

Social Studies/Native Studies Departmental Policy Manual



2006/2007

Frontier School Division

Social Studies/Native Studies Department

http://ss_ns.frontiersd.mb.ca



Pencil sketch artist, Roberta Ballantyne of Grand Rapids, MB. Digital reproduction of sketch by Louise Marleau.

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Introduction

Program Implementation and Support

I. Introduction

The policy manual of the Social Studies/Native Studies (SS/NS) Department is designed to provide information and support for all those involved in the implementation and delivery of the SS/NS curricula within Frontier School Division. It does so by:

- ... highlighting the importance of SS/NS within Frontier School Division as a reflection of the divisional mission statement.
- ... translating those sections on the mission statement pertaining to SS/NS into a series of five general goals, each of which is further divided into several mandatory or recommended outcomes to be achieved at the school level.
- ... providing an outline of the roles and responsibilities of all personnel associated with policy, implementation, and delivery of SS/NS.
- ... providing a link to the [SS/NS web pages](#) to give the reader up-to-date information on current issues and events:
 - support services and resources available in SS/NS.
 - professional development opportunities in SS/NS.
 - a copy of the [biennial SS/NS Checklist](#) in pdf format



II. Divisional Mission Statement

Relative to Social Studies/Native Studies

Our Mission is to provide, in partnership with parents and community, high quality education for all students, so that they can develop the skills, knowledge, attitudes, and character essential for successful participation in our changing society.

Vision

We envision a school system wherein:

- ◆ School programs reflect local culture and history and are designed to provide quality opportunities for all students.

Belief

We believe that students will learn best and experience success when:

- ◆ The language and culture of the community influences programs in schools.

Goals

To Educate Students

- ◆ to analyze critically, to reason, and to think independently.
- ◆ to gain a strong sense of identity and self-esteem.

To Provide Programs

- ◆ that support provincial curricula.
- ◆ that reflect the needs, aspirations, and culture of the communities.

To Serve Our Communities

- ◆ by encouraging staff to be participating members of their communities.

Mission Statement

Culture

History

Language

Directives

Manitoba Education Citizenship and Youth

III. Provincial Directives in Social Studies/Native Studies

As stated by [Manitoba Education,](#) Citizenship and Youth

Provincial [Social Studies K-12](#) Curricula have clear directives in terms of the outcomes to be taught and assessed.

Social Studies has at its foundation the concepts of citizenship and identity in the Canadian and global contexts. Intended to reflect the many voices and stories that comprise the Canadian experience past and present, the Framework is inclusive of Aboriginal, francophone, and diverse cultural perspectives. ([Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes 2003](#), p. 3)

These provincial outcomes, along with our culturally integrated Native Studies components, provide the basis for the Social Studies/Native Studies curriculum development and implementation processes within our Division.

Directives

IV. Divisional Directives in Social Studies/Native Studies

As stated in Frontier School Division Policy

Knowledge of aboriginal history and culture benefits all Division students by providing them with an increased awareness of and sensitivity to aboriginal aspirations. For Aboriginal students, this knowledge is crucial to the development of identity and self esteem. Therefore, the following is required in all Division schools.

1. Kindergarten to Grade 8

Native Studies curricula is integrated into the Provincial Social Studies curriculum guidelines to produce a divisional SS/NS program for Kindergarten to Grade 8.

2. High School

All students in Frontier School Division are required to have a credit in Native Studies in order to receive a graduation diploma from the Division. Native Studies 31G has been developed for use in all Division high schools to fulfil this requirement.

*Divisional
Policy
for
K to 12*

Priorities

Rationale

Vision

Belief

V. Social Studies/Native Studies Department Priorities

Relative to the Divisional Mission Statement

Rationale: At the basis of the Social Studies/Native Studies Department initiatives within Frontier School Division is the belief that students develop best in an atmosphere that challenges as well as affirms their identity and history. Such affirmation promotes confidence and self-esteem, which can lead ultimately to greater success in life. This is especially critical for aboriginal students (defined here as Status and Non-Status Indians, Métis, and Inuit) within Frontier School Division; thus, the emphasis on the creation/acquisition of Social Studies materials with an aboriginal focus. Such materials can also help non-aboriginal students to become increasingly aware of and sensitive to aboriginal language and culture. Consequently, Native Studies is integrated into Social Studies at the primary and intermediate grades throughout Frontier School Division, and at least one course in Native Studies is required for graduation at the high school level.

Support for this rationale can be found in the Divisional Mission Statement as follows:

The type of school envisioned by our mission statement is one where *“programs reflect local culture and history and are designed to provide quality opportunities for all students.”*

The underlying assumption behind the Social Studies/Native Studies Program and Native Studies Curriculum development is that the study of local culture and history can be a stimulating experience that challenges and broadens all students intellectually and culturally, regardless of their ethnic origins.

It is our belief that students learn best and experience success when *“the language and culture of the community influences programs in school.”*

At present, the Social Studies/Native Studies Program includes emphasis on local aboriginal culture based on the assumption that students do better when their culture is a consideration in their learning. It also supports heritage language retention in response to the wishes of local communities within Frontier School Division.

VI. Social Studies/Native Studies Department Goals/Outcomes

Overview of Goals and Outcomes

Five major divisional goals have particular relevance to the Social Studies/Native Studies Department. Two pertain directly to the student, two are related to program development and delivery, and the last one concerns service to the community. Each is described below, followed by a list of outcomes that follow directly from that particular goal. Those marked with an (*) are mandatory. Others are optional, but desirable outcomes that will reflect the quality of learning in the school, when they are incorporated into school plans and implemented.

Goal #1 Critical Thinking	Outcomes
<p>A major goal of the Social Studies/Native Studies Program is to educate students "to analyze critically, to reason, and to think independently." This goal can be achieved through student-centered, activity based SS/NS instruction from N-12 that provides opportunities for independent research and analysis.*</p> <p>Instruction should encourage student discussion/debate of current aboriginal issues</p> <p>Instruction should incorporate research projects that highlight aboriginal contributions to Manitoba's history</p> <p>Provide opportunities for students to interview community elders for a local history project</p> <p>Provide opportunities for students to create multimedia presentations on local historical and contemporary issues</p>	<ul style="list-style-type: none"> • Students become critical thinkers.* • Students able to discuss/debate issues, emphasizing current northern aboriginal issues specifically. • Students able to analyze primary documents during research. • Students able to conduct interviews and collect data. • Students able to create multimedia presentations on local historical and contemporary issues.

Goals / Outcomes #1

Analyze


Reason

Think

Goals/Outcomes #2

*Strong
Identity
and
Self-esteem*

VI. Social Studies/Native Studies Department Goals/Outcomes

Goal #2 Identity	Outcomes
<p>Another goal is to educate students through Social Studies/Native Studies "to gain a strong sense of identity and self-esteem." This goal can be achieved through the following:</p> <p>Social Studies includes relevant aboriginal content pertaining to culture, history, and current issues.</p> <p> <u>Heritage Fairs</u> or other cultural celebrations are a part of SS/NS curricula.</p> <p>Aboriginal Art, literature, and drama integrated into curricula.</p> <p>Current issues of northern Manitoba, and/or aboriginal focus a part of SS/NS curricula.</p> <p>Appropriate role models are promoted through SS/NS programs and website</p> <p>Curricula is sufficiently flexible to allow students to apply learning in a community context.</p>	<ul style="list-style-type: none"> • Students become familiar with aboriginal culture, history, and current issues.* • Students demonstrate/celebrate their identification with their culture. • Students able to create meaningful projects for annual heritage fairs. • Students develop an appreciation for aboriginal art, literature, and drama through consistent and ongoing exposure. • Students become informed about current issues and actively involved in dealing with issues affecting their community. • Students emulate appropriate cultural role models. • Students plan and organize at least one annual school event honouring local elders. • Students become involved in community events having a cultural component. (i.e., York Boat Days, Métis Days, winter carnivals, <u>Frontier Games</u>)

VI. Social Studies/Native Studies Department Goals/Outcomes

Goal #3 Programs	Outcomes
<p>A third goal is "to provide programs... that support provincial curricula." This can be achieved by the following:</p> <p>SS/NS Department creates and promotes Frontier resources for instructional use throughout the Division. *</p> <p>Library specialists, or other designated persons, regularly collect/order SS/NS materials and promote them among teachers and students. They also promote the <u>Photo Archives Project</u> which can be viewed as a pdf or visit the <u>Frontier Library Services website</u>.</p> <p>The SS/NS website is used as an instructional tool by teachers to increase awareness and understanding of SS/NS.</p> <p>SS/NS Departmental Website:</p> <ul style="list-style-type: none"> - have adopted the provincial <u>Literacy with I C T; Across the Curriculum initiatives</u> (LwICT), in order to provide more efficient delivery of curricula and other resources to remote communities. - have clearly identified organizational structure and key design elements necessary to meet the needs of potential website users. 	<ul style="list-style-type: none"> • Students have ready access to SS NS resources, community publications and videos developed by Frontier School Division. • Students recognize the Library Specialist as an important resource for information on SS/NS themes, photo/archival material, and location of resource material via Inter-Library Loan. • Students make use of the Frontier SS/NS website to enhance their classroom learning experiences on Aboriginal culture, history, and heritage. • Students demonstrate proficiency in LwICT, by creating paper-based or electronic portfolios displaying samples of text, audio, video, data and graphics, of their learning experiences in SS/NS.

Goals / Outcomes #3

*Support
Provincial
Curricula*

Goals/Outcomes #4, #5

*Reflecting
Needs of
Communities*

*Active
Participation*

VI. Social Studies/Native Studies Department Goals/Outcomes

Goal #4 Culture	Outcomes
<p>A fourth goal is a Social Studies/Native Studies Program “that reflect the needs, aspirations, and culture of our communities.” This goal can be achieved through the following:</p> <p>Local history and culture is taught at all levels within the school.</p> <p>The local school committee, community members, and parents are involved in school programs on a regular basis throughout the year.</p> <p>Parents and community members regularly visit the school to observe the use of relevant cultural content in SS/NS instruction.</p> <p>Each class in the school is involved in at least one annual community project.</p>	<ul style="list-style-type: none"> • Students become familiar with local history and culture through the use of various SS/NS resources. • The school becomes a community centre where school committees, community members, and parents feel welcome. • Community People come in on a regular basis to schools to assist/observe local cultural events/displays. • Students involved as active and positive participants in the community beyond school doors.

Goal #5 Community	Outcomes
<p>A fifth goal is service to our community through active encouragement of SS/NS teachers to become “participating members of their communities.”</p> <p>This can be achieved by school administration encouraging staff to become active contributing members of the community they serve, and providing them leave for appropriate community service.</p>	<ul style="list-style-type: none"> • Teachers participate in sporting and social events in the community. • Teachers participate in community efforts to promote heritage and historical themes. • Teachers help organize local events of a historical nature. (i.e., York Boat Days, Métis Days, School Reunions, etc..)

VII. Social Studies/Native Studies Divisional Roles and Responsibilities

A: Administration

Board of Trustees

- ♦ The Board of Trustees ensures that Social Studies/Native Studies curricula within Frontier School Division reflect the divisional mission statement.
- ♦ The board oversees the development and implementation of relevant SS/NS curricula in Frontier School Division in keeping with the values and viewpoints of the parents and residents of the division.
- ♦ The board evaluates the progress of SS/NS on a regular basis, including a review of the biennial SS/NS Checklist.
- ♦ The board develops new policies and revises existing ones relating to the development, implementation, and ongoing supervision of SS/NS instruction within Frontier School Division.
- ♦ The board approves and adopts all budgets connected with the development, implementation, and ongoing supervision of SS/NS within Frontier School Division.
- ♦ The board communicates regularly with staff and community members throughout the division concerning SS/NS within Frontier schools. Any changes in policies and procedures it makes relative to SS/NS are made on the basis of the needs and wishes of parents and community members.
- ♦ The school board ensures that the SS/NS program is included in the annual division action plan, along with annual reports to parents, community members, and staff. This report includes a financial statement. See *The FSD School Committee Resource Manual* for further information on the roles and responsibilities of the school board.

Roles and Responsibilities

*School
Board*

Roles and Responsibilities

*Area
Advisory*

*School
Committee*

VII. Social Studies/Native Studies Divisional Roles and Responsibilities

A: Administration cont.

Area Advisory Committees

- ♦ The Area Advisory Committees will devote time in at least one of their three regular annual meetings to a review of the Social Studies/Native Studies Program within their jurisdiction. This will involve a review of the biennial SS/NS Checklist and any other plans, reports, and budgets relative to SS/NS within their area.
- ♦ The committees will make recommendations to the school board respecting changes in policies, procedures, and activities within the SS/NS Program in their area.
- ♦ The committees may make recommendations to the school board in regard to the SS/NS Curriculum Development within their area.

School Committees

- ♦ The School committees include SS/NS as an agenda item in regular meetings with the principal and superintendent.
- ♦ The school committees review the results of the Biennial SS/NS Checklist for their schools and discuss the implications with the local school administration. They may make recommendations as appropriate, based on communication with parents, community, and others interested in the SS/NS Program within their jurisdiction.
- ♦ The school committees communicate concerns and recommendations regarding SS/NS to their superintendents and to the area advisory committees.
- ♦ The school committees may make recommendations to the area advisory committee in regard to SS/NS Curriculum Development within their communities.

VII. Social Studies/Native Studies Divisional Roles and Responsibilities A: Administration cont.

Chief Superintendent

- ♦ The chief superintendent oversees the development and implementation of relevant SS/NS curricula in Frontier School Division under the direction of the school board.
- ♦ He meets regularly with the superintendent responsible for SS/NS to discuss policy, planning, direction, and progress, including a review of the biennial SS/NS Checklist.
- ♦ He reviews budgets related to the development, implementation, and ongoing supervision of SS/NS within the division.
- ♦ He meets with all superintendents to review matters relating to SS/NS within their respective jurisdictions.

Superintendents

- ♦ The superintendents discuss policy, planning, direction, and progress of the SS/NS Program at regular principals' and area advisory meetings, as well as in meetings with the chief superintendent.
- ♦ Superintendents review the biennial SS/NS Checklist with area principals.
- ♦ Superintendents plan and budget for implementation, in-servicing, and ongoing supervision of SS/NS within the areas.
- ♦ SS/NS is an item in reports to the chief superintendent and board as well as to parents and community.

Roles and Responsibilities

*Chief
Superintendent*

Superintendents

Roles and Responsibilities

Principals

VII. Social Studies/Native Studies Divisional Roles and Responsibilities B: School Support Staff

Principals Roles and Responsibilities

- ♦ Principals oversee the SS/NS program within the school.
- ♦ Principals ensure that SS/NS is an integral part of the school curricula and that it receives adequate time, funding, and supervision.
- ♦ Principals include SS/NS as an agenda item in regular meetings with teachers, library assistants, school committee, and superintendent.
- ♦ Principals ensure that texts, maps, and other relevant learning materials in SS/NS are available in the school and that they are reviewed and updated on a regular basis.
- ♦ Principals ensure that relevant SS/NS in-servicing is planned for teaching staffs and other interested community members.
- ♦ Principals encourage the development of SS/NS themes that involve the school, parents, and community in joint activities.
- ♦ Principal ensure that the biennial SS/NS Checklist is completed with input from the staff and school committee, as well as community members, if appropriate.

VII. Social Studies/Native Studies Divisional Roles and Responsibilities B: School Support Staff cont.

Principals Suggestions for Principals

Organization

- A minimum of at least one Native Studies course is offered at the high school level.
- Sufficient flexibility is built into school programs to allow for special Native Studies or Heritage events.
- Library Specialists [or some other designated person] are allotted time in staff and subject area meetings to promote SS/NS materials, including those developed by the Division.
- SS/NS is an agenda item in meetings between the administration and the school committee.
- Pilots of SS/NS materials are an ongoing part of the school program.
- A Funding Committee is organized to seek money from government and other sources for cultural trips, exchanges, and other such activities.

Resources

- All SS/NS materials developed by the Division are available in the school/library resource room and the relevant teachers are aware of them.
- Library specialists [or other designated person] review and purchase relevant new titles in SS/NS K-12, and ensure they are accurate and free of stereotypical language and representation.
- The school budget includes allocations for the purchase of SS/NS materials. For example, scripts for dramas or other plays that promote cultural pride.
- The library specialist [or some other designated person] compiles a list of local resource people and makes sure the staff is aware of the list.
- Histories, anthologies, art, displays, videos, etc., created by students or community members are added to the school resources.
- The library specialist [or some other designated person(s)] seeks and publicizes learning kits on aboriginal themes, i.e., the Buffalo Box at Library Services, archaeological displays from Manitoba Museum of Man and Nature.
- If the school has a microfilm reader, the library specialist [or some other designated person(s)] takes the lead in promoting inter-library loan to acquire Hudson's Bay Company and other archival microfilm for primary student research projects in Native Studies at the high school level.
- The Library Specialist or some other designated person, promotes awareness of the SS/NS website for relevant information and materials to enhance SS/NS instruction.

Classroom Activity

- SS/NS is a regular part of instruction.
- Classroom instruction involves the use of Frontier developed materials in SS/NS courses.
- Teachers involve the community in their SS/NS classes. For example, community members offer to share legends and stories of their past.

Roles and Responsibilities

Suggestions for Principals

VII. Social Studies/Native Studies Divisional Roles and Responsibilities B: School Support Staff cont.

Principals Suggestions for Principals

Classroom Activity cont.

- Students have at least one opportunity during the year to explore some aspect of their own personal heritage (biography, interview of relatives).
- Heritage is celebrated visually in the classroom with displays of Native Studies themes and student work examples such as literary expressions, research projects, painting, pottery, beadwork, and basket weaving.

All-School Activity

- The school sponsors traditional dinners, grandparents' days, heritage (drama) presentations, etc..
- Native Heritage is visible in the school, i.e., pictures of elders in halls, local art work on Native themes, pictures of community.
- Traditional sports and games are incorporated into the Physical Education program. (For example introducing Hoop dancing and Jigging as recreational sports at the Frontier games.)
- Cultural heritage is highlighted in some way (i.e., cultural awareness events, displays), when the school hosts Frontier Games or other area/divisional activities.

Professional Development

- The school administration encourages staff members to involve themselves in workshops, in-services, or courses related to Natives Studies instruction or issues pertinent to the aboriginal community.
- Teachers are regularly involved in Native Studies workshops, in-services, or courses.

Community Outreach

- The school actively participates in community events having a heritage component, i.e. York Boat Days, Métis Days, winter carnivals, fiddling contests.
- The school is involved in events honouring veterans or other local people, i.e. Remembrance Day.
- The school actively supports 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.
- School publications (newspapers, literary yearbooks) that are circulated within the community regularly contain Native Studies themes.
- Invitations are extended to divisional personnel, schools, etc., to attend local Heritage events.
- The school publicizes Native Studies/Heritage activities through NCI FM, APTN, and area/divisional newspapers.
- The school actively seeks community involvement in Heritage instruction at the school.

VII. Social Studies/Native Studies Divisional Roles and Responsibilities B: School Support Staff cont.

Teachers Roles and Responsibilities

- ♦ Teachers timetable Social Studies/Native Studies into their regular classroom activity and look for opportunities to involve parents and community in SS/NS activities.
- ♦ Teachers attend relevant in-servicing in SS/NS and implement change as required.
- ♦ Teachers participate in the biennial SS/NS Checklist.

Roles and Responsibilities

Teachers

Roles and Responsibilities

Suggestions for Teachers

VII. Social Studies/Native Studies Divisional Roles and Responsibilities B: School Support Staff cont.


Teachers Suggestions for Teachers

Classroom Activity

- SS/NS is a regular part of instruction.
- Aboriginal themes are included, where feasible, in Language Arts, Mathematics, Science, Art, Music, Physical Education, etc..
- Incorporate the Native Studies supplementary materials into the scheduled Social Studies programs.
- Participate and complete questionnaires/surveys related to SS/NS upon request.
- Classroom instruction involves the use of Frontier developed materials in SS/NS courses and the use of the SS/NS website as an informational resource.
- Teachers involve the community in their SS/NS classes. For example, community members teach traditional skills and share legends or other stories of the past.
- Students have at least one opportunity during the year to explore some aspect of their own personal heritage (biography, interview of relatives, genealogical chart, collage of family pictures, etc.).
- Students are taught how to recognize, respect, and care for archaeological and other heritage sites, i.e., Paimusk Creek rock paintings, cemeteries, old buildings.
- Heritage is celebrated visually in the classroom with displays of Native Studies themes and student work such as literary expressions, research projects, painting, pottery, beadwork, basket weaving, and birch bark containers.
- Advocate and ensure that students participate in community/school sponsored cultural events.
- Utilize the expertise of the Library Specialist in regards to access to resource centres. For example, the Métis Resource Centre, Provincial Archives [Hudson's Bay Company Archives, Manitoba Archives,] Museum of Man and Nature, Department of Education Library.
- Visit community or band offices and collect data on local community.
- Consult with the library specialist [or designated person] for resources on local community.
- Tour the community to identify sites of interest.
- Become informed on the history of the community through published histories, as well as through research projects completed by your students.

VII. Social Studies/Native Studies Divisional Roles and Responsibilities B: School Support Staff cont.

Divisional Library Services

- ♦ Library Services, in consultation with the Social Studies/Native Studies Department, identifies appropriate maps, atlases, and other relevant resources in SS/NS and promotes their purchase by the library specialists.
- ♦  Library Services catalogues, distributes, and otherwise publicizes the Frontier Publications booklet listing the SSNS resources produced by Frontier School Division.
- ♦ Library Services is responsible for taking purchase orders concerning the sales of SS/NS materials, and conducting an annual inventory of materials in order to maintain stock levels.

School Library Specialists

- ♦ Library specialists include new SS/NS materials, such as maps, atlases, and books in their annual library purchases.
- ♦ Library specialists promote SS/NS resources within the school. They also publicize SS/NS resources as they are produced by Frontier School Division.

Roles and Responsibilities

*Library
Services*


*Library
Specialists*

Program Delivery

Area Superintendent

VIII: Social Studies/Native Studies Department Roles and Responsibilities A: Administration

Superintendent for the SS/NS Program:

- ♦ The superintendent meets regularly with the chief superintendent to discuss policy, planning, direction, and progress of the SS/NS Program.
- ♦ In keeping with divisional policy and direction, the superintendent compiles an annual budget for SS/NS Department.
- ♦ Acts as a liaison between the SS/NS Department Team and designated divisional pilot teachers, as required.
- ♦  Assists in administration, evaluation, and reporting of Biennial SS/NS Studies Checklist.
- ♦ Meets regularly with the SS/NS department to provide direction and supervision of curriculum development and implementation.
- ♦ Ensures that all SS/NS Departmental staff have the opportunity to take part in professional development workshops, conferences, and seminars.

VIII: Social Studies/Native Studies Department Roles and Responsibilities B: Support Staff

SS/NS Consultant Services

The Social Studies/Native Studies Department Consultants:

- ♦ Assist in the implementation of new SS/NS curricula and provides assistance and instructional supports to teachers and schools upon request.
- ♦ Meet formally with superintendents, principals, and teachers in each area on request.
- ♦ Provide SS/NS in-servicing, including presentations outside the division, concerning the SS/NS Program.
- ♦ Develop and implement the biennial SS/NS Checklist, analyze the results, and report to the superintendent in charge of SS/NS.
- ♦ Meet regularly with the superintendent in charge of SS/NS and assist in the development of new curricula (research, writing, illustration, layout, and publication).
- ♦ Act as a resource for teachers, students, and Library Services/specialists particularly in the review and acquisition of new SS/NS materials.
- ♦ Act as a liaison between the division and:
 - a) the Department of Education, Citizenship and Youth with respect to Provincial Social Studies Curricula.
 - b) the Department's Literacy with ICT continuum initiatives.
 - c) provincial committees connected with SS/NS initiatives.

Program Delivery

*SS/NS
Consultative
Services*

Program Delivery

Curriculum Development

VIII: Social Studies/Native Studies Department Roles and Responsibilities B: Support Staff cont.

Curricular Research and Writing

The researcher/writers in curriculum development:

- ♦ Develop Curricula in SS/NS, Kindergarten to Grade 12, to ensure that aboriginal history and cultural content is integrated at each level.
- ♦ Meet regularly with superintendent in charge of SS/NS.
- ♦ Review SS/NS materials and teacher resources as they become available and make recommendations for purchase.
- ♦ Incorporate Literacy with Information Communication Technology descriptors in the Learning Outcomes to ensure that critical and creative thinking processes are encouraged.
- ♦ Direct and supervise research assistants and community researchers, and the webmaster as appropriate. (See p. 25)

VIII: Social Studies/Native Studies Department Roles and Responsibilities B: Support Staff cont.

The following job positions are under the direction and supervision of the Social Studies/Native Studies Department.

Assistant Researcher/Writer

The assistant researcher/writer:

- ♦ Conducts primary research and collects document analysis relating to the development of SS/NS resources.
- ♦ Transcribes audio data collected via interview for SS/NS resources.
- ♦ Maintains and manages the FSD Photo Archive project.
- ♦ Assists in layout and design of SS/NS materials in preparation for publication and other duties as assigned by the SS/NS Department.

Community Researchers

The community researchers:

- ♦ Collects data at the community level for inclusion in SS/NS materials.

Webmaster

The webmaster:

- ♦ Develops and maintains the SS/NS departmental website.
- ♦ Designs and develops webpages.
- ♦ Codes and/or troubleshoots items such as HTML and JavaScript.
- ♦ Checks and updates all links and page content, including the site index and site map.
- ♦ Meets regularly with all content providers.
- ♦ Selects and optimizes images for publishing on the website.
- ♦ Responds to user feedback when online surveys are conducted by the SS/NS department.

Program Delivery

*Assistant
Researcher/
Writer*

*Community
Researchers*

Webmaster

IX. Resources

FSD Curriculum Development



For a complete listing and summaries of the FSD resources, check the [Frontier Publications and Videos](#) at the Library Services site.

The following resources are currently being revised and updated.

Elementary Years

- ♦ Exploring My World: Kindergarten Supplementary Native Studies Materials and Teacher's Guide, 2001. Each guide contains a copy of the K-3 Booklets (Changes, Occupations, and Legends.)
- ♦ Grade One Supplementary Native Studies materials and Teacher's Guide (draft form)
- ♦ Grade Two Supplementary Native Studies materials and Teacher's Guide (draft form)
- ♦ Grade Three Supplementary Native Studies materials and Teacher's Guide (draft form)

Middle Years

- ♦ "Bridging the Waters." Grade 3, 4, & 6, Social Studies/Native Studies Kit.

Senior Years

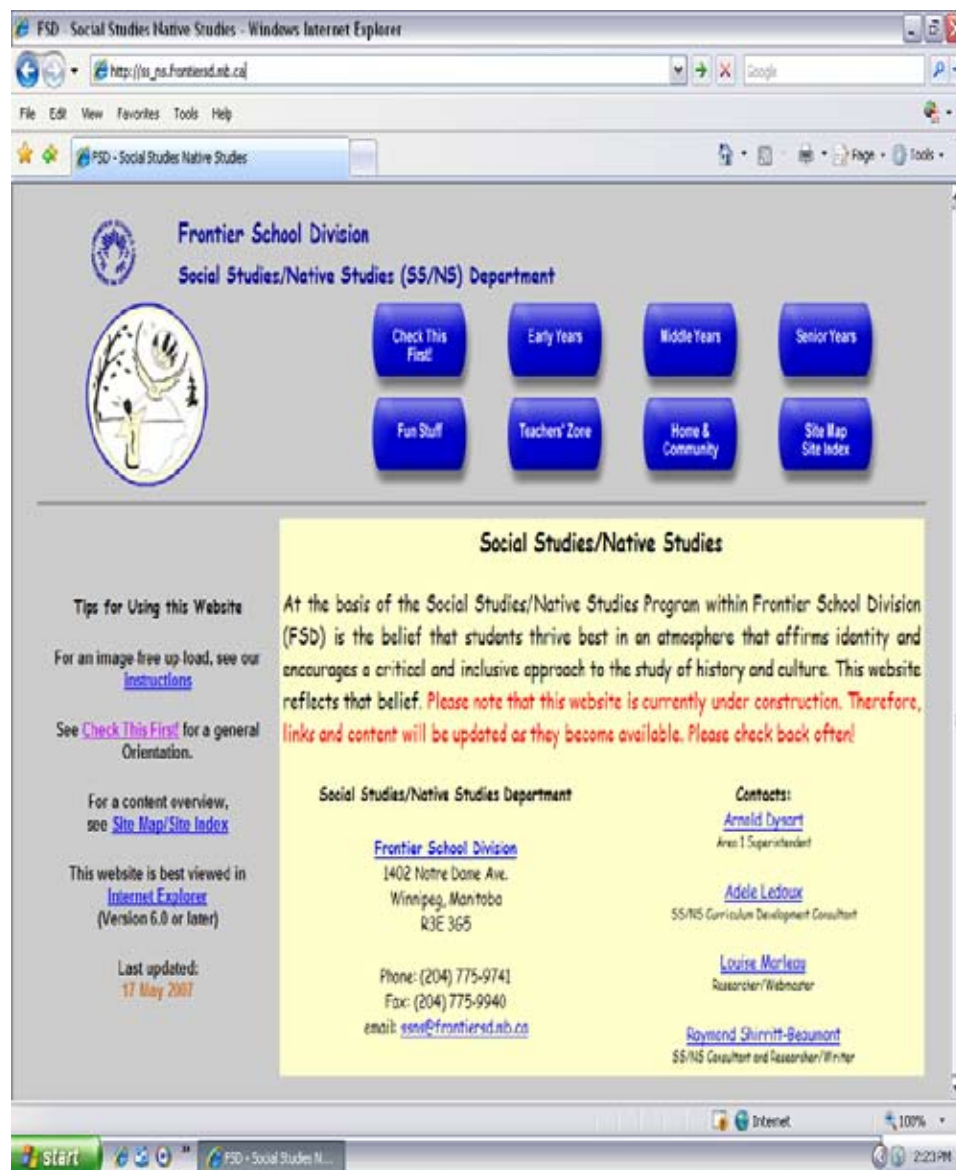
- ♦ Native Studies 31 G: Manitoba's Aboriginal Peoples, 1995.

Additional Resources:

- ♦ The [SS/NS website](#) contains additional multimedia resources to assist in the teaching of Social Studies/Native Studies.

IX. Resources cont.

SS/NS Website snapshot



Website snapshot

