

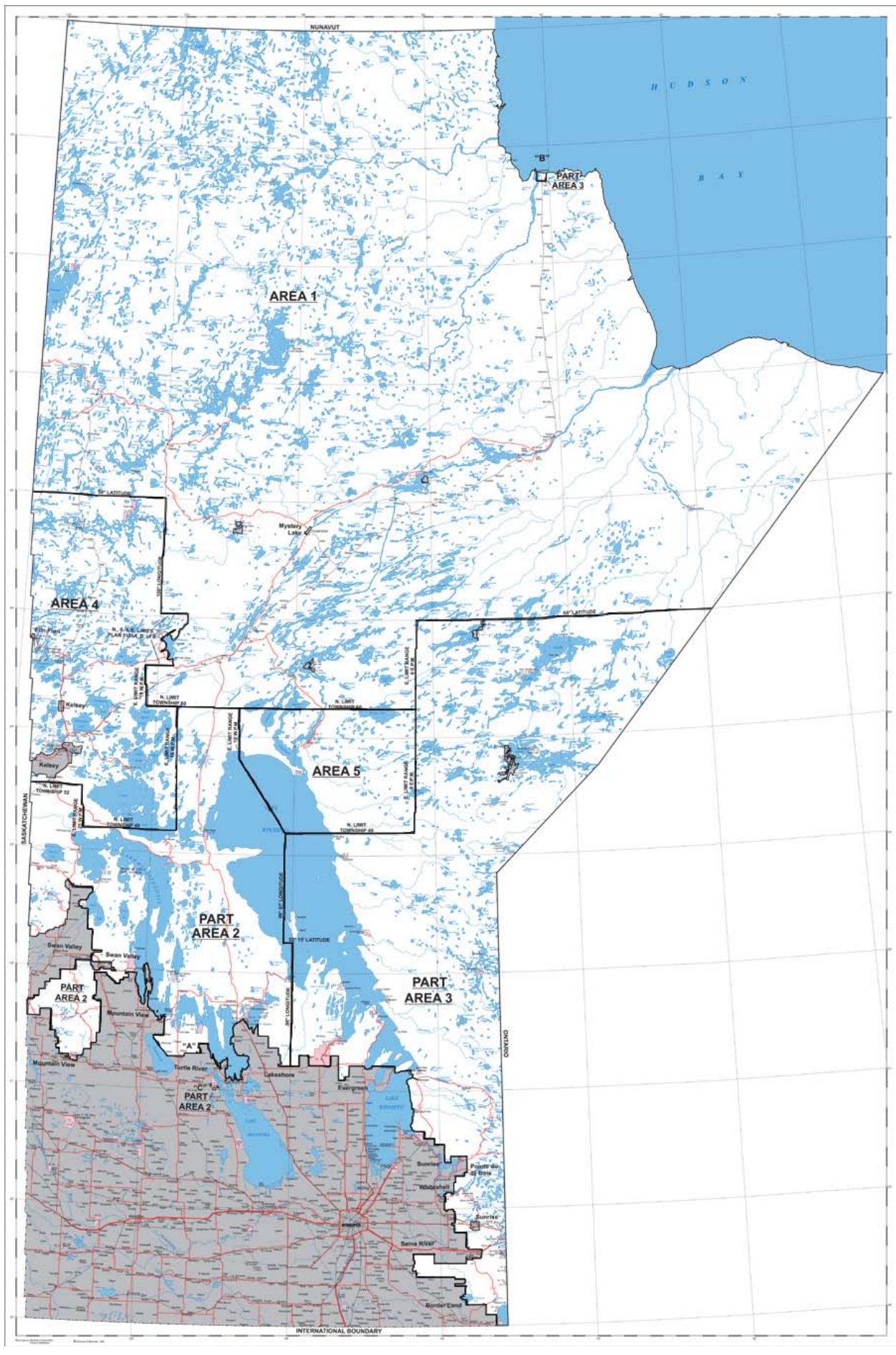
Social Studies/Native Studies 2006 Divisional Checklist

with Statistical Comparison
from 2002-2004



Cover illustration by Byron Apetagon.
Biennial Checklist written by the SS/NS Department with layout and design by Adele Ledoux





**Social Studies/Native Studies
Divisional Checklist
2006**

Area	Schools That Responded	Superintendent
Area 1	Brochet N-Sr1 D. R. Hamilton (Cross Lake) N-Sr1 Gillam N-Sr4 Leaf Rapids Education Centre K-Sr4 Mary Newell (Granville Lake) K-8 Mel Johnson (Wabowden) K-Sr4 Pikwitonei N-8 Thicket Portage N-8 West Lynn Lake Heights (Lynn Lake) K-Sr4	Arnold Dysart
Area 2	Duck Bay N-Sr1 Grand Rapids N-Sr4 Gypsumville N-8 Lakefront (Crane River) N-8 Minegoziibe Anishinabe School (Pine Creek) N-Sr4 Mountain View (Barrows) N-8 Pelican Rapids N-8 Peonan Point 1-Sr3 Philomene Chartrand (Camperville) K-8 Rorketon K-Sr4 Skownan N-Sr1 Waterhen N-Sr1	Karen Crozier
Area 3	Duke of Marlborough (Churchill) N-Sr4 Falcon Beach N-Sr2 Matheson Island N-Sr1 Ministic (God's Lake Narrows) N-Sr1 San Antonio (Bissett) N-8 Stevenson Island N-Sr1 Wanipigow N-Sr4	Cam Giavedoni
Area 4	Cold Lake (Sherridon) K-8 Cormorant Lake N-Sr2 Cranberry Portage Elementary N-8 Frontier Collegiate Institute (Cranberry Portage) Sr1-Sr4 Rod Martin (Moose Lake) N-Sr1	Gary Wickens/Cathy Fidierchuk
Area 5	Helen Betty Osborne... (Norway House) N-Sr4 Jack River (Norway House) N-4	Briana Williams

Total number of respondents = 35 of 41

The Social Studies/Native Studies 2006 checklist has been circulated 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.

This year, the 2002 and 2004 SS/NS Divisional Survey percentage responses have also been included. At a glance, one can see whether progress has or has not been made over the years. Please note comparisons were not available for all survey questions due to revisions and/or deletions.

2002	2004	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?
88%	94%	<u>100%</u> Gr. 1-6 (10%)
78%	94%	<u>83%</u> Gr. 7-8 (13%)
47%	78%	<u>54%</u> Gr. 9-12 (110 hours per course)
		Note: <u>85%</u> for Grades 11 and 12
16%	14%	<u>23%</u> 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?]
31%	14%	<u>14%</u> 3. Is Social Studies/Native Studies an agenda item at regular sectional meetings?
28%	74%	<u>40%</u> 4. Do students have an opportunity to take at least one Native Studies course during their High School years? Note <u>85%</u> for Grades 11 and 12.
91%	94%	<u>100%</u> 5. Is there sufficient flexibility built into school programs to allow for special events related to Social Studies/Native Studies or Heritage?
19%	31%	<u>37%</u> 6. Do in-service committees include Social Studies/Native Studies among their planning priorities?
19%	8%	<u>43%</u> 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)]?
47%	44%	<u>49%</u> 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?
6%	28%	<u>31%</u> 9. Is Social Studies/Native Studies an agenda item in meetings

2002	2004	
		between the school administration and the school committee?
	58%	<u>66%</u> 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?
44%	58%	<u>66%</u> 11. Does the library specialist [or some other designated person(s)] take the lead in promoting inter-library loan to staff and students?
	36%	<u>49%</u> 12. Has the school administration designated a person(s) to compile a list of local resource people willing to volunteer at the school?
Resources		
75%	83%	<u>80%</u> 1. Are all Social Studies/Native Studies materials developed by Frontier School Division available in the school library/resource room?
72%	92%	<u>97%</u> 2. Does the school budget include allocations for the purchase of Social Studies/Native Studies materials?
84%	83%	<u>86%</u> 3. Are up-to-date, accurate, and appropriate maps and atlases available at the school for the use of Social Studies/Native Studies teachers?
62%	89%	<u>86%</u> 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)]?
0%	67%	<u>71%</u> 5. Has your school made use of inter-library loan in 2005-2006?
16%	33%	<u>43%</u> 6. Do you have a list of volunteers available to help teach students about community and heritage?
56%	44%	<u>60%</u> 7. Are Social Studies/Native Studies and other Heritage topics included in the annual book blitz?
69%	75%	<u>74%</u> 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?
44%	36%	<u>71%</u> 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 Serv-

2002	2004	
		ices, archaeological displays from Manitoba Museum of Man and Nature, and various multimedia resources from the Instructional Resources Unit, Department of Education Library in Winnipeg?
	14%	<u>37%</u> 10. Is the teacher's guide, <i>North American Indigenous Games</i> , being utilized by Physical Education and/or Social Studies/Native Studies teachers?
Classroom Activity		
88%	94%	<u>86%</u> 1. Does classroom instruction involve the use of Frontier-developed materials in Social Studies/Native Studies?
69%	100%	<u>100%</u> 2. Is Social Studies/Native Studies a regular part of instruction?
41%	58%	<u>66%</u> 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?
91%	97%	<u>94%</u> 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.)?
34%	33%	<u>54%</u> 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?
94%	92%	<u>94%</u> 6. Are aboriginal themes included, where feasible, in L.A., Maths, Science, Art, Music, Physical Education, etc.?
75%	86%	<u>91%</u> 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. Are information and communication technologies (ICT) being used in the completion of Social Studies/Native Studies Activities? Check those that are being used: <u>71%</u> Print and electronic research (Facilitate the inquiry process - offer guidance as students plan, gather, process, record, assess, and express their learning) <u>26%</u> Using Graphic software (Presenting information and ideas orally, visually, concretely, or electronically, through the use of bitmap, or vector graphics software)

14% **Email** (conducting interviews, requesting information, stating a position on a topic or issue)

49% **Desktop publishing** (Brochures, posters, newsletters)

77% **Word Processing** (Using standard word processing features to improve their writing - spell and grammar check, thesaurus, formatting options)

51% **Concept Mapping** (Utilizing visual organizers to brainstorm, gather information, or display new information.)

34% **Multimedia Presentations** (Using text, images, sound clips, and hyperlinks to further information which supports their ideas)

23% **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)

23% **Using Software** (Where simulations and animations will result in students exploring, experimenting, questioning, and hypothesizing about real-life situations.)

31% **Using Spreadsheet/databases** (For instance, characteristics of daily life and geographic regions, calculate values such as population densities, etc.)

2002	2004
63%	72%
81%	72%
44%	53%
53%	69%
22%	31%

All-School Activity

- 77% 1. Does the school sponsor traditional dinners, grandparents' days, dramatic heritage presentations, etc.?
- 66% 2. Is Community History and Heritage visible in the school, i.e., portraits of elders, local art, and heritage displays?
- 71% 3. Are traditional Aboriginal sports and games incorporated into the Physical Education and/or Social Studies/Native Studies programmes?
- 83% 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?
- 29% 5. Did you hold a Heritage Fair in your school in 2005-2006?

2002	2004	Professional Development
72%	75%	<p><u>71%</u> 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?</p> <p>2. How many teachers have been involved in Social Studies/Native Studies workshops, in-services, or courses in 2005-2006? (Specify number of teachers and description of events attended.) Note: Attach list if more space is required.</p> <p>_____ <u>(See Professional Development #2 responses on p. 9)</u> _____</p>
Community Outreach		
72%	78%	<u>71%</u> 1. Does the school actively participate in community events having a heritage component, i.e. York Boat Days, Métis Days, winter carnivals, fiddling contests?
81%	82%	<u>94%</u> 2. Is the school involved in events honouring veterans or other local people, i.e. Remembrance Day?
38%	33%	<u>23%</u> 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?
38%	25%	<u>37%</u> 4. Do school publications (newspapers, literary yearbooks) that are circulated within the community regularly contain Social Studies/Native Studies themes?
44%	44%	<u>40%</u> 5. Are invitations extended to divisional personnel, schools, etc., to attend local Heritage events?
21%	33%	<u>20%</u> 6. Does the school publicize school and community history/heritage activities through NCI, APTN, and area divisional newspapers?
57%	56%	<u>69%</u> 7. Does the school actively seek community involvement in Heritage instruction at the school?

Responses to the Professional development question #2.

____ 2. How many teachers have been involved in Social Studies/Native Studies workshops, in-services, or courses in 2005-2006? (Specify number of teachers and description of events attended.)

Below is a breakdown of the responses indicated by 14 Schools.

Area 1

Teachers = 5+

Professional Development:

- 1- Annual Fiddling Conference
- All- Area One Frontier School Division fall meeting in Thompson, 2005.

Area 2

Teachers = 11+

Professional Development

- 10 - Lighting the Fire and Cree Language Immersion
- 1 - Social Studies during Summer 2005
- Teaching Canadian History (SAG)
- ALL Staff (in one school) - Traditional Teachings

Area 3

Teachers = 9

Professional Development

- 2 - Restitution Training
- 4- Tikanagan Training for Early Years Literacy for Parents and Infants.
- 2- Week long Powwow workshops with students.
- 1 - Language Teacher

Area 4

Teachers = 11+

Professional Development

- 10 - Area IV workshop- Introduction to the K- 8 Social Studies Implementation Document.
- 1- Innovation in Citizenship Pilot
- All staff (in one school) attended the Area IV Inservice, 2005
- YAG session at MECY

Area 5

Teachers = (not indicated)

Professional Development:

- Teachers indicate the direction of their PD in their Supervision for Growth Plan
- Administration is supportive of their choices.
- All teachers (in one school) had a PD session on Social Studies

