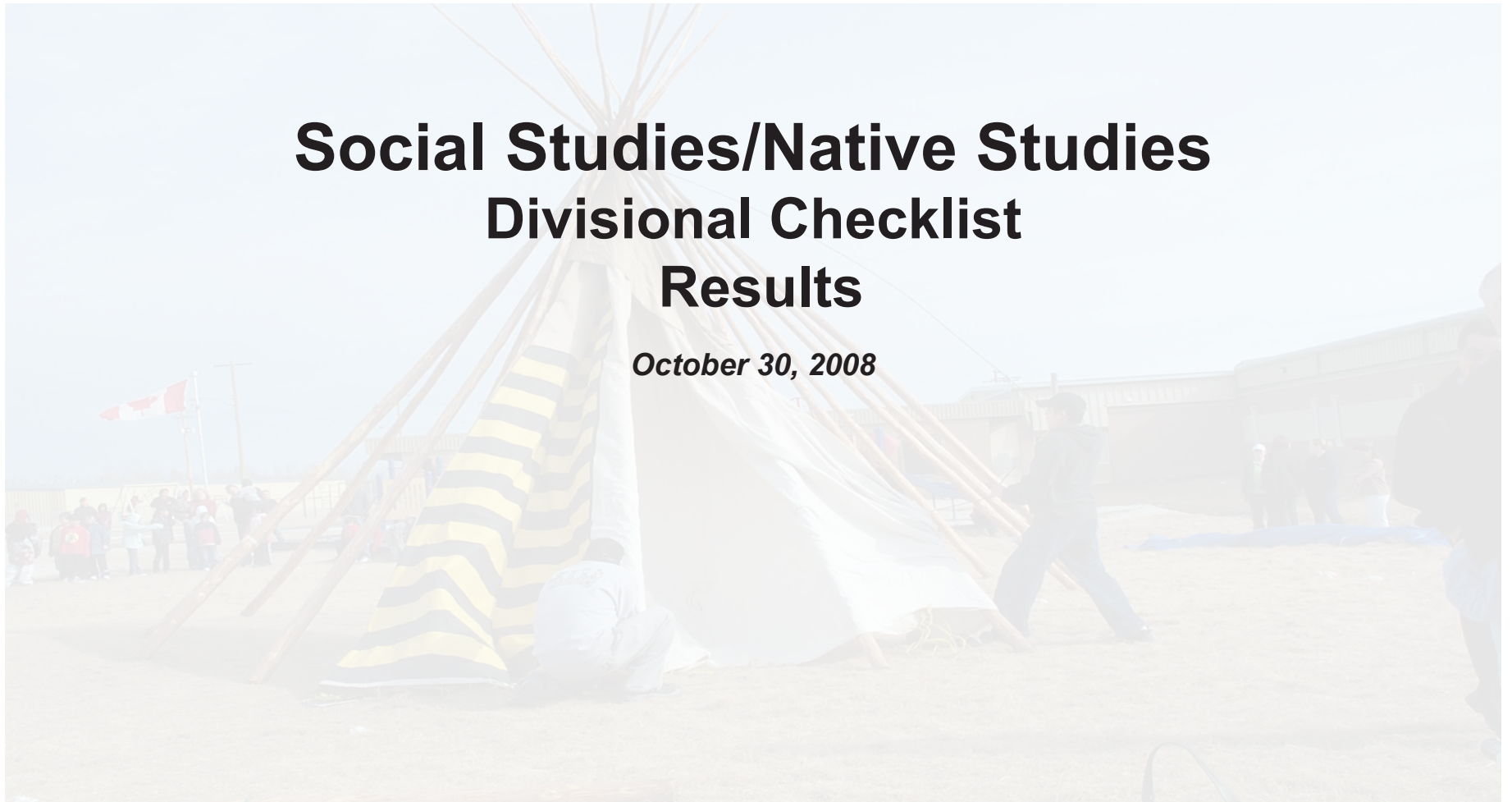


# Social Studies/Native Studies Divisional Checklist Results

*October 30, 2008*



Grand Rapids, 2003



**Social Studies/Native Studies  
Divisional Checklist  
2008**

Areas	Superintendent	Schools That Participated
Area 1	Arnold Dysart	Brochet N-9 D. R. Hamilton (Cross Lake) N-9 Gillam N-12 Julie Lindal (Ilford) N-8 Leaf Rapids Education Centre K-12 Mel Johnson (Wabowden) N-12 Oscar Blackburn (South Indian Lake) N-10 Pikwitonei N-8 Thicket Portage N-8
Area 2	Karen Crozier	Chan Kagha Otina Dakota Wayawa Tipi (Birdtail Sioux) N-12 Duck Bay N-9 Grand Rapids N-12 Gypsumville K-8 Lakefront (Crane River) N-8 Minegoziibe Anishinabe School (Pine Creek) N-12 Mountain View (Barrows) N-8 Pelican Rapids N-8 Peonan Point 1-12 Philomene Chartrand (Camperville) K-8 Rorketon K-12 Waterhen N-9
Area 3	Cam Giavedoni	Berens River N-9 Falcon Beach N-10 Ministic (God's Lake Narrows) N-9 Pine Dock K-9 San Antonio (Bissett) N-9 Stevenson Island N-9 Wanipigow N-12
Area 4	Cathy Fidierchuk	Comorant Lake N-10 Frontier Collegiate Institute (Cranberry Portage) 9-12
Area 5	David Swanson	Helen Betty Osborne... (Norway House) N-12 Jack River (Norway House) N-6

**Total** number of respondents = **32** of 42

The Social Studies/Native Studies Divisional Checklist for 2008, 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 we have included all SS/NS Divisional Checklist results. At a glance, one can see whether progress has or has not been made since 2002.

**Note:** NA designation if for questions that were not included in the survey year.

2002	2004	2006	2008	
				<b>Organization</b>
88%	94%	100%	<b>97%</b>	1. Do <b>class timetables</b> follow the <b>time allotments</b> recommended by the province for the teaching of Social Studies/Native Studies in the following grade listed below?
78%	94%	83%	<b>100%</b>	___ Gr. 1-6 (10%)
47%	78%	54%	<b>91%</b>	___ Gr. 7-8 (13%)
				___ Gr. 9-12 (110 hours per course)
16%	14%	23%	<b>28%</b>	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%	14%	<b>28%</b>	3. Is Social Studies/Native Studies an agenda item at regular sectional meetings?
28%	74%	40%	<b>50%</b>	4. Do students have an opportunity to take at least one Native Studies course during their High School years?
91%	94%	100%	<b>97%</b>	5. Is there sufficient flexibility built into school programs to allow for special events related to Social Studies/Native Studies or Heritage?
19%	31%	37%	<b>41%</b>	6. Do in-service committees [or some other designated person(s)] include Social Studies/Native Studies among their planning priorities?
19%	8%	43%	<b>25%</b>	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%	49%	<b>50%</b>	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%	31%	<b>44%</b>	9. Is Social Studies/Native Studies an agenda item in meetings between the school administration and the school committee?
NA	58%	66%	<b>78%</b>	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%	66%	<b>66%</b>	11. Does the library specialist [or some other designated person(s)] take the lead in promoting inter-library loan to staff and students?
NA	36%	49%	<b>41%</b>	12. Has the school administration designated a person(s) to compile a list of local resource people willing to volunteer at the school?

2002	2004	2006	2008	
				<b>Resources</b>
75%	83%	80%	<b>81%</b>	1. Are all Social Studies/Native Studies materials developed by Frontier School Division available in the school library/resource room?
72%	92%	97%	<b>91%</b>	2. Does the school budget include allocations for the purchase of Social Studies/Native Studies materials?
84%	83%	86%	<b>84%</b>	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%	86%	<b>84%</b>	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)]?
NA	67%	71%	<b>56%</b>	5. Has your school made use of inter-library loan in 2007-2008?
16%	33%	43%	<b>69%</b>	6. Do you have a list of volunteers available to help teach students about community and heritage?
56%	44%	60%	<b>34%</b>	7. Are Social Studies/Native Studies and other Heritage topics included in the annual book fair?
69%	75%	74%	<b>63%</b>	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%	71%	<b>53%</b>	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?
NA	14%	37%	<b>34%</b>	10. Is the teacher's guide, North American Indigenous Games, being utilized by Physical Education and/or Social Studies/Native Studies teachers?
				<p>11. Frontier School Division has developed a Social Studies/Native Studies website at <a href="http://ss_ns.frontiersd.mb.ca">http://ss_ns.frontiersd.mb.ca</a></p> <p>    <b>31</b> How many of your SS/NS teachers are aware of the website?</p> <p>    <b>18</b> How many have made use of its content for lesson preparation?</p> <p>We are adding content continually. What improvements concerning the structure and content would you like to see?</p> <p><b>Comments/Responses:</b></p> <ul style="list-style-type: none"> <li>- One respondent indicated yes to both questions without indicating the number of teachers for each, another stated, "all are aware," and a third respondent replied that, "some have made use of the content."</li> <li>- Dakota based curriculum. Dakota based resources such as books, music, videos, etc. and Dakota workshops.</li> <li>- Many staff are unaware of this website and will view in the future.</li> <li>- Please make teachers aware at next in-service opportunity.</li> <li>- The interface is ugly. There is nothing on it but empty pages for the Senior High section except photos. Archived photos are too small for use.</li> <li>- We need to take time to view it.</li> <li>- The teachers are just becoming familiar with the site. Will utilize it next year.</li> </ul>

2002	2004	2006	2008	
				<b>Classroom Activity</b>
88%	94%	96%	<b>75%</b>	1. Does classroom instruction involve the use of Frontier-developed materials in Social Studies/Native Studies?
69%	100%	100%	<b>97%</b>	2. Is Social Studies/Native Studies a regular part of instruction?
41%	58%	66%	<b>84%</b>	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%	94%	<b>97%</b>	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%	54%	<b>59%</b>	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%	94%	<b>94%</b>	6. Are aboriginal themes included, where feasible, in L.A., Math, Science, Art, Music, Physical Education, etc.?
75%	86%	91%	<b>94%</b>	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)?
NA	NA	NA	<b>91%</b>	8. Are information and communication technologies (ICT) being used in the completion of Social Studies/Native Studies Activities.
NA	NA	71%	<b>94%</b>	9. Check the ICT media that is used in your school.
		14%	<b>44%</b>	• <b>Print and electronic research</b> (Facilitate the inquiry process - offer guidance as students plan, gather, process, record, assess, and express thier learning)
		49%	<b>84%</b>	• <b>Email</b> (conducting interviews, requesting information, stating a position on a topic or issue)
		77%	<b>94%</b>	• <b>Desktop publishing</b> (Brochures, posters, newsletters)
				• <b>Word Processing</b> (Using standard word processing features to improve thier writing, conduct a spell and grammer check, use thesaurus, and other formatting options)
		51%	<b>72%</b>	• <b>Concept Mapping</b> (Utilizing visual organizers to brainstorm, gather information, or display new information.)
		34%	<b>72%</b>	• <b>Multimedia Presentations</b> (Using text, images, sound clips, and hyperlinks to further information which supports their ideas)
		26%	<b>31%</b>	• <b>Using Graphic software</b> (Presenting information and ideas orally, visually, concretely, or electronically, through the use of bitmap, or vector graphics software)
		23%	<b>25%</b>	• <b>Using Animation Software</b> (Where simulations and animations will result in students exploring, experimenting, questioning, and hypothesizing about real-life situations.)
		23%	<b>28%</b>	• <b>Creating Animations</b> (Sequencing, timing, and duration of scenes/screens to communicate concepts of patterns, cycles, changes over time, or cause and effect relationships and stories)
		31%	<b>63%</b>	• <b>Using Spreadsheet/databases</b> (For instance, characteristics of daily life and geographic regions, calculate values such as population densities, etc.)

2002	2004	2006	2008	
				<b>All School Activity</b>
63%	72%	77%	<b>69%</b>	1. Does the school sponsor traditional dinners, grandparents' days, dramatic heritage presentations, etc.?
81%	72%	66%	<b>78%</b>	2. Is Community History and Heritage visible in the school, i.e., portraits of elders, local art, and heritage displays?
44%	53%	71%	<b>72%</b>	3. Are traditional Aboriginal sports and games incorporated into the Physical Education and/or Social Studies/Native Studies programmes?
53%	69%	83%	<b>72%</b>	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?
22%	31%	29%	<b>31%</b>	5. Did you hold a Heritage Fair in your school in 2007-2008?



2002	2004	2006	2008	
				<b>Professional Development</b>
72%	75%	71%	72%	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>2. How many teachers have been involved in Social Studies/Native Studies workshops, in-services, or courses in 2007-2008? (Specify number of teachers and describe events attended.)</p> <p><b>Teachers involved in SS/NS workshops, in-services, events, etc.</b></p> <ul style="list-style-type: none"> <li>- Katie –Grade 2 Social Studies Curriculum</li> <li>- Shirley for Language Training.</li> <li>(4) Cree Language Instruction workshops</li> <li>(6) Hide tanning</li> <li>(3) Sweat Lodge Teachings</li> <li>(4) Teepee Teachings</li> <li>(3) Cranberry Picking</li> <li>(4) Medicine Wheel</li> <li>(4) Blueberry Picking</li> <li>(4) Medicine Picking (cedar, sage, sweetgrass)</li> <li>(1) Staff member has attended GEDG 20G SAG session.</li> <li>(3) J. Vanderchaff, B. Hather, and L. Head</li> <li>- Caribou of the Boreal Forest- including interviews with elders from Berens River.</li> <li>- 1 small information session about Parliament resources for teachers (2 hours)</li> <li>- Aboriginal Perspectives - sectional PD sessions</li> <li>- 7 Teachings also sectional PD sessions</li> <li>- Native Languages First Nations</li> <li>- Planning Group Area V</li> <li>- Aboriginal Leadership Workshop</li> </ul> <p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- When local or funds are available.</li> <li>- Was done on their own, had to take time off, when allowed to go. We need more support of Dakota and language workshops for both students and teachers.</li> <li>- All inservices, workshops information is shared with all staff</li> <li>- Only one workshop attended on Math Recovery in spite of interest expressed in Social Studies.</li> </ul>

2002	2004	2006	2008	
				<b>Community Outreach</b>
72%	78%	71%	<b>86%</b>	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%	94%	<b>94%</b>	2. Is the school involved in events honouring veterans or other local people, i.e. Remembrance Day?
38%	33%	23%	<b>41%</b>	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%	37%	<b>28%</b>	4. Do school publications (newspapers, literary yearbooks) that are circulated within the community regularly contain Social Studies/Native Studies themes?
44%	44%	40%	<b>53%</b>	5. Does the school invite divisional personnel, community members, other schools, etc., to attend local Heritage events?
21%	33%	20%	<b>22%</b>	6. Does the school publicize school and community history/heritage activities through NCI, APTN, and area divisional newspapers?
57%	56%	69%	<b>66%</b>	7. Does the school actively seek community involvement in Heritage instruction at the school?
NA	NA	NA	<b>13%</b>	8. Do the administrators, teachers, students, etc., make use of a school based website as part of their community outreach strategy?





### **General Comments:**

- We are a small school consisting of one staff member teaching/principal. We try to use as many local services possible, for example: elders, community workers, and volunteers to visit our school.
- It is very difficult to get local people in to talk to the students about anything. As a small school we do not have the money to pay them to come in. Being a volunteer in the true sense is not common in Cross Lake. Everybody charges a high price for their knowledge and services. There are few community elders still with us and the elders from the Reserve are used to being paid.
- Add more for Heritage/Languages.
- It's the Library Specialist's responsibility to share and add items to the agenda.
- A lot of the information and activities Frontier offers are directed to the descent of Cree and Ojibway. Birdtail Sioux is of Dakota descent. We need resources in the area, also special emphasis should be put upon the language and its implementation from Nursery to Grade 12. Also recognition needs to be placed on the Dakota Values and Beliefs and the respect of the Dakota mannerisms. Elders have to be implemented where possible, both in the classrooms and school functions. Parents who speak the language and teach the language must be encouraged to keep up their techniques. Dakota Cultural Basics should be taught to all non-native and non-Dakota staff through workshops, so as not to come into conflict with students or their parents. Community functions dealing with the Dakota traditions should be recognized and supported. As Elders from the community, who is aware of Dakota traditions, should be consulted on a regular basis to address these various issues.
- Would like to see Native Languages offered to all school students.
- Teachers suggest that Frontier developed age appropriate material is non-existent.
- Small Schools only 2 teachers therefore regular SS/NA meetings are not applicable.
- Library Specialist for Division is wonderful, when requested they are helpful.
- SS/NS materials are located in principal's office and cupboards.
- Not enough time to evaluate fairly any new titles in SS/NS.
- Volunteers to help teach about community and heritage is difficult in a small school, suitable resources all work.
- Annual book fair needs to be developed in School Plan 08/09.
- Social Studies consultants could be more active in assisting and developing more local programming and in helping community initiatives in this area especially heritage days and/or local celebrations.
- One (POW-WOW) initiative met with high degree of lasting impact on students. Needs more reach out into community.
- This subject area has a great deal of potential to anchor school with programming in small schools. The materials are a natural component to all core subjects. Twinned with ELA (particularly GLO 5 Building Community) Social Studies in General- Native/Northern Studies in Particular could enrich the lives of both students and parents not to mention community.
- We need the re-birth of "Frontier Role Model Project," to reinforce and interest kids in gaining focus on enriched lives of the people of this region.

- MORE availability/access to networking with other students (i.e.: Internet-Shoe Box Exchange-Time Capsule Projects- Role Playing -in real Northern circumstances).
- Can we explore more integration with Character Ed and Career Ed initiatives via Student Services Documents, perhaps Set Thematic (Virtues Project ideas blending (integrated)
- Monthly Themes- Sept: Change/Growth; Oct: Thanks/Gratitude; Nov: Remembrance/Respect; Dec: Family/Sharing
- Distribute weekly news items for Morning Activities- O'Canada time to share Canadian/Global/Aboriginal connections.
- 2 room- multi-grade school/classrooms.
- Social Studies/Native Studies is taught in a cross-curricular approach with other subject areas. Social Studies/Native Studies lends itself to integration with other subject areas. Usually do one large theme each school term. Now Canada/World wall map; globe and classroom set of atlases purchased this school year. Books/Novels on the Social Studies/Native Studies theme purchased yearly to add to our Social/Native Studies program.
- The School actively promotes local history/culture in the School throughout the year. We take students on the land for hunting, fishing, trapping. Elders from our community are \_\_\_\_\_ in our school. We teach traditional drumming, circle sharing and of course, Ojibwa language. The base of our Character Education Program is the Seven Teachings. We do need to become more familiar with the division initiatives and websites.
- Far too much emphasis upon Native Studies in Frontier School Division
- I have seen no Divisional initiatives in Geography or History.
- No specific History direction in the Division since the late 1980s.
- No Divisional support for History 30S/G or 40S/G that we are aware of.
- Consultants – Math, ELA and Science seem to be very active in the schools and classrooms, but not Social Studies- how come?
- Make lines spaces (in comments section) larger on this form for easier handwriting!
- They have the option to host the meeting and highlight their program. They can be added to the agenda if they wish.
- The Library Development Budget includes allocation for purchases of SS/NS materials.
- Teachers are informed as to the use of inter-Library loan in 2007-2008.
- Community people want Honorariums.
- When available the SS/NS topics are included in annual book fairs.
- When teachers request, we add locally developed materials to our school resources.
- Teachers need to submit articles for the School Publications to contain SS/NS Themes.
- We held a Cree Heritage Fair in 2007-2008.
- We are in the process of restoring the Cree Language and Aboriginal Perspectives in the school. At JRS, we have the 7 teachings, which have the following format for each Teaching:  
Week 1-2= Story and discussion related to teaching

Week 2= Content- Integrate the teaching to one or more subject areas:

Week 3= Art or Craft project, dance, etc. to reinforce the teaching

Week 4 or 5= Celebration of the teaching, classes or individuals perform or share teaching.

- Cree languages- Plan for next year 08-09, Cree Talk Time once a cycle for now, school wide. Format= Cree speaker with group of 4 students and staff for 30 minutes of conversation and an activity.



