



Social Studies/Native Studies Divisional Checklist May 17, 2010

Attention: Principals

Please complete this checklist with the assistance of your staff and discuss the results with the school committee.

**Return a copy of the completed checklist
to Adele Ledoux at the Division Office.**

Due Date: June 14, 2010





Photo credit: Adele Ledoux c2004 (Provincial Highway near Snow Lake, MB.)

SS/NS Divisional Checklist written by the SS/NS Department
visit our website: http://ss_ns.frontiersd.mb.ca/

Frontier School Division



Social Studies/Native Studies Divisional Checklist

May 17, 2010

School: _____

Principal: _____

Instructions to Principals: The following checklist is being completed throughout the division to assess the degree to which Social Studies/Native Studies and Heritage have been promoted in each of our schools during the last two years. [“Native” in this context means anyone of Aboriginal descent, whether Indian (Status or Non-Status), Métis, or Inuit.]

Please complete the checklist with the assistance of your staff, then discuss the results with your school committee. **Return** this CHECKLIST to [Adele Ledoux](#) at the **Division Office** by Monday, **June 14**, 2010.

When you complete the checklist, do the following:

- (√) Place a “√” beside a question, if your answer is, “Yes, we are doing this.”
- (X) Place an “X” beside a question, if your answer is, “No, we are not doing this.”
- (NA) Place “NA” beside those questions that do not apply in your situation.

Make sure that you **answer all the questions**. Do not leave any blank. Incomplete surveys will be returned to you for completion.

Organization

1. Do **class timetables** follow the **time allotments** recommended by the province for the teaching of Social Studies/Native Studies in the following grade listed below?
____ Gr. 1-6 (10%)
____ Gr. 7-8 (13%)
____ Gr. 9-12 (110 hours per course)
- ____ 2. Is there an opportunity for staff to discuss Social Studies/Native Studies at all regular staff meetings? [In other words, is Social Studies/Native Studies always listed on the agenda?]
- ____ 3. Is Social Studies/Native Studies an agenda item at regular sectional meetings?
- ____ 4. Do students have an opportunity to take at least one Native Studies course during their High School years?
- ____ 5. Is there sufficient flexibility built into school programs to allow for special events related to Social Studies/Native Studies or Heritage?



- ___ 6. Do in-service committees [or some other designated person(s)] include Social Studies/Native Studies among their planning priorities?
- ___ 7. Is Social Studies/Native Studies an agenda item in regular meetings between the school administration and the library specialist [or some other designated person(s)]?
- ___ 8. Are Library Specialists [or other designated person(s)] given time in staff and sectional meetings to promote Social Studies/Native Studies materials, including those developed by Frontier School Division?
- ___ 9. Is Social Studies/Native Studies an agenda item in meetings between the school administration and the school committee?
- ___ 10. Does the library specialist [or other designated person(s)] annually evaluate current maps and atlases to ensure they are up-to-date and relevant as recommended by Library Services?
- ___ 11. Does the library specialist [or some other designated person(s)] take the lead in promoting inter-library loan to staff and students?
- ___ 12. Has the school administration designated a person(s) to compile a list of local resource people willing to volunteer at the school?

Resources

- ___ 1. Are all Social Studies/Native Studies materials developed by Frontier School Division available in the school library/resource room?
- ___ 2. Does the school budget include allocations for the purchase of Social Studies/Native Studies materials?
- ___ 3. Are up-to-date, accurate, and appropriate maps and atlases available at the school for the use of Social Studies/Native Studies teachers?
- ___ 4. Are relevant new titles in Social Studies/Native Studies, K-12, being added to the school library by the library specialist [or other designated person(s)]?
- ___ 5. Has your school made use of inter-library loan in 2009-2010?
- ___ 6. Do you have a list of volunteers available to help teach students about community and



heritage?

___ 7. Are Social Studies/Native Studies and other Heritage topics included in the annual book fair?

___ 8. Does the school add to its resources those materials created locally by students or community members? These could include histories, anthologies, heritage fair projects, class projects, and videos?

___ 9. Does the Library specialist [or some other designated person(s)] seek and promote learning resources on aboriginal themes from sources outside the school, i.e., the Buffalo Box at Library Services, archaeological displays from Manitoba Museum of Man and Nature, and various multimedia resources from the Instructional Resources Unit, Department of Education Library in Winnipeg?

___ 10. Is the teacher's guide, *North American Indigenous Games*, being utilized by Physical Education and/or Social Studies/Native Studies teachers?

11. Frontier School Division has developed a Social Studies/Native Studies website at http://ss_ns.frontiersd.mb.ca

___ How many of your SS/NS teachers are aware of the website?

___ How many have made use of its content for lesson preparation?

Which of the SS/NS webpages listed below has or have been utilized by teachers and/or staff in your school?

___ FSD Photo Archive (i.e. Historical Community photographs)

___ Remembrance Day section (i.e., Veterans, World War I ...)

___ Vimy Ridge 2017 Project

___ News Articles (i.e., Aboriginal Newsmakers)

___ Hot Topics (i.e., Global Warming)

12. We are adding content continually. What improvements concerning the structure and content would you like to see?



13. If the Social Studies/Native Studies website is NOT being used, cite possible reasons why.

Classroom Activity

- ___ 1. Does classroom instruction involve the use of Frontier-developed materials in Social Studies/Native Studies?
- ___ 2. Is Social Studies/Native Studies a regular part of instruction?
- ___ 3. Do teachers involve the community in their Social Studies/Native Studies classes? For example, do community members come in to teach traditional skills and share legends or other stories of the past?
- ___ 4. Do students have at least one opportunity during the year to explore some aspect of their own personal heritage (biography, interview of relatives, collage of family pictures, etc.)?
- ___ 5. Are students taught how to recognize, respect, and care for archaeological and other heritage sites, i.e., Paimusk Creek rock paintings, cemeteries, old buildings?
- ___ 6. Are aboriginal themes included, where feasible, in L.A., Maths, Science, Art, Music, Physical Education, etc.?
- ___ 7. Is Heritage celebrated visually in the classroom with displays of Social Studies/Native Studies themes and student work related to them (literary expressions, research projects, paintings, and other culturally related materials)?



8. Check the ICT Media that is used in your school.

- _____ **Print and electronic research** (Facilitate the inquiry process - offer guidance as students plan, gather, process, record, assess, and express their learning)
- _____ **Email** (conducting interviews, requesting information, stating a position on a topic or issue)
- _____ **Desktop publishing** (Brochures, posters, newsletters)
- _____ **Word Processing** (Using standard word processing features to improve their writing - spell and grammar check, thesaurus, formatting options)
- _____ **Concept Mapping** (Utilizing visual organizers to brainstorm, gather information, or display new information.)
- _____ **Multimedia Presentations** (Using text, images, sound clips, and hyperlinks to further information which supports their ideas)
- _____ **Using Graphic software** (Presenting information and ideas orally, visually, concretely, or electronically, through the use of bitmap, or vector graphics software)
- _____ **Using Animation Software** (Where simulations and animations will result in students exploring, experimenting, questioning, and hypothesizing about real-life situations.)
- _____ **Creating Animations** (Sequencing, timing, and duration of scenes/screens to communicate concepts of patterns, cycles, changes over time, or cause and effect relationships and stories)
- _____ **Using Spreadsheet/databases** (For instance, characteristics of daily life and geographic regions, calculate values such as population densities, etc.)

9. What are your needs in order to infuse technology into your daily lessons? (For example, software, hardware, training in the use of ICT tools, access to the internet, ...)

All-School Activity

- _____ 1. Does the school sponsor traditional dinners, grandparents' days, dramatic heritage presentations, etc.?
- _____ 2. Is Community History and Heritage visible in the school, i.e., portraits of elders, local art, and heritage displays?
- _____ 3. Are traditional Aboriginal sports and games incorporated into the Physical Education



and/or Social Studies/Native Studies programmes?

- _____ 4. Is cultural awareness highlighted in some way (i.e. square dancing, fiddling, heritage displays), when the school hosts Frontier Games or any other area/divisional activity?
- _____ 5. Did you hold a Heritage Fair in your school in 2009-2010?

Professional Development

- _____ 1. Does the school administration encourage staff members to attend workshops, in-services, or courses related to Social Studies/Natives Studies instruction or issues pertinent to the aboriginal community?
- _____ 2. How many teachers have been involved in Social Studies/Native Studies workshops, in-services, or courses in 2009-2010? (Specify number of teachers and describe events attended.) Note: Attach list if more space is required.

Community Outreach

- _____ 1. Does the school actively participate in community events having a heritage component, i.e. York Boat Days, Métis Days, winter carnivals, fiddling contests?
- _____ 2. Is the school involved in events honouring veterans or other local people, i.e. Remembrance Day?
- _____ 3. Does the school actively support community initiatives relating to Heritage, i.e. restoration of historical buildings, marking and protecting local historical sites, upkeep of cemeteries and historic portage routes and trails?
- _____ 4. Do school publications (newspapers, literary yearbooks) that are circulated within the community regularly contain Social Studies/Native Studies themes?
- _____ 5. Does the school invite divisional personnel, community members, other schools, etc.,

