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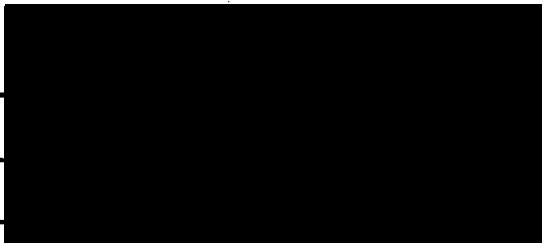
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A CRITICAL ANALYSIS OF NORTH AMERICAN SOCIAL STUDIES CURRICULA

by

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B.A., University of Western Ontario, 1960

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF  
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## ABSTRACT

### A CRITICAL ANALYSIS OF NORTH AMERICAN SOCIAL STUDIES CURRICULA

The purposes of this study were to determine a) the nature of the relationships between the stated purposes and claims of social studies as a discipline and the content, structure, and practices of school programs in social studies in Canada and the United States; b) the rationale for the content and scope of curriculum programs in schools; and c) whether social studies curricula can claim to be an identifiable and distinct field of study.

To accomplish these purposes, two types of documentation were reviewed: first, the current literature about social studies curricula, and second, the current curriculum guides of Departments of Education in all the Canadian provinces, the Northwest Territories, and nineteen of the United States of America. These two sections were then brought together with the current literature providing a critical focus for examining the claims and programs of the current guides.

The findings of this study indicated that the social studies, under the banner of citizenship education, makes claims that are unlikely to be attained through current programs. Instead of teaching such skills as critical thinking, learning how to learn, civic participation, and so on the current social studies curriculum in schools, at best, teaches passive citizenship.

The scope and content of the social studies curricula in North

American schools have no research base, and little conceptual rationale beyond that put forward by the individual provinces and states or derived from historical precedence. Only the expanding horizons curriculum model is common to all North American programs and this model is based on an early 1900's notion of how children learn.

Social studies does not appear to be a separate field of study. Most social studies programs do not advance continuous learning, with one grade level's program building on a prerequisite, former grade level. In the high school most social studies programs appear to be made up of unrelated topics or separate discipline studies. Those programs that are thematic in design are made up of "bits" and "pieces" from these disciplines and are arranged so as to develop a particular topic or theme.

The findings imply that if social studies is to be taken seriously the gaps between the claims of social studies programs in North American schools and the programs themselves must be closed and a fundamental assessment of the content and the purpose of the social studies must be made. Simple program revisions or attempts to make existing social studies presentations appear more relevant to today's students are inadequate.

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## CHAPTER I

### INTRODUCTION

#### The Social Studies: a Short History

The modern social studies is most often traced to a series of recommendations made by the 1916 National Education Association Committee on the Social Studies of the United States:

Reflecting the stronghold of John Dewey, the new goal of social reconstruction was wedded to the traditional goal of cultural transmission, and the social studies was transformed. The demand for "functional" learning began to tear away the fabric of the classical, history oriented curriculum (Connecticut, 1981, p.2).

The beginning of the modern social studies coincided with what has come to be known as the "progressive era" in education. And it was during this era that schools began to define their goals as "educating for life." Social studies was seen by many educators as the subject best able to carry out this goal. To understand why the social studies was formulated and its ensuing problems it is necessary to look at some of the elements that provided the context for the changing role of the school in North America.

From the middle ages to the rise of modern science education was synonymous with a way of life. In the beginning, largely theological, education went through a revival and somehow integrated classicism into its scheme. It mapped out a plan for a specific "good" life, an appreciation of languages, literature, the spirit, and the cultural achievements of the past (Kilpatrick, 1933).

With the rise of modern science the old order was challenged. Along with science came the notion that knowledge was important for its own sake rather than as a guide for life. Following science came technology and industrial development. As a result of the ensuing social change new demands were made on the school. New courses appeared, "ranging all the way from the problems of capital to bee-keeping and advertising" (Kilpatrick, 1933, p. 13). The rationale for this new curriculum was that it was formulated on the scientific method and had practical utility.

Changes in the curriculum also stem from the massive multi-cultural immigration into the United States at the turn of the century and into the early 1900's, and the many different types of children who were now enrolled in schools as a result of the child labour laws and the school attendance laws. Whereas the curriculum had been uniform regardless of individual differences in children a need was now recognized that a "new" curriculum was necessary. In 1913 the report of the National Education Association Committee on Secondary Schools mentions differentiation, but rejects it as part of their recommendations (United States Bureau of Education, 1893/1969). But by 1918 this same committee recommended a curriculum to meet the needs of individual opportunity and future occupation.

As early as 1902, in The Child and the Curriculum, John Dewey

argued a mediation between what has been called the conflict of humanism and naturalism:

The fundamental factors in the educative process are an immature undeveloped being; and certain social aims, meanings, and values incarnate in the matured experience of the adult. The educative process is the due interaction of these forces (Dewey, 1902, p. 1).

It was this mediation that was to become so famous and so widely and freely interpreted as "the child centred curriculum".

Two important changes had occurred. The school was now seen as a means of preparing the student for life in society and the curriculum was augmented to that end. At the same time the curriculum was to be structured according to the needs of the individual child. The shift was ideological and structural. However, as Edson (1978) points out, the shift in ideology and structure failed to address the important question of "What knowledge should we as a society hold in common and why" (p. 68).

For twenty years after the 1916 report of the National Education Association three elements were causing "internal pressure" within the new social studies curriculum: the newly emerging social sciences, the traditional goal of cultural transmission, and social reconstruction (Connecticut, 1981). However, social reconstruction was not viewed as necessarily desirable by the popular press of the time. Schools were to teach practical skills and to graduate students who would fit into society, not change society. The following is from the pages of

a 1930's newspaper as noted by Kilpatrick (1933) in the Educational Frontier:

What practical courses in social life as citizenship has a State Department of Education prescribed for the public schools of the state? What Board of Education has made any provision during the past year for the teaching of the practical duties of good citizenship for the formation of right character? They have appointed special teachers for athletic training, for music, for art, for dramatics - but who takes classes once a week to discuss with the boys and girls the ways and the art of living with others in the school and out? What principal has any plans for his teachers doing this (p. 11)?

Also from the Educational Frontier is this editorial found in a 1929 Good Houskeeping:

The school is not the agent of social reform. It is not directly connected with improving society. Its responsibility is to help the growing individual continuously and consistently to hold to the type of living which is the best practical one for him. This should automatically result in an enormous improvement in society in general. But this improvement is not a thing directly aimed at. It is only a by product (p. 19).

Schools were to teach good citizenship, but the popular definition of good citizenship did not include planning for social change. This view was predominant in North America and was echoed a few years later in the social studies curricula of British Columbia and Alberta. The

question of whether or not schools should educate for social change was not silenced by the views of the popular press. Educators asked, Is man simply a part of his many institutions which will themselves eventually improve or is he an active agent seeking to perfect those institutions toward his own vision of the good; and is the school to be an instrument for this change?

This debate was the focus of many articles throughout the brief publishing life of the journal Social Frontiers. In the January, 1935, issue George Coe argues that children must be educated to the problems and wrongs in society and their adult duty is to right these wrongs. He points out that neutrality on the part of a teacher through omission or the keeping quiet about politically sensitive issues may be partisanship. He further argues that teachers have the power to move children politically right or left through the use of what Coe calls the "weighted" curriculum. He argues for a social studies curriculum that does more than present arguments for all sides on political and social matters. For Coe, teachers are under a responsibility to serve society and through this service to point out to children its faults and through scientific inquiry determine how society should be changed to make it better for the common good.

In the same issue of Social Frontiers Boyde H. Bode concludes that much of progressive education contradicts itself by not allowing the individual to choose his own beliefs from the "confused and contradictory beliefs which every normal individual acquires by virtue of his membership in the social order" (p. 20).

And in an April, 1936 issue of this journal Carleton Washburne advocates

a curriculum that teaches "social thinking" through a study of the social sciences and discussion of controversial issues, without reaching conclusions. except where actions may be taken such as in school affairs and through vigorous social programs in the schools. He did not dismiss social reconstruction as an ultimate goal for education, but only that children should not be rushed into early decisions before they are ready to act.

Writers for Social Frontiers, although they disagreed upon the methods, ends and the timing, did agree that "social problems were essentially educational problems" (Edson, 1978, p. 68).

Cremin (1964) maintains that Social Frontiers had little impact on the educational practitioner. It is not clear how much this "pedagogic party" of Columbia College affected the thinking of professors of education in other faculties of education in the United States, but it was the graduates of these graduate schools of education who became the curriculum "experts" and who wrote the social studies curriculum programs and guides for the states and provinces in North America. If one moved in educational circles in Canadian or American universities in the 1930's one was likely to think of education as progressive, and the most progressive curriculum was the social studies.

In Canada during this time social studies was seen by many Canadian schoolmen as "an instrument for the creation of a viable democratic society" (Mann, 1978, p. 119). It was in what was once called the "inter war period" that the social studies first appeared in the Canadian school curriculum. This change was not universal or coordinated, but it did reflect a general commonality of view regarding the purpose and ends of



7  
education.

A 1946 Bulletin, Program of Studies of the Saskatchewan Department of Education, notes that before the first world war "instruction in Canadian civics and the principles of British institutions was all that appeared necessary for the purposes of Canadianizing new immigrants from Europe " (Bulletin #1, p. 60). It took the depression to convince Canadian educators that the old history, textbook-dominated curriculum lacked relevance and vitality and therefore a new curriculum designed along the lines of the new American curriculum should become the social studies (Saskatchewan, [Bulletin #1], 1946).

Mann (1978) reports on an article that appeared in the June, 1934 issue of The B.C. Teacher. Written by Hugh Morrison, who later became a member of the senior high school curriculum revision committee in British Columbia, the article echoed Dewey in advocating social studies as "the Core of our future secondary school education" (p. 121).

In 1934, Duncan McArthur, Deputy Minister of Education in Ontario, wrote an article for The School, and a year later the article was reprinted in The Canadian School Journal. He stressed the importance of good citizenship and obligation to the community: the community of the school, the neighbourhood, and, later the larger community of the state. McArthur saw the school as the place in which society was to be interpreted for the students so that good citizenship would be assured (Mann, 1978).

Little of social reconstruction is found in the social studies guides of the time. Behind the rhetoric of progressivism the message is clear.

In British Columbia the program of social studies was to be differentiated

"to utilize various pupil interests as well as abilities" (British Columbia [Bulletin #1], 1936, p. 114). Teachers are told that the new social studies constitutes an "innovation" and that in the past too much attention has been placed on the learning of "facts" and "content" (British Columbia [Bulletin #2], 1936, p. 7). Further, teachers are instructed that:

Understandings and such social behaviours in desirable ways are the outcomes most to be sought after....the pupil comes gradually to realize the existence of a social system based on cooperative effort and interdependence. He learns to adjust himself to this system and to take his place in it (British Columbia [Bulletin #2], 1936, p. 7).

The 30th Annual Report of the Department of Education, Province of Alberta, 1935, notes that "teachers' methods, on the whole, are too formalized to secure the socializing effects which should result from the study of these subjects" (p. 60). And the 1936 Program of Study for the Intermediate School for that province claims that:

Interest is the dynamic motivator of all that man does best. These courses should be treated so that they will interest the students. The mere acquisition of factual information is not education. Mental growth is essential....Thus the Social Studies should contribute to the production of the desirable qualities of character and conduct found in the good citizen (p. 28).

Later, in the same document, teachers are cautioned that the teaching

of a history of parliamentary government should not use "history" to conceal the "hereness" and "nowness" of the institution (p. 58).

The Elementary School Curriculum for the Province of Saskatchewan, 1941 notes that the social studies is the field

formerly studied as history, geography, and citizenship  
 ....all the activities in the school have as their  
 prime objectives the development of intelligent, active  
 citizens....in the activities involved in the teaching  
 of social studies the four democratic objectives:  
 self-realization, human relationships, economic differences,  
 and civic responsibility are constantly to the  
 forefront (p. 163).

Five years later, the Programme of Studies for the High School,  
 Department of Education, Province of Saskatchewan, acknowledges that the  
 social studies has come to mean the social sciences rather than simply the  
 subjects of history and geography. This publication notes that it was  
 social unrest and change during the depression that convinced educators in  
 Canadian schools that

if democracy was to live, the schools would have to help  
 in rescuing the adolescent population from the whirlpool  
 of personal and social insecurity....today an effective  
 school program of social studies, no matter what  
 traditional values it may cherish, must take account of  
 human relations in social groups, and provide a functional  
 education for social living in this new uranic age (1946, p 60).

But in 1962 the Saskatchewan social studies curriculum was again revised and the separate disciplines are now to be integrated with history and social studies is expected

to provide a group of Canadian young people with an understanding of the development of a civilization of which they are a part and some impression of other cultures both contemporary and past. For this reason the courses have been organized around civilizations which developed in Britain and Western Europe and which has spread to this continent (p.5).

However, even though the social studies appears to have been revised back to a model of which the 1946 social studies curriculum was so critical, the central purpose of the social studies remains the development of "informed individuals and ideals which are cherished in a democratic society" (1962, p. 6).

The late 1960's was the time of the "new" social studies and by the early 1970's Canadian and American social studies, while often retaining the structure of the 1960's, are now based on concepts from the social sciences. The 1972 program of studies in Saskatchewan explains that

This program has been structured around a selected list of basic concepts and generalizations from history and the social sciences. This decision was based on the premise that it is more important to develop significant ideas than to cover specific content (p. XI).

From these examples selected from the social studies curriculum guides of the three most western provinces in Canada from 1936 to 1972 it is clear that the focus of the social studies is the production of the "good citizen", the "intelligent citizen", the "informed citizen", the "functional citizen", and so on. The content and the methods of the curriculum, however, is less precise from decade to decade. One wonders at the reaction of teachers to the admonishments that their methods of teaching were "too formal", history should not conceal "hereness" and "nowness", or "it is more important to develop significant ideas than to cover specific content".

The "new" social studies, with its conceptual approach was not received favourably by all educators. Many declared that it was too academic and too far removed from functional citizenship training. These critics suggest that there is nothing new in the discipline based approach. They argue that the "new" social studies is simply a reworking of the separate disciplines as a source of knowledge and the road to good citizenship as advocated by the 1916 committee on the the social studies.

Confusion over the nature and purpose of the social studies and what are its legitimate sources of content has persisted to this day...the "new" social studies has been concerned primarily with the updating and improving the teaching of the theories, and generalizations of the separate academic disciplines ....almost none of these funded projects have been concerned with improving the comprehensive social education of the citizen (Kansas, 1978, p. 1).

This argument finds the social science disciplines inadequate for training children to become responsible citizens. An alternative, variations of which are found in a number of United States and some Canadian social studies curricula, is the organization of the social studies around a series of "relevant" or "problematic" themes. The basis for studying these topics is a range of learning outcomes expressed in terms such as "The student will have knowledge about..." or "The student will have an awareness of..." (Kansas, 1978, p. 11). Accompanying objectives, expressed in behavioural terms, provide the means for evaluating the student's achievement of the above. It is argued that this model provides a more "realistic" and "functional" program of citizenship education because it "places its focus on the utilization of knowledge from whatever source in resolving personal problems and civic issues that confront citizens" (Kansas, 1978, p. 3).

The dissatisfaction with the "new" or "academic" social studies is attributed to a fear of parents and citizen groups that the social studies curriculum was failing in its goal of citizenship education. For example when the voting age in the United States was lowered to eighteen years-of-age young peoples simply did not bother to vote. This lack of citizenship participation was attributed to inadequate citizenship instruction in the schools (Connecticut, 1981). The result has been "growing interest and support...to reinforce the present thrust towards education for responsible and effective citizenship" in what has been described as "this new hickory-stick back-to-basics" (Connecticut, 1981, p. 3).

This brief history of the social studies illustrates that under the aegis of citizenship education the social studies curriculum has not only been battered about by the tides of public opinion and social change, but that, internally, it seems to have incorporated all its changes and approaches so that all of these elements might appear as parts of a single state or provincial, K-12, social studies curriculum. This curriculum might begin with the Deweyan expanding horizons curriculum in the primary grades, change to factual history and geography or some interdisciplinary, concept based studies in the senior elementary and junior high years, while in the senior high school the program might take the form of separate, unrelated, discipline derived courses, along with electives such as "problem" and "global" interdisciplinary and multi-disciplinary topics.

The most recent social studies curricula follows a "strands" or "themes" approach to organization of the program. These programs select the content for the curriculum to illustrate concepts and to develop the themes. Most often the course objectives for these programs are specific "learning outcomes". The evaluation for course efficiency are behaviours or demonstrations of "knowing".

Along with the shotgun approach to content and structure the social studies has steadily increased the range of its subsidiary aims and goals. Added to the early goals of "functional" learning and "efficiency" have been goals such as critical thinking, learning how to learn, and so on, along an almost endless list.

The sum of the above has produced a component of the public

school curriculum in North America that has been described as "contentious" and "ill-defined" (Barth and Shermis, 1980, p. 9), "irrelevant" and "unpopular" (North Dakota, [no date], p. i) or as one author concluded after reviewing a new Canadian social studies curriculum, "something akin to craziness" (Egan, 1982, p. 60).



### The Purposes of the Study

The purposes of this study were to determine a) the nature of the relationship between the stated purposes and claims of social studies as a discipline and the content, structure, and practices of school programs in social studies in Canada and the United States; b) the rationale for the content and scope of curriculum programs in schools; and c) whether social studies curricula can claim to be an identifiable and distinct field of study.

Social studies bears a history of discontent and controversy originating both from within and from outside the field. Social studies has been described as the most unpopular and least relevant subject in the entire public school curriculum (North Dakota, [no date]) and at the same time has been advocated as the only curriculum that provides "structured school or community focus for the preparation of citizens" (Oklahoma [secondary], 1981, p. vii). Recent reviews of some new Canadian social studies programs have classified these curricula as preparation only for "passive citizenship" (Major, 1982, p. 30; Massey, 1982, p. 118).

A survey of Canadian social studies/social science programs was compiled by the Curriculum Development Branch of the Department of Education, Province of Nova Scotia in 1978, and although the survey notes trends and commonalities, it does not examine any of the fundamental assumptions and claims of the various provincial programs. The most recent guidelines published by the National Council for the Social Studies of the United States in 1979, while critical of past practices in social

studies teaching, advocates a field whose content area is so broad that it might encompass anything vaguely related to man in society.

To accomplish the purposes of this study, two types of documentation were reviewed: first, the current literature about social studies curricula, and second, the current curriculum guides of Departments of Education in all the Canadian provinces, the Northwest Territories, and nineteen of the United States of America. These two sections were then brought together with the current literature providing a critical focus for examining the claims and programs of the current guides.

The curriculum materials of both countries were chosen since modern social studies is a curriculum whose origin is generally acknowledged to have originated with the curriculum recommendations of the 1916 meetings of the National Education Association Committee on the Social Studies of the United States of America. Modern social studies could be classified as, essentially, an "American" curriculum that has found its way into Canadian schools through a number of channels: graduates of American faculties of education; American books and journals of education, and gross curriculum borrowing. Most structural trends and changes in the Canadian social studies curriculum find their beginnings in curriculum trends and changes originating in the United States.

It is hoped that this study will provide not only some clarification on the nature and the purposes of the social studies curriculum in the public schools of North America, but will provide a basis for viewing the general purposes of public school education today with its focus on the future, its past dictated activities, and its claims to be all things to all people.

## CHAPTER II

### REVIEW OF THE LITERATURE

This chapter consists of a review of the most recent literature in the field of social studies education. The literature review is made up of four separate, yet interrelated headings.

The first heading, "The Status of Social Studies", illustrates that the field of social studies finds little agreement among educators regarding its ends, purpose and status, even after more than half a century as a supposedly unified subject area called social studies.

The second heading, "Penetrating the History of the Social Studies", points out that the history of the field appears murky and impenetrable. A casual reading of most accounts of the development of the social studies would have us believe that the curriculum moved steadily, if chaotically, onward through the decades, along a clear cause and effect chronology. More than one author, however, suggests that rhetoric and discourse clouds the reality and the practice, even to the present.

The third heading, "Tracing the Dominant Trends", identifies three major traditions, all of which find their roots in the history and the pre history of the social studies. However, there is disagreement among writers regarding the dominance of any one orientation. And at least one author suggests that the only continuity in the field has been provided by commercial materials that support traditional teacher-centred practices

and authority knowledge. The overview that emerges from this section is that of a field of study, the content and subject matter of which seems to be chosen and arranged over a scope and sequence without an adequate rationale, except that of tradition. There appears to be no clear and sequential set of relationships among the elements of the programs over the range of grades from kindergarten to grade twelve.

The final heading of this chapter, "The Advocacy Positions," describes the advocacy stances of the writers in the field. Their positions range from advocacy that history should form the core of social studies education to the position that history and geography should be scrapped because they are irrelevant to citizens once they have completed their formal schooling. These stands obviously reflect the writers' views on the purposes of schooling and thrusts the debate on the social studies curriculum into the more central question: What is it that society wants from its schools?

#### The Status of Social Studies

Through the late 1920's and the 1930's scholars and schoolmen viewed social studies as the most important part of the curriculum of the elementary and secondary schools of North America: For John Dewey, social studies was the curriculum "to which all other studies can be tied" (1938/1963, p.74.); social studies and its place in the public school was hotly debated monthly in the short-lived, but lively 1930's journal Social Frontiers; and Hugh Morrison, a member of the senior high school revision committee in British Columbia, echoed Dewey in advocating social studies as the "core of our

future secondary school education" (Mann, 1978, p.21).

Sixty-seven years after the term began to be used to designate a particular area of the North American public school curriculum Egan (1980) and Schneider (1980) report that surveys show that social studies programs, "especially at the elementary school level" (Schneider, p.16) are unpopular with both pupils and teachers and unsupported by administrators. It is pointed out by Schneider that more than any other subject area social studies has been at the centre of a continuous debate over its function and purpose within the public school program. This view is repeated by Barth and Shermis (1980) who claim that "since the 1900's when one could talk about something called 'social studies' it has experienced pressure and attack from without and discontent from within" (p.1). They describe social studies as the curriculum area that has been the "most conflictual" and "unsatisfying" (p.3).

Melinger (1981) asks, "Who would really care if social studies died and disappeared from the curriculum"(p.244)? He views social studies as "goal rich" and "content poor". Like Egan (1980) he claims that social studies has not been successful in establishing itself as a separate and new academic field.

Ponder (1979, 1981) writes that social studies is largely a diverse collection of "bounded" and "unrelated" topics and courses (1981, p.210). This diversity, he concludes, prevents social studies from developing both "internal integrity" and "articulation" within the overall public school curriculum (1979, p.516). By articulation he means that social studies has become a catchall for courses ranging from consumer education and

family planning to history and geography. In agreement with the views of Egan and Schneider regarding administrative support, Ponder (1979) reports that social studies as a curriculum area rarely has its own district coordinator, and is an early victim of budget cuts. Commenting on a 1977 survey, Ponder notes that social studies is simply not viewed seriously as a subject by elementary school teachers and it often serves only as an opportunity to teach language arts skills.

Barth and Shermis (1980) discovered that there is little "shared meaning" or "common consensus" (p. 2) as to what should comprise social studies education, and Hass (1979) describes the field as "floundering in a morass of competing claims and the anarchaic proliferation of courses and topics" (p. 147).

Ponder (1981) and Morrissett (1979) agree that social studies remains undefined in objectives, methods, ends, and identity. Schneider (1980) states that an 1970 report of the National Council for the Social Studies of the United States of America concludes that a "top priority" of the field was to determine what goals it should address and that "a decade later, this task of goal setting remains the central issue of the field" (p. 12).

Morosley, Mehlinger (1981) suggests that, "Perhaps social studies is even dead and we have been too busy to notice or even unwilling to admit it" (p. 244).

### Penetrating the History of Social Studies

Although most practitioners and scholars acknowledge, almost ritually, that the social studies dates from 1916, the field did not spring into being, whole and perfect, as if from the forehead of some Zeus-like scholar. Public school education had a well established tradition of instruction in history, geography, and government.

Barth and Shermis (1980) point out that the early, pre 20th century curriculum served "essentially two goals". The primary goal was basic literacy: "Children learned how to read, to know the rules, facts, traditions, and customs considered important so they could earn a living, perform elementary civic responsibilities, etc" (p. 5). The second goal, the authors point out, was "to indoctrinate". This meant the immersion of the pupil in "mainstream values", and to pass on the belief that "our way of life and our values are immensely superior to all others, true success grows out of hard work, self denial, thrift and prudence...an alloy of moralistic and nationalistic propositions" (p. 5).

Morrisett (1981) bluntly labels this process "social control" and refers to a popular book of 1901 called Social Control. The author of this book saw society as "naturally in a state of disorder" and the individual as possessing a "natural unwillingness to be checked in the hot pursuits of his ends". And, of course, as Morrisett points out, "hence the need for social control" (p. 42).

The above process was admirably suited to mass education of children who were slated to become the workers in the burgeoning industrialism

of the 19th century North America. Even today this nationalistic orientation is evident in the advocacy literature of the field. Jorolimek (1981) warns that Americans have become too complacent about "their way of life and their freedom". He cautions that "indeed citizenship education in this country should be more important than in most because we have more at stake than do the people of many other nations" (p. 18).

As noted in the preceding chapter, social studies "more than any other area in the school curriculum" reflected the rhetoric of the progressive education movement. "Education was not merely preparation for life; it was life" (Jorolimek, 1981, p. 5).

Barth and Shermis (1980) argue that the social studies came into being out of "social complexity" and its "attendant problems", and "the disappearance of that Dewey called the community" (p. 3). For Barth and Shermis, social studies was invented "as a means of integrating the social sciences and the humanities for the purposes of citizenship education" (p. 3).

However, Davis (1981) points out that memory in the field at large consists "mainly of proposals for practice, few descriptions of practice, no account of failures, and anecdotes - the stuff of tales told by elders" (p. 20). According to Davis we are led to believe that the field moved from the "old" history and geography within a "tidy chronology" from past to present. Davis concludes that the early origins of social studies "are not fully understood" and he speculates on the "gap" between the 1930's theme of reconstruction and actual practice:

Any survey of this period yields an impressive inventory



of activity in the social studies. Action, a code word of this time, appears to dominate the major available sources....Nevertheless, questions about school reality persist. How common in American social studies was student involvement in the community? Did the rhetoric of social reconstruction reflect the school routine (p. 33)?

But, regardless of the answers to these questions it is apparent that the thinking of that period continues to have an impact on current social studies. The 1979 National Council for the Social Studies report stresses that social studies education must encourage students in rational thinking, and problem solving directed to present and future action within society.

After World War II, there was a move towards a new "international perspective" in American social studies. However, as Davis points out, even though this has become an accepted part of the field's discourse there was opposition to such a broadening of the curriculum in "conservative" areas of the United States, in districts such as Pasadena and Houston. Social studies teachers in some districts "discretely sidestepped" issues such as "racial and ethnic differences" and even the United Nations was considered a "closed area" (Jarolimek, 1981, p. 7). Ponder (1981) notes that many assessments and surveys of the Social Studies of the 1950's show that there was "little change in students' behaviour, knowledge or understanding" (p. 205).

Ponder (1981) argues that the process of schooling should produce direct measurable effects on knowledge, behaviour and attitudes and that when "significant discrepancies" exists between results and expectations

a "reform cycle" begins (p. 210).

Recent implementation literature (Boyd, 1978; Rice, 1980) notes that reform is linked to crisis in society and education.

Both of the above criteria could be said to have been in place in North America when "Near hysteria over Russian space accomplishments shrewdly transferred to public education by Congressmen...supported the demand for curriculum reform" (Rice, 1980, p. 124).

Shaver (1981) states that the new social studies of the 1960's was "fundamentally" academic in orientation. Massive curriculum development projects were funded by the United States Office of Education's Project Social Studies and the National Science Foundation. The research and development centres were almost always "located at universities and directed by university professors" (p. 109). The result of this sudden flood of money was a spate of books on the teaching of social studies and a number of projects which were to be imposed on schools as complete curricula. "With one exception the projects sought to identify the structure of social science disciplines or to build a curriculum around social science concepts .....intending to teach generalizations and concepts drawn from the disciplines of history and the social sciences" (p. 109). The approach was to be that of the researcher:

Programs that would introduce children to this world of knowledge by concentrating on conceptual knowledge, basic principles and the methods of inquiry, thinking and explaining used by scholars (Schneider, 1980, p. 12).

By now the many criticisms of the "new" social studies are well known, but it is interesting in retrospect to survey some of the most recent insights into what has been considered by many educators to be the overwhelming failure of an extensive and expensive curriculum development and implementation project.

Ponder (1981) notes that "the expectation of the 'new' social studies was naive" (p. 209). For Switzer (1981) "the greatest weakness of the new social studies movement may have been its failure to develop a comprehensive vision of the research, development and diffusion process" (p. 729).

Man: A Course-of Study (MACO) is one of the most famous and controversial projects that came out of the "new" social studies. An anthropological perspective on such groups as the Nitslik eskimos, MACO provided a graphic picture of "primitive" life that was considered too "realistic" by many parents and educators. Mehlinger (1981) notes that the parental objections to MACO was also based on the fear that the anthropological approach would "undermine nonrational value bases central to the parents' concepts of morality" (p. 112). He adds that "Intellectual inquiry is not necessarily a paramount commitment to those who are not part of the academic culture" (p. 112). He attributes the failure of the new program to the struggle between social studies leaders in the Arts and Sciences and those in Education. This latter group, he claims, resisted the return to academic rigor and channeled the reform "along more congenial lines" (p. 257).

However, Rice (1980) characterizes the relationship between social sciences and the "discipline reform movement" as a "flirtation" rather than a "marriage". She adds,

By the time most of the major projects were in published form in the late 60's social studies interest in the disciplines had peaked. There were new concerns, new priorities and new emphasises in federal funding - minorities, the disadvantaged, bilingual education, value education, environmental education and global education among others (p.124).

Ponder (1979) remarks that teachers perceived the "new" social studies

as a

complicated impingement on their time... teachers are most concerned with their own particular problems; they wish to choose materials and resouces that meet their needs and they tend to stamp content and method with their own personal mark to allow them to maximize control of their environment. Methods that increase the complexity of this environment such as inquiry are seldom used (p.517).

Shaver (1981) supports this view. He comments that "teachers have an overriding concern with classroom management. Not only is subject matter secondary to an orderly classroom (and school) but is used for control purposes" (pp.122-123). He notes that "Teachers believe that it is important to teach the traditional western values: work eithic, discipline, cheerfulness, cooperation and competitiveness, reward for merit" and so on (p. 122). These values were seen as missing in the "new" social studies and teachers did not view inquiry skills as particularly important.

"Teachers do not inquire and do not urge their students to inquire"  
(p. 122).

Davis (1981) calls the descriptive enthusiasm of the inquiry innovation "invented" discourse and a lack of understanding or penetration of historical reality. For Davis, the rush to embrace the new trend embodied the familiar characteristics of "American boosterism." He states that

The discourse deceived us. The social studies did not change to an inquiry model; the language of persuasion did not and could not represent accurately the realities of social studies classrooms...an inescapable fact is that we have little credible evidence about the social studies realities of the period" (pp. 30-31).

This view of the gap between the advocacy literature and the classroom reality is supported by the findings of Jarolimek (1981) who notes that many recent studies of classroom practices illustrated that "the views of experts can mislead and provide inaccurate pictures of actual conditions" (p. 3).

By the mid-1970's, Schneider (1980) reports, the new programs "had achieved only limited success. It is estimated that by the mid-70's only 5% of the social studies classes have been changed by the new programs" (p. 16). Reporting on a national survey Schneider states that only 10% to 25% of the teachers surveyed has used materials from the new programs and that "the reviewers noted that social studies courses did not build on one another. Skills and conceptual understandings are rarely

more advanced in one class than in another" (p. 17).

A 1975 report commissioned by the National Science Foundation in the United States concludes, somewhat sadly, that "perhaps the most important contribution of the new social studies programs to the improvement of education was their impact on the development of instructional materials by commercial publishers" (Switzer, 1981, p. 729).

### Tracing the Dominant Trends

Barth and Shermis (1980) and Hass (1979) have identified three orientations to the social studies which according to Hass "were in competition for ascendancy in the field" (p. 148).

The "Three Traditions" hypothesis of Barth and Shermis (1980) finds its roots in the historical development of the various disciplines which form the social studies and the goals or ends to which study in the field was directed. For example, before the 20th century the goals of social studies' historical predecessors, history, geography and government or civics were twofold: literacy and indoctrination. The authors point out that as the social sciences became more clearly defined and accepted in the academic of scholarly world, increasingly social scientists began to exert control over education. Education, striving to become a profession, looked to the social sciences for methods and language that were "scientific". Social studies began to be viewed as a marriage of the social sciences and the humanities. Wesley and others who participated in the field in the 1920's and the 1930's saw social studies not as a collection of loosely

tied, separate disciplines, but as an "integration for the purpose of solving problems" (p. 5). The influence of John Dewey on this view is obvious and acknowledged by Wesley. "Dewey's formulation of experience and the problem-solving process...exercised a very considerable attraction for social studies educators" (p. 5).

> The result, the authors hypothesize, has been what they call "citizenship as decision-making under trying circumstances" (p. 9). Underlying this concept of social studies, however, are "at least" two other traditions: the first is "the notion that skills exist for the purpose of transmitting to the youth the ways, values, attitudes, knowledge, skills of the past" (p. 9). The second tradition is that social studies means training "future citizens" in the discipline skills of the social sciences.

Two views of the latter tradition prevail: One argues that the end of this social science skill training is citizenship education; the other argues that study in the discipline is reward in itself and that "there is no reason to involve citizenship" (p. 9).

According to Barth and Shermis, then, the three dominant trends of the field are:

a) Citizenship Transmission: This could be labeled "indoctrination of the young" (p. 9). The process is the "transmission of citizenship along approved lines through the use of songs, stories, myths, textbook chapters, homilies, etc." (p. 9). This curriculum aims at "persuasion and conviction".

b) Social Science: Here social studies becomes a particular social science and "citizenship is defined as decision-making" (p. 9). Underlying this view of the social studies is the belief that rigorous training in the

social sciences will best produce future citizens who are critical thinkers and wise decision makers. The social sciences here defined include the fields of history and geography.

Reflective Inquiry: "The third tradition we have called reflective inquiry...based upon ideas from the philosophy of John Dewey concerning problem-solving, democracy, decision-making, and other key constructs" (p. 9). All outside information, "from any source whatever" constitutes the basis for the "reconstruction of experience."

Barth and Shermis conclude that "from a historical, psychological, cultural, and philosophical perspective" there is not a single dominant social studies movement, but "a variety of different sources, tendencies, and philosophical positions" (p. 10). The authors position is that

It is intolerable for social studies to continue in the 21st century as it has in the past - trumpeting the virtues of integrative problem-solving; citizenship analysis and the like - and, in fact, practicing 19th century inculcation of immigrants, or indoctrination with what are supposed to be self-evident superior values. It is intolerable for social studies teachers to do whatever they wish - and to justify what they do by language which means everything to everybody (P. 11).

Häas (1979) agrees with the tripartite hypothesis of Barth and Shermis, but identifies their "Citizenship Transmission" position as "the social studies approach" and terms this approach "Conservative



Cultural Continuity, C.C.C." (p. 48). He stresses that a form of the C.C.C. approach "probably dominated aspects of the public school curriculum in every one of the nation states in existence today" (p. 48).

This claim would seem to be supported by the world-wide survey of social studies curriculum and teaching practices carried out by Shafer (1981).

The dominance and success of the C.C.C. approach, Haas claims, is due to "its support of the status quo and the highly selective sequence of causal events that form the chain of events of inevitability from past to present (1981, p.148). This approach is well suited to supporting the position and action of those in power and to interpret history as a legitimization of this position -"to convey an interpretation of history as the natural evolution of the concept of progress (i.e., today is always better )" (p. 148). The author points out that history used for this purpose transcends ordinary nationalism. Nationalism becomes "chauvanism" and "isolates one to a dangerously perverse sense of national self-consciousness...History warped to such ends ceases to be history; it has been transformed into myth" (p. 150).

Ponder (1979), Schneider (1980), and Jarolimek (1981) report that social studies in the United States is dominated by history and geography. Jarolimek notes that United States history carries as the most "popular" subject in the secondary school. He supports the findings of Haas (1979) Ehman and Hahn (1981), and Morrisett (1981) that the expanding horizons curriculum dominates at the elementary school level. Schneider, Jarolimek, Ehaman and Hahn conclude that the prevailing method of instruction is

is a teacher-centered textbook curriculum.

Ehman and Hahn note that although many schools and departments of education produce curriculum guides, their design is often influenced by the already available commercial textbooks, "thereby closing the circle" (1981, p. 68). These authors have found that "the most widely purchased texts are hard back books with traditional topics and such traditional approaches as chronological narrative United States history; name and place geography; map and globe skills...thus confirming findings that the social studies curriculum as represented by textbooks is relatively stable" (p. 68).

However, this apparent stability covers what Ponder (1981) describes as "the field...filled with discrete elements and scarce relationships between bodies of knowledge" (p. 210). He finds little continuity in content, from topic to topic. In addition, because teachers choose content "guided by personal preference and the demands of a particular classroom environment", the "potential" for "predictability" and subject "relationship" is further weakened (p. 210).

### The Advocacy Positions

A significant amount of recent social studies literature advocates that social studies should be taught with a certain focus: social science disciplines, history, relevant social issues, etc. Most of these advocacy positions have been touched on in earlier sections of this chapter and all are a part of the historical mosaic of the Social

studies.

The advocacy debate seems to focus on two recognizable positions. Some suggest that social studies should be primarily responsible for a rigorous intellectual training in the academic disciplines. Others advocate a kind of hands on approach to citizenship education.

Rice (1980) suggests that academic rigor is "out of style" today. She argues that the discipline reform movement of the 1960's engendered little commitment to a premise that a) "the end of schooling to which every other end is subordinate is intellectual growth; and b) the most effective means to achieve this objective is through a curriculum consisting of the disciplines" (p. 125).

It is only through training in the social science disciplines, Rice maintains, that students can make sense of the world in a way that is consistent with two basic ideas:

- a) Reality cannot be reduced to some all-encompassing idea of being, but consists of a plurality; and
- b) The existent real world is full of things, each with its own properties" (p. 125).

For Rice, the disciplines both transmit and preserve knowledge. Thus the disciplines perform "an educative role" and "a custodial role" (p. 125).

If social studies continues as an "eclectic organization" which "transcends any recognizable discipline", Rice warns that it will be difficult to interest scholars in public school education. Rice illustrates this lack of scholarly involvement by pointing out that "what passes for

geography in American school texts reflects a long-abandoned regionalism" (p. 127).

Rice does not advocate the teaching of every discipline, but only those "of the most general educative significance" (p. 127). She argues that these discipline be taught with "rigor" and "depth" so that the young student gains a sense of identification with his culture "past, present, and future." She comments that "education is an introduction not an end to intellectual development"(p. 128).

To the charge that discipline learning is inappropriate learning for young children, Rice answers that research indicates that even very young children can inquire and may "acquire conceptual structure" and that "the discipline would not be taught in the same form as to adults" (p.128).

Rice argues that discipline learned skills such as critical thinking and divergent thinking are admirably suited to citizenship training. She points out that the issues of discipline relevance are answered by understanding that the purpose of schooling is the "acquisition of literacy, knowledge of reality that transcends sense impression and the development of intellectual ability" (p. 129). For Rice, "Other puposes of schooling are ancillary and subordinate to this institutional raison d'etre" (p. 130).

Spillane and Reginier (1981) agree that social studies education should be organized around the academic disciplines. They argue that a program organized around current events prepares students only for the present. They advocate that history should form the core of the social studies curriculum, "especially in the early school years" (p. 731).

For these two authors "only rigorous education in academic disciplines

gives children the experience of working through significant ideas" (p. 731).

Weinland (1982) finds that the lack of rigor in the social studies has led teachers to substitute "strongly held opinion" for "clear thinking" (p. 442). He calls for the teaching of history as story for young children, but adds a caveat that "We must move beyond the point where Spillane and Reginier leave us, and we need to start by drawing a clear distinction between historical information and history". (p. 442). Historical information he describes as "a litany of one-damn-thing-after-another" (p. 442). And although he views historical information as "the most important element" at the elementary school level, this work, he adds, should include experience with primary sources and such "abstract concepts as supply and demand, cause and effect, and power" (p. 443).

History is not absolute, Weinland stresses, and it should not be taught as if it were. By the time a student reaches secondary school, Weinland would like to see students confronting "the critical question of interpretation" and going "beyond information to an evaluation of the process of history " (p. 443).

Peter Martorella (1980) is especially concerned with the middle grades of public schooling. He advocates a citizenship training that takes into account the physical and emotional changes taking place in children during these years. He lists three basic considerations in his formulation of goals for the middle years: a) the needs and interests of society and the needs and interests of children; b) the development, cognitive, and psychological progress of children; and the need for

incremental innovation in the social studies in the middle grades.

The overall model proposed by Martorella is based, to an extent, on Dewey's logical-deductive approach which Martorella sees as consistent with middle years development:

During the ages of 10-13 years, the student has a real need for assistance in integrating the concrete world with the abstract...emphasis upon activities that progressively emphasise enactive, the iconic, then symbolic modes of representation can assist with this tradition...in short it is a time for making the community and the school a social laboratory in which the student can try on increasingly more informed perspectives, particularly employing such disciplines as cultural anthropology, social psychology, and sociology....it is a time for students to develop an increasing awareness of their potential political efficacy...and a heightened sense of their responsibilities to the larger inter-dependent social network of which they are a part (p. 55).

Finally, Martorella outlines a curricular pattern that "does not usurp" the before and after pattern in the curriculum, but that offers choice and meaning. The problem identified by Martorella is that the K-12 social studies curriculum has not been conceived as a whole yet is fixed, largely by tradition and materials from commercial publishing companies. Without detailing a curriculum, Martorella suggests building a curriculum based on his three assumptions.

In contrast to the above, Ponder (1981) comments that "some learnings ...are more appropriate than others for the academic task structure of schooling in the classrooms" (p. 205). The learning to which Ponder refers are the traditional topics associated with social studies: historical facts, vocabulary, event sequences, and map skills. He argues that these are the skills and knowledge that can be taught effectively in the classroom, "unlike the more global aspirations to produce self-awareness and social effectiveness" (p. 206). Ponder takes the position that social studies should fit the traditional structure of schooling and should not claim "unlimited efficacy".

Morrissett (1979, 1981), on the other hand, argues that what the social studies curriculum needs is a basic change "in the dominant patterns that have existed for over half a century....changes in the stated goals of social studies, changes in the subject matter of social studies, and changes in the methods of teaching social studies" (1981, p.37).

Morrissett notes that the dominant pattern of today's social studies finds its beginnings in the 1920's and that teachers and textbooks, too, have become a part of a self-perpetuating cycle. He states that both classroom practices and citizenship education find their real goals or ends in control rather than the stated goal of "moral decision-making" about political issues. He argues that "the image of government taught in some civics courses constitutes dishonest merchandising about on a par with some over-the-counter drugs" (1979, p. 14).

As for proponents of new topics for the social studies curriculum, Morrissett comments that "seldom, if ever, do the proponents of these

topics have the temerity to suggest topics that should be eliminated from the curriculum to make room for the new materials" (1981, p. 50).

What Morrissett proposes is a curriculum that focuses in the citizen as a consumer and worker, family members and friend, members of social groups: ethnic, racial groups, religious and socio-economic groups, and the clarification and development of self-identity" (1981, p. 56).

He challenges teachers "who are now being paid well and have a good standard of living to improve the efficacy of their efforts and to make changes in a teacher-centred-thirty-students-in-a-box way of doing things" (1981, p. 57).

Schneider (1980) argues that simply attempting to reform or revise the curriculum is not enough: "Rather what is required is a total school effort that encompasses a wide ranging examination of formal curriculum offerings, teacher rationales, parent expectations, student perceptions and attitudes, administrator, teacher and student behaviours and relationships" (p. 18).

The possibility of the above taking place, Schneider predicts, is weak as school policy makers tend to maintain a neutral social studies in order to avoid controversy.

Snyder (1981) suggests that there is little public support for the social sciences as part of the school curriculum and he argues for more ways to involve the public in a dialogue regarding the specific problems of social education "that relates to the needs of individuals and society" (p. 229). He argues that social studies education should adopt a "hands on" approach in which some communities and schools explore a kind of social studies fieldwork designed to "supplement,



not replace the current curriculum" (p. 240). Some of those areas the author thinks might be explored are those currently associated with the "relevant" curriculum: desegregation, sex education, closing schools, environmental issues, drugs, etc.

Also proposed by Snyder is the establishment of a limited research and development program designed to explore educational problems. Snyder describes this centre as a "common" adequately equipped so that educators and social scientists could plan, design, and execute intensive, local observational, and longitudinal research clinically oriented to educational problem solving, but also yielding social science knowledge of the sort not now possible to achieve solely through experimental or other correlational research (P. 241).

Schumann (1980) advocates a "relevant" secondary social studies curriculum. He argues that subjects such as history and geography are not relevant to the life of most citizens once they have completed their schooling and therefore should be "scrapped". Like Snyder, Schumann would have students participating in community activities for social studies credit. In addition, he would include, as part of the curriculum, a study of "six to eight other cultures, the sociology of societal problems, some basic psychology, some study of political careers, logical thinking (not masked history), parenting, futuristics, media and its influences", and so on (p. 344).

The final advocacy position described in this chapter is that

taken by the National Council for the Social Studies (NCSS) of the United States. In 1979 this national organization of teachers published a revision of their former, 1970 guidelines.

The NCSS takes the position that it is the social sciences (history included) which are the "obvious" sources of knowledge for the Social Studies. The sources of knowledge are to be derived from the social sciences according to the "needs" of both the students and society:

rather than limiting and arbitrary assumptions that social studies and the social sciences are identical  
....social studies is something more than the sum of social sciences (p. 263).

The NCSS advocates that, along with the social sciences, the social studies programs should be made up of sources of knowledge from the "humanities, the natural sciences, the communications media, and the perception of students" (p. 263). History is singled out as a necessary knowledge component "to serve as a buffer against detachment and presentism - living just for today - and thereby assists an individual in establishing cultural identity" (p. 263).

The report recommends that special attention be given to the development of divergent thinking and valuing. It adds that it is both impossible and undesirable for teachers to teach in a value free classroom, that the milieu of material, subject matter, instructional materials, and student-teacher behaviour are all value-laden or the products of "value-laden judgement" (p. 263).

Like Schuman (1980) and Snyder (1981) the report advocates

"extensive involvement" by students in many community activities, even those judged to be "controversial". This type of activity, the report argues, is appropriate for all children and should be part of the curriculum design for the entire grades K-12 social studies program.

## CHAPTER III

### SOCIAL STUDIES PROGRAMS IN CANADA AND THE UNITED STATES

Social studies programs in Canada and the United States are reviewed in this chapter. The reviews describe in a general way the content, scope and sequence, and themes of the various state and provincial programs. Summaries of some published curriculum reviews have been included at the end of the Canadian section.

Rather than applying a standard format to the curriculum documents of the provinces and states, the information is organized along lines dictated by the materials. It is hoped that this approach will more faithfully illustrate the intent and organization of the original documents.

Curriculum information for the Canadian section of this chapter has been gathered from three sources: Curriculum guides and other curricular and policy documents issued by provincial ministries of education, draft copies of proposed new social studies curricula, and a report Provincial Social Studies/Social Sciences Programs in Canada as of 1978-79 compiled for the Curriculum Committee of the Council of Ministers of Education, Canada by the Curriculum Development Branch, Department of Education, Nova Scotia.

Nineteen curriculum documents are reviewed in the United States section of this chapter. Many of these state publications are guides for the development of social studies programs at the district level rather

than prescriptive state curriculum guides. However, most of these guides contain rationales, objectives, purposes, goals, legal requirements, etc., for social studies within a state as well as providing scope and sequence charts for the organization of the curriculum at the elementary and secondary school level. In addition, some of the states publish extensive lists of program objectives and performance indicators which are used to measure basic social studies competencies and to provide public accountability for the state programs. The legal requirements, and the program objectives make many of the state curriculum documents implicitly more prescriptive than the guides suggest.

Each section of this chapter is prefaced with a summary of the social studies programs in Canada and the United States. A final section brings together the curricula of the two countries, noting the similarities and differences in the state and provincial programs.

The purpose of this chapter is not to provide a critique of the social studies programs of North America, but to provide a picture or map of the current programs. A guide is not the curriculum, but guides do indicate provincial and state policies and rationales for the inclusion of the social studies in the general curriculum of the public schools. And a survey of the actual programs that are offered at the elementary and secondary levels indicate the curriculum choices made by the policy makers so that, presumably, students will attain the program goals and the purpose or purposes of the programs will be fulfilled.

### Social Studies in Canada: A Summary

Although some materials received from the provinces and territories in Canada simply provide an outline of prescribed or suggested courses most provinces preface their guides with a rationale and a purpose for the inclusion of the social studies in the larger school curriculum.

The purpose of the social studies put forward by most of the provinces is that of citizenship education. In a May, 1982 draft of its proposed new curriculum, British Columbia's Ministry of Education states that the social studies is to provide education for "future citizens" through the study of the interaction of people "in society and their many environs" (no page no.). In Alberta the end goal of the social studies is "effective citizenship" (1981, p. 1). In Ontario students are "to acquire a feeling of personal responsibility for the strength and survival of our democratic system" (Intermediate History, 1977, p.5). The overall goal of the Master Guide for Social Studies in Newfoundland and Labrador, K-XII is "the formation of the person citizen" (no date, p. iv). While in the Northwest Territories social studies is "most concerned" with transmitting society's culture and with the development of worthy future citizens (Northwest Territories, 1979, Forward).

In all provinces, except Ontario where no social studies model is prescribed for the elementary school, the social studies format is some form of the expanding horizons of expanding communities model. This model begins with a study of the individual and/or family then moves outward in spiral fashion to include the community, province, nation, etc.

The rationale for this format is most often justified by child development theories such as those cited in Education in the Primary and Junior Years (Ontario, 1975), and Design for Social Studies, K-VI, in Newfoundland and Labrador (Newfoundland, no date).

At the elementary school level the curriculum approach is, for the most part, interdisciplinary. At the high school level some form of history or geography predominates along with some other social science options such as some form of economics or political science. (Curriculum Development Branch, Department of Education, Nova Scotia, 1978).

However, if the newest social studies curricula indicates a trend in social studies education in Canada, programs will tend to become more and more based on themes rather than continuing as units based on specific social science disciplines. For example, the proposed, compulsory curriculum for British Columbia, Grades 4-11, is based on a past/present theme and a number of concepts derived from the social sciences. The result is a curriculum in which the lines between the disciplines become less distinct and the approach becomes increasingly multidisciplinary or interdisciplinary. The grade seven topic "People and Place" is divided into four sections: "Canada Past/Canada Present" and "The World Past/The World Present". These sections are regarded simply as different perspectives on "the interaction of people and the places they live". The past is no longer a study based on the discipline of history, but has become a way for the student to explain present day society, and generalizations and concepts such as "interactions", "needs", "change", "power" etc. (British Columbia, 1982, no page). Similarly the 1981

Alberta social studies program is based on the themes of "social issues" and "social inquiry" (p. 1). Like the proposed British Columbia social studies curriculum, the Alberta program follows a series of topics which begin with the individual in grade one and move increasingly outward to the study of global issues in grade twelve. This approach is both multidisciplinary and interdisciplinary with the various disciplines providing the means to explore the questions raised by the issues identified in the curriculum guide. Both the 1979 Northwest Territories and the new Newfoundland and Labrador social studies curricula follow a thematic approach aimed at effective citizenship. In the case of the Northwest Territories, except for some history in grades 4,5, and 6, the program is focused entirely on the present and today's issues. The new social studies program in Newfoundland and Labrador is also short on history before the senior high school level, and then the history of civilization from ancient times to the eighteenth century is covered in 110-120 hours (Egan, 1982).

The trend toward a thematic and conceptual approach to the Social Studies in Canada is further indicated by the findings of the Curriculum Development Branch of the Department of Education, Province of Nova Scotia in their report on the social studies compiled for the Council of the Ministers of Education, Canada, 1978. The report notes that:


all provinces are taking a serious look at their social studies programs....several provinces are giving careful consideration to the approaches in teaching



social studies and are moving away from heavy content to a more conceptual approach...all the provinces seem to be moving toward a more prescriptive , descriptive approach ....several provinces felt that history programs and materials should be more social and economic...several provinces felt that more emphasis should be given to "civic education", particularly at the upper elementary and junior high level. A philosophical base should be established on Canadian values, society, and needs. This base would then influence the way history and geography (especially) were taught, for values, approaches, and content would be more clearly established to provide a specific direction (p. viii).

If the trends indicated in the above report carry, then social studies education in Canada will become more instrumental in design and practice and yet less conceptually cohesive in content. Programs will focus on understandings or concepts from the social sciences and segments of knowledge will be selected to illustrate and to teach the concepts. History will be interpreted according to some kind of Canadian filter and will serve to reinforce a specific Canadian approach to citizenship.

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## Alberta

In the fall of 1981 Alberta began to implement a new social studies curriculum. The definition of the Social Studies found in that new curriculum is as follows:

Social Studies is the school subject in which students learn to explore and, where possible, to resolve, social issues that are of public and personal concern (p. 1).

The introductory section of this 1981 guide describes the social studies program as one that is based on social issues. The end goal of the program is "effective citizenship," reached through inquiry. Content for the inquiry is to be provided by history, geography, and the other social sciences.

These disciplines enable students to bring to the process of social inquiry a better understanding of their cultural heritage, their natural environment, the society in which they live, and the complexity of the human experience. History, in particular, integrates much of human experience and provides an essential base for the understanding of contemporary social issues (p. 1).

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The Alberta curriculum is organized through "topics" which might pertain to a "time period", a "geographic region", or "a system of human organization" (p. 1).

Three topics are prescribed from years 1 to 10, and two per grade for grades 11 and 12. Canadian studies account for 60% of the total prescribed curriculum, and only in grades 1 and 2 is a prescribed sequence noted as being important. This suggests, of course, that beyond Grade 2 the topics are discrete units, and are independent and non sequential.

Social issues are used as a focus for inquiry in the Alberta curriculum. It is noted that issues all have a "value" component and an issue often reflects competition between opposing values. Teachers are encouraged to adapt the prescribed social issues in each topic so that the wording "suits" the teacher and students.

This curriculum lists three objectives: 1) Value Objectives, 2) Knowledge Objectives, and 3) Skill Objectives.

Values include a) development of competencies in processes of value analysis; b) development of an understanding of distinctive human values; and c) decision-making and moral reasoning.

Knowledge Objectives include facts, concepts and generalizations derived from the social science disciplines.

Skills Objectives include inquiry and participation as the major emphasis.

The prescribed curriculum is described as a core curriculum in the sense that it is to account for 75% of the overall social studies.

The following are the topics and discipline emphasis for the K-12 programs:

Grade One - Families

Topic A: Me as an individual

Topic B: Me in my family

Topic C: Canadian families

Grade Two - Planning Neighbourhoods and Local Communities

Topic A: Exploring my own neighbourhood

Topic B: Canadian communities today

Topic C: Neighbourhoods around the world

Grade Three - Lifestyles in Other Times and Places

Topic A: Interdependence of communities in Canada today

Topic B: Lifestyles of Canadians in other times

Topic C: Lifestyles in culturally distinctive communities

Grade Four - Alberta, Our Province

Topic A: Alberta, past, present, and future: Our natural resources

Topic B: Alberta, past, present, and future: Our human resources

Topic C: Alberta's link with Canada and the world.

Grade Five - Canada, Our Country

Topic A: Canada: Exploration and settlement

Topic B: Canada: Industrial development from region to region

Topic C: Canada's nearest neighbour: The United States

Grade Six - Meeting Human Needs

- Topic A: How people in earlier times met their needs
- Topic B: How people in eastern societies meet their needs today
- Topic C: Meeting needs through local, provincial, and federal governments

Grade Seven - People and Their Culture

- Topic A: Defining culture: An introduction
- Topic B: Case studies of non-industrial societies
- Topic C: Canada: A multi-cultural society

Grade Eight - People and Their Institutions

- Topic A: Canada: Development of a nation
- Topic B: Canada: Development of the individual and institutions
- Topic C: Nationhood and citizenship in Asia and Africa

Grade Nine - People and Their Technology

- Topic A: Selected market economies
- Topic B: Selected centrally planned economics
- Topic C: Industrialization in Canada

Grade Ten - Participatory Citizenship

- Topic A: Human rights in Canada
- Topic B: Canadian unity
- Topic C: Canada and the world

Grade Eleven - Global Issues

Topic A: Patterns of change: Case studies from the past

Topic B: Global problems of population and resource distribution

Grade Twelve - Global Issues

Topic A: Political and economic systems

Topic B: Cooperation and conflict among states

### British Columbia

British Columbia is, with this writing, entering the final stages of consolidating and readying for implementation a new social studies curriculum for grades K-11. When this new curriculum is in place in the classrooms of British Columbia it will be accompanied by new textbooks written especially for the program.

The following rationale and guidelines have been taken from a May, 1982, draft of the proposed social studies curriculum, Curriculum Development Branch, Department of Education, Province of British Columbia. The draft version of this curriculum has no page numbers.

#### Philosophy and Rationale

Social studies, in this document, is described as making a "major contribution" in educating "future citizens". The "Rationale" defines social studies "in the context of this curriculum" as "the examination of peoples in societies as they interact with each other and their many environments...the physical, the cultural, the past, the present, and the future". History and geography are considered the "prime organizers" of content and activities in the curriculum.

This new curriculum stresses that it has been changed from the old curriculum so that it will reflect:

- a) A broader interpretation of social studies;
- b) A greater specificity;
- c) More Canadian content;
- d) Less of a gap between program and student "needs"; and

- e) More practical knowledge derived from the program.

The new program is organized around a number of goals and "learner outcomes":

- a) Students should know and understand the factors which have shaped and continue to shape Canada and Canadians.
- b) Students should know and understand the diverse patterns of human activity in the world.
- c) Students should know and understand the roles, rights, and responsibilities of an individual as a member of society.
- d) Students should develop a willingness and an ability to use knowledge and understanding as a member of society.

Each of the above goals heads a number of specific topics listed as the object of knowledge and understanding: the economy, the political process, the physical environment, the media, the legal system, tolerance, viewpoints, and so on.

#### Sequence of Instruction

The sequence of instruction for the social studies in British Columbia has students in the primary grades examine the immediate social groups to which they belong: the home and community. Students in grades four and five develop a sense of time by examining some aspects of the development of Canada as a nation. In grade six, students examine people in other places as a means to better understanding Canadian society and themselves. In grades seven to ten, students examine certain aspects



specific societies of the past and present, of Canada and the world, in order to understand the interaction of people with their physical, cultural, economic, and political environments. In grade eleven, attention turns to global issues: conflict and cooperation, resources use, technological change, and individual rights and responsibilities in a Canadian and international context (May, 1982, draft).

#### Grade One - Families

Consistent with the beginning of the expanding horizons curriculum the unit of study for grade one is the family. The British Columbia program stresses that despite the variations "in size and composition, and in ethnic and cultural background" families function as units for similar reasons and are held together by essentially the same kinds of bonds. The curriculum guide stresses that

by using personal experience the children develop a feeling of continuity with the past...knowledge of the organization and function of their own families enables children to compare similarities and differences in other families...through contrast and analogy, the children's perspective for viewing their own family is broadened (May, 1982, draft).

The program is divided into three instructional areas: content, goals, inquiries and skills. This division is intended to "reinforce" the philosophies and goals of the curriculum and the guide cautions

that although the division is "somewhat" arbitrary the separate instructional areas should not be taught without reference to other section or a context.

### Grade Two - Communities

Moving from a study of the family to a study of the community, the grade two students are to study, first, the social units of the school and their neighbourhood, followed by a study of their town or city.

"Through this , the children will begin to understand their roles and their families' role in the community" (May, 1982, draft).

Aspect of the community that are stressed are "possible changes over time, provisions of service, systems of organization, and human interaction".

The major concepts that are to be studied are: "identity (self) and institutions (group)". The minor concepts that "may be touched upon" are: "interaction, needs change, interdependence, resources, values, and citizenship".

### Grade Three - Interaction of Communities

This unit is to focus on how communities interact with each their environment and the relationship that exists between communities in Canada:

An important idea to develop is the mutual nature of these relationships. Communities respond to and make use of certain characteristics of their setting, but in so doing they alter the surroundings and must then adjust to what has become a new environment (May, 1982, draft).

#### Grade Four - Canada: Its Native People and Explorers

This program looks at how "man has interacted with Canada's physical and social environment in the past".

Part one of the program is a study of selected "Native Canadian Cultures". The second part of the program is a study of the land through European explorers and the resulting geographical knowledge.

The major concepts identified for the grade four social studies program are: needs, environment, and resources. Incidental or secondary concepts "which might arise" are: interaction, institution, change, interdependence, culture, time, and citizenship.

Students should study the culture of one of B.C.'s native people prior to contact with Europeans and in the contemporary period. Whenever possible this should be the local native peoples. In addition, students should study the culture of one other precontact native cultures elsewhere in Canada. Every effort should be made to draw links between the past and present....the student will.... survey the accomplishments of the explorers who contributed to the expansion of the geographic knowledge regarding Canada (May, 1982, draft).

#### Grade Five - Canada: Past Present and Future

The grade five program continues on from the previous year in that the program looks at the "continuing development of Canada". The units of study are: the fur trade, a resource based industry; the development of a transportation/communications system; Confederation, the three

levels of Canadian government: the 1890-1920 settlement of the praries and the ethnocultural composition of contemporary British Columbia.

The major concepts stressed in this year are: institutions, interaction, change, diversity, environment, and resources. Other concepts "which might be introduced" are: identity, causality, interdependence, power, and citizenship.

#### Grade Six - "Canadians and Their World Neighbours"

The development of the nation through settlement and structure is the focus of the grade six social studies program:

Grade six leads students to the world to compare and contrast how peoples other than Canadians meet their basic needs, and through this process, develop cultures which have similarities and differences to the Canadian people. To achieve these understandings, and to reinforce the student's knowledge of world geography, teachers must select people or countries for study from four different continents, selecting these on the basis of those which have little interaction with Canada. The emphasis on this examination should be placed on how all people share similar needs rather than on the differences among the ways in which these needs are met (May, 1982, draft).

#### Grade Seven - People and Place

Grade seven...focuses...on the interaction of people and the places they live, and their physical environment. People and their physical environment mutually affect one another

....Students should learn to to identify the various significant components of the physical environment, their variations in time and place, and their effects upon the society as well as the interactions among these and culture, economies, government, and international ties (May, 1982, draft).

The major concepts stressed in this year are: interaction, needs, change, environment, resources and power. Other concepts which may be "incidentally" introduced are identity, causality, diversity, interdependence, values, and culture.

#### Grade Eight - People and Culture

Grade eight emphasizes the fact that people in societies develop distinctive cultures in response to similar and different influences. These influences include the people, physical environment, human and physical resources, government, and international connections. Students should know and understand the various aspects which distinguish a culture and recognize that both cooperation and conflict occur when distinctive cultures come into contact. The emphasis should be on the similarities among cultures, not merely their differences, and the cooperation among cultures, not merely their conflicts. Care should be taken to avoid stereotyping and the development of an ethnocentric attitude (May, 1982, draft).

The major concepts to be stressed in this grade are: interacting, diversity, culture, and citizenship. Other concepts which may be "incidentally" introduced are institutions, needs, change, identity,

causality, environment, values, and power.

#### Grade Nine - People and Resources

Grade nine focuses, initially, on the understanding that societies do not have sufficient human and natural resources to meet all of the members desires. Students should examine how people in the present and the past have dealt with this condition of scarcity by developing economic structures and institutions to distribute resources. They should know and understand the various components which comprise particular economies and identify both their similarities and differences. The students should understand how the use of human and natural resources is influenced by the physical environment, culture, government, and relations with other societies of nations (May, 1982, draft).

The major concepts to be stressed in this grade: interaction, institutions, change, identity, resources and citizenship. Other concepts which might be reinforced "incidentally" are causality, diversity, environment, interdependence, values and power.

#### Grade Ten - People and Government

Grade ten focuses...on the understanding that people and societies must develop structures that provide government and law. These political and legal structures develop in response to specific needs in the society and are influenced by the physical environment, culture, resources, as well as

connections to other nations. Students should know and understand what the political and legal structures are in the societies studied and how they have originated over time. They should come to realize that the political and legal structures have similarities and differences which are a result of varying influences (May, 1982, draft).

The major concepts to be stressed in this grade: institution, needs, identity, interdependence, power, and citizenship. Other concepts which might be touched on "incidentally" are: interaction, causality, diversity, environment, values, and culture.

#### Grade Eleven - People and World Issues

Grade eleven focuses...initially on the understanding that people, while developing distinctive societies and nations live on a single planet. They must, therefore, interact with other nations, and these interactions influence their lives in a variety of ways. These international interactions range between two extremes, cooperation and conflict.... Students should learn and understand the implications of international relations and the affect they have on their society, as well as their rights and responsibilities as citizens of the world in the recent past, the present and, perhaps most importantly in the future....Grade eleven... is NOT intended to be simply a survey of world events for the purposes of memorization. Students are expected to touch upon significant developments to identify the factors involved

and to trace their consequences now and in the future.

Critical thinking and problem-solving should be given prominence in these activities (May, 1982, draft).

The major concepts for this grade are: interdependence, citizenship, interaction, environment, needs, time, and change. Other concepts which might be reinforced "incidentally" are: causality, diversity, values, and power.

The Grade twelve social studies program is not part of the revision and remains as follows:

Modern World History (1972)

1. The Legacy of the Nineteenth Century
2. World War I
3. The Russian Revolution - Marx to Lenin
4. The Search for Security in the 1920's and 1930's
5. The Turmoil of the 1920's and 1930's
6. World War II
7. The Cold War
8. The Integration of Europe
9. The Development in the Non-European World
10. The United Nations Organization
11. The Prospects Today

Western Civilization (interim edition, 1976)

- based on the BBC television series
- fall of the Roman Empire to the 20th Century
- thirteen one-hour films



Introduction to the Discipline of Geography (Geography 1)

Either - Part I - Systematic Geography

- geomorphology
- climatology
- biogeography

Part II - Man and His Environment

Or - Part I - Man's Organization and Use of the Environment

- population
- natural environment
- culture
- external relations

Part II - Natural Environment of the Human Race

- hydrosphere, lithosphere, atmosphere, biosphere

Part III - Political Organization of Global Environment

- pollution
- resources
- multi-national corporations

Part IV - Basic Economic Activities and Resource Use

- case studies - agriculture, mining, fisheries, energy, recreation

## Manitoba

The following information was taken from the report Provincial Social Studies/Social Science Programs in Canada as of 1978-79, prepared for the Curriculum Committee of the Council of Ministers of Education, Canada by the Curriculum Development Branch, Department of Education, Nova Scotia, and hereafter referred to, for reference purposes, as Social Studies Report, 1978.

At the elementary school level (grades 1-6), the social studies program is multidisciplined and the form is the expanding horizons model. The program begins in grade one with the family and expands outward to world communities, the province, and Canada in grade six.

At the secondary levels the social studies program is made up of separate disciplines from grades 7-11. At the grade twelve level two multidisciplinary courses are offered along with the traditional history and geography.

The following secondary courses are compulsory:

### History

- Grade Seven - Ancient and Medieval World
- Grade Eight - Modern European History
- Grade Nine - British Heritage/Canadian Government
- Grade Eleven - Canadian History 200
- Canadian History 201

### Geography

- Grade Seven - Europe
- Grade Eight - Eastern Europe/Asia

Grade Nine - Southern Continents

Grade Ten - Geography 100

- Geography 101

Grades One and Two - Family/Neighbourhood/Community (1966/1975)

The primary social studies programs should provide the children with many real experiences in the local community, increase the knowledge of the children with respect to their home community, develop skills in oral expression, and teach the children to function as members of a group (Social Studies Report, 1978, p.35).

Grade One

Unit 1 - The School

Unit 2 - Holidays

Unit 3 - Home Life

Unit 4 - Mail

Unit 5 - Fireman

Unit 6 - Storekeeper

Grade Two

Unit 1 - People Who Come to Our Homes

Unit 2 - People Who Build Our Homes

Unit 3 - People Who Help Us Travel

Unit 4 - Holidays (more emphasis on patriotic holidays)

Grade Three - Communities (1967/1974)

"Exposed to the study of people living under many different conditions in the past and the present" (Social Studies Report, 1978, p. 35).

Unit 1 - Prehistoric Man.

Unit 2 - Plains Indians - Past and Present

Unit 3 - Canadian Eskimos - Past and Present

Unit 4 - Life in a Jungle - Congo Tropical Forest

Or

Unit 5 - Life in a Desert - Sahara

Grade Four - World Communities (1968/1975)

"A study of people of many countries, how they live, and why they live the way they do" (Social Studies Report, 1978, p. 36).

Minimum - one country from each grouping

- A. River Communities
- B. Mountainous Communities
- C. Island or Peninsula Communities
- D. Others (i) Countries with political systems different from our own.  
(ii) Countries of origin of people in the community

Additional unit

Interesting people, places, and things in Manitoba's past.

Grade Five - Manitoba/Canada

"The basic goals of this program is the understanding of the broad general concepts which apply to all disciplines in the social sciences... the essential technique to be used...is that of inquiry" (Social Studies Report, 1978, p. 37).

One - Sample Studies - Manitoba

- A. An Urban Community
- B. A Study of a Rural Community

C. A Study of a Northern Community

Two - Overviews

- A. Manitoba - A Province of Contrasts
- B. North America - Overview
- C. Canada - Political and Physical

Grade Six - Canada (1969/1974)

"Trace the historical development of Canada...in order to develop and understanding and awareness of how and why Canada grew into an important nation in a relatively short period of time" (Social Studies Report, 1978, p. 37).

Units A,B,C. and E to be attempted by all classes: Units D and F to be done intensively where time and ability of the students permits.

- A. Overviews of World Geography
- B. Our Beginnings
- C. French and English Settlement
- D. Fight for the Continent
- E. Westward Expansion
- F. Canada Comes of Age
- G. Canada Today - Current Events

Secondary - Grades Seven to Nine

Both Geography and History are required for a social studies credit at each of the grades 7,8, and 9.

Grade Seven - The Ancient and Medieval World (1967/1975)

"This program endeavours to lay the foundation for a knowledge of the origins and heritage of our Canadian society, therefore, every

opportunity should be taken to relate the ideas and events of the ancient and medieval world to those of today" (Social Studies Report, 1978, p.39).

#### General Themes

- A. Forces of Nature
- B. Development of Government
- C. Conflict and Expansion
- D. Cultural Development
- A. Ancient Civilizations
- B. Graeco-Roman Civilizations
- C. The Middle Ages
- D. One of India, China, Mohammedanism

#### Grade Eight - Modern European History. (1969/1975)

"Understand the relevance of developments in Europe by relating... whenever possible, to contemporary events in Canada or to events of topical interest to the pupils" (Social Studies Report, 1978, p. 40).

- A. The Emergence of Europe
- B. The Development of Nation States (1500-1900)
- C. The Industrial Revolution
- D. The Expansion of Europe
- E. Europe in the 20th Century
- F. Europe's Cultural Heritage

#### Grade Nine - British Heritage/Canadian Government (1972)

"The purpose of this course is...to inspire and interest the student in the history of Britain and in the study of history generally...To emphasise those aspects of British history which are related directly

or indirectly, to the development of Canadian institutions and society" (Social Studies Report, 1978, p. 41).

- A. Medieval Era in English History (1066-1485)
- B. Tudor and Stewart England (1485-1689)
- C. An Age of Acquisition and Transition (1689-1830)
- D. The Emergence of the Modern State (1831-1931)
- E. The Canadian Government Today

### Geography

#### Grade Seven - Europe (1967/1975)

- A. Atlas Study of Europe
- B. Scandinavia
- C. The British Isles
- D. France
- E. Germany
- F. Italy

(size, location, shape, population, etc.)

#### Grade Eight - Eastern Europe and Asia

- A. Atlas Study of Asia
- B. Indian Sub-Continent
- C. Union of Soviet Socialist Republic
- D. Either China or Japan

#### Grade Nine - Southern Continents (1973)

Approach I - Regional Studies (political/geographical)

Examples: Political Regional - Brazil

Geographical Regional - Congo Basin

Approach II - Regional Studies (climate/vegetation)

Examples: Great Australian Desert (desert climate)

Congo Basin (tropical rainforest climate)

(location and physical features; climate; vegetation and soils; animals; human occupation; transportation and communications; problems)

Secondary - Grades Ten to Twelve

Grade Ten - American History 100 (1966)

"To give the students an understanding of the United States, its society and institutions, its ideas and beliefs, and its leadership in the world today" (Social Studies Report, 1978. p. 44).

- A. The United States is Formed
- B. The United States is Divided
- C. The United States is Reunited
- D. The United States Becomes a World Leader

Grade Ten - American History 101 (1971)

"To provide the student with some understandings of historical development in the U.S.A. and the manner in which that country came to the important power it is today" (Social Studies Report. 1978, p.44).

- A. Exploration and Colonization
- B. American Revolution
- C. Federalists and Democrats
- D. Growth and Change
- E. Civil War and Its Aftermath



- F. Rise of Industrialism
- G. Attitudes at Home and Towards the World
- H. Atomic Age
- I. U.S.A. Today

Grade Eleven - Canadian History 200 (1969)

- A. The Colonial Inheritance
- B. Colonial Adjustments
- c. Emergence From Colonialism
- D. Confederation
- E. Modern Canada

Grade Eleven - Canadian History 201 (1973)

- A. Political
- B. Internal
- C. Industrialization
- d. Canada's Growth as a Nation

Grade Twelve - History 300 - World Studies: Comparative Systems (1974)

"It is no longer adequate to teach exclusively about the past history of a particular area of the world...This course examines three areas... politics, economics, and international affairs" (Social Studies Report, 1978, p. 47).

- A. Government and Politics
- B. Economic Systems
- C. World Politics Since 1945

Or

- D. Special Studies (Detailed studies of one of the Soviet Union,

China, Southeast Asia, Middle East, etc.)

Grade Twelve - Modern Civilizations 300 (1974)

"To give the student a knowledge of the growth and relationships of nations that will assist him in understanding the modern world in which he lives" (Social Studies Report, 1978, p. 48).

- A. Introduction
- B. Religious Upheaval of the 16th Century
- C. Absolutism (one of France, Russia, Prussia)
- D. Balance of Power and Colonial Rivalry in the 18th Century in Europe, India, North America
- E. The French Revolution and Napoleon
- F. Conservative Reaction and the Re-Settlement of Europe
- G. Liberalism and Nationalism After 1852
- H. International Politics to 1907
- I. The War of 1914-18, and the Search for Peace
- J. The Rise of Totalitarian Dictatorship
- K. The War of 1939-45

Geography

Grade Ten Geography 100 - North America (1971)

"By emphasizing environments close at hand (areas with which he [the student] may have some familiarity) together with those of his own country and of neighbouring lands, an opportunity is provided for a more immediate and interesting practical application of the varied geographic fundamentals covered in earlier studies" (Social Studies Report, 1978, p. 49).

- A. Introduction
- B. Regional Patterns
  - Canada
  - United States

Grade Ten Geography 101 - Canada (1965/1967)

"Relationships existing between man and his environment" (Social Studies Report, 1978, p. 49).

- A. Fundamentals of Geography
- B. Local Region
- C. Inter-relationships of Man and Environment

Grade Eleven - Geography 200 - Physical Geography (1967)

"To provide a firm conceptual basis...which is systematic (i.e., topical) in its approach...To demonstrate the many and varied interrelationships of phenomena in the physical environment" (Social Studies Report, 1978, p. 50).

Topics: The Solar System; Earth Measurement, Time and Season; Maps; Spheres of the earth, Earth Materials; Forces that Change the Earth's Surface; Weathering and Mass-Wasting; Running Water; Ground Water; Glaciation; Wind - Major Landforms of the Earth; Oceans; Currents and Waves; Temperature; Pressure and Winds; Humidity and Precipitation; Cyclonic Storms; Weather Mapping; World Climates; Vegetation and Animal Life; Soils; Studies of Natural Regions - 3 out of 5; Settlement and Population.

Grade Eleven - Geography 201 - Physical Geography

"Areas of study include the planet earth, human resources and climate, economics and population, geographical tools" (Social Studies Report, 1978, p. 50).

Grade Twelve - Geography 300 - Human Geography (1974)

"(The Course) is essentially a conceptual and topical course that presents...many of the more complex characteristics of, and theories concerned with, the interrelationships of man and his environment, especially the impact of the one on the other" (Social Studies Report, 1978, p. 50).

- A. Early Exploration, Mapmaking and the Growth of Geography
- B. Migration
- C. The Study of Population
- D. Man's Role in Changing the Face of the Earth
- E. Towards One World

Grade Twelve - Geography 301 - Economic Geography (1968)

"Concerned with the problems of making a living, with world industries, with basic world resources and industrial commodities" (Social Studies Report, 1978, p. 51).

"Correlates closely with existing courses in Economics and Modern Problems" (Social Studies Report, 1978, p. 51).

Regional Approach - Twelve Regions

- A. Technically Advanced
- B. Less Advanced
- C. Underdeveloped

"The major geographic elements of a regional study (location, size and shape, land forms, climate, natural ~~vegetation~~ <sup>5</sup>, soils, mineral resources, sources of energy, population, economic activities, transportation, trade and commerce) should be examined in their relations to the commodity or activity suggested for each region" (Social Studies Report, 1978, p. 51).

Grade Twelve - Modern World Problems 301 (1972)

"It is hoped that this course...will correct some of the ignorance, indifference and intolerance toward other people, and is so doing help to create an atmosphere favourable to the growth of national unity and international understanding" (Social Studies Report, 1978, p. 52).

A. Man and Society

- What Makes a Society?
- Culture and Society
- Population and Society
- Governments, Society, and the Individual
- Nationalism

B. International Relations

- Canada in World Affairs

Either C. or D. below

C. Regional Studies

D. Internationalism

Grade Twelve - Economics 301 (Under Business Education Program)

- A. Introduction to Basic Concepts
- B. Microeconomics - The Marketplace
- C. Macroeconomics - Economics as a Whole

- D. International Economy
- E. The Economy of Manitoba
- F. Conclusion (Applying the tools of Economics)

Grade Twelve - Law 302 (Under Business Education Program)

"A course dealing primarily with the application of legal principles and procedures to the personal business problems of the individual. Also, it promotes the understanding of laws regulating the total economy which affect the individual as a producer-consumer in that economy" (Social Studies Report, 1978, p. 53).

New Brunswick

5 The school is or should be a microcosm of democracy...  
the school and all school subjects and activities contribute  
to the child's socialization. The subject which helps  
him best to understand man, man's relation to man, and  
man's relation to his environment, is Social Studies  
(New Brunswick, 1974, p. 3)

The elementary school social studies program adopted by New Brunswick in 1974 is based on the "persistent problems approach" as developed by Crowder of Purdue University. The seven problems formulated by Crowder as the basis for an elementary school social studies program are:

- 1) Development of Self-Understanding and a Knowledge of Human Behaviour;
- 2) Using the Group Process to Develop Good Human Relations, Respect and Empathy;
- 3) Acquiring a Knowledge and Appreciation of the Local and Regional Communities;
- 4) Restoring and Maintaining the Quality of the Total Environment of Man;
- 5) Clarifying Values and Understanding the Process of Valuing;
- 6) Understanding the Democratic Process;
- 7) Perspectives on International Relations (New Brunswick, 1974, p. 3).

These problems or strands are to be taught in a spiral approach: "Starting with the family and expanding to the whole of Canada by grade six" (New Brunswick, 1974, p. 57).

Incorporated into the programs are concepts, skills, attitudes and values. The elementary social studies guide stresses process more than content both in the self-awareness and personal change aspect of the first strand and in the human relations aspect of the second strand. Content infusion is drawn from the child in his community. The elementary school guide states that

The child and his experiences and the community with all its resources are the basis of the study of Social Studies in the elementary school. However this community is seen as more than local or parochial; it is extensive national, world-wide, and unlimited (New Brunswick, 1974, p. 21).

The New Brunswick guide is not prescriptive and suggests that the ideal situation is one in which both the students and the teachers cooperate in choosing the study units.

In the 1978 report on social studies compiled for the Curriculum Committee of the Council of Ministers of Education, Canada the section on New Brunswick notes that

The Department of Education is developing a new working paper on a Basic Education Program. In addition, selected courses and programs are undergoing change. The elementary program is one of those. It is anticipated that the



program will become more prescriptive and descriptive  
(Social Studies Report, 1978, p. 21).

Although a new Handbook For Senior High Schools was published by the New Brunswick, Department of Education in 1981-1982 no new materials regarding policy at the elementary level are yet available.

It is interesting to note that while the rationale for the elementary social studies program is based on Crowder's The Persistent Problem's Approach to Social Studies, many of the social studies materials used in the elementary classrooms of New Brunswick are similar to or identical to materials found in many primary classrooms across Canada, materials such as the Fitzheny and Whiteside picture cards. The implication, of course, is that commonality of programs in many elementary schools is determined not so much by curriculum decisions at the provincial, district, or classroom level, but by commercial materials.

At the senior high school level there are four identifiable programs in which social studies courses are to be found. The emphasis of the social studies is different for the following programs:

- 1) The College Preparatory Program
- 2) The Occupational Program
- 3) The General Program
- 4) The Practical Program

#### Mandatory Social Studies Courses

College Preparatory Program - two History 102 or 101; 112 or 111; 122 or 121

Occupational Program - one Social Studies 103

General Education Program - one Social Studies

Practical Program - one Social Studies

### Elective Social Studies Courses

College Preparatory Program - Economics 122; Consumer Education 112;  
Geography 102, 112, 113, 122, 123; Law 113, 123.

In the document, Handbook for Senior High Schools, the term social studies has two meanings:

On the one hand it is used in a general way to describe the total program which includes both interdisciplinary social studies courses (General Education and Occupational) and separate discipline oriented courses in such areas as History, Geography and Economics (College Preparatory).

On the other hand it is used to describe the three specific interdisciplinary courses in the General Education and Occupational Program (1981-1982, p. 46)

### College Preparatory Courses

Courses in various social studies disciplines are offered. History 102 and History 112 are compulsory (History 101 and History 111 may be substituted) (New Brunswick, 1981-1982, p. 46).

### History 102 - Ancient/Medieval History

"History 102 is the first of two courses of Western Civilization" (New Brunswick, 1981-1982, p. 46).

Historical Skills

Wars of the Greeks and Romans

Athens, Rome and Sparta

Medieval Church

Feudalism

Development of Nations State

History 101 - European History (pre 1700's): Theme of Revolution

"is the first of two thematic studies of European History" (New Brunswick, 1981-1982, p. 46).

The Clesthenian Revolutions (508 B.C.)

The Gracchian Revolution (133-121 B.C.)

The Commercial Revolution (1200-1500)

The Humanist Revolution (1300-1600)

The Protestand Reformation (1517-1516)

The Puritan Revolution (1642-1660)

History 112 - European History: Modern

"is the second course on the history of Western Civilization"  
(New Brunswick, 1981-1982, p. 46).

Tradational European Society

The French Revolution )

Industrialism

The American Revolution

World War I

Russia in the 20th Century

Nazi Germany

China in the Revolution

The Cold War

### History 111 - European History (post 1600's)

"is the second thematic study of European history" (New Brunswick, 1981-1982, p. 46).

The French Revolution

The Liberal Revolution of 1848

The Industrial Revolution (1760-1900)

The Communist Revolution (1917-1921)

The Nationalist Socialist Revolution

### History 122 - Canadian History

"is a history of Canada from the early years of the 19th Century to the present" (New Brunswick, 1981-1982, p. 46).

The Maritime Provinces

The Canadas

The Confederation Era: Expansion and Consolidation (1867-1896)

The Laurier Era: Prosperity and Development (1896-1914)

Years of Crisis (1914-1921)

Between the Wars (1921-1939)

Canada in World War II (1939-1945)

Modern Canada

### History 121 - Canadian History from Confederation

"is a thematic study of the history of Canada over, approximately, the last century" (New Brunswick, 1981-1982, p. 46).

Constitutional: Dilemma of Identity

Social: Ethnic Clash

Economic: Economic Nationalism versus Economic Internationalism

Geography 101-112 (two year program)

are courses designed to give the high school student an understanding of the basic principles of the geographic method. These courses integrate the various aspects of the broad subject in which settings of geology and technological development form the backdrop for interpreting the mosaic of geographical patterns. Geography 102-112, embracing both physical and human elements, invites teachers to draw from two important themes that have characterized modern geography: areal differentiation and spatial interaction (New Brunswick, 1981-1982, p. 47).

Significance of Man in Time and Space

The Influence of the Sun on the Earth as a Planet

The Map as a Geographer's Tool

The Dynamic Atmosphere

Earth Structure and Composition

The breaking down of a rock surface

Regions of glaciation, their formation, and utilization

Impact of running water

Ground Water

Arid Landscapes

The Impact of the Oceans

Survival in a limited geographical environment

The Industrialization of Agriculture

The Interaction between Resources, Technology, and Politics

Market in the Fishing Industry

Forestry

Mining

Man's Energy requirements

The Forces of Industrial Location

Transport: the Unifying Force

Urban and Rural Settlement Patterns

The Ecology of Population Growth

#### Geography 122 - Canadian

This course is an elective which offers a study of the geography of Canada as the interaction of three basic systems of environments: the societal, the physical, and the artificial. It should give the student in his final year of high school and understanding of the processes of social and economic changes occurring in the country and of their relevance for him as a Canadian citizen (New Brunswick, 1981-1982, p. 48).

The Canadian Setting

Regional Studies

Research Themes

#### Economics 122 - Canadian/Comparative

"an elective course offered ususally in Year twelve" (New Brunswick, 1981-1981, p. 48).

### Goals

- A) - a general overview of the way our economic system works
- B) - a knowledge of the basic economic concepts and techniques needed as a basis for rational economic decision
- C) - an awareness of the major economic problems and issues of the day
- D) - some experience in the application of factual knowledge with concepts or techniques to some typical major economic problems

Teachers should try to relate areas of Economics 122 to the History and Geography courses. Cooperation between subject teachers in these areas could produce a situation where they and their students stand to benefit (New Brunswick, 1981-1982, p. 48).

### Political Science 122 - Canadian/Comparative

"is an introductory Political Science course designed to develop student understanding of various political ideologies and systems" (New Brunswick, 1981-1982, p. 49).

Introduction to Political Science

Different Political Ideologies

A Study of Canadian Constitutional Developments

Process and Function of Modern Government

Political Parties and Electoral Procedures

The Government of Canada

Provincial and Municipal Government

Comparative Government

International Affairs

## General Education and Occupational Courses

### Social Studies 103

"is an interdisciplinary course on Twentieth Century Canada incorporating History, Geography, Economics, Government, Politics, Law and Current Events" (New Brunswick, 1981-1982, p. 49).

Current Events

Geography of Canada

Canadian Government and Politics

The Canadian Economy

Canadian Law

French-English Relations

Canadian Law

French-English Relations

Canadian-American Relations

Canada at War and Peace

### Social Studies 113

"is designed to build upon the knowledge and skill levels gained in Social Studies 103 and present a study of contemporary Canadian concerns" (New Brunswick, 1981-1982, p.49).

Seperatism

The Permeable Border

The Canadian Indian

The Family

Education in the Seventies



Women in Society

Bio-Ethics

Labour and Management

Economic Nationalism

The Future

Regional Disparity

Urbanism

Social Studies 123

This course involves students in a study of present world problems; taking into account their historic, cultural, ethnic and geographic roots. These problems may be studied in conjunction with the biographies of the men who helped to shape these events. The course is intended to provide a great flexibility (New Brunswick, 1981-1982, p. 49).

Peoples Republic of China

A Divided Germany

The Middle East Crisis

The United States and the Americas

Continuing Crisis in the South East Asia

Africa - A Troubled Continent

The USSR and World Communism

The Population Explosion

Contemporary Politics in Canada

The Commonwealth at the Crossroads

The United Nations in Crisis

The Junior High Program: Grades 7-8-9Philosophy and Rationale

The rationale for the Junior High School social studies program contains several interrelated orientations.

These orientations should help teachers understand the underlying rationale of the program:

- a) Student Needs Orientation;
- b) Interdisciplinary Orientation;
- c) Skill Orientation;
- d) Discovery Orientation;
- e) Concept Orientation; and
- f) Values Orientation (New Brunswick, 1976, p. 2:1:1).

Year Seven - The Western Hemisphere

The Age of Western Expansion Begins

Navigation, Map Making, Exploration and Discovery

Geography of the Western Hemisphere

New World Cultures

Contact Between Old and New World Cultures

New World Societies of 1800

Grade Eight - History and Geography of Canada

Physical Geography

Historical Development

Economic Geography

Grade Ten - Establishing a World View

Making Value Judgements

Interaction of Cultures

Global Problems

The Francophone Social Studies Program

New Brunswick has a francophone social studies curriculum which is similar to the anglophone program in structure, but with an added emphasis on Acadian history and culture, and the French influence on the early history of Canada.

## Newfoundland and Labrador

(All citations in this section are from Design for Social Studies, K-IV, in Newfoundland and Labrador, [no date]).

The overall goal for the social studies in the schools of Newfoundland and Labrador is stated in The Master Guide for Social Studies, K-XII, in Newfoundland and Labrador, (no date) as "the formation of the person-citizen" (p. iii).

The person-centered aspects of the curriculum are aimed at "helping" the student to find "meaning in life and human relationships" while developing ways of "knowing, thinking, feeling, valuing, and intelligent behaviour" (p. iii).

The citizen-centered segment or thrust of the curriculum is "to help" students understand his or her society; "to develop the values and skills" of good citizenship; and "to apply this knowledge in daily living" (p. iv).

The overall goal, then, is citizenship education which focuses on the individual and the quality of his or her life within Canadian society.

From the above grew the goal reference approach for the programs described in Design for Social Studies, K-IV, in Newfoundland and Labrador, (no date). The purposes of these goals or "areas of emphasis" are to select content; direct order and sequencing of teaching; determine criteria for students and teaching evaluation; and to state the intent of instruction "in order to avoid trivial learning" (p. v).

This document warns that "Major understandings...are not to be taught

directly" (p. v), although the guide is described as non-prescriptive, and students are to gain understandings indirectly from the process of "many learning experiences" (p. v).

Central to the K-6 program is the culture of Newfoundland and Labrador and the values found in that society.

The pattern of sequences for the K-6 program begins with the immediate social environment at the kindergarten level, then moves through the neighbourhood, the community, the province, the nation, and, finally, the world community.

### Kindergarten

The five-year-olds in our schools are characterized by activity, curiosity, and eagerness to explore....Inquisitive, and with a store of mainly "what" questions, they have only a short attentions span, mix facts with fantasy occasionally, and talk more than they listen (p. 1).

Theme - Living in the Immediate Environment

Major Areas of Emphasis - home, family, church, school life

- awareness of the neighbourhood
- seasons; weather, clothing, special days, etc.

Expected Outcomes

- Children should begin to know themselves as worthwhile persons.
- Children should begin to internalize behaviour expected of them by home, school and church.
- Children should begin to share and be considerate

of others.

- Children should begin to accept increasing responsibility for their actions.
- Children should begin to resolve problems concerning weather, safety, etc.
- Children should begin to know their places in the family.

### Grade One

Theme - Living Together at Home, at School and in the Neighbourhood

- Major Areas of Emphasis
- the home, the family and the school
  - characteristics of a neighbourhood
  - descriptions of "my" neighbourhood
  - people in "my" neighbourhood who help and provide needed services
  - other neighbourhoods and how they are alike and different from "mine"
  - weather and environment, safety
  - special days celebrated in my neighbourhood
  - the further development of simple time, distance, and location concepts

### Expected Outcomes

- Children begin to understand how family and school help us to live and learn.
- Children begin to know the characteristics of a neighbourhood.

- Children begin to learn "my" neighbourhood, its needs, services, the way people work and play in the neighbourhood.
- Children begin to have a concept of the interdependence of people in the neighbourhood.
- Children grow in understanding and appreciation of themselves and others as they share and help at home and in the school.

### Grade Two

Typical seven-year-olds are not at all like six-year-olds. They are less self-centered and self-confident than they were at age six, and are very sensitive to how people react to them...In social studies, seven-year-olds are ready for the more varied experiences relative to the broader local community and its resources (p. 23).

### Theme - The Local Community

- Major Areas of Emphasis
- why people live in communities
  - the location of the local community
  - the people in the community
  - the community's past
  - services that the community offers
  - how people travel and communicate in the community
  - how people work together to provide needed services
  - the interdependence of the home, school, church

- and neighbourhoods in the local community
- safety in the community
  - weather
  - seasons
  - community holidays
  - the further development of map and globe skills

### Expected Outcomes

Children begin to know, understand, and appreciate their their local community. In so doing, the concept of interdependence is better understood. As it becomes evident why people live in communities, children become more self-directing, responsible, interested in community events, accepting of change, and they show a willingness to be community helpers in any way that they can (p. 25).

### Grade Three

At this age children are independent, teaching shows results, and ethical values, emotional and social development, and creative abilities are readily encouraged ...Their concept of historical time is still qualitative in that it depends on props; nevertheless, eight-year-olds have gone beyond the here and now orientation of earlier age periods and now think beyond the boundaries of their neighbourhood and community and of immediate time and space experiences (p. 33).



Theme - Meeting the Needs of Communities

- Major Areas of Emphasis - the fundamental needs of people and the varying ways in which people in the local and selected communities of Newfoundland and Labrador meet their needs for food, clothing, shelter, etc.
- how people utilize their natural environment
  - the need for law in communities
  - the reason for government services of various kinds
  - the further development of map and globe concepts

Grade Four

The rate of growth and learning is increasing...Nine-year-olds are ready for studies of different cultures which should be selected carefully and taught without pressure of haste in the light of previous social studies learnings...they can carry through planned projects in social studies with teacher reassurance and teacher and peer help (p. 43).

• Theme - Communities in Canada and the World

- Major Areas of Emphasis - ways to study a community
- institutions in one's own community and how they meet people's needs
  - cross cultural studies of other communities to extend the concept of community living
  - study will be selected for contrast and comparison with one's own community

Expected Outcomes

- The development of insights into the way people live in communities in other lands; what characterizes their way of life.
- What similarities exist in ways of living in the selected communities and in one's own community as a dynamic social reality.
- The growing awareness of oneself as a Newfoundlander and a Labradorian and Canadian citizen.

Grade Five

At this age they (ten-year-olds) reach a point of balance and adaptation to their world that they have never had before and may not have again for another decade....they are developing an ability to conceive of geographical space and to form concepts of successive epochs. They enjoy research. They read realistic literature; look for heroes in historical characters and young adults within their observations and from whom they derive value codes.... Social studies, if taught from the point of view of social problems to be solved, and of our province's heroes and their great deeds, can be high on the ten-year-olds list of favourite subjects (p. 55).

Theme - Our Province, Newfoundland and Labrador

Major Areas of Emphasis - the story of the sea  
 - the story of the land

- how natural resources have been utilized for the basic needs, and how they will contribute to the province's future development
- human adventure stories that relate the history of Newfoundland and Labrador as they focus on aspects of the province's regional, economic, cultural, and political growth
- an understanding of how geographic factors influence living in the various regions of Newfoundland and Labrador and appreciation of our heritage
- an appreciation of our resources of land and sea
- a pride in our history
- an understanding that patterns of life change and are changing as a result of increased knowledge and scientific and technological advance.
- a faith in our province's future

#### Expected Outcomes

#### Grade Six

Other places and other times fascinate them, and if they can fit time and events together in meaningful context.

They are interested in the geographical environment in which they live, both in this province and in the Canadian nation, as well as in other countries and areas of the world....They can begin to acquire and make commitment to democratic

values and to develop a scale of morality (p. 68).

Theme - Our Country Canada

Major Areas Of Emphasis - a study of Canada as a vast country of geographic and cultural diversity, regionally divided and politically organized

- a land of rich natural resources affecting patterns of settlement
- the interdependence of the different geographical areas and their interaction with world communities
- a varied population of native peoples, the two founding peoples of French and English stock, the immigrants
- important past and present events and colourful personalities that brought Canada from colony to nation
- the meaning of the Canadian heritage, its influence in the present era of social and economic change and its challenge to the future

Expected Outcomes

- a knowledge and appreciation of our country's heritage, vastness, resources, and rich diversity of culture
- a sense of personal identification with Canadians throughout the nation who share this land and who are part of its history
- a knowledge of the ways of living of people in the

different regions of Canada, their interdependence and distinctiveness

- - a sense of Canadian history that gives continuity, wholeness and integrity to the Canadian story and which admits the contribution of all Canadian - native peoples, French, and English founding cultures, the many ethnic groups who became Canadians by way of immigration
- a respect for the values and beliefs of others and a deep faith in Canada's future

### Secondary School

Grade Seven - North America and Its Neighbours

Grade Eight - World Cultures

Grade Nine - Our Canadian Heritage

Grade Ten - The senior high school core program includes

Grade Eleven - courses on Newfoundland culture, Democracy, Canadian

Grade Twelve- economy, Canadian Law, World Geography, World History, and World Problems.

### The Northwest Territories

The Northwest Territories curriculum guide, Social Studies, K-9 (1979), notes that northern education is often criticized for its lack of relevance for northern people. Children learn about the rest of Canada, the United States of America, and Europe, but often remain ignorant of the people in the Northwest Territories. This curriculum guide claims its program is "a serious attempt to provide a basis by which social education will be relevant to northern students" (Foreward).

#### Purpose of the Social Studies

Social studies is the study of people in their social, cultural, and physical environments. Its aim is to help the student develop knowledge, skills, and attitudes leading to informed, reasoned, satisfying, and effective participation in the private and public life of his or her own society (p. 1).

The curriculum guide emphasizes that the world of the student must be a part of the social studies program in the Northwest Territories if the program is to be effective in such a multicultural society. The guide warns that often it is only the teacher's perspective that is revealed. Teachers, who, "while a minority in the community, are nevertheless representatives of a larger, dominant society" (p. 2). Social studies in the Northwest Territories is seen as "extending" but not wholly "determining" the "overall social education of the child" (p. 3).

### Major Goals

- A. Knowledge
- B. Skills
- C. Values

### Knowledge Objectives: the Content of the Program

Canada Studies is the framework form which the content of the Northwest Territories social studies program has been chosen and developed. The format is the expanding horizons model:

children's knowledge and understanding of the world and of their relationships to it gradually extends from themselves to their community, the Northwest Territories, and Canada (p. 4).

### Approach to Teaching

The social studies program is taught through an interdisciplinary approach. The social science disciplines are not taught as separate disciplines or subjects.

Many of the students in the classrooms of the Northwest Territories will not have English as a first language. Many of the concepts, words, and definitions that are used in the social studies will not have an equivalent in the children's native tongue. This is a special challenged faced by teachers in the Northwest Territories and one which Social Studies, K-9 recognizes and offers considerable guidance in overcoming. For example the guide points out that

When developing the concept of "family" teachers will often find children's ideas of what a family is

and does may be different from what a family is and does may be different from what they, the teachers, might expect. Inuit and Dene, for example make an important distinction between older and younger brother or sister - a distinction not made in English (pp. 22-23).

### Course Outlines

#### Grade One - Me

"Self-awareness and social awareness are the major objectives for Grade one" (p. 73).

Topic A - I'm the Only One Like Me

Topic B - I live With My Family

Topic C - I Live With Others

#### Grade Two - My Community

The community is not seen as simply a collection of interesting people, occupations, and buildings. It is rather seen as a place where people live together for companionship and for services they would otherwise not have (p. 83).

Topic A - People in My Community

Topic B - Other Communities

Topic C - Communications and Transportation

Topic D - My Community Changes



Grade Three - Other Places

) Deals with the physical and social features of the Northwest Territories' major (administrative) regions: Baffin Island, Keewatin, Central and Western Arctic, Mackenzie Basin, and South Slave Lake (p. 93).

Topic A - Our World Looks Like This

Topic B - How People Make a Living

Topic C - Communities in Canada and the World

The Intermediate Years: Grades 4-6

The topics and content of the social studies programs in Grades 4-6 are organized around five themes representing basic geographic, historical, social, economic, and political features that make Canada a unique country. These themes are the major understandings developed during the Intermediate years (p. 103).

1. Canada is a northern, vast, and regionally divided country.
2. Canada has a broad natural resource base composed of both renewable and non-renewable resources.
3. Canada is a culturally diverse, multi-ethnic country, with two historically predominant linguistic and cultural groups.
4. Canada is exposed to many external economic, political, and cultural influences.
5. Canada is an industrial, technologically-oriented, and urbanized society.

Grade Four - Canada Then and Now: Our Natural and Human Resources

An examination of the characteristics and origins of the people in the Northwest Territories serves to introduce a more formal approach to History and to the study of the ethnic diversity in Canada and the world. Natural resources, both renewable and non-renewable, are identified; students learn how demands on natural resources have changed over time, and how these changes have affected life in Canada. Human resources are also dealt with (p. 105).

Topic A - Long Ago

Topic B - Our Natural Resources

Topic C - Canada in the World

Topic D - Civics, Level 1: A Formal Awareness of Government

Grade Five - The New Canadians

Topic A - Canada to 1867

Topic B - The English and French in Canada

Topic C - Our Physical Environment

Topic D - Civics, Level 2: Simple Forms of Government

Grade Six - The World, Past and Present

Topics...develop the skill of understanding and explaining the present by reference to the past...Teachers and students should not feel that Grade 6 is "a whole year of History" (p. 135).

Topic A - Ancient Civilizations: the Agricultural Revolutions

Topic B - Canada in Modern Times

Topic C - Food, Fuel, and Famine

Topic D - Civics, Level 3: The Establishment and Growth of Canada as a Nation

The Middle Years: Grades 7-9

In Grades 7-9, the five basic characteristics of Canadian life...are restated in general terms as basic features of world society rather than specific features of Canadian society...These features represent the major understandings (p. 150)

1. The world's physical features set a broad limit on how people can or cannot make a living.
2. Natural resources are not evenly distributed throughout the world.
3. The world's population is ethnically, linguistically, and culturally diverse.
4. The world is shrinking.
5. Only a small number of nations are industrialized, technologically-oriented, and urbanized, as is Canada.

Students are led progressively to recognize, understand and analyze events and issues in the world today with reference to the interaction among the five basic features (p. 151).

### Grade Seven - The Circumpolar World

"The community comes back into the curriculum at this level, as a major point of departure for social studies learning" (p. 153).

Topic A - The Circumpolar World

Topic B - Canada and the U.S.A.: Nationalism and Internationalism

Topic C - The Cost of Living

Topic D - Civics, Level 4: Local Government

### Grade Eight - The Industrial World

Two complementary themes are combined...first, that political and economic differences among industrial nations play a major role in world affairs; second, that social and cultural change is an on-going process in which everyone is involved (p. 175).

Topic A - The Industrial World

Topic B - Public Issues in Canada

Topic C - Young Canadians Today

Topic D - Civics, Level 5: Government of the Northwest Territories

### Grade Nine - The World Today

"Students consolidate and extend their ability to select, research, summarize, evaluate, and draw conclusions in the study of public issues of local, national, and international concern" (p. 189).

Topic A - Emerging Nations

Topic B - Canada and World Issues

Topic C - Canadians at Work

Topic D - Civics, Level 6: The Government of Canada

Grades 10-12 follow the Alberta curriculum.

Nova Scotia

The term social studies applies to those programs from Primary-12, but the type of content will vary from group to group. At the elementary level, it refers to a single course at each level. At the junior high level, it refers to a combination of history, civics, and geography. At the senior high level, it refers to the separate disciplines of history, geography, etc. (Social Studies Report, 1978, p. 100).

Groupings

Elementary: Primary to grade six

Secondary: Grades seven to twelve

Junior High: Grades seven to nine

Senior High: Grades ten to twelve

Requirements

Social studies is required to the end of grade 9. No social studies courses are required for a graduation certificate (of 15 credits minimum). Each course consists of one credit and is approximately 120 hours (Social Studies Report, 1978, p. 100).

Approaches

"The elementary program is interdisciplinary and conceptually designed" (Social Studies Report, 1978, p. 101). The approach is the expanding horizons and the end of the program is the development of

of the child so that he or she will be able "to cope with life more effectively, contribute to society...help change society, enjoy it and share its benefits" (Nova Scotia, 1981-1982, p.101).

#### Grades Seven to Nine

The junior high program is presently undergoing a change in focus and emphasis. The distinctly separate components of History, Geography, Civics, and Citizenship will become units of study in a single course at each grade level. The revised courses will also contain some integrated units. The basic content will continue, for the most part, as it has been (Nova Scotia, 1981-1982, p. 102).

#### Grades Ten to Twelve

By the time students have reached senior high school they should have a reasonable grasp of the skills involved in social studies and some understanding of the processes of cause and event, of primary and secondary documents, and of the distinction between fact and fiction (Nova Scotia, 1981-1982, p. 105).

#### Programs

Grade One - Families

Grade Two - Communities

Grade Three - Communities and Regions

Grade Four - Man and His Changing Environment

Grade Five - Canada and the World's People

Grade Six - The Atlantic Provinces

Secondary - Grades seven to nine

Grade Seven - Canadian Geography/Pre-Confederation History/Local Government

Grade Eight - North American Geography/Recent(Confederation to Present)  
History/Provincial Government

Grade Nine - European Geography/British History/Federal Government

The Adjusted Program

This is a multidisciplined approach to social studies which relies on a practical teaching approach. The three year program proceeds from local studies through other basic units on Atlantic Canada, Canada, and North America. Subsequent units include: World Cultures, the 20th Century, Current Events, Consumer Education, Citizenship and Government, Mass Media, and Headliners - Past and Present (Nova Scotia, 1981-1982, p. 105).

Senior High - Grades Ten to Twelve

History 321

Provides students with the opportunity to examine contemporary Canada from a variety of viewpoints, including geographical, historical, political, etc....Generally... an overview of Canadian life (Nova Scotia, 1981-1982, p. 106).

History 421 - Ancient/Medieval History



History 431 - History of Western Europe

"Covers the period from the 16th Century to the present day" (Nova Scotia, 1981-1982, p. 107).

History 231 - 20th Century World

History 441 - History of North America/Canada

A choice of four different approaches: 1) a survey course on North American History; 2) Canadian American relations; 3) Canadian history from the centralist point of view (usual approach in Canadian history); 4) Canadian history from a Maritime perspective (Nova Scotia, 1981-1982, p. 107).

Geography 321 - Geography of Asia

Geography 421 - Environmental Geography

Geography 221 - Environmental Geography

"Places greater stress on basic geographical skills and techniques and field work" (Nova Scotia, 1981-1982, p. 108).

Geography 431 - Geography of Canada (Regional and Thematic)

Geography 231 - Geography of Canada (Regional Approach)

Geography 441 - Settlement Geography

Economics 331 - Canadian Economics

Economics 441 - National/International Economics

Modern World Problems 341

Can be developed from several different points of view, with the development of intelligent discussion on world problems...the major aim (Nova Scotia, 1981-1982, p. 110).

## Political Science 341

A three part course with Part Three being optional. Part One develops an understanding of the concept of politics. Part Two develops Canadian politics in its many aspects. Part Three develops a comparative study of democracy (Nova Scotia, 1981-1982, p. 110).

## Sociology 341

Designed to give an understanding of the basic aspects of Sociology to allow for an in-depth study of Canadian sociological issues and to allow for active participation of the students in a local community/sociological project (Nova Scotia, 1981-1982, p. 111).

## Law 341

Designed to provide the students with 1) a knowledge of law and its function in society, and 2) the attainment of skills and attitude that will enable students to understand the process of law....This course should not be considered as "belonging" to either business education or social studies, but rather to both, and should be taught by the person best qualified to teach and interested in teaching about law (Social Studies, 1981-1982, p. 112).

Note: The Nova Scotia francophone program is a translated version of the anglophone program, with added materials when necessary.

## Ontario

Ontario prescribes no specific social studies programs for elementary schools in that province. Instead, a document titled The Formative Years (1975) establishes a "broad framework of goals" and in "general way" (p. 4) states objectives for the Primary (K-3) and the Junior (4-6) school. Local school boards are responsible for specific curricula and school principals and individual teachers share the task of planning and implementing school and classroom programs.

The Formative Years sets out a number of curriculum goals which fall under the aegis of social studies:

Values - Begin to develop a personal value system within a context that reflects the priorities of a concerned society and at the same time recognizes the integrity of the individual;

Decision-making - Develop the ability to make informed and rational decisions;

The Individual and Society; - Understand social relationships at a level appropriate to his or her age of development;

Science and Geography - Understand the environment, both in terms of the nature of its parts, and the patterns that characterize it as a whole; and

Canadian Studies - Acquire a reasoned knowledge and pride in Canada (p. 22).

A second document, Education in the Primary and Junior Divisions (1975),

provides a rationale and a philosophical basis for the Formative Years and indicates how the goals may be achieved by the classroom teacher. For example, the chapter on "Environmental Studies" states that "the worlds with which the child is familiar is used by the teacher as a basis for the development of values, attitudes, and concepts and skills" (p. 93).

Teachers are cautioned that they should not expect too much from children in the areas of abstract reasoning when planning learning activities at the primary level. This Piagetian view of children's cognitive development results in program suggestions to teachers based on what psychologists think children cannot do. Thus the teacher should not engage children in many kinds of curriculum content because

Children's historical concepts and perceptions are usually limited to family generations extending at most to their grandparent's time. The time line beyond their grandparents is likely to be insecure and events of widely differing time have a confused relationship with little or no sense of length or interval of time....the children's grasp of geographical concepts is usually limited to concrete understandings of familiar and immediate locality.... abstract concepts such as city, town, community, region, capital city, province are slow to emerge and may not be understood until nine-years-of-age, or later (p. 14).

The Intermediate Grades (7-8)    The Secondary School (9-13)

The social studies program in grades seven and eight is made up of history and geography.

History

Through a study of the events that have shaped our historical past, of the roots of our Canadian heritage, of the Canadian political system, of issues and events relevant to Canadians as citizens of Canada and the world, and of the contributions of different groups to our society, the student is given an opportunity to become more knowledgeable about Canada's past and present and to acquire a better understanding of Canadian identity and the governmental process in our democratic society. It follows that the student will acquire a greater sense of pride in Canada and a feeling of personal responsibility for the strength and survival of our democratic system (Ontario, 1977, p. 3).

Grades Seven and Eight - The Story of Canada and Canadians 1977 (Compulsory)

Grades Nine or Ten - Contemporary Canadians and World Concerns

(All students must earn a credit in this course in order to gain a Secondary School Graduation Diploma.)

Grades Nine or Ten - Canada's Multi-Cultural Heritage (Optional)

Geography

Through a study of broad patterns selected from examples of physical, cultural, and economic geography, students can gain insights in their own communities. By using

local examples, students can learn of the many ways in which people interact with their environment to change the landscape (Social Studies Report, 1978, p. 121).

Grade Seven - North America (Canada, United States, Central America, Caribbean Islands)

Grade Eight - The Southern Continents (South America, Africa, Antarctica, Oceania)

Grade Nine or Ten - Canada (All students must gain a credit in this course in order to gain a Secondary School Graduation Diploma)

Grade Nine or Ten - Europe and Asia (Optional)

### The Senior Division

(All social studies courses are optional in the Senior Division.)

### History

Grade Eleven - The Legacy of the Ancient and Medieval Worlds

Grade Twelve - The Origins of the Modern World

Grade Thirteen - Canada in North America

(Two credits are possible; one in Canadian history and one in American history.)

- A. The historian and his work
- B. Canadian themes
- C. American themes
- D. The Neglected Neighbours: Central and South America

Geography

(Field study is an essential part of this course.)

## Grade Eleven: World Geography, Part I

Part A - Building the Scenery of Land and Sea

Unit 1 - The Everchanging Lithosphere

Unit 2 - The Hydrosphere

Unit 3 - The Atmosphere

Unit 4 - The Biosphere

Part B - Man's Use and Development of Land, Sea and Air

Unit 5 - Economic Activities

Unit 6 - Settlements: Rural and Urban

Unit 7 - Population

Grade Twelve - World Geography Part II

- Themes - regions with rich agricultural base
- man's experience with different environments
  - region of rapid change
  - industrial development on a limited resource base
  - industrialization of region with ample resources
  - political-geographical problems
  - problems of over-population
  - functions of modern metropolis

Grade Thirteen - The Geography of Canada

Part A - Physical Environment of Man's Activities in Canada

Part B - Geographical Regions of Canada

Part C - Natural Wealth of Canada

Grade Eleven or Twelve Economics

Economics - Canada

Grade Thirteen - An Introduction to Economic Reasoning

Grades Eleven and Twelve - Man in Society

To lead the students to an understanding of some of the institutions and forces in contemporary life and to an assessment of his relationship to the society in which he lives (Social Studies Report, 1978, p. 125).

Unit I - A Survey of Survey of Social Institutions

Unit II - Society and Culture

Unit III - Individual Development and Learning

Unit IV - Manners, Morals, and Law

Unit V - Social Structures in the Modern Community

Unit VI - The Individual and Society

Unit VII - Challenges of Contemporary Society

Grades Eleven and Twelve - Law

Commercial Law

Constitutional Law

Criminal Law

Family Law



International Law

Labour and Welfare Legislation

Property, Real and Personal

Quasi-Criminal Law

General Topics

Themes

Ages and Stages

Freedom and Conflict

Survival

Law and the Protector

Toleration

Involvement

Grades Eleven and Twelve - People and Politics

Sample Units

Emergence of Society

Political Systems

Democracy

Power in International Relations

Grades Nine and Twelve - Consumer Studies

Grades Eleven and Twelve - Urban Studies

Unit I - The Modern City

Unit II - The Growth and Support of Towns

Unit III - Urbanization and Society

Grades Eleven and Twelve - Man, Science, and Technology

Basis for courses intended to give interested students some insights into the influence of science and technology on human affairs and conversely, the influence of human affairs on the development of technology and science (Social Studies Report, 1978, p. 128).

Group A - Man: Science and Technologist

Group B - Man Understanding Nature

Group C - Man Solving His Practical Problems

Prince Edward Island

(All citations in this section are from Provincial Social Studies/Social Science Programs in Canada as of 1978/1979 [Social Studies Report, 1978].)

Terms

At the elementary level the term social studies refers to the course of studies at each grade level. In the junior high school social studies refers to the integrated courses for the "Practical Program" as well as to the Geography and History courses for the regular program. At the senior high school level, social studies refers to the separate disciplines of history, geography, etc. (p. 129).

Groupings

Elementary - Grades 1-6

Secondary - Grades 7- 12

Junior High - Grades 7-9

Senior High - Grades 10-12

Requirements

Social studies is required to the end of grade nine. Each course consists of one credit; fifteen credits are required for graduation.

Approaches

The elementary program is the traditional expanding horizons theme moving from child/family, neighbourhood, on to Canada and the world communities... Two programs are available

at the junior high level: the regular program and the practical program. The regular program is concerned with the content areas of geography and history, while the practical program focuses on an integrated course with Canada as the focus for themes...Early Canada, the 19th Century, 20th Century, etc....At the senior high level geography and history courses are available at two levels and the focus is content (p. 130).

The Social Studies Report notes that most areas of the Nova Scotia social studies curriculum are undergoing revision and that in 1979, a new course, "Canada's Century", was approved to give a Canadian history at levels ten and twelve.

### Elementary

Grades One to Three - Child/Family

- Neighbourhood

- Community

Grade Four - Selected Canadian and World Communities

Grade Five - Western Hemisphere - detailed studies of Scandinavia, British Isles, and France

Grade Six - Atlantic Canada

### Secondary

Grades Seven to Nine

Both history and geography are required for a full course in each of grades seven, eight and nine.

History

Grade Seven - Canadian History - Explorers to 1800

Grade Eight - Canadian History 1800 - 1900

Grade Nine - Canada, Britain and the U.S.A. in the 20th Century

Geography

Grade Seven - Regional and Physical Geography of Canada

Grade Eight - British Isles and Germany

Grade Nine - Development

- North America, Europe, the Soviet Union, Japan, Australia  
and South Africa

The Practical Program

"Programs designed to meet the needs of students who are experiencing difficulty with the regular program" (p. 132).

Grade Seven - Early Canadian History/Atlantic Geography/Current Events

Grade Eight - 19th Century Canadian Events/Happenings/People/Current Events

Grade Nine - 20th Century Canadian Events/Happenings/People/Current Events

Secondary - Grades Ten to TwelveHistory

Grades Ten to Twelve - P.E.I. History (May be taught at any of the levels.)

Part I - Historical Themes

Part II - Historical Artifacts

Grade Ten - Ancient and Medieval History

Grade Ten - Canada's Century

Unit I - The Government of Canada

Unit II - The Law

Unit III - Canada: 1867-1945 - An Overview

Unit IV - English-French Relations

Unit V - Canadian-American Relations

Unit VI - Foreign Policy

Unit VII - Who are we? - National Identity and the Future

Grade Eleven - Modern World History (1500 - present)

Grade Eleven - World Survey, Part I (Ancient/Medieval)

Grade Twelve - Canadian History and Civics

Grade Twelve - World Survey Part II (1500 to present day)

### Geography

Grade Ten - Regional Geography

Grade Ten - Canadian Geography

Grade Eleven - World Geography

Grade Eleven - Economic Geography

Unit 1 - The Fundamental Concerns

Unit 2 - Non-Commercial Activities

Unit 3 - Primary of Extractive Industries

Unit 4 - Secondary of Manufacturing Industries

Unit 5 - Tertiary or Service Industries

Unit 6 - Settlements - Focal Points of Economic Activity

Unit 7 - Economic Geography and Politics

Unit 8 - World Population and Resource Utilization

Introductory Politics - Grades Ten or Eleven

Unit I - Man and His Communities

Unit II - Basic Forms of Government

Unit III - Canadian Government: Structure and Process

Advanced Politics - Grades Eleven or Twelve

Part A - Party Politics in Canada

- historical background
- the Canadian party system
- third parties
- regional politics

Part B - Option I - A study in American Government

Option II - The Politics of Foreign Investment

Introducing Economics - Grades Eleven or Twelve

"a basic understanding of the fundamental economic principles which will be helpful in fulfilling his/her (the student's) role as a citizen" (Social Studies Report, p. 137).

1. The Subject Matter of Economics
2. National Product and National Income
3. The Organization of Business
4. Demand, Supply, and Price

5. Price Setting by Government
6. The Problems of Monopoly
7. International Trade
8. Barriers to International Trade
9. Wages
10. Rent, Interest, Profit
11. Trade Unions: Historical Development
12. Trade Unions: Objectives, Achievements, Problems
13. Public Finance
14. The Money Supply and Price Levels
15. The Banking System
16. Business Cycles
17. Anti-Cyclical Measures
18. Economic Progress

#### Grade Twelve - Modern World Problems

##### Part I - Global Problems

- population and food, energy and resources, world trade and aid, pollution, exploration of space, balance of power, the United Nations, race conflict, ideas and beliefs

##### Part II - Countries, Continents and Communities

- the United States - assassination of Kennedy, violence, government, economy, imperialism
- the Soviet Union - Stalin, party and government, industrial advances, agriculture, freedom, Russian empire



- China and South East Asia - long march, communist control, communes, cultural revolution, frontiers
- Middle East - Six Day War, Arabs, Israel, fighting
- Africa - withdrawal of imperial control, colony to nation, internal violence, African unity, white control in South Africa
- Latin America - Cuban Revolution, American interest and influence, guerilla warfare
- India and Pakistan - partition and bloodshed, 1947, unity, economy, democracy, leaders, Pakistan, Kashmir, Bangladesh
- The Commonwealth - origins, nature, cooperation, Canada/Australia
- Europe - Common Market, division of Germany, communist control, growth of Western Germany, France's difficulties, West European cooperation, Britain's attitudes

Quebec

The 1977 Green Paper on education and subsequent studies resulted in a "policy statement and a plan of action" set out in the 1979 document The Schools of Quebec (p. 11). In this publication the Government of Quebec makes clear its resolve to control and guide education according to aims and objectives which it has defined "on behalf of the community" (p. 5). This rationale of aims and objectives is defined as a "project" by the Quebec Ministry of Education and this ministry sees the school as the instrument by which the aims and objectives may be implemented so that they may gain acceptance and, perhaps redefinition, within the communities of the province:

THE EDUCATIONAL PROJECT IS THE DYNAMIC INITIATIVE BY WHICH A SCHOOL, THROUGH A CONCERTED WILL OF THE PARENTS, THE STUDENTS, THE ADMINISTRATION AND THE STAFF, UNDERTAKES TO IMPLEMENT A GENERAL PLAN OF ACTION. Expressing as it does, its needs and aspirations, the educational project is a measure of the pulse of a community; it can never be completed to everyone's satisfaction but it is constantly changing from within according to circumstances (p. 35).

The first language of instruction in Quebec schools is French and the two main types of schools are Catholic and Protestant. Catholic schools provide religious and moral instruction and offer a pastoral service to their students, while the Protestant schools, "must provide a non-

denominational type of moral and religious instruction" (p. 21). Upon application by parents, both Catholic and Protestant schools must exempt students from the above instruction.

The primary school (1-6) is organized in two cycles. The first cycle (1-3) is a follow-up to the pre-school activities engaged in by the child. The second cycle consists of more formal learnings. Each third year of two cycles is seen as a year of "consolidation".

Secondary education is divided into five years, each with a core of compulsory subjects and a number of options, beginning in the third year (9). The province offers a general (academic) program, a vocational program (less rigorous), and a short vocational program (11).

In the document The Schools of Quebec concern is expressed that the vocational options do not become "dead ends" and that

young people selecting this (vocational) option must have access to the same openings, to the same equality of opportunity and to the same services as are offered to the students selecting the academic sector (p. 144).

The "plans of action" were to begin implementation in 1980.

### The Elementary School

The elementary social studies program is interdisciplinary in approach and focuses on the themes of "time" and "space".

### The Secondary School

At the secondary level, the history programs are designed to analyze and compare the student's own society within the historical context of other

societies of different times and regions. Skill development is stressed.

The secondary geography programs focus on explanation rather than description, develops the inter-relationships of both physical and human aspects of geography, and develops skills through both the inductive and deductive approaches.

Courses such as psychology, philosophy, sociology, and ethics involve religious studies and these are offered under the general heading of "Moral and Religious Instruction".

#### Elementary Social Studies (Social Studies Report, 1978)

##### Grade One - Local Environment

The Home and Family

The Classroom

Orientation Between the Home and the School

The Daily Cycle/Annual Cycle/Calendar

##### Grade Two - Local Environment Cont.

Basic Needs and Services in the Community

Basic Services in the Community

The Economic Foundation of the Family

Social Organization

Generations

##### Grade Three - The Region

Land transportation Systems and Physical Habitat

The Physical Habitat and Architecture

The Region of Yesteryear

Grade Four - Geography of Quebec/Pioneers of New France/Distant Localities

The Inhabited Areas of Quebec

Distant Localities

The Pioneers of New France

Victualling the Locality

Grade Five - Sea and Rail/Industry/Life in New France/Fall of New France

Navigation and the St. Lawrence Seaway

The Railway

Industry in Canada

Ways of Life in New France

End of New France

Grade Six - Proposed Areas of Study

The Airways

Areas of the Americas

The Earth and the Moon.

The Fur Trade

The Lumber Trade

Secondary History

Grade Seven - Only geography is offered in grade seven.

Grade Eight - Introduction to History

The Historical Method

Man of the Past and Present

Grade Nine - The Evolution of the Modern World

Grade Ten - New France, Canada, Quebec

Grade Eleven - Contemporary World History

Part I - Industrialization and Contemporary Society

Part II - The Main Currents in Contemporary Thought

Part III - Alliances and Interdependence

Part IV - Decolonization and Underdevelopment

Grade Twelve - The Civilizations of Classical Antiquity

The Civilizations of Classical Antiquity

First Civilizations

Greek Civilizations

Roman Civilizations

The Decline of the Roman Empire

Our Heritage From Antiquity

GeographyGrade Seven - Introduction to Geography

I - An Environment, A Region, Its Cartographic Representation

II - Man and the Atmosphere

III - Other Regions

IV - Geographic Parallels

V - Our Region Its Characteristics

VI - Man the Universe

Grade Nine - Regional Geography

Europe, Asia, Africa, South and Central America, North America

Grade Ten - Geography of Canada and Quebec

Natural Environment

- structure, landform, natural region
- climates
- natural vegetation, soils

#### Human Activities

- population
- primary, secondary, and tertiary activities
- exploitation of resources and energy

#### Quebec

- agriculture
- industry and distribution of cities
- the Montreal region
- current economic problems

### Grade Eleven The Great Powers and International Exchanges

#### Countries With Capitalist Economy

- A. Western: Western Europe, United States, Brazil
- B. Eastern: Japan

#### Countries With a Collective Economy

- A. U.S.S.R.
- B. Other Communist Countries: China

### Grade Twelve - Physical and Human Geography

#### Physical Aspects

- the earth in space
- composition of the earth
- the atmosphere and climate
- the hydrosphere

### Human Aspects

- study of population
- ways of life
- industrial landscapes
- urban geography

### Economics

#### Grade Ten - Introduction to Economics

- I - The Economic Circulation
- II - Economic Institutions
- III - Economic Facts and Phenomena
- IV - Economic Systems and Administrations
- V - Economic Questions

Consumer Education, - Aspects of Consumer Education included in home economics courses.

#### Grade Seven - Home Economics

Family Living and Consumer Economics

#### Grade Ten - Family Living and Consumer Economics

As indicated earlier in this section, the Province of Quebec, Ministry of Education, plans a number of changes and reorganization of the school curriculum in keeping with the action aspect of The Schools Of Quebec: Policy Statements and Plan of Action. The following is from the above document:



Secondary Level - General Program and Preparation for Vocational Program

Three periods of 50 minutes/week

- Year One - Moral and Religious Instruction/Personal and Social Training  
 - Geography
- Year Two - Moral and Religious Instruction/Personal and Social Training  
 - General History
- Year Three - Moral and Religious Instruction/Personal and Social Training  
 - National Geography  
 - Knowledge of the Labour Market and Initiation into Technology
- Year Four - Moral and Religious Instruction/Personal and Social Training  
 - National History
- Year Five - Moral and Religious Instruction/Personal and Social Training  
 - Economic Education

Options for Years Four and Five

General History

National History

National Geography

Short Vocational Courses

- Years Two, Three, Four - Moral and Religious Instruction  
 - Personal and Social Training  
 - Academic and Vocational Advice
- Year Two - National Geography  
 - Knowledge of the Labour Market and Initiation into Technology

Year Three - National History

(In the document The Schools of Quebec no content is described for the various programs in the reorganized curriculum.)

## Saskatchewan

In Part I of the 1978 curriculum guide for Social Studies 30: Canadian Studies and the 1976 guide, Social Studies 20: Cross Cultural Comparisons, social studies in Saskatchewan schools is described as

a global study of man in time and place...how he lives; where he lives; what has happened to him; how he deals with scarcity; how he makes decisions for group living; how groups affect one another, and how the individual and the group interact (1976, 1978, p. 1).

Social studies in these documents is represented graphically as a large circle encompassing all the social science disciplines and their questions. The goal of social studies in Saskatchewan schools is "the investigation of the answers to these questions" (1976, 1978, p. 1).

The term social studies is used throughout the entire school program to refer to a specific course. However, in grades 10-12 the discipline programs are named: history, geography, etc.

### Groupings

Elementary - Division I: Year 1 (Grade 1), Year 2 (Grade 2), Year 3 (Grade 3)  
 Division II: Year 1 (Grade 4) Year 2 (Grade 5) Year 3 (Grade 6)

Secondary - Division III: Grade 7, Grade 8, Grade 9  
 Division IV: Grade 10, Grade 11, Grade 12

In the senior high school, each course is named and assigned a number which serves to identify the year and the orientation of the course.

Grade ten courses are numbered 10, grade eleven courses are numbered 20, and grade twelve courses are numbered 30 (Social Studies Report, 1978).

In the elementary years the social studies programs are based on the features of the new social studies, that is conceptual, interdisciplinary, and inquiry-discovery. In the secondary school courses labeled social studies are similar in purpose and process to the above. The other, separate courses, focus on content (Social Studies Report, 1978).

#### Division I

Year One - Learning About Families

Year Two - Learning About Communities

Year Three - Learning About Cities

#### Division II

Year One - Saskatchewan - Our Province

Year Two - Canada: Our Homeland

Year Three - The Americas: Our Hemisphere

#### Division III

Grade Seven - A Geographical Study of the Regions of the Eastern Hemisphere

Unit I - Continental Grasslands

Unit II - Mid West Coast Lands

Unit III - River Deltas of Subtropical Monsoonia

Unit IV - Mountainous Regions

Unit V - Desert Regions

Unit VI - Tropical Forest and Savannahs

Unit VII - Mediterranean Climate

Unit VIII - The Discovery of Regional Patterns

#### Grade Eight - Canada's Heritage

Unit I - Our British Background

Unit II - Our French Heritage

Unit III - Our American Neighbours

Unit IV - Canada's Contribution to Her Heritage

Unit V - Using Our Heritage Wisely

Unit VI - The Culture and Heritage of Our Native People

#### Grade Nine - The Origins of Western Civilization and Culture

Unit I - The Origins of Civilization

Unit II - Early Civilizations

Unit III - Civilization in Conflict

Unit IV - Greek Civilization

Unit V - Roman Civilization

Unit VI - Sources of Western Civilization

#### Division IV

#### Grade Ten - Man: A Study of the Individual

Unit I - Introduction to Inquiry and Problems Solving

Unit II - The Influence of Inherited and Acquired Factors

Unit III - The Influence of the Environment (Physical and Human)

Unit IV - The Influence of Social Relationships and Organization

Unit V - The Influence of Decision-Making

Grade Ten - Cross Cultural Comparisons

- Unit I - An Introduction to the Concept of Culture
- Unit II - The Relationship Between Culture and the Physical Environment
- Unit III - The Relation Between Culture and the Social Environment
- Unit IV - Cultural Change

Grade Eleven - The Contemporary World (1848 to Today)

Grade Twelve - Canadian Studies

- Unit I - An Introduction to Canadian Studies
- Unit II - The Relationship between Canadians and the Physical Environment
- Unit IV - The Canadian Identity

Grade Twelve - Canadian History (30 H)

Geography

Grade Ten - Physical/Cultural Geography

- Unit I - The Planet Earth: Its Character and Portrayal
- Unit II - The Form of the Earth
- Unit III - Climate
- Unit IV - Climatic Regions and Their Effects Upon Man
- Unit V - Climatic Regions and Their Effects Upon Man (Continued)
- Unit VI - Population

Grade Eleven - North American Geography

- Unit I
  - a) Discovery and Exploration (brief treatment)
  - b) The Physical Patterns (highly generalized)
- Unit II
  - a) Cultural Patterns
  - b) Patterns in Economic Geography

## c) General Conclusions

Unit III - Eastern North America; Appalachian Canada; Northwestern United States

Unit V - The Praries and the Great Plains

Unit VI - The Western Cordillera

Unit VII - Middle America

Unit VIII - The anadian Sheild and the NorthLand

Unit IX - The South

Unit X - The Place of North America in the World

## Grade Twelve - The Geography of Population

Unit I - The Geography of Population

Unit II - The Western Industrialized World, - Its Origins and Characteristics

Unit III - Tropical Settlements and their Characteristics

Unit IV - The Pioneer Fringe

Unit V - Northern Settlement

Unit VI - Political Geography

Economics

## Grade Eleven - Economics 20

Unit I - The Economic Setting

Unit II - Production, Specialization, and Exchange

Unit III - Business Organization

Unit IV - Labour Organization

Unit V - The Role of the Market

- Unit VI - Money and Banking
- Unit VII - Personal Finance
- Unit VIII - The Role of Government in the Canadian Economy
- Unit IX - International Trade
- Unit X - Comparative Economic Systems

Grade Twelve - Economics 30

- Unit I - Agriculture
- Unit II - Resource Development
- Unit III - Inflation and Unemployment
- Unit IV - Poverty and Regional Disparity
- Unit V - Economic Growth
- Unit VI - Canada's International Economic Relations

Optional Units

- Unit VII - Business and Society
- Unit VIII - Government and the Economy
- Unit IX - Monetary and Fiscal Policies
- Unit X - Transportation
- Unit XI - Labour and Industrial Relations
- Unit XII - Canadian U.S.A. Economic Relations

Psychology

Grade Eleven - Psychology 20

- Unit I - An Overview of Psychology
- Unit II - Small Group Behaviour
- Unit III - The Family



Unit IV - The Individual and Society

Grade Twelve - Psychology 30

Unit I - An Overview of Individual Development

Unit II - Early Childhood - Biological Domain

Unit III - Adolescence - Biological Domain

Unit IV - Adulthood - Biological Domain

Unit V - Middle and Late Childhood

## New Social Studies Programs in Canada

### Some Common Criticisms

In the past year new social studies curriculum guides have appeared in the provinces of Newfoundland and Labrador, and Manitoba, while a number of drafts of a proposed new social studies curriculum, grades 1-11, have been circulated in British Columbia.

As Chamberlain (1982) notes, social studies curricula can be analyzed in a number of ways, but the major theme of citizenship and its accompanying claims is an appropriate focus for a critical look at the new programs. Chamberlain points out that the two most common views of citizenship promoted by the social studies programs are the active citizen and the passive citizen. It is with this focus that reviewers have looked at these three programs.

Major (1982) comments that the proposed new British Columbia social studies curriculum is citizenship with "all its responsibilities, cares, and woes" (p. 23); while Massey (1982) states that the goals of Social Studies, K VI, in Newfoundland and Labrador are "to develop responsible and self-directing citizens" (p. 118); and Chamberlain (1982) finds that Manitoba Social Studies (1981) falls into that category of social studies curricula that "reflects the varying views of the good citizen" (p. 121).

The conclusion of all the reviewers is that each of these new social studies curricula is structured so as to promote passive citizenship.

In the British Columbia curriculum this structure takes the form of pre-determined learning outcomes for the grades 1-11 courses. Major

(1982) points out that the deterministic nature of the proposed British Columbia curriculum pervades all aspects of its courses and that its subsidiary goals, such as critical thinking and problem-solving, are quite incompatible with the thrust and structure of the new program. Major concludes that the "central goal" and "philosophical intent" of the new curriculum is passive citizenship (p. 23).

Massey (1982) describes the new elementary social studies curriculum in Newfoundland and Labrador as "highly prescriptive and technical" and declares that any attempt "to pretend that it is not is to mislead and confuse" (p. 18). He notes the contradiction between goals such as "to...develop self-directing citizens" and a social studies curriculum based on pre-determined behaviour objectives. This curriculum, he suggests, is "a document of paradoxes" (p 118).

In reviewing the New Manitoba social studies curriculum guide, Chamberlain (1982) argues that the values and skills components of the new programs are pre-determined, and that the curriculum is organized around topics so that "students are to know about their world, not to use knowledge to predict consequences, or as a basis for action" (p. 122).

In keeping with the predictions of the 1978 report, Provincial Social Studies/Social Science Programs in Canada as of 1978-79, new social studies curricula in Canada appear to be more technical and prescriptive than their predecessors. And, by organizing the new social studies curricula along lines that have pre-determined learning outcomes, curriculum makers have created programmatic paradoxes. These paradoxes are expressed in the conflict between the curriculum goals of active citizenship, learning how to learn, critical

thinking, etc. and the pre-determined learning outcomes and the prescriptive procedures that form the structure of the curricula. Major (1982) suggests that his kind of social studies curriculum sees the individual as a "cog" in a series of social events and reduces the teacher to "some sort of sophisticated cipher for the curriculum". (p. 23).

What is not clear is whether this paradox and passive citizenship orientation has been intentionally structured into the above curricula of whether Canadian curriculum makers are operating within a "technological metaphor" (Common, 1982, p. 3) that makes such paradoxes and orientations inevitable.

### Social Studies in Nineteen States: A Summary

The social studies curriculum guides of nineteen of the United States of America are reviewed in this section. Although letters requesting curriculum information were sent to all State Departments of Education only the following states replied with social studies curriculum materials: Alabama, Connecticut, Illinois, Kansas, Kentucky, Louisiana, Minnesota, Nebraska, Nevada, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, South Dakota, Utah, Vermont, Virginia, and Wisconsin.

The responding states make up only 37% of the United States, but they range geographically from the deep South to New England, and from the Midwest to the Pacific Northwest. Because of this range and the regional characteristics of, say, Alabama or Connecticut, one might expect that a state social studies curriculum would reflect some contrasts and, perhaps, some distinctive local characteristics. To an extent this is the case, but in reviewing the guides, what is striking, is that the curricula tend to be more alike than distinctive. Of course, when a student in Montgomery, Alabama is engaged in a local study course, his environment will be different from that of the student in Chicago or Los Angeles. But in many ways these differences become superficial aspects of programs whose goals, methods, and philosophies are similar, if not identical. In addition, for many of the social studies courses based on concepts and generalizations derived from the social sciences, the content of the curriculum appears to be simply a means of illustrating the generalization or concept.

No social studies curriculum guide of the nineteen states describes itself

as prescriptive. Some of the social studies curricula appear to be more a guide to curriculum development and implementation than guides to specific state programs of social studies. The State of Louisiana provides the most detailed and traditional guides for its state social studies courses, but as with the other states, responsibility of determining the actual program of studies appears to rest with the local school district.

Because local school districts are held responsible for developing and teaching social studies courses, often the only firm curriculum requirements or guidelines set out in a state curriculum document are the legal requirements for social studies education found in the state statutes. In almost all of the nineteen states these legal requirements declare that students must study the United States and State Constitutions (usually no later than grade eight), United States history, United States civics, and in some states, a study of communism and the free enterprise system. In most states graduation requires only two high school social studies credits, one of which must be in American history and the other in citizenship and/or a course in United States government.

All the states surveyed state that the purpose of social studies in the public school is citizenship education. For some states citizenship education mean citizenship "in an infinitely complex and changing world" (Oklahoma [Secondary Social Studies], 1981 p. 191), while for some states citizenship education has a more specific and local focus, such as "to provide citizens who will carry on the values and practices of their present culture" (Louisiana [Grades K-6], 1981, p.6), or "thoughtful patriotism" (Oregon [Social Studies in Oregon Schools], 1981, p. 19).

Although there is no prescribed curriculum in most states at the level of the State Department of Education, the statutes of the State Legislature, and documents such as state minimum competency goals, and minimum educational requirements, establish conditions such that content and sequencing of social studies courses is often predictable if not prescribed. For example Louisiana has a statewide competency program and the Utah and Oregon State Departments of Education publish course and unit behaviour objectives for social studies. In addition, social studies texts often must be on an approved State Department of Education list which means that most districts within a state will tend to use similar or the same textbooks and resource materials.

To a Canadian reader the mandatory courses of civics, United States and state constitutions, and study of American history appears curious, perhaps in contrast to a lack of such nationalistic emphasis here. A 1938 report, The Social Studies in General Education, stressed that social studies education "must acculturate newcomers, the rising generation, and also any strangers to the group" (Progressive School Association of the United States, p.15). This policy of acculturation finds its practice today in competency goals for grades two and three that demand "performance indicators" such as "Repeat the Pledge of Allegiance to the Flag" and "Know that Abraham Lincoln was President during the Civil War" (North Carolina, 1979, p. 251).

Of special note are the social studies policies of the states of Alabama, Louisiana, Oklahoma, Nebraska, and Utah.

Alabama and Louisiana require that pupils study the free enterprise

system to illustrate that this system provides the United States with a "higher standard of living, greater personal freedom and liberty than any other economic system on earth" (Alabama, 1980, p.9). This study is to demonstrate, also, that the free enterprise system provides a democratic form of government that is superior to the "objectives" and "techniques" of communism. The Alabama social studies curriculum guide stresses that the curriculum must "lay particular emphasis upon the dangers of communism, the ways to fight communism, the evils of communism, the fallacies of communism, and the false doctrines of communism" (p. 9).

In a similar vein the states of Oklahoma and Utah have outlined a policy on controversial issues that warns teachers, administrators, and parents that

it may be treasonable to advocate some things

but may be DISASTROUS to our nation if we fail to teach about them and thus alert our youth to their dangers....

such failures provide rich seedbeds for the insidious doctrines of totalitarian movements (Utah; 1981, p. 116).

Nebraska alone of the nineteen states has formed a curriculum for character education separate from a values component in the social studies curriculum. To teach this character education teachers are to be on the look-out for opportunities within the general school curriculum. Social studies is identified as especially appropriate as it "appears to be replete with opportunities" (Nebraska, 1981, p. 2). The authors of Character Education suggest that moral education should be lifted from the realm of the informal curriculum and be brought more consciously into the formal teaching areas.



For the many students who choose to participate in only the minimum requirements for social studies in the high school, the scope and sequence charts of most of the nineteen states project an endless litany of dates, battles, presidents and state and national constitutional facts which seems strangely at odds with the humanistic and intellectual goals found in the prefaces of so many of the state social studies curriculum guides and the so often cited goals of the National Council for the Social Studies of the United States.

## Alabama

The following information was taken from Alabama Course of Study: Social Studies (1980). In this document social studies is described as education for citizenship "in our democratic society" (p. 1). Social studies is seen as learning which will help students function in a complex and changing world.

The aims of the social studies curriculum in Alabama are to promote acquisition of knowledge and appreciation of the past; provide opportunities for examining the basic values which have contributed to our nation's greatness; and to promote the development of intellectual, academic, geographical, communicative, and social participation skills (p.1).

Responsibility for developing and implementing social studies programs at the district level rests with "the students, teachers and communities" (p. 1).

### Objectives

"Social studies should promote pride in the American Heritage and appreciation for the knowledge of the disciplines of social science" (p. 4).

- A. A knowledge base for understanding the relationships between people and their environments.
- B. An understanding of the origins and inter-relationships of beliefs, values, and behaviour patterns.
- C. Basic skills necessary to acquire, organize, and evaluate information

- D. The basic human relations skills necessary to communicate and work effectively within individual groups.
- E. A positive self-concept, self-esteem, and self-actualization.
- F. A commitment to the right of self-determination for all human beings and a willingness to take rational action in support of the means for securing and preserving human rights.
- G. Knowledge relevant to the major ideas and concerns of social and behavioural scientists and the basic skills necessary to pursue these disciplines.
- H. Citizenship education is an integral part of social studies education; however, as social studies programs are designed or selected, careful attention should be given to the proper inclusion of goals which will assure positive attitudinal development towards responsible citizenship.  
 (The citizenship objectives are taken or adapted from National Assessment Of Educational Progress A Project of the Education Commission of the States, Education Commission of the States, Denver, Colorado.)

Minimum Requirements: Statutory: Laws of Alabama Relating to Education

16-40-2 Constitution of the United States in courses of instruction: In all public and private schools located within the State of Alabama, there shall be given regular Courses of instruction of the Constitution of the United States. Such instruction in the Constitution shall begin no later than the opening of the eighth grade and shall continue in the high school course and in courses in state colleges, universities, and the educational departments of

state and municipal institutions to an extent to be determined by the state superintendent of education (p. 9).

16-40-3 Instruction in history, doctrines, etc., of communism. The legislature of the State of Alabama requires that adequate instruction shall be given each year in the history, doctrines, objectives and techniques of communism and shall be for the primary purpose of instilling in the minds of students a greater appreciation of democratic processes, freedom under law, and the will to preserve that freedom. The direction shall be one of orientation in contrasting the government of the United States of America with the Soviet government and shall emphasize the free-enterprise-competitive economy of the United States as the one which produces higher wages, higher standards of living, greater personal freedom and liberty than any other system of economics on earth. It shall lay particular emphasis upon the dangers of communism, the fallacies of communism, and the false doctrines of communism (p. 9):

16-40-6 Courses, lectures and units of instruction to teach principles of patriotism. The state department shall establish a program of courses or lectures for the public schools in this state to teach the principles of patriotism in its curriculum (p. 10).

## Minimum Requirements by Grade Level

### Kindergarten

This is primarily an introduction to basic social groups in a child's life and the idea that all of them have certain similarities in form and responsibilities for their members" (p. 11).

### Themes

The home - including similarities and differences in families and the responsibilities of each member. Also included must be a comparison of our way of life with another culture from the point of view of the family.

The school - its relationship to the home and community, the child's role in the school.

Respect for authority - all Americans live by certain rules.

### Grade One

must include a continuation of the study of the child's role in the home; school, and community; activity related to the observation of appropriate patriotic celebrations and other holidays; an introduction to national symbols. Study of the globe must begin (p. 12).

### Grade Two

A study of the neighbourhood and/or community must be taught.... map and globe skills must be extended....a conservation unit may be taught (p. 12).

Grade Three

Cities must be studied as an introduction to the United States, including an in-depth study of the local city, towns, or community....Map and globe skills must be continued with an emphasis on local geography (p. 12).

Grade Four

must include a survey of Alabama state history and geography, with emphasis on the relationship of the state to the region and to the United States.....There must also be a study of comparative geographic regions of the world (p. 12).

Grade Five

must be a survey of United States History, including the the discovery and exploration of the Americas and the development and expansion of the United States (p. 13).

Grade Six

must be a study of World Cultures with emphasis upon the Western Hemisphere. Emphasis should be placed upon the importance of the cultural, political, and economic interrelationships of the United States, Canada, Central and South America. Political and economic geography will become important at this time (p. 13).

Grade Seven

A study of World Cultures with emphasis upon the Eastern Hemispheres must form the basic part of the seventh grade social studies. The program must be an interdisciplinary one (p. 13).

Grade Eight

must be a course in Civics and Law, with an emphasis on American History concepts and understandings, including instruction in the Constitution of the United States (p. 14).

Grade Nine

All ninth grade students are required to take two semesters of social studies, to be divided into two separate courses, A comprehensive unit on disaster preparedness will be included in either semester of the ninth grade. One of the two courses is Alabama History and the other is to be from the following list: Anthropology, Contemporary World Issues, Consumer economics and World Geography (pp. 14-15).

Grade Ten

No social studies course will be required during the tenth grade....The student may choose from electives (p. 15).

Grade Eleven

## United States History

In order to be a constructive citizen dedicated to achieving positive results, the student of today must have a thorough understanding and appreciation for his history and his place in the future of his country (p. 15).

Grade Twelve

## Economics

can be approached in any one of three ways - basic economic principles and concepts; consumer economics; or comparative

economics (p. 19).

#### United States Government

should enable the student to understand political behaviour and to make intelligent political decisions. An understanding of democracy as it has developed in the United States will make it possible for the student to compare our political system with those of other societies (p. 19).

#### Communism

This requirement can be made by teaching about communism as part of the economics course....however a school may choose to offer the required instruction as an integral part of another appropriate social studies course, such as United States Government, provided the school system fulfills its responsibility as specified by law (p. 19).

#### Alternate or Elective Courses

##### Ancient and Medieval History

##### Area Studies

- I Asian Studies
- II African Studies
- III Eastern European and Soviet Studies
- IV Latin American Studies
- V Middle Eastern Studies

##### Comparative Religion

- I Introduction the the Religious Experience
- II Religions of the West



- III Religions of the East
- IV Religions of Primitive Societies

#### Contemporary Issues

- I Community Change and Growth
- II Minorities in American Society
- III Energy Conservation
- IV The Maintenance of a Stable Economy
- V The Solving of Problems of Urban Areas
- VI The Curbing of the Growth of Crime
- VII The Resolution of Conflict: Racial, National, and Ideological
- VIII Living With Our Environment
- IX Poverty
- XI The Protection of Human Rights
- XII The Family in Contemporary Society

#### Ethnic Studies

- Black Americans
- American Indians
- Orientals
- Mexican Americans
- Puerto Ricans
- Other Ethnic Groups

#### Home and Family

should lay the groundwork in family-life education for the student who will be entering marriage upon graduation from

high school, as well as the one who will pursue a career in related fields (p. 27).

#### Modern World History

"Designed to aid students in gaining a deeper understanding of world events from the year 1500 to the present" (p. 29).

#### Psychology

#### Sociology

#### World Studies

"An interdisciplinary study of man and his cultures" (p.32).

The remainder of Alabama Course of Study: Social Studies is divided into two sections. The first of the two describes the grade level concepts and content for the social studies courses, Grades K-8. The second section, "Appendix B", lists the skills appropriate to the social studies at the various grade levels.

## Connecticut

There is no prescribed social studies curriculum in the State of Connecticut. Instead the State Department of Education provides A Guide to Curriculum Development in Social Studies (1981). This guide is aimed at administrators, curriculum specialists, and teachers at the district level.

The guide begins with a definition and history of social studies in the United States, then proceeds through chapters that lead the potential curriculum developer through the procedures and considerations that are necessary for the developing of a social studies curriculum, K-12, at the school district level. The guide prescribes no specific approach to social studies, but provides numerous examples of traditional and non-traditional scope and sequence models, theories of child development, sample program evaluations, and so on. An appendix provides lists of resources state policies on education, and a number of models of various teaching orientations: affective, values, etc., and some sample history objectives.

This document is a well thought-out tool for the beginning curriculum developer. It proceeds clearly and logically through all the necessary steps for the designing, implementing, and evaluating a district social studies program based on the conventional wisdom of the field.

### Definition of the Social Studies

The working definition offered by the Connecticut guide is as follows:

The social studies integrates human experience

and knowledge for the purpose of citizenship education. Citizenship education implies membership in the American and human community and the commitment to work effectively with diverse peoples and to accept differences in cultures, in values, and response for social issues (p. 1).

This definition of the social studies also notes that content should not be limited and that, although values should form a part of the curriculum, it should be noted that values are not immutable and fixed.

In the section of the Connecticut guide devoted to scope and sequence no one model or content component is advocated over another. Instead traditional models are reviewed along with the Connecticut framework of the early 1970's, along with the model developed by the Greater Cleveland Science Project.

### Scope and Sequence Models

#### Traditional Sequence

Kindergarten	Self, Home
Grade One	Families
Grade Two	Neighbourhoods
Grade Three	Communities
Grade Four	Geographic Regions, State History
Grade Five	United States History
Grade Six	Old World Backgrounds of United States History
Grade Seven	World Geography
Grade Eight	United States History, and Civics

Grade Nine	Ancient History
Grade Ten	World History
Grade Eleven	United States History
Grade Twelve	United States History or Problems of Democracy

### Modified Traditional Sequence

Grade One	Early American Family, Native American Family, Ghanian Family, etc.
Grade Two to Grade Four	Comparison of modern American neighbourhoods, communities and regions with similar political and social units in other places and other times.
Grade Five	The many groups that have contributed to United States History.
Grade Six	A study of many cultures

"Today most K-6 social studies textbooks reflect this modified sequence" (pp. 34-35).

Grades Eight, Eleven	United States History with new emphasis given to racial and ethnic minorities
Grades Seven, Nine, Ten, Twelve	Includes study of a specific social science (Anthropology, Psychology, Sociology, Economics), Area Studies (Far East, Africa, Latin America, the Middle East), and issues oriented courses (Women's Studies, Black Studies, Environmental Studies, and the Humanities).

The curriculum guide notes that the curriculum swells and wanes depending

on school budgets. When money is scarce the scope and sequence tends to return to the sparser, traditional model.

### Non-Traditional Sequence

Kindergarten	Learning About Our World Children in Other Lands
Grade One	Learning About Our country Explorers and Discoverers
Grade Two	Communities at Home and Abroad Communities in the United States
Grade Three	The Making of Anglo-America The Metropolitan Community
Grade Four	The Story of Agriculture The Story of Industry India: A Society in Transition
Grade Five	The Human Adventure I: Ancient Civilizations II: Classical Civilizations III: Medieval Civilizations The Middle East
Grade Six	The Human Adventure IV: The Rise of Modern Civilization V: The Coming of World Civilization Latin America
Grade Seven	The Human Adventure VI: Recent Contemporary Civilizations Africa
Grade Eight	Six Generations of Americans - The Colonies and

	Six Generations of Americans - The Growth of a Titan 1855-1910
	North America and the Carribean
Grade Nine	The Political and Economic Systems of the United States and the Soviet Union
	The USSR: Politics and Economics of a Totalitarian Society
	Europe
Grade Ten	The History of Civilization and Great Ideas I
	The Far East
Grade Eleven	The History of Civilization and Great Ideas II
	The Pacific Ocean and Australia
Grade Twelve	American Constitutional Government
	Research and Problems in the Social Sciences

"Although this pattern has been in part published commercially, it has not been widely accepted and its nontraditional pattern has had little impact" (p. 37).

Following chapters cover topics such as "Instructional Materials", "Instructional Techniques", "Program and Student Evaluation", and "Program Implementation". In addition the guide contains a useful appendix section. "Appendix B", for example, details the legal requirements for social studies education in the state of Connecticut:

In the public schools the program of instruction offered shall include at least the following subject matter...  
consumer education...social studies, including, but not

limited to citizenship, economics, geography, and history....All high, preparatory, secondary and elementary schools, public and private whose property is exempt from taxation shall provide a program of United States history, including instruction in United States government at all levels and in the duties, responsibilities and rights of United States citizenship. No student shall be graduated from any such school who has not been found to be familiar with said subjects (p. 75).

A final section of the guide list regional Educational Service Centres, resources for social studies education, and a Connecticut State Board of Education policy statement on the teaching of controversial issues. This statement affirms the right of schools to teach and students to have access to controversial issues and ideas. The statement defines the classroom as a forum for inquiry, not a platform for indoctrination or "promulgation" of a single point of view. The acknowledged purpose of education for the Connecticut State Board of Education is the pursuit of knowledge and the preparation of children for future citizenship in a society "that respects difference and shared freedom" (p. 86).



## Illinois

Social studies education in the state of Illinois is based on the 1962 curriculum guide, Teaching the Social Studies. This somewhat out-of-date document begins by acknowledging the difficulty in teaching social studies when "admittedly social studies materials are to a large extent collections of related facts" (p. 8).

In the above guide the social studies curriculum is described as being made up of three dimensions:

- 1) basic activities of living; 2) expanding communities and geographic areas; and 3) the concepts and values inherent in a free society (p. 3).

The guide suggests that too often social studies is simply a study of the past while ignoring "functional topics" (p. 4). The expanding communities dimension is considered important in order to give elementary school children an "interest and understanding" of other cultures of the world. The study of the past is defended as being necessary in order to understand "the heritage of our country" and to find solutions to present problems. In addition the social studies is seen as a transmitter of cultural heritage.

Although the Illinois guide does not present a model for scope and sequence for the social studies, the subject areas discussed, if not as extensive as those found in the 1980's guides, appears to be very similar to what one finds now in most curriculum guides in the United States.

The content of the social studies is to be derived from the social

sciences, specifically history, geography, political science, sociology, and anthropology, and from studies of the State of Illinois.

Social studies in the primary grades is to begin with the study of the family and move outward through the expanding communities. Secondary education in the social studies is to consist of studies in American history, government, civics of citizenship and study of the State of Illinois.

In one section which deals with the future and change, the guide predicts that although Americans will continue to build traditional homes new designs and new materials will provide a future fascination. Never considered is the possibility that many future North Americans may never be able to purchase a single family home, new or old. Transportation is viewed as something that will increase in speed and decrease in cost. The speedy, low-cost travel, it is predicted, will make the world "one closely-knit neighbourhood, geographically" (p. 8). Teachers of social studies are asked to consider that "if we demonstrate in our living the true meaning of democracy and brotherhood, the results cannot help penetrating the remote areas of the uncommitted nations" (p. 9).

A mood of optimism prevails throughout the section of the guide that considers new forms for future social studies programs. Although no new model is provided teachers are urged to develop "at least one new unit a year" (p. 15).

A number of suggestions on how to improve a social studies program at the school and district level form a significant part of the guide. The implication is that these suggestions might provide a framework for new program development. For example, the guide suggests that grade one

students begin immediately to look at homes and schools from different cultures. Suggestions for grade three include a study of undeveloped countries, the social and economic problems of industrialization, and reasons for different belief systems in different cultures. However, the only rationale for these changes seems to be a belief that the curriculum should become more international and that the elementary school is the place to begin so that children are exposed to these new content areas while they are still open to change.

One interesting suggestion to teachers is that they should take time to discover what students know so that school does not become endless repetition. In this section teachers are warned against the single textbook trap. Teachers are told that a number of sources should provide the background for each social studies unit of study.

The final section of the Illinois guide is replete with considerations and suggestions for teachers and administrators for enriching social studies programs from the primary levels through high school. However, with all the gentle prodding in the direction of experimentation the traditional curriculum model is never really challenged.

Kansas

Social studies education in Kansas is based on a view that the social sciences should be used instrumentally in solving societal and personal interactive problems. The purpose of social studies in Kansas schools is citizenship education and course content is to be selected through a topical approach that will reflect "unpredictability" and "personal relevance" (Kansas, 1978, p. 3). Objectives for the social studies programs are to be derived from the 1978 document, Student Learning Outcomes for the Social Studies.

The Kansas State Department of Education does not prescribe a scope and sequence of topics and content, but provides five alternative models for organizing social studies programs in Kansas schools. The models are found in the document, Five Plans For Organizing the Kindergarten-Through-Grade-Twelve Social Studies Programs (1979). All plans are based on the expanding horizons model and make use of a predominant discipline or a multidiscipline approach to develop concepts or past/present themes.

Central to the organization of the social studies curriculum in Kansas schools are "strands", "goals", and "end-of-twelfth-grade-objectives" (Kansas, 1978, p. 6).

Strands are areas within the social studies in which the student needs competency at the beginning of adult life or higher education. They are threads which run through the entire kindergarten-through-grade-twelve social studies program and to which each grade level involved can contribute. Goals

are long-range indications of needed student competency for each strand. They are intended to be large enough so that learning at all grade levels can contribute to their achievement. Each goal serves as justification for the objectives under it. End-of-grade-twelve objectives are observable student behaviour that could be expected as evidence of achievement of a goal by completion of grade twelve (Kansas, 1978, pp. 4-5).

Strand I - A Knowledge Base For Understanding Human Beings and Their Relationship With Their Environment

- Goal I A - The student will have knowledge about social organization.
- Goal I B - The student will have knowledge about the relationships between human beings and the social environment and about some of the consequences of these relationships.
- Goal I C - The student will have knowledge about the relationships between human beings and the physical environment and about some of the consequences of these relationships.
- Goal I D - The student will have knowledge about the decision-making process.
- Goal I E - The student will have knowledge about conflict and the impact it has on individual and group relationships.

Strand II - An Understanding of Values as They Relate to Individuals and Groups

- Goal II A - The student will have an awareness of some of the beliefs and values expressed by people and a recognition that the times and places in which people live influence their beliefs, values, and behaviours.
- Goal II B - The student will have an understanding of ways in which beliefs and values are transmitted in various cultures.
- Goal II C - The students will have an understanding of some of the influences of differing beliefs and values on relationships between people.
- Goal II D - The student will have the ability to examine his/her own beliefs and values and the relationship between these and behaviour.

Strand III - The Ability to Use Thinking, Data Processing, and Interpersonal Relations Skills

- Goal III A- The student will have the ability to identify problems or issues appropriate for investigation and resolution and to plan how to investigate such problems or issues.
- Goal III B- The student will have the ability to identify, locate, and use source of information and to evaluate the reliability and relevance of these sources.

- Goal III C- The student will have the ability to organize, analyze, interpret, synthesize, and apply information oriented from various sources.
- Goal III D- The student will have the ability to validate outcomes of investigation.
- Goal III E- The student will have the ability to appraise judgements and values that are involved in the choice of a course of action.
- Goal III F- The student will have the ability to communicate and work with other members of a small group

Strand IV - A Positive Concept of Self

- Goal IV A - The student will have an awareness of the characteristics that give him/her identity.
- Goal IV B - The student will have an awareness of his/her goals (aspirations), the goals of the groups with which he/she identifies, and the relationship between these goals.
- Goal IV C - The student will have an awareness of the relative strengths of himself/herself and the groups with which he/she identifies, and a recognition of the societal barriers to full development that may exist.
- Goal IV D - The student will have the ability to move toward self-actualization.

Strand V - A Sense of and Commitment to Rational Participation

- Goal V A - The student will have an awareness of the quality

of human life and an interest in ways in which the quality can be improved.

Goal V B - The student will have the ability to explain and support rights and freedoms important to human development.

Goal V C - The student will have the ability to participate in family, school, and community life on the basis of rational decisions involving his/her own values and the conflict among these values.

The above goals and strands are followed in the curriculum document by recommendations of procedures for their use. The Kansas State Department of Education lists eight steps of the kind one would engage in typically to develop curriculum at the school district level: evaluation of the strands; selection and deletion of the strands; choose topics; choose subjects; write objectives; select resources; and/or application activities for the subtopic objectives; and select evaluative techniques for the subtopic objectives.

#### Five Proposals for Organizing the Social Studies Program

The following are models that the Kansas Department of Education suggests might be useful to local school districts when they begin to develop their local social studies curricula. The five models are found in the document Five Plans for Organizing the Kindergarten-Through-Grade-Twelve Social Studies Program (1979).

#### The Kenworthy Proposal

Kenworthy's proposal for a grades K-12 program in the social studies devotes six years of study to the United States,



six years to the world, and one year to a combination of the United States and the rest of the world. Within the general emphasis or theme identified for each grade level, the student first examines some segment of the United States and then studies a similar segment of society in other parts of the world. The proposal introduces the student to a variety of families, then a number of communities, then to a study of countries, and finally to a study of cultures (p. 1).

#### The Lunstrum Proposal

"the general emphasis or theme identified for each grade level was determined through the use of an expanding environment" (p. 2).

The scope and sequence of the "Lunstrum Proposal" begins with a study of life in the home in grade one, and then expands outward in the standard way through communities, the state, the country, etc. At each level the content is organized around the study of "basic social processes" such as producing, distributing, consuming, and so on. In addition, much of the content at the high school level is organized around crucial issues and the social science investigation of these issues.

#### Providence, Rhode Island, Public Schools and Rhode Island College Social Studies Curriculum Project

Federally subsidized, this project was created

to determine the validity of using geography and history as intergrating disciplines for organizing the social studies program, kindergarten through grade twelve (p. 6).

University of Minnesota Social Studies Curriculum Project

A five year program funded by the United States Office of Education, this curriculum framework for grades kinder-through twelve...is interdisciplinary in approach, emphasizing concepts, generalizations, skills, and attitudes from anthropology, sociology, history, economics, geography, and political science. The concept of culture is used to unify the courses in the framework (p. 6).

Utah State Board of Education Social Studies Program for Utah Schools

The elementary program begins with the familiar, here and now, and widens horizons until the student explores the far away, present and past. A major emphasis of the program is the development in the learner of an awareness of the commonality of human needs and aspirations....

The junior high program focuses on the characteristics of the junior high age student (i.e., a quest for self-understanding and fulfillment, the need for acceptance, a natural inquisitiveness, compulsive enthusiasm, a rapidly expanding awareness of personal capabilities, and a strong urge to become more involved in the world around him).....The senior high school program...focuses on the learner on those problems, issues, and institutions closer to him-her and continually expands until his-her focus is on problems, issues, and institutions universal in scope (pp. 9-10).

Kentucky

There is no prescribed social studies curriculum in the State of Kentucky. The Program of Studies for Kentucky Schools, Grades K-12 (no date) provides a "framework" upon which school districts can develop their own social studies curricula. However, the suggestions on scope and sequence reflect the State Education Department's position on what should be taught, as well as minimum units requirements at the various grade levels.

From grades K-8, social studies is a mandatory part of the school curriculum. Citizenship must be a component of these courses and in 1984 a credit in Citizenship 205 will be required for high school graduation. This course may be taken in any grade seven through eleven.

At the secondary level (9-12) two units of social studies are required as a minimum, including one unit in United States history and one unit in citizenship. Optional units include the following:

Basic Economics (9-12)

Sociology (9, 10, 11)

Multidisciplinary Area Studies (9-12)

Geography (9, 10)

Political Science (12)

World Civilization (10, 11, 12)

Anthropology (10, 11, 12)

Psychology (9-12)

Humanities (10, 11, 12)

Global Issues (12)

Education for Exceptional Children

Social Studies I (9, 10)

Social Studies II (10, 11)

Social Studies III (11, 12)

Overview

In Kentucky, social studies is defined as including "most areas of inquiry pertaining to the social sciences...based on four foundations: social, psychological, disciplinary, and philosophical" (p. 51).

The learning is described as "cumulative" and "spiral". These qualities are to be provided by four strands: 1) conceptual, 2) thinking processes, 3) skills, and 4) values. The Kentucky guide recommends that a basal social studies textbook series be used at the elementary school level. At the middle and secondary levels the guide suggests that the unified program of the elementary school could be continued. The guide points out that the trend in social studies curricula is towards a multidisciplinary approach for studies of human relations, community studies, issues, etc., and a single discipline approach for topics such as U.S. history, economics, and government.

Some sample approaches and course descriptions found in Program of Studies for Kentucky Schools, Grades K-12 are described below.

Interdisciplinary (Unified) Social Studies 2202

Suggested Grade Level: K-8

Kindergarten - Local Environment Studies

Grade One - Family, School and Community Life

Grade Two - Community Studies

Grade Three - City Communities Around the World

Grade Four - Our State, Regions of the United States, Regions of the World

Grade Five - American People and Leaders, How the United States Became a  
Nation

Grade Six - Our World, Geographic and Economic Study of the Major Regions  
of the World

Grade Seven - World Civilizations, How We Learn About the Past: How Civilization  
Developed

Grade Eight - American History

#### Multidisciplinary Area Studies 2203

Suggested Grade Level: 4-12

A survey of the regions of the world may be abandoned in favour of an in-depth study of one, two, or three areas. The emphasis should be on the application and utilization of basic concepts of geography, sociology, history, anthropology, political science, economics, and the humanities to the study of the particular area in question (p. 55).

1. Asian Studies
2. African Studies
3. Soviet Studies
4. Eastern European Studies
5. Latin American Studies

6. Middle Eastern Studies
7. Western European Studies

(These studies are considered as independent studies for gifted students).

## Louisiana

In 1979 the Louisiana State Legislature established a statewide competency-based education program. As a result of this action, state curriculum guides were developed for the required subjects in the elementary and secondary schools. All these guides contain minimum skills, suggested activities and instructional materials. The extensive curriculum guides for social studies were developed at the state level in 1979 and piloted by teachers in various parts of the state. As a result of teacher recommendations revisions were made to the guides. The guides from which the following were taken describe programs which are now in place in the Louisiana school system.

In Social Studies Curriculum Guide, Grades K-6 (1981) social studies is viewed as "primarily responsible for the preparation of citizens who are equipped with the knowledge and skills necessary for them to participate effectively in the processes of our democratic republic" (p. xiv).

To accomplish this goal the Louisiana Department of Education has chosen to develop a social studies curriculum based on five conceptual strands and grade level themes. The aim of this curriculum is to provide continuity between the strands and the grade level themes. At the secondary level the themes correspond to the required subjects of civics, American history, and free enterprise. No specific content is listed for the K-6 program.

The approach to the K-12 social studies curriculum is multidisciplinary and includes concepts from from consumer education, law education, citizen-

education, and nutrition. Learning outcomes (objectives) are identified throughout the scope and sequence and the minimum competencies are noted as well. Each outcome is accompanied by three suggested student activities for a) average students; b) slower students; and c) above average students.

### Sample Conceptual Stands and Themes

Grades Kindergarten and One

#### Theme - Home, Family and School

Conceptual Strand - Physical Geography

A. Location

Generalization: Objects may be spatially related as to direction, distance and time.

Learner Outcome 1: The student will compare relative terms of location and direction such as, near, far, above, below, up and down.

Activity A: The teacher faces the class, holds an arrow in front of her, and points first in one direction, then another. Students point both hands in the same direction and say what the direction is, such as up, down, left right.

Grade Nine

#### Theme - The Free Enterprise System

Conceptual Strand - Economic Organization

Generalization: All countries require some form of economic, political and social system and these characterize the country's way of life.

Learner Outcome 1: The students will identify three basic systems in a country's way of life and recognize examples of political, social and



economic units.

Activity A: Participate in a teacher-directed discussion of differences between a political system, a social system, and an economic system. Classify examples of the three systems in operation. For instance, the school would fit in the social system.

Louisiana - Social Studies Scope and Sequence

Kindergarten and Grade One	Family and Community
Grade Two	School and Local Community
Grade Three	Contrasting Communities
Grade Four	Regional Studies
Grade Five	National Studies
Grade Six	World Studies
Grade Seven	United States Studies
Grade Eight	Louisiana Studies
Grade Nine to Grade Twelve	American History
	Civics
	Free Enterprise
	Geography
	Political Science
	Psychology
	Sociology
	World History
	Economics

## Minnesota

In Minnesota, in 1976, the state legislature required that all local school districts evaluate their educational programs and report their findings to local citizens through the public media by August, 1979. In addition school districts in Minnesota were to "identify, clarify, seek agreement, and commitment to some social studies student outcomes" (Minnesota, 1977, p. vi). Some Essential Learner Outcomes in Social Studies (1977) is the vehicle by which the later requirement is to be satisfied.

Part one of this book is devoted to methods of questioning, brainstorming, webbing, etc. These techniques are described so that teachers, parents, and students may identify what they consider the essential goals of the social studies curriculum in Minnesota. A second section lists outcomes for the social studies and asks that teachers respond to the objectives with a) strongly agree, b) agree, c) no opinion, and so on. The four categories of questions are: 1) Essential for a K-12 social studies program; 2) If essential at which grade level can it be introduced? 3) In my social studies class I will teach to the objectives; and 4) In your opinion how well do you think your students can demonstrate each statement?

Further sections of the publication provide more materials for gathering data on social studies from teachers, students and parents.

The final section of Some Essential Learner Outcomes in Social Studies is devoted to suggestions on how a school district might go about developing social studies units based on concepts derived from the social

science disciplines.

Although there is no statement on the purpose of social studies education in the Minnesota publication it does contain a reprint of a statement issued by the 1976 Committee on Citizenship Education, Council of Chief State School Officers on effective citizenship education as a basic goal for education in the United States. This statement proposes that the main purpose of education in the United States is

to prepare students for responsible citizenship with emphasis on participation in the political processes and in and betterment of society (p. 43).

5

Nebraska

The state of Nebraska does not have an official set of social studies guidelines, but the State Department of Education has recently developed a program of character education as part of its K-12 social studies education.

In the "Introduction" to Character Education (1981) teachers are urged to read the publication and to implement its program, teaching "the precepts laid down" (p. iii) each day.

The aim of Character Education is to help children develop a strong moral and ethical sense based on the conservative values of the state of Nebraska:

honesty, courtesy, morality, obedience to the law, respect for the national flag, the Constitution of the United States, the Constitution of the State of Nebraska, and for parents and home (p. vii).

These characteristics have been identified in Nebraska Law 79-214 as desirable for the citizens of the state.

A number of authorities are cited in "Chapter One" of Character Education as a legal basis for the program. These include a 1643 pamphlet, New England's First Fruits, which expressed an early Massachusetts's concern for the moral and spiritual development of the young; The New England Primer; the Constitution of the United States; Section 4, Article 1, of the Constitution of the State of Nebraska; and Nebraska Law, Section 79-214, 215, and 216.

Teachers are asked to note that Nebraska Law, Section 79-216, contains a penalty for failing to fulfill the requirements of the previous section:

Any person violating the provisions of sections 79-201 to 79-215 shall be guilty of a misdemeanor and shall, upon conviction thereof, be fined not less than five dollars, nor more than five hundred dollars, or imprisoned in the county jail for not more than ninety days or both such fines and imprisonment (p. 2).

The guide then quotes a number of prominent historical figures in order to define character: Goethe, Walt Whitman, Benjamin Disraeli, Woodrow Wilson, Ralph Waldo Emerson, Josiah Pickard, Josiah Holland, and Thomas Paine. The definition finally chosen by the Nebraska Department of Education is "the moral or ethical structure of a group" (p. 5).

The authors of the guide suggest through a number of scenarios that the morals of many people in many different segments of society are weak and that schools, both public and private, have a duty to address this problem through some kind of moral training. The guide points out that there has emerged no clear approach to character education in the United States, but that the public concern is great. Cited as evidence for this concern is a 1978 Citizenship Committee report of the Council of Chief State School Officers. This report notes that for nine years the Gallup Poll on Education has indicated that the primary concern of those polled was classroom discipline.

The following traits are identified in Character Education as the components for a character education curriculum:

Honesty, Morality, and Courtesy....Obedience to the Law and  
 Respect for Our Flag....Loyalty to Constitutional Government  
 ....Respect for Home and Parents....Respect for the Worth  
 and Dignity of the Individual....The Need to Respect the  
 Rights of Others....Dedication to the Ideals of Justice,  
 Equality and Liberty....The Dignity and Necessity of Honest  
 Labour....Making Rational Decisions Based on the Best Evidence  
 ....The Practice of Ethical Conduct (pp. 9-15).

Character Education argues that character education should be integrated into the present curriculum in Nebraska schools and should not be considered as a separate and discrete course of studies. The authors suggest that social studies "appears to be replete with opportunities for character education" (p. 21).

In the section of this publication that explores strategies for implementing character education a number of approaches are presented. These range from values inculcation and Kohlberg's stages of moral development to values clarification.

Responding to critics of moral education who claim that only recently have schools ventured into this area, the authors of Character Education state that these critics have either ignored or distorted United States educational history. They venture that education has always had a value component and quote Spencer's famous question "What knowledge is of most worth?" and from a 1976 publication Moral Education...It comes with the Territory:

"The schools simply cannot avoid being involved in the moral

life of the students....Moral education goes on all over the school building - in the classroom, in the disciplinarian's office, in the assemblies, in the gym. It permeates the very fabric of the teacher-student relationship. The school, then, cannot help but be a force for growth or retardation - for good or evil - on the moral life of the student. Moral education is an inevitable role of the schools. For the educators, it comes with the territory" (p. 29).

## Nevada

The Elementary Course of Studies (1974) for the state of Nevada contains the course descriptions for the entire formal curriculum of the elementary schools of that state. Social studies makes up a small section of this publication. The description of the Nevada social studies curriculum is very general and non-prescriptive. Mandatory content for the social studies is stated in the Nevada Revised Statutes: American history, American government, and the United States and Nevada State Constitutions.

The purpose of the publication, Elementary Course of Studies, like so many other documents examined in this study, is to provide an outline for those who are developing curricula at the school district level. Four areas are identified as essential for the social studies: "social participation, values, content, basic generalizations, and abilities" (p. 127). The focus of the Nevada social studies curriculum is problem solving and the inquiry process.

### Social Participation

More than knowledge of a society's institutions are needed by a citizen if he is to successfully participate and interact with those institutions. A student must learn the processes and become cognizant of the ideals, purposes, and procedure of those institutions through structured learning simulations in the school or through the social setting of the real world (p. 128).



### Values

The guide identifies three types of values: "behavioural, procedural, and substantive" (p. 129). The guide states that the social studies programs shall be planned to help the student:

- 1) examine the values which underline the issues and situations of everyday life;
- 2) recognize that among the peoples of the world there are many sets of values with their roots deep in tradition, experience, and culture; and
- 3) determine that concepts in dealing with ethics and aesthetics such as good, bad, beautiful, justice, responsibility, morality, rights of man, and freedom are universal concerns of man and are defined differently by different cultures, eras, and individuals (p. 129).

### Content and Generalizations

The content of the social studies curriculum, the guide suggests, should be made up of "the knowledge concepts, and theories of the social sciences" (p. 130). This content is to be expressed in basic generalizations such as "Human beings are more alike than different" (p. 130).

### Abilities (Skills)

The skills areas described in the Nevada curriculum guide include intellectual, data processing, and human relations competencies. The guide noted that in order for children to become proficient in the above areas

they must have the opportunity to participate actively.

No social studies topics or scope and sequence models are included in the social studies section of Elementary Course of Studies and it includes no information on secondary education. However, from the state legal requirements regarding mandatory content in the Social Studies it is likely that a fairly traditional scope and sequence model, K-12, would emerge, perhaps similar to one of the models outlined in the summary of Five Plans for Organizing the Kindergarten-Through-Grade-Twelve-Social Studies Programs.

### North Carolina

Social studies in North Carolina schools is outlined in a curriculum document, Citizenship Education (no date). This document notes that citizenship education is the social studies: economics, history, government, sociology, and human relations. In this guide citizenship education is traced back to a 1642 law in Massachusetts. From that time through today, the guide argues, "citizenship education has been a primary responsibility of the public school system" (p. 1).

The aim of the social studies curriculum in North Carolina is to develop "independent learners" (p. 3). The curriculum is organized around major concepts from the disciplines of history, economics, government, geography, sociology, and anthropology. The grades K-12 program is multidisciplinary in form and is based on the following concepts:

- 1) Personal uniqueness;
- 2) Culture is influenced by geography;
- 3) Cultural universals;
- 4) The political system is the authoritative indicator;
- 5) Every economic system involves the production, distribution, and consumptions of goods;
- 6) The value-belief system of a society shapes and exerts informal controls over the behaviour of members of that society;
- 7) All cultures are influenced by past experience;
- 8) Cultural change occurs continuously and at an accelerating speed and may be progress or decline depending on the

perspective of the observer;

9) Cultural changes are a result of alterations in traditional patterns caused by geographic, economic, social, and political transformations (p. 4).

### Social Studies Scope and Sequence, Grades Kindergarten to Twelve

#### Primary/Early Childhood, Kindergarten to Grade Three

The major emphasis of the K-3 social studies curriculum is the traditional content of the expanding horizons model: self, groups, home, neighbourhood, school, and communities. The program derives its content from the social science disciplines and is organized around a series of behavioural objectives.

#### Intermediate, Grades Four to Seven

The program in the intermediate grades emphasizes the study of the people and their ways of living in North Carolina, regions of the United States, the Americas (Canada, Mexico, Central and South America), Europe, USSR, Africa, Asia, and the Islands of the Pacific (p. 7).

Again the content for the social studies curriculum is derived from the social science disciplines and the content is organized around a series of behavioural objectives based on skills, understandings, and knowledge.

#### Middle School/Junior High, Grades Eight to Nine

"the study of the historical, political, and economic development of North Carolina and the United States" (p. 9).

High School, Grades Ten to Twelve

"World studies...examines cultures of Africa, the Americas, Asia, and Europe through a rigorous study focused primarily on history" (p. 11).

Competency Goals and Performance Indicators, K-12 (1980), published by the North Carolina Department of Public Instruction, sets out behavioural objectives and activities for the social studies curriculum in North Carolina. This list is extensive and was developed to answer these two questions:

What do we want students to be able to do? and

What can a student do to demonstrate that he or she is moving toward the attainment of the stated goals or the mastery of the program (p. preface)?

Although the objectives and performance indicators could be used as an evaluative instrument, the "Preface" of the document stresses that the major purpose of the material is to assist educators in planning programs that "will help all students learn to their maximum potential" and "to help parents and laymen have a better knowledge of what our schools are trying to teach" (p. preface).

North Dakota

The "Forward" of Social Studies For North Dakota Schools (Preliminary Edition, no date) comments that:

the social studies programs, as it is carried in most schools, is seen by the students as among the least relevant and least popular of school offerings. It is dominated by an emphasis on history, geography and American government or civics. The learning of facts is stressed, textbooks are rigidly followed and pupil involvement in the learning activity is usually low. Very little of the curriculum consists of other subjects normally included in the social studies field, (p. Forward).

After the above statement, the curriculum guide sets out to provide local school districts with a guide that will aid them in developing or revising their social studies programs. Social Studies for North Dakota Schools recommends an interdisciplinary approach to social studies "which generally follows levels of progression into the growing complexity of social learnings" (p. Forward).

At the grade 7-8 level, North Dakota requires two units in American studies. In senior high school, three units of social studies instruction are required. In addition, the state statutes require eight hours of instruction relating to the United States Constitution and the North Dakota State Constitution, between Grades 7-8.

In a section of the curriculum guide titled "Do the schools give the

public what it wants?" (p.1) the guide concludes that what the public wants from its schools is basic skills, control through discipline, and teaching students to be independent. To keep the schools attuned to public wants the North Dakota Department of Public Instruction takes the position that the content and strategies of social education should be the responsibility of "each community and each school" (p. 1).

A major part of this preliminary guide is a section which lists objectives for the social studies under the headings "Grade Levels" and "Social Science Disciplines". For example, at the elementary level, under the heading "Economics" are a series of concepts and generalizations such as

- 1) Where man lives determines what he produces;
- 2) The climate of an area may limit what man can produce;
- 3) Man uses tools, equipment and buildings to make goods, etc., (p. 27).

Although no social studies scope and sequence models are prescribed, the guide does describe some models and it is likely that these models reflect the nature of the social studies programs to be found in the schools of North Dakota.

Grade One	-	The Child Learns About His World
Grade Two	-	Families Around the World
Grade Three	-	Communities AROUND the World
Grade Four	-	The State in a Global Setting (North Dakota)
Grade Five	-	How Nations Develop

- Grade Six - How Other Cultures Grew
- Grade Seven
- and Eight - A Goal of Self-Realization

Program B

- Grade One - Our School, Our Home, Economics of Workers
- Grade Two - The Community
- Grade Three - Communities in Various Contrasting Geographical  
Climates
- Grade Four - Western Hemisphere and Background Nations
- and Five
- Grade Six - Asia and Africa
- Grade Seven - North Dakota - one semester
- and Eight - Small Units on Issues - one semester
- United States History and Citizenship Development -  
two semesters

Semester One

Semester Two

- |              |   |                        |   |
|--------------|---|------------------------|---|
| Grade Nine   | - | World History          | World History                                   |
| Grade Ten    | - | United States History  | United States Political and<br>Economic History |
| Grade Eleven | - | Rural Problems         | Current Issues                                  |
| Grade Twelve | - | United States Politics | American Economic System                        |

Program B

- |            |   |                               |   |
|------------|---|-------------------------------|---|
| Grade Nine | - | United States in<br>the World | Multidisciplinary Studies<br>of the World |
|------------|---|-------------------------------|---|



	<u>Semester One</u>	<u>Semester Two</u>
Grade Ten -	Orientation to the Social Studies	The United States Since 1920
Grade Eleven -	Ethnic Studies	Non-Western Civilization
-	Western Civilization	Career Education
Grade Twelve -	Marriage and Family Life	North Dakota
-	United States Politiics	Urban Problems

Ohio

The State of Ohio, Department of Education prescribes no social studies curriculum. Instead this department publishes Course of Study Development: A Process Model (1980) to assist personnel at the school district level to develop graded courses of study.

This publication notes that there is no legal requirement for the school districts to develop a curriculum guide as long as they have a course of study in place as required by law in Ohio. Ohio law requires that, along with other subjects, the school must teach courses in geography, the history of the United States and Ohio, and national, state, and local government. These courses must include a balanced presentation of the relevant contributions to society of "men and women of African, Mexican, Puerto Rican, and American Indian descent, as well as other ethnic and racial groups in Ohio" (p. 2).

The above social studies courses must be taught before students are allowed "to participate in courses involving the study of social problems, economics, foreign affairs, United Nations, world government, socialism, and communism" (p. 2).

This very general guide to program development provides suggestions to school districts in Ohio on how to develop a curriculum "philosophy", curriculum "program goals", and so on. As a part of this program development the Ohio State Department of Education publishes social studies checklists for schools in order that the school's staff may evaluate their social studies courses and compare them with "quality" programs represented by the checklist items.

OklahomaElementary Social Studies

A 1981 publication of the Oklahoma State Department of Education, Touching, Living, Growing: Elementary Social Studies states that its purpose is to aid in the improvement of the state's social studies program at the elementary school level. This document, then, is a "resource", not a curriculum guide. However, within the document is the recommended scope and sequence for elementary schools in the state of Oklahoma. This scope and sequence follows the traditional expanding horizons model as shown below:

Kindergarten	-	Myself
Grade One	-	My Groups
Grade Two	-	My Neighbourhood
Grade Three	-	My City
Grade Four	-	My State
Grade Five	-	My Nation
Grade Six	-	My World

The two major concepts considered in the Oklahoma elementary social studies programs are space and time. Space takes in the "immediate" environment: home, school, neighbourhood, and city. These are the areas children learn about through "direct experience". The larger world not learned about through direct experience includes the state, the nation, and the world. Time is made up of past, present, and future. Touching, Living, Growing: Elementary Social Studies emphasises that the present

experience is the major focus of the activities described in its pages.

. Each of the major themes of the K-6 scope and sequence model is made up of a number of sub-themes. These sub-themes in turn are headings for topics which suggest activities. Most of the content of this document consists of activities that may be undertaken by teachers.

### Secondary Social Studies

There is no prescribed social studies curriculum in the state of Oklahoma. As in many of the United States the formation of a social studies curriculum is a district responsibility. A publication of the Oklahoma State Department of Education, Handbook for Secondary Social Studies Educators (1981) notes that social studies is basically regarded as a socializing process in Oklahoma:

it is imperative that adolescents who are seeking self-identity and self worth be brought to an understanding of the individual's role in the social structure of the community, state, nation, and world....if they are to identify their role in society, the students need to know how geography and people interact to provide the basic needs of society (p. 17).

The handbook presents a number of middle school and senior high school social studies courses along with course descriptions, rationales, goals, and objectives.

The final section of the handbook outlines a number of scope and sequence models for high school social studies along with the advantages and

disadvantages attributed to each model. One example is presented below:

Grade Seven	World Geography
Grade Eight	United States History
Grade Nine	Oklahoma History/Civics
Grade Ten	World History
Grade Eleven	United States History
Grade Twelve	Electives (Government, Geography, Economics, Sociology, Psychology, Problems of Democracy, International Relations, Political Science, Career Education)

#### Advantages

1. Seventh-grade geography offers and opportunity to review and refine the social studies skills and concepts that were introduced in the elementary grades. Students at this level have gained the maturity to understand time/space relationships.
2. Offering the United States history in the eight grade with an emphasis on early history provides a natural introduction to the history of Oklahoma, the study of the Consitution, and civics in the ninth grade.
3. This model gives students and adequate overview of history.
4. Offering world history and United States history at the tenth and eleventh grades offers college preparatory students the background needed for entrance examinations.
5. This model suggests a wealth of electives, any one of which may be offered at any time there is adequate enrollment

for the course (p. 117).

### Disadvantages

1. Economics is an excellent grade 12 subject, but grade 12 is too late for students to learn basic concepts underlying a free enterprise economy. Students need these understanding at grades 7 through 11 for the study of United States and Oklahoma world history.
2. The chronology and expanse of world history may be too difficult for tenth grade students. In this model they have not had enough experience with the causes and effects of historical events in the United States from 1865 to the present.
3. United States history loses much of its continuity when there is a two year lapse between the grades in which it is offered.
4. Very careful articulation of the curriculum for the grade 8 and grade 11 United States history courses is necessary to avoid repetition.
5. Career education should not be postponed until grade 12 (p. 117).

In all the models presented in the handbook the most consistently included subjects are Oklahoma history, United States history and civics.

The Handbook for Secondary Social Studies Educators concludes with a reprinting of the policy on controversial issues found in the 1971 and 1981 Utah social studies curriculum guides.

Parents, administrators, and teachers should be aware

of the fact that it may be treasonable to advocate some things but it may be DISASTROUS to our nation if we fail to teach about them and thus alert our youth to their dangers....

Teachers should be aware of their role as guides, not indoctrinators, and should help their students through the processes of sound thinking applied to the researching and processing of valid information which leads to wise decisions relative to such issues....Only by the guaranteeing of each individual's freedom to make personal decisions can we protect the rights of pupils, teachers and the patrons of our schools. The failure to guarantee such freedom will undermine the competence of our citizenry in carrying out the essential task of decision making in our society. Such failures provide rich seedbeds for the insidious doctrines of totalitarian movements. Our democracy can only be made strong as we are made aware of our strengths and our weaknesses (p. 130).

7

Oregon

A 1981 publication of the Oregon Department of Education, Social Studies in Oregon Schools, provides a guide to developing social studies programs in Oregon schools. There is no prescribed social studies curriculum at the state level. In the above guide suggestions are made for school districts and schools to "demonstrate how any social studies program can be designed or revised using goal-based concepts and generalizations" (p. 1).

The publication describes four kinds of goals or objectives, all of which are seen as a part of a social studies program: state goals, district goals, program goals, and course goals. The guide notes that goals must relate to competencies that have been established and published by the State Department of Education. It is up to the districts, however, to determine the competencies relationships to their social studies programs.

A sample statement of purpose for the social studies is similar to that published in 1971 by the National Council for the Social Studies of the United States. The Oregon statement refers to "the enhancement of human dignity" and a commitment to the "rationale purpose" to attain that end. This statement applies the above to American culture. Included in the statement is a caveat that all the above is worthless without a commitment to action that is consistent with the enhancement of human dignity and the rational purpose.



Oregon State Department of Education Social Studies Course Requirements

Grades Kindergarten through	Social studies is required including
Grade Eight	courses in history and geography
Grades Nine through	One credit in United States history
Grade Twelve	One credit in Global Studies
	One-half credit in government

Trade unions in Oregon have urged the State Board of Education to include instruction in all grades on the contribution of labour to the social and economic development of the United States as part of the required social studies program of instruction in the state.

Textbooks

School districts with less than 15, 000 students must use textbooks that have been authorized by the State Department of Education, unless they obtain special permission from that department to select "off-the-list" books.

The guide, Social Studies in Oregon Schools, lists a large number of activities that are aimed at achieving the state social studies goals, the district goals, program goals and unit goals. For example, in the grade nine unit: "Government Structures" the state goal is "Citizen"; the district goal is "Students will be able to understand and practice ideas that will encourage thoughtful patriotism, and understanding of democratic processes, and willing participation in those processes"; the program goal is "Students will be able to participate in societal activities as individuals, family members, and as members of other groups"; and the course goal is "Students will be able to explain some service of local,

state and federal governments" (p. 17).

To accompany the above goals, the guide suggests a range of activities: simulation exercises, viewing and discussing specific media presentations, map-making, reviewing voting rights in Oregon, a talk with the school district superintendent, becoming familiar with aspects of the school districts of the state, and so on. The activities are suggested as an addition to formal classes that might centre around a textbook.

The goals of the Oregon social studies curriculum are expressed as learning outcomes and student behaviours. The thrust of the social studies curriculum in Oregon, the guide suggests, should enable students to "draw generalizations, which they may later apply to like subject matter - more mileage is gained from each activity" (p. 3).

South Dakota

The "Preface" to South Dakota Social Studies Curriculum Guide, K-12 (1981) comments that

Social studies has emerged as one of the most comprehensive, confusing, and promising areas of the curriculum during the past decade. Students, educators, and the public hold broad, conflicting, and demanding expectations for the social studies (p. ii).

This document is a guide to the development of a social studies curriculum at the school district level. Much of the guide is devoted to lists of instructional goals for the social studies and social studies "standards of excellence". The latter is a set of "ideals" against which school districts may measure their present social studies programs. These standards are meant to promote discussion and the development of consensus within the school districts on such topics as shared decision-making and commitment; the nature of learning; the nature of youth; the nature of a democratic system, the nature of social studies, etc. The instructional objectives are related to social studies topics and their application is ranked according to how appropriate they are to the various grade levels. Each social studies topic, such as career education, might contain up to sixty separate objectives.

The South Dakota social studies guide does not present a scope and sequence model by grade level, but rather presents a series of topics, concepts, and coded learning objectives.

Although the various topics are not grouped in the standard scope and sequence format it is possible to determine the social studies concentrations from the "Introduction-Reinforced-Mastery Chart". This chart details the number of times a social studies topic is studied from its introduction at some grade level through to its final "mastery" appearance in the social studies curriculum. For example, United States history, citizenship and South Dakota studies appear earlier and more often in the overall social studies curriculum than other topics. The South Dakota program appears to be organized along a conventional model and is taught with the aid of a commercial textbook.

#### South Dakota Social Studies Goals

##### American Indian Education

- sovereignty
- Indian/Non-Indian
- economic and social problems
- major contributions

##### Anthropology

- cultural development
- characteristics
- variety of culture
- cultural change
- communication
- past and present

### Career Education

- understanding self
- career options
- work discipline
- work and leisure
- work skills
- dignity and work
- productivity

### Citizenship

- democratic processes
- decision-making skills
- social problems
- group skills
- rights
- responsibilities
- rules and laws

### Consumer Education

- personal values
- budgeting skills
- purchasing
- saving and investment
- financial terms
- consumer skills
- consumer
- government regulations

### Contemporary Issues

- tradition and change
- decision-making issues
- ecological harmony
- decision-making - national/global
- point of view
- resolution
- national response to needs
- long range cycles
- social goals

### Drug/Alcohol Education

- effects
- consequences
- uses
- peer pressure
- emotional stress

### Economics

- resources
- production
- economic terms
- economic goals
- market system
- economic institutions
- government taxation
- economic development

### Environmental Education

- natural resources
- ecologically balanced resources
- energy use
- environmental decision-making
- alternative uses

### Geography

- analyze data
- use of the environment
- identify landscapes
- population patterns
- natural elements
- forces which divide or unify
- changes in landscape
- geographic issues

### Government

- Constitution and Bill of Rights
- laws
- leader selections
- forms of government
- political concepts
- methods of change
- conflict
- evaluating political systems
- American government

### Historical and Cultural Impact of Religion

- freedom of religion
- religion and culture
- influence of religion
- religions: compare and contrast

### Multicultural Education

- world cultures
- understanding self
- diversity of people
- ethnic literacy
- discrimination
- functioning in a culture

### Psychology

- psychology and behaviour
- key concepts
- self concept
- diversity of people
- analyze behaviour
- development of psychology
- developmental psychology
- human development

### Rights and Responsibilities Education

- self-concepts
- stereotypes
- equal opportunity



- discrimination
- rights
- cultural contribution

#### Social Behaviour

- analyze values
- express feelings
- judgement of beliefs
- responsibility
- alternatives
- value terms
- conflict

#### Sociology

- family: the basic unit
- elements of culture
- social classes
- social institutions
- behaviour inquiry
- resolve conflicts
- interdependence of culture
- coping with traditions
- population: likes/differences
- social problems
- communication and transportation

#### South Dakota Studies

- development

- multi-ethnic
- local contributions
- problems
- participation in government

#### World and American History

- examine data
- historical basis
- learn from past
- interrelated events
- cause/effect
- time-action
- historical concepts
- facts
- development of world
- relationship

## Utah

In A Course of Study for Social Studies in Utah (1981), Social studies is described as part of a general framework for education which was developed in the state in the late 1960's. This framework's focus is a set of goals called "maturity goals"(p. vii). They are as follows:

- 1) intellectual maturity, 2) ethical-moral-spiritual-maturity, 3) emotional maturity, 4) social maturity, 5) environmental maturity, 6) aesthetic maturity, and 7) productive maturity (p. 2).

This list of "maturity goals" is accompanied by a comprehensive list of related curriculum goals.

Three areas form the basis for the thrust of the social studies curriculum in Utah: citizenship education, individual education, and values education.

Citizenship education is defined as "finding one's self along with productive involvement with the concerns of society" (p. 3).

Individual differences are described as recognition that students should have some choice in curriculum matters and content and should be allowed to progress through the social studies curriculum at "their own rate of learning" (p. xii). In addition, it is suggested that students should assume more responsibility for their own learning: "opportunities should be provided for them to become independent learners, to work to the best of their abilities, and to be seekers after truth" (p. xii).

Values education is seen as the method by which a person can adapt to today's rapid change with principles based on "moral responsibility,

devotion to truth, and the brotherhood of man" (p. xii).

#### State Social Studies Curriculum Requirements

The Legislature of the State of Utah requires instruction in the following in social studies education in the State of Utah:

- A. Constitution of the United States;
- B. Specific emphasis to Education for Citizenship (common honesty, morality, courtesy, obedience to law, respect for the Constitutions of the United States and the State of Utah, respect for parents and home, and necessity for honest labour); and
- C. Essentials and Benefits of the Free Enterprise System (p. xiv).

#### Utah State Board of Education Social Studies Curriculum Requirements

To graduate from high school in Utah, students must "demonstrate skills and functional competence in process and structure of democratic government" (p. xiv).

#### Senior High School Program

1. Two units of social studies credit (one unit must be in American history and government). Education for Parenthood taught in regular classes, special seminars one - half unit and economics may satisfy one-half unit.

2. Each high school must offer the following electives:

- a) World history
- b) America's Social and Economic Problems

### Junior High/Middle School Programs

1. Local districts must assure that students have access to social studies programs.
2. Students are required to attend classes sufficiently to engage in extensive class discussion and interaction with "others" (p. xiv).

### Scope and Sequence of the K-6 Social Studies Programs

Grade Kindergarten	Home, School, Neighbourhood
Grade One	Home, School, Neighbourhood
Grade Two	Community Relationships
Grade Three	Comparative Communities and Environments
Grade Four	Living in Groups in Differing Environments
Grade Five	Environments and Cultures: The Western World
Grade Six	Environments and Cultures: The Eastern World

The content headings are subheaded by "Mastery Understandings" (concepts) and each of these understandings relates to a different social science discipline: psychology, anthropology, sociology, geography, history, economics, and political science.

### Scope and Sequence of the 7-9 Social Studies Programs

Grade Seven	Utah Studies
Grade Eight	United States History
Grade Nine	World Geography and General Social Studies

Again the content headings are subdivided into concepts which relate to

specific social science disciplines.

Scope and Sequence of the 10-12 Social Studies Programs

Grades Ten to Twelve

United States Studies

Electives:

Advanced Placement: European History

Advanced Placement: United States History

Anthropology

Economic/Free Enterprise

Law Related Education

Model United Nations

Psychology

Sociology

United States Government

United States Problems

World Cultures

Each grade level contains instructional objectives which relate to the various disciplines and Mastery Understandings/Concepts. These objectives are extensive and are detailed from Grades Kindergarten to Twelve. The guide, A Course of Study For Social Studies in Utah, does not specify content for the social studies programs in Utah schools aside from the concepts to be mastered and the behavioural objectives to be reached at the program or unit level.

The final page of the guide outlines the position on controversial issues of the Utah State Department of Education:

Parents, administrators, and teachers should be aware of the fact that it may be treasonable to advocate some things

but it may be DISASTROUS to our nation if we fail to teach about them and thus alert our youth to their dangers....Only by the guaranteeing of each individual's freedom to make personal decisions can we protect the rights of pupils, teachers, and patrons of our school. The failure to guarantee such freedom will undermine the competence of our citizenry in carrying out the essential task of decision making in our society. Such failures provide rich seedbeds for the insidious doctrines of totalitarian movements. Our democracy can only be made strong as we are made aware of our strengths and weaknesses (p. 116).

Vermont

In the 1975 publication of the Vermont Department of Education, A Guide to Conceptual Development in the Social Studies, it is noted that responsibility for the development of a social studies curriculum rests with the local school districts. The above document describes its purpose as a guide to curriculum development at the school district level; as a guide to social studies program evaluation; and as an instrument to enable teachers to evaluate their classroom teaching.

In the "Forward" to the guide it is suggested that the social studies curriculum must be founded on a "strong intellectual framework" (p. 6) and that the social and behavioural sciences should be considered as the sources for knowledge and the methods and skills taught in the social studies programs.

The Vermont State Department of Education takes a position that education should present "resolvable but genuine problems" to the child so that intellectual and emotional development takes place through the stimulation of "cognitive conflict" (p. 10). The child must develop concepts and values - concepts to help him organize and understand the world, and values to help him make ethical judgements and actions. In the guide, schooling is seen as a way of planning educational programs so that the above development can take place formally rather than by chance.

The guide suggests that any social studies curriculum must be based on three considerations: "1) the nature and demands of society; 2) the



nature of knowledge; and 3) the nature of the learner and the learning process" (p. 11).

Learning in the social studies, the guide argues, should be made up of fundamental knowledge of topics such as

United States history, American government and politics, Western heritage, non-Western cultures, captitalism, communism, and socialism....students should become proficient in thinking processes which includes what is sometimes called critial thinking, analysis, inquiry, or problem solving (p. 26).

One of the sections of the guide provides the reader with concepts and concept questions from the social science disciplines of anthropology- sociology, economics, geography, history, political science, and psychology. The concepts and concept questions are expressed in a hierarchy appropriate to the range of grade level from Grade one on through to Grade twelve. For example, from economics, "scarcity", at the primary level, is expressed through the generalization "All people need certain goods and services in order to live" and "Not everyone in the world has all the goods and services he wants" (p. 59). At the middle school level, "scarcity" is illustrated by "Resources, goods, and services are limited in supply. Decisions must be made as to who gets what goods and services. There is no free lunch" (p. 60). At the secondary school level "scarcity" becomes "Scarcity is the basis of economics. Needs are perceived differently in different places and in different cultures" (p. 61).

The final sections of the guide provide a variety of concept teaching

strategies and model teaching strategies, as well as sample outlines for social studies lesson plans. These lesson plan outlines are based on an inquiry approach, not on behavioural objectives.

The guide does not prescribe a scope and sequence for social studies programs in Vermont schools. However, a sample course outline for the elementary school indicates that the elementary school social studies format is likely to take the form of the expanding horizons curriculum.

And, although content for the social studies curriculum is not specified the section of the guide that presents the "three considerations" suggests that there exists a consensus within the state of Vermont that social studies teaching should include those topics listed above: United States history, American government and politics, etc., but, the guide adds, "There is almost no limit to the content of the social studies" and "it is only through content that concepts and skills can be learned" (p. 16).

## Virginia

The Department of Education of the State of Virginia began a "Social Studies Curriculum Study" in 1978. A Framework: The Social Studies Program in Virginia's Public Schools (working draft; no date) is described in its pages as "part of the first phase" of the above study. This fourteen page document sets forth social studies as that area of school studies that is "concerned with people" (p. 2): behaviour relationships, achievements, how people have used the earth; their impact on the environment; and their ideas and principles. The function of the social studies is seen as citizenship education; the acquisition of knowledge and skills related to the social sciences; and the transmission of cultural heritage within the context of community, state, nation, and world.

The four main goals of social studies education in the state of Virginia are as follows:

- to provide students with experiences which will enable them to participate in society effectively and responsibly;
- 2) to assist students in understanding basic democratic ideas and values of our society which will affect decision-making in public and private life;
- 3) to provide a framework of knowledge and skills to assist students in understanding self and the complexities of society and as a basis for continuous learning in history and the social sciences;
- and 4) to assist students in acquiring concepts and problem-solving skills in order to foster rational solutions to

to problems encountered in everyday life (p. 3).

Current - Scope and Sequence for Social Studies in Virginia Schools, K-12

Kindergarten	Social Relations at Home and School
Grade One	Living At Home and At School
Grade Two	Living in the Neighbourhood and Other Communities
Grade Three	Living in Different Communities
Grade Four	Life in Virginia and Regions of the World
Grade Five	Life in the Americas
Grade Six	Life in World Communities
Grade Seven	Life in Our Society
Grade Eight	Civics (or other electives)
Grade Nine	World History and/or Geography
Grade Ten	World History and/or Geography
Grade Eleven	Virginia and United States History
Grade Twelve	Virginia and United States Government

Proposed - Scope and Sequence for Social Studies in Virginia Schools, K-12

Kindergarten	Home, School, and the Individual
Grade One	School and Family
Grade Two	The Neighbourhood and Community
Grade Three	Our Community and Other Communities
Grade Four	Virginia Studies
Grade Five	The United States
Grade Six	World Communities

Grade Seven	The United States and Contemporary Virginia
Grade Eight	Citizenship Studies
Grade Nine or Ten	World Geography and/or World History
Grade Eleven	Virginia and United States History
Grade Twelve	Virginia and United States Government (including a unit on the free enterprise system)

The final section of the Virginia social studies document is made up of descriptions for the K-12 grade level objectives. These are expressed in behavioural terms. For example the "knowledge" objectives for a kindergarten pupil state that

the student will...1) identify county, state and country, city or town by name; 2) recite the "Pledge of Allegiance"; 3) identify family members; 4) identify things found in home, school, and neighbourhood; 5) etc., (p. 7).

Skill objectives and attitude objectives are identified as well as the above. Although A Framework: The Social Studies Program in Virginia's Schools points out that it is only a "framework" and that local school districts must develop their own social studies programs, it does identify minimum competency goals in citizenship education in the state and it is around these minimum competencies that any local social studies program must be built.

### Wisconsin

Because there is no prescribed social studies curriculum at the level of the Wisconsin State Department of Education, this department has published Program Improvement for Social Studies Education in Wisconsin Schools (no date) to assist curriculum planners at the school district level to design, implement, and evaluate social studies curricula on an on-going basis.

According to this publication, social studies should help students "develop that character of mind necessary for democratic citizenship in our infinitely complex and changing world" (p. iv).

A number of possible goals for social studies programs are considered in the Wisconsin document:

- to help develop a just and humane society;
- to keep alive the record of the past; to develop students who will master the best of what has been written and said;
- and to meet the ongoing and social needs of children and adolescents so as to produce students who are relatively free of undue anxiety and personal problems (p. 5).

To aid the curriculum developer, this document reviews American education and the history of social studies. Also reviewed are the usual "knowledge areas" associated with the social studies: disciplines, processes and values perspectives; comparative perspectives (time, space, culture); and topical perspectives.

The Wisconsin State Department of Education provides a number of

scope and sequence models for consideration in its document. These models range from K-6 community studies to a central question and interdisciplinary approach.

The appropriate subject for a social studies focus in the elementary school, it is suggested, is the human community:

emphasis is placed upon people, self and others and the inter-relationships that exist with regard to institutions, time, and resources. These relationships form the system that human beings are born into and that they function within through their lives (p. 25).

The Wisconsin document states that the grades 7-12 social studies program should focus on general themes:

the physical world; the nature of being human; the past, present, and future status of groups and institutions from other societies; and the interactions that can and does take place between and of the above factors....the 7-12 social studies program should devote two years of study to the American scene, two years of study to the world scene and two years of study to the several social science disciplines that make up the social studies (p. 29).

As with the elementary social studies, several scope and sequence models are presented, all of which form a variation on world studies and United States studies for grades 7-11, with elective options in grade twelve.

A number of strong recommendations are contained in this document

with regard to the organization of a social studies curriculum within the general school program of education: "social studies should be offered and required in each grade level K-12 and social studies should be given a minimum amount of time per day" (p. 31).

For the grades 7-12 social studies program, 50 minutes a day is recommended, and the Wisconsin document cautions that, even when grades 7-12 social studies programs are made up of electives, the courses should "present students with a logical and psychological developmental program" (p. 31).

This document concludes that

Social studies education is, in essence, a search.... a continuous search for love, beauty, truth, faith, and justice in everyday life. It is a process which brings meaning to a person's life, allowing the individual to see life differently with sensitive eyes that behold the fullness of what it means to be human. This means that social studies education should provide the student with a temporal link between the past and the present and between the present and the future. Further, it should provide the individual with a vehicle by which he or she can develop a continually expanding conceptual framework for looking at and deriving meaning from the world (p. 36).



The Social Studies Curricula in Canada and the United States:  
Commonalities and Differences

As noted in the introduction to this thesis the modern social studies first appeared in the curriculum of the American public schools after the 1916 meetings of the National Education Association on the Social Studies. The purpose or thrust of the social studies that emerged from these meetings was to aid pupils to become "efficient" members of the community. Education was to serve the purpose of cultivating "good" citizens. This form of the social studies found its way into the public schools of Canada in the 1930's.

The stated and explicit goal of almost all of the curriculum documents surveyed from Canada and the United States is clearly citizenship education. What is not clear is what these various documents mean by citizenship.

The ubiquitous expanding horizons curriculum is common to all North American primary grades (1-3), beginning with the home in grade one and moving outward through school, local community, communities, province/state, and country/nation by grades five and six. There seems to be absolute acceptance of this model for the primary school and, in most cases throughout the entire elementary social studies program. The two influences that appear to provide the rationale for this model or sequencing are Dewey's famous and common sense dictum that all learning must begin with the child's own experiences and building on this experience move outward, and a wide acceptance of Piaget and other psychological theories

on children's cognitive development.

In all the provinces and states surveyed, social studies is a compulsory school subject at the elementary level. The elementary social studies curriculum is multi or interdisciplinary in form. This indicates that there is general agreement that social studies at this level is made up of bits and pieces of information or knowledge from the social sciences simplified and integrated for use in the public schools. Most of the social studies programs in the elementary schools of North America are organized around concepts and generalizations derived from the social sciences.

At the secondary school level the organization of the social studies in North America is not as uniform as in the elementary schools. In Canada some provinces have designed new programs which are thematic throughout the junior and senior secondary schools. In Alberta's new curriculum the programs are interdisciplinary whereas the New British Columbia program could be described as multidisciplinary or extradisciplinary. In those provinces which have alternatives to the more rigorous academic programs the tendency is to an interdisciplinary approach tied to the students' everyday experiences. However, in most of the junior and senior high school social studies programs in Canada and the United States separate disciplines prevail along with some inter or multidisciplinary options such as "Modern World Problems/World Problems" in Prince Edward Island, Nova Scotia, and Manitoba or "United States Problems" and "Problems of Democracy" in Oklahoma and Utah.

The provinces and territories in Canada, excepting Ontario, provide

detailed curriculum guides for social studies courses for grades 1-12. In most provinces the curriculum is prescribed and local school districts are obliged to follow these programs closely, although provision is often made for additional local input and interpretation.

On the nineteen states curriculum documents reviewed only those of Louisiana approaches and, in fact, exceeds the provincial curriculum guides in detail. The extent of the prescriptive nature of curricula in Canada may reflect the centralist view of education at the provincial level as opposed to a view that schooling is still primarily a community responsibility in the United States. However, many of the United States documents reflect a concern with national polls, the position statements and recommendations of such organizations as the National Council for the Social Studies, and these documents often share common objectives and performance indicators for the social studies.

No province in Canada has established legal requirements for social studies education such as those found in the United States with regard to the federal and state constitutions and, in some states, the requirement that students may not graduate from high school before completing certain courses in United States government or courses such as communism versus the free enterprise system.

On the other hand, in Canada, a study of the United States is invariably a part of the social studies curriculum at some grade level, whereas in the United States, a course on the history of Canada and/or its relationship with the United States is rarely offered. This difference may reflect the political reality of the relationship between the two countries, but it

also reflects a tendency, which is supported by curriculum evidence, that social studies in the United States is primarily concerned with inculcating or establishing in the minds of pupils the virtues of American citizenship, and acceptance and support for the workings of American society as it is presently structured.

The Canadian curriculum, although there are ample courses on Canadian history and the study of Canada: past/present/future, does not reflect the same singlemindedness of vision of nation that emerges from the United States curriculum. In Canada, too, the province of Quebec has as its first language, French, and religious and moral teachings are a prominent part of what is considered social education in the schools of that province. Religious teaching (not the study of religion) is illegal in the public school system in the United States and although values are often included in the make up of the various social studies curricula of the nineteen states reviewed in this chapter, only Nebraska has published a separate curriculum that deals specifically with moral or character education. Interestingly, Character Education presents thirty-one pages of arguments and precedents for the teaching of moral education in United States schools without once referring to any religious sources as the basis for these moral positions.

Along with Quebec, New Brunswick and Nova Scotia have francophone social studies curricula which presents a history and cultural tradition that is strong and separate from that of the anglophone community in these provinces. And, in addition, the Northwest Territories is attempting to relate its social studies programs to a native people whose history

and culture is again different from the French and English experience within Canada.

But with all the differences noted above, a review of the social studies curriculum guides and documents for the provinces and the nineteen states reveals basically a similar approach and format for the social studies: a curriculum based on the social science disciplines; and inter or multidisciplinary approach and an expanding horizons format for the primary grades, and often for the entire elementary school level; a mixture of interdisciplinary and single discipline subjects (history and geography) in the junior high school; and a curriculum made up largely of single discipline, discrete courses in the senior high school with history providing the major content focus. Also common to both Canadian and American social studies curricula is the inclusion of concepts and generalizations derived from the social science disciplines and sets of behaviour objectives to illustrate mastery or competency of the concepts, generalizations, and content of the curriculum. Alike, too, are many of the goals and ends of the social studies programs in Canada and the United States. The philosophies and rationales found in most of the various state and provincial social studies documents could be interchanged without loss of meaning. In both countries social studies courses are inserted at the high school level seemingly at random. Why ancient and medieval history in grade 10 and world problems and consumer education in grade eleven or twelve? This random arrangement raises the question of whether the secondary school social studies curriculum is simply a pot-pourri of unrelated and bounded curriculum items as charged by some

critics in the previous chapter.

Finally, if the overall purpose of the social studies curriculum is citizenship education what is the vision of citizenship that this curriculum evokes? Is citizenship to be the same for the Inuit of the Yukon and the Northwest Territories, the black child in Baton Rouge, Louisiana, the francophone pupil in a Catholic school in Trois Riviere, Quebec, or the white Protestant pupil in a west-end school in Vancouver, British Columbia?

## CHAPTER IV

### CONCLUSIONS

In Plato's apology, Socrates says to Callais:  
"If your two sons were only colts or bullocks  
we could have hired a trainer for them to  
make them beautiful and good and all that  
they should be; and our trainer would have  
been a horseman or a farmer. But now that  
they are human beings, have you any trainers  
in mind for them? Is there anyone who  
understands what a man and a citizen is?"

The two preceding chapters have reviewed two aspects of social studies in Canada and the United States: the current literature and some current social studies programs in both the provinces and the states.

No part of the literature expresses satisfaction or content with the present social studies. On the contrary the literature displays not only discontent, but, generally, a vehement criticism to the point where

some writers suggest that the social studies has never established itself as a separate and identifiable school subject, (Melinger, 1981) and should be expunged from the school curriculum (Egan, 1982).

In contrast, within the goals, rationales, and purposes of the curriculum documents of both Canada and the United States there is general agreement. Citizenship emerges as the primary goal of social studies education. This goal finds its beginnings in the 1916 declaration of the National Education Association Committee of the Social Studies that the purpose of social studies is "the cultivation of good citizenship" and to help students become "thoroughly efficient" community members (Connecticut, 1981, p.2).

However, the Connecticut document notes that the social studies curriculum has a history of "change" and "controversy" and Social Studies for North Dakota Schools (preliminary edition) comments that, "Social studies, as it is now carried in most schools, is seen by the students as among the least relevant and the least popular of school offerings.... the learning of facts is stressed, textbooks are rigidly followed and pupil involvement in the learning activity is usually low" (Forward).

The lack of recognition and acceptance of the social studies by elementary school teachers (Ponder, 1979) and the constant revisions and changes in approach indicates that within the social studies what is taught and how it is taught is either in conflict with the aims and goals or else incompatible with these stated purposes.

The purpose of this chapter is to answer the questions raised in chapters 2 and 3 and to provide a view of the social studies that is free of the rhetoric and assumptions of the curriculum guides. To accomplish



this end the claims of the writers cited in chapter two will be applied to the goals, purposes, rationales, methods and content of the social studies documents reviewed in chapter three.

Social studies is a highly political curriculum and through its content and methods may function as a strong agenda for cultural socialization. When a state legislature passes laws that make it mandatory for schools to teach the national and state constitutions, beginning at the latest, by grade eight, social studies, at least in the United States, is placed under constraints that are absent from other areas of the school curriculum. There is little chance of finding state or provincial statutes that make so mandatory specific aspects of the curricula of mathematics, literature, music, etc.

The social studies programs in North America are replete with goals, purposes, and rationales that must appeal to almost anyone. Who could fault a program for goals such as "to enable the student to bring to the process of social inquiry a better understanding of their cultural heritage, their natural environment, the society in which they live, and the complexity of human experience" (Alberta, 1981); "the examination of peoples in societies as they interact with each other and their many environments" (British Columbia, 1982 (draft), no page); "helping students to find meaning in life and human relationships while developing ways of knowing, thinking, valuing and intelligent behaviour" (Newfoundland and Labrador, no date, p. 51); "to prepare young people to be rational, participating citizens in a world that is becoming increasingly interdependent" (Oklahoma, 1981, p. vii); "thinking and

decision-making, self-realization, human relationships, economic competence, and learning how to learn" (Kentucky, no date, p. 15); and "students should become more proficient in thinking processes which include what is sometimes called critical thinking, inquiry of problem solving" (Vermont, 1975, p. 26). The list goes on and on, and all the goals are admirable and worthwhile, if exorbitant. One of the charges level against the social studies curriculum is that "it trumpets its virtues in a language that means everything to everybody" (Barth and Shermis, 1980, p. 48) and "goal rich and content poor" (Mehlinger, 1981, p. 244).

Barth and Shermis insist that not only are the goals of the social studies, under the banner of citizenship education, unrealistic, but that the social studies is used to inculcate students with traditional western values and a belief in the superiority of the western way of life and in its political practices. This form of socialization, these writers observe, finds its source in the 19th century when the public schools were used a means of acculturating new immigrants into American society.

The real teaching of much of the social studies curriculum is what Patton (1982) and Chamberlain (1982) describe as "passive citizenship". As these authors point out, one cannot be an active, inquiring, and participating citizen and at the same time a citizen who respects and accepts authority, conforms to society's dominant values, aspirations, beliefs, etc. Few social studies curricula are free from these contradictions and a predetermined vision of the "good" citizen". In the April, 1981 draft for British Columbia's proposed new social studies curriculum citizenship is described as made up of "responsibilities, cares and woes" (Major, 1982, p. 23);

Manitoba's 1981 social studies curriculum suggests that teachers carry out activities designed to encourage "pride and appreciation" (Chamberlain, 1982, p. 121); and Nebraska's Character Education (1981) is aimed at helping children develop "a strong moral and ethical sense based on the conservative values of Nebraska: honesty, morality, courtesy, obedience to the law, respect for the national flag, the constitution of the the United States, the constitution of the State of Nebraska and for parents and home" (p. vii).

Charges of patriotic inculcation are more difficult to support in the Canadian curriculum than in the United States where courses in state and national constitutions, American government and Americanism versus communism are often legally mandatory in the public schools. But, in Canada, patriotism along accepted lines is often a matter of omission rather than legislated flag worship. For example as Sexias (1982) notes, when a province such as British Columbia, rich in a history of radical labour unionism, initiates a new social studies curriculum that "virtually ignores labour history" (p. 119), students are being presented with a highly selective or even a censored view of society. How can children develop historical understandings when such action as the Canadian government's second world war policies regarding Canadians of Japanese ancestry are withheld from textbook accounts of that time?

Obviously choices must be made whenever a curriculum is devised. Not everything in the world can be or should be included. But ethics and morality must surely be a part of the criteria that determines the choices. A selective view of society and history may be typical in the social studies curricula so that a nation is presented to its young in a "good" light.

But it is also what Morrisett (1979) calls "dishonest merchandising" (p. 14).

This kind of presentation is inconsistent with so many of the stated goals of the social studies. While claiming to promote analysis of the problems of democracy, or an understanding of multiculturalism in Canada, and so on, much of the social studies is seemingly engaged in justifying the status quo and presentism. The past is seen only as a means to preface or explain the present, or the past becomes mystified and endowed with qualities and virtues against which we must measure our present. For example, the so-called pioneer history of Canada and the United States has attained the status of myth. People of the time are portrayed as direct, good or bad, and the time and the strivings are harkened back to with a sense of nostalgic loss. Accounts of the time have become "bowdlerized" (Dicks, 1982, p. 119) and little is said of the brutality, ignorance and tediousness so evident in the diaries and letters from those days.

As for the role of history in the social studies curriculum documents, the 1962 Illinois curriculum guide describes a study of the past as "necessary for an understanding of the heritage of our country" (p. 8); Quebec's history program is described as "designed to analyze and compare the student's own society within the historical context of other societies of different times and regions" (1981, p. 144); while Alabama reduces history to instilling in students "an appreciation of the past" (1980, p. 1). As Patton (1982) declares, "To view the past as only having value in its relationship to the immediate present is not to use history but to abuse it" (p. 53).

Also mitigating against the attainment of the many and diverse goals of the social studies is the structuring of most of the social studies programs on the behavioural model with defined "learning outcomes" and "student

behaviours". South Dakota describes its 1981 program of instructional goals as providing a "standard of excellence" and "ideals" to which local districts should aspire. Instructional goals are to be "introduced", "reinforced" and "mastered" (p. iii). Even critical thinking and problem-solving have been analyzed and presented as behaviours in a chronological sequence. Critical thinking is to be "integrated" into the course of studies (p. 86).

Commenting on the behavioural objectives which provide the teaching framework for the proposed new social studies curriculum in British Columbia, Major (1982) suggests that the imperious tone of the mid-seventies British Columbia core curriculum which proclaims "that which must be taught, that which should be taught and that which may be taught" (p. 20) sets the tone for the new program. It is control from the centre which reduces the teacher to a spokesman for the curriculum. Major notes that the April, 1981 draft of the new curriculum dictates that "students will be taught and will learn the...information" (p. 23). This type of determinist structure is unlikely to foster and encourage critical thinking and certainly goal of participatory and critical citizenship seems a poor match for a curriculum in which so much of the methodology is founded on control.

This notion of the curriculum as control finds its roots in the 19th Century idea that society, unless controlled, tends to exist in a state of chaos (Morrissett, 1981). Even during the period of "progressive education" in Canada, passive citizenship and control form the underpinnings of the social studies curriculum in British Columbia, likely reflecting government concern over the radical union and socialist activity that was being fed by the social and economic discontent and the hardships brought on by the

depression. Teachers are instructed that "the pupil comes gradually to realize the existence of a social system based upon cooperative effort and interdependence. He learns to adjust himself to this system and to take his place in it....the pupil should be led to the understandings and appreciation of the democratic principles upon which our constitution and national life are based" (British Columbia [Bulletin #2], 1936, p. 7). Mann (1978) suggests that the democracy of the 1930's curriculum was based on the concept of democracy "as understood by those in power" (p. 115). This fascination with control is reflected in the findings of the 1978 Citizenship Committee Report of the Council of Chief State School Officers of the United States which reports that "for the past nine years the Gallup Poll on Education has identified classroom discipline as the most frequently mentioned educational concern" (Nebraska, 1981, p. 7). Social Studies for North Dakota Schools (preliminary edition) concludes that what the public wants from its schools is basic skills and "control through discipline" (p. 1).

Again a contradiction is apparent. If citizenship education is seen as primary purpose of schooling (North Carolina, no date, p. 1; Minnesota, 1977, p. 43) an overriding concern of teachers, parents, administrators, and policy-makers is control and discipline. The citizenship model that is being transmitted under these conditions is obvious, regardless of, and often in opposition to, the stated aims and goal of the social studies curriculum documents.

If citizenship education is, as Haas (1979) claims, the social studies approach, also evident in a review of the Canadian and American social studies curricula, is a combination of the three orientations identified

by Barth and Shermis (1980): citizenship transmission, social science and reflective inquiry,

Although citizenship education became the banner cry of social studies after 1916 "educators struggled endlessly to put this theory into educational practices" (Connecticut, 1981, p. 2). In the mid 1950's "critical thinking" was added to the list of goals under the heading of reflective analysis, soon to be followed by the "new" social studies and a conceptual or social science approach to the curriculum. However, along with these three main orientations is found "interdisciplinary studies, values education, moral development, and area studies" (Connecticut, 1981, p. 3). All aspects of the above orientations are likely to be found in most social studies programs in North America. The various provincial and state programs are often an amazing combination of all of the above. It is difficult to determine how these curriculum items are chosen for the scope and content sequence for the programs. For, as the Connecticut (1981) guide notes, social studies does not have a "defined or research-based" scope and sequence (p. 34) and often topics and materials that are a part of an upper level elementary program may turn up again later in junior high school and again later in grade eleven: "programs remain largely independent of each other... resistant to change and closer coordination" (p. 34).

In the United States curriculum documents the traditional elementary school scope and sequence is the expanding horizons model with the high school program consisting of mostly separate topics, along with the inclusion of some global or multidisciplinary subjects. However, many of these curriculum documents offer inter or multidisciplinary scope and sequence

models along with the traditional. In Canada, all provinces conform to the expanding horizons at the primary level and in the upper elementary level there are "a variety of offerings" (Canadian Report, 1978, p. iii). History and geography dominate the social studies in Canada, followed by economics. Sociology, political science, and law are the other disciplines most widely found in the high school program at the grade 11-12 levels. However, new social studies programs in Alberta and British Columbia are thematic in approach and are made up of "bits and pieces" of the social sciences (Major, 1982, p. 23). These new programs may indicate a trend for new social studies in Canada. At the high school level social studies for students in a "practical" or non-academic program are likely to be inter or multidisciplinary. There is an attempt to make the social studies programs seem more relevant to these students by relating topics to current events. Provincial Social Studies/Social Science Programs in Canada as of 1978-79 notes that "all provinces are taking a serious look at their social studies programs....several are moving from a heavy content to a more conceptual approach" (p. viii).

Rice (1980) suggests that the current state of the social studies indicates that public schools are not really interested in intellectual training and in helping students make sense of the world in some organized fashion. As noted earlier, Egan (1982) and Weinland (1982) not only agree with Rice, but, along with Patton (1982), advocate that history is the proper discipline around which the social sciences should be organized. Numerous history courses do exist, if somewhat unrelatedly, in the Canadian and American social studies curriculum and the purpose of history in the social studies curriculum has been noted previously in this chapter. In addition,



the social studies is made up of courses in geography, economics, sociology, law, government, psychology, and so on. However, there are problems with the teaching of the disciplines in the social studies curriculum, problems that may have to do with the absence of rigor referred to by Rice and others. Edgar Wesley described social studies as the social sciences simplified for use in the schools (Barth and Shermis, 1980). How simplified or how rigorous the disciplines are to be is rarely discussed in the curriculum documents or in the literature. In Canada, although many high school social studies teachers have backgrounds in history (Major, 1982) it is doubtful whether these teachers could be called trained social science specialists. Often, the teaching of social studies in high school is a teaching assignment that is tacked on to a teaching specialty. The grade ten teacher of English or the physical education specialist may be obliged also to teach a semester of social studies at some level. The authority then, is not the teacher's background or discipline knowledge, but rests in the classroom structure, the commercial texts and materials, and the curriculum guides. At the level of the secondary school this situation provides the perfect rationale for both the superficial "needs" curriculum and the "teacher-proof" curriculum that relegates the teacher to technician or "cipher". In the elementary school teachers are most often generalists, not social science specialists. For example, in the 1972 social studies curriculum in British Columbia at the grade four level, early North American cultures are to be selected to illustrate aspects of the concept that "a culture is a distinctive way of life" (p. 10). However, grade four teachers usually teach a unit on Indians of the Pacific Northwest or on the Plains Indians, etc.

Students know that in grade four they "take" Indians in social studies. Ponder (1979) observes that elementary school teachers do not view social studies very seriously.

Like Rice, Schwabb (1964) sees the disciplines as important sources of knowledge for the public schools, but he suggests that teachers must understand that the knowledge derived from these sources is speculative and subject to change and modification. He argues that teachers have an obligation to students to present knowledge derived from the disciplines in this light, otherwise they are helping students build a false model of reality. Of course, knowledge viewed in this light is difficult to evaluate and describe in behavioural objectives. In addition, as Weinland (1982) observes, in the absence of intellectual rigor in the social studies "strongly held opinion" is often substituted for "clear thinking" and history, for example, becomes "a litany of one-damn-thing-after-another" (p. 442).

Schneider (1980) suggests that school policy makers maintain "neutral" social studies in order to avoid controversy. It seems that this neutrality is a way of using the social studies to socialize students into a passive acceptance of the status quo. The social studies, rather than promoting intellectual excitement and curiosity through a rigorous initiation into history and the other disciplines, finds its goals in utilitarian and efficient ends. Students are to become "effective" citizens and they are "to know" the curriculum. The statutes of many of the states require instruction in state and national constitutions, United States history and government take place no later than grade eight. In 1916 it was assumed that this grade was the school leaving age for the majority of students who

were about to enter the workplace (Connecticut, 1981). This utilitarian view of social studies is echoed in the position of Schuman (1980) and others. Schuman argues that history and geography are not relevant or useful to citizens once they leave school and therefore should be "scrapped" (p. 343). For Schuman, what is important to learn is what is immediately practical in the "real" world outside school. His views, in many ways, reflect the "back-to-basics" current which in British Columbia has produced the core curriculum and changes in the proposed new social studies curriculum so that it will reflect "more practical knowledge", "greater specificity", and "less of a gap between program and student needs" (British Columbia, 1982 [May draft], no page).

At this time, with public concern focused in the national economy and the large numbers of unemployed and untrained youth, training not liberal education has become the fix. Secondary and post secondary schools are criticized for not producing graduates with employable skills. Universities are condemned for supporting liberal and fine arts faculties whose graduates appear to lack preparation for employment in today's technological workplace. Schools have become concerned with justifying and demonstrating course results in the form of such behaviours as "performance indicators" and "learner outcomes". Much of the social studies has become "scientific" and "efficient", concerned with behavioural objectives and specific learning outcomes. This model, of course, comes from industry via Bobbit, Charters, Tyler, Taba, and others. Based on a technological metaphor, this model is well suited to schooling as basics, training and control.

Admittedly, one of the functions of the public school is to socialize

the young. As Common (1982) points out, it is this socializing that allows the child to know what kind of life it is possible to live within the limitations and freedoms of the community. It is this aspect of schooling that has to do with "citizenship" and "training". Egan (1982) argues that this kind of training should be left to the "informal" or "hidden" curriculum and that social studies will not and cannot teach children to become active participants in a democratic society. He contends that, "if we want children to value democratic practices, we must organize a democratic society in which they can see and feel those values at work. If one wants children to learn fairness, justice, and all the other old virtues then they have to see their value in people's lives" (p. 60).

Considering the arguments and the goals, rationales, structures, and contents of the social studies programs and the curriculum guides of Canada and the United States certain features of the social studies become evident. The social studies may teach children "to fit in", "to respect authority" and to respond to behavioural objectives an approved manner. The social studies curriculum may tell children good things about their country and its government, past and present. The social studies may point out that western democracies have problems that can be overcome with good will and perseverance and that capitalism and the free enterprise system system the best standard of living for the most people of any political-economic system in the world. The social studies may argue that communism is insidious and totalitarian. It may also point out that families are made up of people who are individuals; communities are made up of people who perform different function; communities interact and are interdependent;

and so on, spiralling ever outward. The social studies curriculum may teach historical, geographical, and economic facts that provide a particular description of the world and how it functions. The social studies teaches some things that can be measured, evaluated, and demonstrated. But we cannot predict and know very precisely that the social studies will provide students with an understanding of the world that will help and encourage them to make wise and good choices about how they should live. We cannot know to what extent social studies will help students to become critical thinkers since its structure and methods seem aimed more at acceptance and appreciation than questioning. And it is unlikely that the social studies can achieve its overall goal of producing participating, active, and discriminating citizens. To the contrary, the evidence suggests that the actual place of the Social Studies in the public school curriculum is aimed at making students more alike than helping them to develop their differences.

The sequencing of the social studies content from grades K-12 appears to be made up of arbitrary choices and nowhere is there a research base that suggests that one choice is better than another. In fact some American curriculum guides present a number of possible scope and sequence models suggesting that, even though each has advantages and drawbacks, one model is about as good as another. The only consistent pattern is found in the primary grades where the expanding horizons model has held since its beginnings in 1916 Virginia (Massey, 1982). The rationale for this curriculum "reflected certain assumptions about maturation" (Connecticut, 1981, p. 35) and these assumptions have continued through to today. social studies, after the primary years, is largely a matter of "bits" and

"pieces" of history, geography, economics, etc., arbitrarily assembled in a sequence through the grades, along with such a wide and general set of aims and goals that these aspirations are largely meaningless and unattainable. In contrast to the lofty guidelines of the National Council for the Social Studies of the United States, much of the social studies curriculum continues to teach the lesson of "fitting in", "respect for authority" to be useful", and so on, as well as appreciation and acceptance of the status quo. Morrissett (1979) argues that classroom practices and citizenship education find their real ends in control rather than the stated goals.

Of what should the social studies consist? This is a question that is basic to any consideration of curriculum. This concern is more fundamental than goals, objectives and learning activities. Common (1982) cites Michael Oakshott who argues that education should first be concerned with the "character" of the world and only secondarily with its goals, methods, learning activities, etc. Common noted that our identification with community life "makes people alike" whereas "having understanding makes people more distinct" (p. 23). She argues that while a basic schooling or training will allow us to get along efficiently in this world, it is the understanding that makes human life worthwhile" (p. 23). Duguid (1983) argues that we cannot afford to merely train our young people. He points out that mere training may provide us with basic and high technology skills, but that these skills need to be directed with understanding, thoughtfulness, and humanity.

If a curriculum called social studies is to take its place in the school

curriculum as something more than a "collection of bounded and unrelated topics and courses" (Ponder, 1981, p. 210) or simply training for "passive citizenship", simple curriculum revisions are inadequate.

Today's social studies curricula flounder on their contradictions and the lack of attendance to the question: What is of worth with which we wish our children to become involved? This questions should be the beginning of any consideration of what should comprise the social studies curriculum. A beginning is needed. Moral choices have to be made based on what knowledge is necessary so that children will develop understandings. This knowledge must be more than "bits" and "pieces" of history, etc.

Understandings are the outcomes of the school curriculum and knowledge is its content. The knowledge that has the most worth is that which enable young people to develop the understandings essential to the human life of our choice. To be able to determine that content we must know what type of person and what kind of world we desire given what is possible (Common, 1982, p. 20).

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