (e.g., economic opportunity, economic hardship or war in the country of origin, reunification of family, escape from religious or political oppression). b. Construct a timeline of the historical immigration patterns in Western Canada. c. Investigate the evolution of Canada's immigration policy and assess the impact on historic and contemporary immigration patterns. d. Assess the fairness of Canada's current immigration policy by conducting an inquiry to determine if the ancestor of a student or a community member would be admitted to Canada by today's criteria (recognize that not all students will be descendants of immigrants, such as Aboriginal students or those who are recent immigrants). e. Assess the benefits and challenges of the multicultural policy in Canada.

Goal: To analyze the dynamic relationships of people with land, environments, events, and ideas as they have affected the past, shape the present, and influence the future. (DR)

Outcomes (What students are expected to know and be able to do.)	**Indicators** (Students who have achieved this outcome should be able to:)
DR8.1 Develop an understanding of the significance of land on the evolution of Canadian identity.	a. Examine the influence of the land on the Canadian personality depicted in literary texts, songs, media presentations, visual art and dance, sport and recreation. b. Analyze the relationship between the traditional Aboriginal concept of land (an animate being; the source of life) and the contemporary Western European notion of land (a resource to be owned and exploited) through the centuries. c. Illustrate on a map various designated lands in Canada (e.g., lands set aside such as reserve lands, settlement lands, heritage sites, homesteads, wildlife refuges, parks, crown land and trans-boundary areas) and explain such designations.

Outcomes	Indicators
DR8.1 continued	d. Investigate the importance of the land in the Canadian economy (e.g., agriculture, trapping, hydroelectricity, fishing, mining, forestry, tourism), and speculate about the impact on the identity of Canadians.
	e. Investigate the impact of land on the identity of First Nations, Métis, and Inuit peoples.
DR8.2 Describe the influence of the treaty relationship on Canadian identity.	a. Describe the influence of varying views of the land in motivating the treaty relationship.
	b. Explore unfulfilled aspects of Treaty (e.g., education, health care) in Canada.
	c. Explore the Treaty Land Entitlement process in Canada.
	d. Relate land claims and fishing and hunting rights to treaty provisions.
	e. Represent the benefits of the treaties for all Canadians.
DR8.3 Assess how historical events in Canada have affected the present Canadian identity.	a. Describe Canada's role in world conflicts since the beginning of the 20th century (e.g., World War I, World War II, the Korean War, the Suez Crisis, the Gulf War, the UN mission in Bosnia, the Afghanistan mission).
	b. Assess the impact of a variety of important historical events in shaping the Canadian identity (e.g., the effect of the Royal Proclamation 1763 on Francophone and Aboriginal peoples; the fur trade economy; Quebec Act 1774; the Acadian deportation; the Loyalist migration; the War of 1812; Canada's role in World War I; the creation of the health care system; peace-keeping activities; the role of the RCMP in the development of the Canadian West; Canadian Confederation 1867; the building of the national railroad; the Métis resistance 1870 and 1885; John A. Macdonald's National Policy 1879; October Crisis 1970; the development of the Canadarm; the development of the music and film industry in French and in English in Canada).
	c. Examine the influence of American mass media and popular culture on the Canadian way of life.
	d. Analyse the similarities and differences in the values, beliefs, and ways of life of Canadians and Americans.
	e. Compare the perspectives taken in cases of injustice in Canadian history (e.g., the vote for women, vote for Aboriginal peoples, Chinese head tax, internment of Japanese and Ukrainian Canadians, restrictions on immigration of Jews during World War II).
	f. Describe changes to Canadian human rights legislation in response to World War II and the Holocaust.

Goal: To investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations. (PA)

Outcomes (What students are expected to know and be able to do.)	**Indicators** (Students who have achieved this outcome should be able to:)
PA8.1 Contemplate the implications of Canadian citizenship on the life of Canadians.	a. Trace the changes in how citizenship has occurred for Canadians over time, including current categories of citizenship. b. Analyze the contribution of two historical events in the evolution of Canadian citizenship to the nature of citizenship in Canada today (e.g., Elections Act, 1900; "blue bird" nurses in WWI obtain the vote in the 1917 federal election; Canadian women obtain the right to sit in the House of Commons, 1919; the contribution of the Famous Five; Federal Elections Act, 1920; Saskatchewan Bill of Rights, 1947; Canadian Bill of Rights, 1960; the Charter of Rights and Freedoms in Canada, 1982). c. Investigate the effects of the Canadian Charter of Rights and Freedoms on individuals and groups (e.g., language rights; right to reasonable access to justice in trials; same sex marriage; civil protections). d. Investigate the provisions of the Indian Act, and its affects on people of Aboriginal ancestory. e. Compare and evaluate the citizenship processes in place for a person born in Canada and a person entering the country (including the citizenship test and the oath of citizenship). f. Examine the personal implications of the rights and responsibilities of Canadian citizenship.
PA8.2 Examine the role of power and authority in the application of diverse decision-making processes in a variety of contexts.	a. Contribute to classroom decision making by using the majority-rule model and the consensus model. b. Formulate contexts in which the majority-rule model and the consensus model would be effective. c. Investigate and describe the consensus decision-making model employed in traditional Aboriginal communities or jurisdictions. d. Describe traditional First Nations, Inuit, and Métis models of governance and selection of leaders. e. Compare the structure of leadership and decision-making process in an Aboriginal community to that of the parliamentary system in Canada.

Outcomes	Indicators
PA8.3 Present the evolution of a piece of legislation, from its first conception to its implementation.	a. Report to the class on the evolution of a rule or a policy presently used in an area of the school (e.g., playground: a student riding his bicycle on the school grounds before parking it hits another student, which causes parent phone calls, staff meetings, school board concern, and a policy which prevents students from riding bicycles on the school ground). b. Formulate a plan for the recommendation of a new policy for the student body, including the issue requiring resolution, identification of the policy options providing resolution, explanation of how the proposed options might resolve the issue, and recording the process of the selection of the recommended option. c. Describe the catalyst for a law recently enacted, tracing the need and process for enacting the new law. d. Represent the roles and responsibilities of various players in executive government, including the Prime Minister, the House of Commons, the Senate, and the Governor-General. e. Outline the processes of a bill becoming law.
PA8.4 Assess the impact of citizens' willingness and ability to actively engage in the Canadian political processes.	a. Present the reasons community members have chosen to run for office or to accept a leadership appointment (e.g., student representative council member; municipal or band council member; Member of the Legislative Assembly; school board member; health board member; community service organization leader). b. Describe examples of legislation or policy at a variety of governance levels (federal, provincial, First Nation, or Métis) which were initiated, modified, or rejected as a result of public pressure. c. Review the website of a provincial or federal political party, and propose and justify a redesign of the website in order to engage adolescents in political activity. d. Investigate the political involvement of community members, including why people choose to vote or not vote, and why people choose to join or not join a political party. e. Articulate the reasons a person would get involved in the Canadian political system and the possible actions which might be taken (e.g., lobby Members of Parliament, hold elected members accountable, work for a political party, be informed). f. Analyse the obstacles to political involvement (e.g., language, culture, disability, socio-economic status, gender, time constraints, apathy).

Outcome	Indicators
PA8.4 continued	g. Propose avenues for people to individually and collectively influence the Canadian political system (e.g., voting, civil disobedience, participation in political parties, labour organizations, non-governmental organizations). h. Speculate about the characteristics of the school or community environment without the involvement of people in its leadership and decision-making processes (e.g., What if no one runs for student council office; no one participates in SRC planned events; no one runs for local government office; no one belongs to community organizations). i. Research and report on the consequences of the non-engagement in the electoral process (e.g., 1932 German election). j. Construct an action plan for his or her personal involvement in the Canadian political system.

Goal: To examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment and contribute to sustainable development. (RW)

Outcomes (What students are expected to know and be able to do.)	**Indicators** (Students who have achieved this outcome should be able to:)
RW8.1 Analyze the social and environmental consequences of living in the Canadian mixed market economy based on consumerism.	a. Investigate the goods and services produced in the local economy and the consumers of those goods and services (e.g., hospital, hairdressers, manufacturers, farmers, exporters). b. Categorize the producers of goods and services in the local economy as belonging to the public or private sector, and define the differences of the two groupings. c. Identify the purpose and characteristics of: • public enterprise • private enterprise. d. Represent the characteristics of a mixed market economy including the roles of the producer, consumer, and government. e. Illustrate the elements of a mixed market economy present in the lives of students. f. Appraise the role of advertising in the mixed market economy. g. Determine the positive and negative social and environmental consequences for family, school, and community in the Canadian mixed market economy.

Outcome	Indicators
RW8.1 continued	h. Recognize the impact of living in situations in which assets are collectively or communally owned (e.g., First Nations, Hutterian communities).
RW8.2 Assess the implications of personal consumer choices.	a. Determine the effects on the local community of the purchasing patterns of its members (e.g., the origins of products used in daily life). b. Create a catalogue of locally-produced products and of fair-trade products available in local businesses. c. Assess the advantages and disadvantages of buying locally, buying fair-trade products, and buying mass-produced products. d. Illustrate the effects of excessive consumption in personal, community, and national contexts. e. Propose a definition of responsible consumerism, and publish a list of strategic actions leading to responsible consumerism. f. Represent a personal change related to responsible consumption integrated into personal life.
RW8.3 Critique the approaches of Canada and Canadians to environmental stewardship and sustainability.	a. Represent on a timeline the evolution of Canadian policy on global environmental issues, including historical First Nations approaches to environmental stewardship. b. Outline the issues involved in finding solutions to an environmental challenge (e.g., sharing water resources with the US, logging in Canadian forests, expansion of nuclear energy, development of tar sands). c. Tell the story of changes made in his or her behaviour to protect the environment (e.g., walking, purchasing locally-produced or seasonal products, recycling; composting; disposing responsibly of garbage; using less paper; using less plastic; factoring packaging into purchases).

Assessment and Evaluation of Student Learning

Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum.

> *"Assessment is basically a formative process in which information on students' knowledge, skills, and understandings is fed back into the instructional process and used to improve instruction and student learning. Evaluation is basically a summative process in which teachers use information on students' knowledge, skills, and understandings to make value judgements about student performance."*
> *Banks and Banks, 1999, p. 464*

Assessment involves the systematic collection of information about student learning with respect to:

- ☑ achievement of provincial curricula outcomes
- ☑ effectiveness of teaching strategies employed
- ☑ student self-reflection on learning.

Evaluation compares assessment information against criteria based on curriculum outcomes for the purpose of communicating to students, teachers, parents/caregivers, and others about student progress and to make informed decisions about the teaching and learning process. Reporting of student achievement must be based on the achievement of curriculum outcomes.

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, contributes to an overall picture of an individual student's achievement:

Assessment for learning involves the use of information about student progress to support and improve student learning, inform instructional practices, and:

- is teacher-driven for student, teacher, and parent use
- occurs throughout the teaching and learning process, using a variety of tools
- engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning.

Assessment as learning actively involves student reflection on learning, monitoring of her/his own progress, and:

- supports students in critically analyzing learning related to curricular outcomes
- is student-driven with teacher guidance
- occurs throughout the learning process.

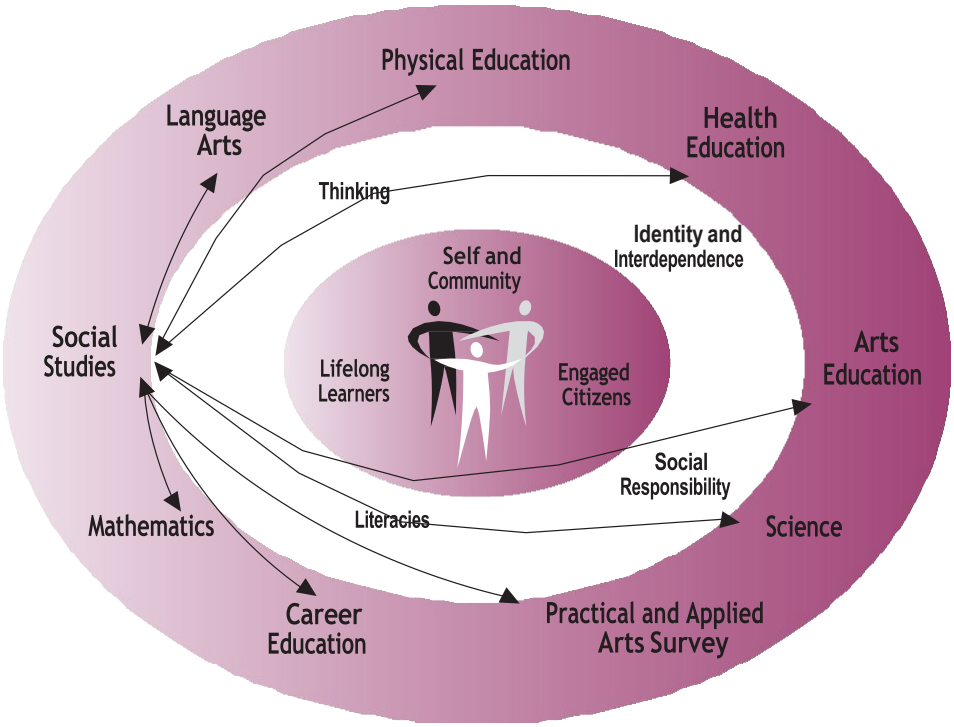
Assessment of learning involves teachers' use of evidence of student learning to make judgements about student achievement and:

- provides opportunity to report evidence of achievement related to curricular outcomes
- occurs at the end of a learning cycle using a variety of tools
- provides the foundation for discussion on placement or promotion.

Connections with Other Areas of Study

The curriculum is more relevant when connections are made to students' lives and previous learning. Although some learning outcomes or subject area knowledge may be better achieved through discipline-specific instruction, deeper understanding may be attained through the integration of disciplines. Some outcomes for each area of study complement each other and offer opportunities for subject area integration.

By using a particular context and identifying a common theme to use as an organizer, the outcomes from more than one subject area can be achieved and students can make connections. **Integrated, interdisciplinary instruction in a thematic unit, however, must be more than just a series of activities. An integrated unit must facilitate students' learning of the related disciplines and their understanding of the conceptual connections.** The unit must achieve each individual subject area's outcomes and ensure that in-depth learning occurs. If deep understanding is to occur, the unit cannot be based on superficial or arbitrarily connected activities (Brophy & Alleman, 1991). Further, the outcomes and activities of one area of study must not be obscured by the outcomes or activities of another area of study (Education Review Office, 1996, p. 13).



Glossary

Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.

Authority is power that is recognized by both those who possess it and those who are subject to it, by virtue of such conditions as legal appointment, particular knowledge or education, employment status or expertise.

Barter is the exchange of goods or services for other goods or services, with no exchange of money.

Citizenship is full membership in a community, including political rights and obligations.

Circumpolar is the area of northern latitudes on the globe.

Culture is a learned way of living that is shared by a group of people.

Democracy is a system of government in which the citizens have power through their elected representatives.

Dictatorship is a system of government in which power is concentrated to one person or group, with little or no influence on decision making by the population governed.

Globalization is international economic integration, particularly in terms of production and distribution of goods and services.

Habitation is the act of living in a particular place.

Inquiry involves students in some type of "research" on a specific topic, problem, or issue for learning and action. Inquiry is a way of opening up spaces for students' interests and involving them in as many different aspects of a topic, problem, or issue as students can find.

Maps are drawings of part or all of the earth's surfaces that efficiently portray and communicate spatial data. There are many types of maps, providing a variety of data (e.g., physical, political, population distribution).

Multiculturalism is a policy supporting the existence of many distinct cultural groups in one society.

Oligarchy is a system of government in which a small group has power through wealth, social position, and /or military strength.

Pacific Rim Countries include lands bordering on, or contained in, the basin of the Pacific ocean.

Place refers to the human, physical, and environmental characteristics of a location that distinguish it from any other.

Power is the ability to exert control over people and situations.

Resources are the raw materials or component parts of a finished product that may include natural resources, human resources, and capital resources (equipment and buildings).

Society is a structured community of people bound together by similar traditions, institutions, or nationality.

Technology is a creative human activity (a way of knowing nature) concerned with solving practical problems that arise from human/social needs, particularly the need to adapt to the environment and to fuel a nation's economy.

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1. Please indicate your role in the learning community:

   ☐ parent ☐ teacher ☐ resource teacher

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