

**Alberta Response  
To**

*The Western Canadian Protocol  
Common Curriculum Framework for  
Social Studies, Kindergarten to Grade 9  
Consultation Draft – February 2001*

**May 2001**

## SECTION 1: EXECUTIVE SUMMARY

Alberta has been an active participant at all stages of the Western Canadian Protocol Social Studies project. The *Foundation Document for the Development of the Common Curriculum Framework for Social Studies Kindergarten to Grade 12* was approved in February 2000.

In February 2001, the Consultation Draft of *The Western Canadian Protocol Common Curriculum Framework for Social Studies, Kindergarten to Grade 9* was approved. Alberta undertook extensive consultation throughout the province from March 14 to May 4, 2001.

The consultation process gathered both quantitative and qualitative data. A response form designed to collect general reactions to the document followed guidelines established by the WCP Social Studies Writing Team. The consultation draft and response form, placed on the Alberta Learning Web site in both English and French, generated over 560 responses, representing over 800 individuals. Individuals and groups were also invited to e-mail, fax or mail responses and recommendations. In addition to these responses, over 35 written submissions were received.

Qualitative data was collected during a series of consultation forums, sessions and community consultations held throughout the province and attended by over 600 individuals. Forums, sessions and community consultations were held in both English and French and in Aboriginal communities throughout the province.

Strong support was expressed for the direction, philosophy, vision and definition of social studies that guided the development of *The Western Canadian Protocol Common Curriculum Framework for Social Studies, Kindergarten to Grade 9*. The General Learning Outcomes received general support with some recommendations for changes.

The following is a summary of major areas of concern identified by respondents:

- The Consultation Draft of *The Western Canadian Protocol Common Curriculum Framework for Social Studies, Kindergarten to Grade 9* is too detailed and appears to respondents to be a program of studies as opposed to a common curriculum framework. Many respondents felt that numerous Specific Learning Outcomes are too prescriptive and detailed.
- Respondents indicated that there is too much focus on Canada and not enough on global dimensions. Many noted that there appears to be a focus on Western and Northern Canada at the expense of Eastern Canada, Europe and global dimensions.
- Many of the Specific Learning Outcomes are incongruent with the cognitive and developmental abilities of the learners.
- Respondents felt that *The Western Canadian Protocol Common Curriculum Framework for Social Studies, Kindergarten to Grade 9* does not closely reflect the intents of the *Foundation Document for the Development of the Common Curriculum Framework for Social Studies Kindergarten to Grade 12*.
- Diverse cultural perspectives and voices, including Aboriginal and Francophone, should be embedded throughout the Framework, in order to prepare all learners to meet the challenges of a changing society.

- The Consultation Draft is wordy, ambiguous and difficult to understand. French-speaking respondents indicated there should be better congruence between the English and French versions of the document.

Specific recommendations are included in Section 3 of this report to address these and other areas of concern expressed by respondents. Section 3 includes recommendations based on data received from the response form and comments from participants in the consultation forums. Section 3 also presents comments excerpted from over 35 written submissions from interested individuals and organizations. Recommendations, based on this input, are included.

Overall, recommendations express the need to:

- reduce the number of Specific Learning Outcomes by focusing on essential outcomes for social studies
- expand the current content themes to include Eastern Canadian, European and global dimensions
- limit the common curriculum framework to content themes, leaving the identification of sub-themes to the jurisdictions
- edit the Specific Learning Outcomes to ensure alignment with the cognitive and developmental needs of the learners for whom they are intended
- ensure that diverse cultural voices, including Aboriginal and Francophone, are embedded throughout the Framework
- ensure that *The Western Canadian Protocol Common Curriculum Framework for Social Studies, Kindergarten to Grade 9* undergoes a process of objective and substantive editing, in both English and French, before its final version is approved by all jurisdictions.

## SECTION 2: BACKGROUND

### A. Description of the Jurisdictional Consultation Process

Consultation is an integral component of the curriculum development cycle in Alberta. Alberta Learning's consultation process on the draft of the *Common Curriculum Framework, Kindergarten to Grade 9* included consultation forums, reaching over 600 individuals; online responses of over 560, representing over 800 individuals; and over 35 written submissions from interested individuals and organizations.

#### 1. Consultation Forums

Consultation forums were scheduled throughout Alberta from March 14 to April 25, 2001. The following organizations were provided with a copy of the document and invited to send representatives:

- *School jurisdictions* were invited to send grade-level teachers, school council representatives, and administrators or curriculum consultants. Principals of private, charter and federal schools were also invited.
- *Stakeholder organizations*, over 25 in total, were invited to send representatives. The Alberta School Boards Association (ASBA) and the Alberta Teachers' Association (ATA) were invited to all of the forums.
- *Aboriginal organizations* were invited to send representatives to all consultation forums.
- *Post-secondary institutions* were invited to send representatives to all consultation forums.
- *Social Studies K–12 Advisory Committee members* were invited to attend one or more forums. This committee has membership representing stakeholder organizations, including Aboriginal representatives from Metis Nation of Alberta Association; Native Student Services, University of Alberta; the Peigan Board of Education, the Metis Settlements General Council; and the First Nations, Adult and Higher Education Consortium; and Francophone representatives from l'Association provinciale des directions générales des conseils scolaires francophones; l'Association canadienne-française de l'Alberta; le Secrétariat francophone de l'Alberta; and la Fédération des parents francophones de l'Alberta.
- *Social Studies Teacher Review and Development Committee members*, including Aboriginal and Francophone representatives, were invited to attend one or more forums.
- *Interested individuals* who expressed an interest in the development of the social studies curriculum were invited to attend a forum.

The following full-day forums were held throughout Alberta:

<i>Location</i>	<i>Date</i>
Medicine Hat	March 14/01
Lethbridge	March 14/01
Calgary	March 15/01
Calgary	March 16/01
Red Deer	March 19/01
Grande Prairie	March 20/01
Edmonton	March 22/01
Edmonton	March 23/01
Fort McMurray	March 27/01
Edmonton	April 23/01
Calgary	April 24/01

## 2. Aboriginal Community Consultations

Members of Aboriginal communities and representatives from federal schools were invited to attend the consultation forums. Additional community consultations were held throughout Alberta to ensure that sufficient opportunities were provided to gather responses and feedback from Aboriginal educators, community members and organizations. The following community consultations were held at various locations throughout Alberta:

<i>Location</i>	<i>Site</i>	<i>Date</i>
Hobbema	Four Bands Tribal Council	March 21/01
High Level	North Peace Tribal Council	March 26/01
St. Paul	Tribal Chiefs Venture Inco	March 28/01
Desmarais	Bigstone Cree Nation	March 29/01
Sucker Creek	Sucker Creek First Nation	March 30/01
Rocky Mountain House	O'Chiese First Nation	April 3/01
	Sunchild First Nation School	
Edmonton	Yellowhead Tribal Council	April 5/01
Edmonton	Metis Nation	April 10/01
Calgary	Treaty 7 Tribal Council	April 11/01
Fort McMurray	Athabasca Tribal Council	April 12/01
Calgary	Tsuu Tina	April 25/01

It was an objective of this series of community consultations to actively promote and encourage responses from Aboriginal communities.

These community consultations focused on four key areas:

- Inclusion of the Aboriginal perspectives in the common curriculum framework
- Essential General Learning Outcomes for attitude, knowledge and skills for students at the end of the grade
- Specific Learning Outcomes for attitude, knowledge and skills for students at the end of the grade
- Distinctive Learning Outcomes and their role and placement in the common curriculum framework

Comments, key points and recommendations from the community consultations are contained in Section 3.

### **3. Francophone Consultation Sessions**

The French version of *The Western Canadian Protocol Common Curriculum Framework for Social Studies, Kindergarten to Grade 9*, as well as a French translation of the response form, were available on the Alberta Learning Web site in the same time frame as the English versions. Copies of the documents were also sent to the superintendents of all five Francophone school authorities in the province. Alberta Learning's French-speaking partners and stakeholders were provided with the same opportunities to react to the document as their English-speaking counterparts.

Two consultation sessions were conducted in French. One was held in Edmonton on March 21, 2001, and a second took place in Calgary on April 25, 2001. Participants included teachers and administrators from Alberta's Francophone school authorities, along with representatives of la Fédération des parents francophones de l'Alberta, l'Association canadienne-française de l'Alberta, la Fédération des conseils scolaires de l'Alberta, Francophonie jeunesse de l'Alberta, as well as l'Association multiculturelle francophone de l'Alberta. Two post-secondary institutions, the University of Alberta's Faculté Saint-Jean and the University of Calgary's Faculty of Education, were also represented.

Francophone consultation sessions focused on two specific areas: the effectiveness of Distinctive Learning Outcomes (DLOs) for Francophone students in particular settings in meeting the needs of the learners they were intended for, as well as the extent to which *The Western Canadian Protocol Common Curriculum Framework for Social Studies, Kindergarten to Grade 9* reflects the Francophone voice and perspective throughout. Participants also provided general feedback pertaining to other aspects of the Framework.

Comments, key points and recommendations from the Francophone consultation sessions are contained in Section 3.

### **4. Online Responses**

From March 14 until May 4, 2001, the draft document and response forms were available on the Alberta Learning Web site. An interactive response form was available in both English and French. All of the above individuals, organizations and institutions were invited to respond online. Over 560 response forms were completed online, representing over 800 individuals.

## **5. Faxed Responses**

A copy of the draft *Western Canadian Protocol Common Curriculum Framework for Social Studies, Kindergarten to Grade 9* and a response form were sent to all school superintendents and principals in Alberta, with an invitation to share this information with their teachers. Faxed response forms and those completed at consultation forums were entered into the online database.

## **6. Written Submissions**

In addition to the above responses, over 35 written submissions from individuals and organizations were received. These submissions provided depth and perspective to Alberta's response to *The Western Canadian Protocol Common Curriculum Framework for Social Studies, Kindergarten to Grade 9*. Comments from the written submissions are contained in Section 3.

## **B. Limitations**

Alberta Learning conducts extensive consultations during the curriculum development process and the time frame specified for jurisdictional consultations imposed a limitation on this process.

An additional limitation was the requirement to use an interjurisdictional response form for collecting quantitative feedback. The response form provided consistent data for preparation of the interjurisdictional report. However, many respondents felt that the format of the response form limited the type of feedback they wished to provide to Alberta Learning.

## SECTION 3: SUMMARY OF RESPONSES AND RECOMMENDATIONS

### A. The Alberta Response Form – Summary of Responses from Online and Faxed Responses

Key questions common to the interjurisdictional response form provided guidance to the development of Alberta’s Online Response Form. Data from 561 response forms, representing over 800 individuals, were collected and categorized. A summary of this data is included in this section. In addition, faxed responses using the Alberta Response Form were included in the data to provide consistency to the report. Respondents indicating that they were affiliated with Aboriginal and Francophone settings have been included in the total number of respondents.

### Section B of Response Form – Document Overview (pages 1–6)

The intent of this section was to provide the respondent with an understanding of the context from which the Framework evolved, as well as an overview of social studies that guided the development of the Framework.

	Yes	No
<b>Question B1</b>		
Overall do these five sections serve their intended purpose?	91%	9%

There is clear indication from the respondents (91%) that the section served its intended purpose.

### Question B2

In Subsections a) to e), please indicate whether there is sufficient information to provide you with the context for the Framework.

	Sufficient Information	Insufficient Information	No Comment
a) Preface (p. 1)	87%	7%	6%
b) Introduction (p. 2)	88%	6%	6%
c) Vision (p. 4)	86%	10%	4%
d) Definition of Social Studies (p. 5)	90%	7%	3%
e) Role of Social Studies (p. 6)	90%	5%	5%
<b>Mean for each category</b>	<b>88.2%</b>	<b>7.0%</b>	<b>4.8%</b>

### Written Comments

Most respondents (88.2%) indicated that there was sufficient information in the five sections to provide the reader with the context for the Framework. Written comments were categorized as follows:

- **Structure of document and writing style.** Respondents indicated that the document had the appearance of a program of studies, rather than a framework. They indicated that the wordiness of the document and the writing style led to ambiguity.
- **Aboriginal and Francophone perspective.** Respondents indicated that the rationale for the inclusion of the Aboriginal and Francophone perspectives throughout the document was not

clearly explained. Respondents affiliated with Aboriginal and Francophone settings overwhelmingly supported the inclusion of both perspectives.

- **The Preface.** The Preface on page 1 of the Framework was seen as problematic, as it was perceived as singling out First Peoples and Founding Nations. Respondents indicated that they saw the Preface as a political rather than a pedagogical statement.

### Recommendations:

- **That the Preface be removed.**
- **That the rationale for the inclusion of the Aboriginal and Francophone perspectives be clearly explained in the Introduction.**
- **That the inclusion of diverse cultural/multicultural groups be clearly explained in the Introduction.**
- **That the multicultural dimension of the Francophone community and the multicultural dimensions of certain Aboriginal communities be clearly explained in the Introduction.**

### Section C of Response Form – Guidelines, Knowledge and Understanding, Skills and Processes, Values and Attitudes (pages 7–12)

The intent of these sections was to provide the respondent with an overview of the approach to learning utilized throughout the Framework.

	Yes	No
<b>Question C1</b>		
Overall, do these four sections serve their intended purpose?	92%	8%

#### Question C2

Indicate how strongly you agree with the approach taken in each of the following sections.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a) Guidelines for the Development of the Framework	21%	71%	5%	3%
b) Knowledge and Understanding	21%	66%	10%	3%
c) Skills and Processes	23%	64%	11%	2%
d) Values and Attitudes	25%	64%	8%	2%
<b>Mean for each category</b>	<b>22.5%</b>	<b>66.3%</b>	<b>6.25%</b>	<b>2.5%</b>

Most respondents (88.8%) indicated that they agreed (66.3%) or strongly agreed (22.5%) with the approach taken in each of the sections.

## Section D of Response Form – The Framework (pages 13–14)

The intent of this section was to provide the respondent with an overview of the directions for using the Framework.

### Question D1

For each of these two sections, please indicate whether there is enough information to provide you with directions for using the Framework.

	<b>Too Much Information</b>	<b>Appropriate Amount</b>	<b>Insufficient Information</b>
a) Components of the Framework	7%	82%	11%
b) How to Use the Framework	7%	83%	10%

### Question D2

Overall, do these two sections serve their intended purpose?

<b>Yes</b>	<b>No</b>
89%	11%

## Written Comments

Most respondents (89%) indicated that there was sufficient information to provide direction for using the Framework. One category in the written comments was identified as follows:

- **Writing style and format of document.** Respondents found it difficult to follow the directions given on these pages. The respondents did not find the document user-friendly.

## Recommendations:

- **That these sections be reviewed and rewritten to provide clarity.**

## Section E of Response Form – General Learning Outcomes (pages 15–20)

The intent of this section was to provide the respondents with an overview of the eight General Learning Outcomes that are at the core of the development of social studies programs of study and are the foundation upon which the Specific Learning Outcomes are built.

### Question E1

Please indicate how strongly you agree with each of the following statements.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a) The GLOs provide a comprehensive approach to social studies.	22%	61%	12%	5%
b) The GLOs provide a balanced view of social studies.	19%	59%	16%	6%
c) The GLOs and their descriptors are clearly stated.	16%	56%	20%	8%
d) The eight GLOs as a group serve their intended purpose.	14%	66%	15%	4%
<b>Mean for each category</b>	<b>17.8%</b>	<b>60.5%</b>	<b>15.8%</b>	<b>3.8%</b>

The respondents stated strong agreement (17.8%) or agreement (60.5%) with the statements above.

### Question E2

For each of the GLOs, please indicate whether you agree with the FOCUS of the GLO and the DESCRIPTION of the GLO.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a) GLO 1: Citizenship	30%	58%	8%	>1%
b) GLO 2: Identity, Culture and Community	23%	63%	9%	>1%
c) GLO 3: Diverse Perspectives	24%	61%	10%	2%
d) GLO 4: The Land: Places and People	29%	61%	7%	>1%
e) GLO 5: Time, Continuity and Change	28%	60%	7%	2%
f) GLO 6: Global Connections	25%	63%	10%	>1%
g) GLO 7: Power, Authority and Decision Making	25%	62%	7%	2%
h) GLO 8: Economics and Resources	24%	65%	9%	2%
<b>Mean for each category</b>	<b>26.0%</b>	<b>61.6%</b>	<b>7.5%</b>	<b>1.5%</b>

### Written Comments

Respondents generally agreed with the focus of the General Learning Outcomes (87.6%). Comments were categorized as follows:

- **Writing style and format.** Again, the writing style and format of the document was frustrating for the respondents. Many respondents found it difficult to provide reasoned responses to the questions due to their struggle with the format.
- **Developmental appropriateness.** Respondents indicated concerns with the developmental appropriateness of some of the content themes, Specific Learning Outcomes and focus General Learning Outcomes.
- **Number of General Learning Outcomes.** Respondents indicated that several of the General Learning Outcomes could be combined to provide for a more streamlined Framework that would avoid duplication and redundancy. Several respondents indicated that Citizenship should be given more of a focus in the document and should not be one of the General Learning Outcomes.

### **Recommendations:**

- **That the GLO *Citizenship* become the central focus of the Framework as opposed to one of the General Learning Outcomes.**
- **That consideration be given to moving Identity out of the GLO *Identity, Culture and Community* and moving it to a central place in the Framework. *Culture and Community* would remain as a General Learning Outcome.**
- **That consideration be given to moving the GLO *Diverse Perspectives* to a central place in the Framework by ensuring that diverse cultural perspectives, including Aboriginal and Francophone, are embedded throughout the General and Specific Learning Outcomes.**
- **That consideration be given to combining other General Learning Outcomes to reduce the number and provide clarity to the Framework.**
- **That the General Learning Outcomes and their descriptions be rewritten to reduce wordiness and provide for clarity.**

## Section F of Response Form – Grade Level Response on Specific Learning Outcomes

Respondents were asked to respond to one grade level only. Responses are categorized grade by grade.

### Question F2

Does the Grade Profile provide a clear picture for the grade?

Grade	Yes	No
K	89%	11%
1	77%	23%
2	73%	27%
3	77%	23%
4	58%	42%
5	77%	23%
6	52%	48%
7	78%	22%
8	55%	45%
9	67%	33%

The majority of the respondents felt that the Grade Profile provided a clear picture for the grade. However, in grades 4, 6, 8 and 9, respondents felt that the Grade Profiles lacked clarity. Many also indicated that the identification of sub-themes would be a more appropriate exercise at the program of studies level rather than in the Framework.

### Recommendations:

- **That the sub-themes be removed and, when appropriate, the information incorporated into Grade Profiles.**
- **That the Grade Profiles be rewritten to reduce wordiness and vagueness.**
- **That particular attention be given to the Grade Profiles for grades 4, 6, 8 and 9 to ensure clarity and developmental appropriateness.**

### Question F3

	Grade	Strongly Agree	Agree	Disagree	Strongly Disagree
a) The SLOs are consistent with the Grade Profile.	K	29%	50%	7%	14%
	1	6%	80%	11%	3%
	2	9%	71%	11%	9%
	3	12%	79%	6%	3%
	4	11%	68%	12%	8%
	5	10%	69%	9%	9%
	6	5%	81%	11%	2%
	7	0%	68%	27%	2%
	8	10%	85%	5%	0%
	9	16%	69%	7%	6%
<b>Mean for each category</b>		<b>11%</b>	<b>72%</b>	<b>11%</b>	<b>6%</b>

There was clear agreement (83%) from the respondents that the Specific Learning Outcomes were consistent with the Grade Profile.

	Grade	Strongly Agree	Agree	Disagree	Strongly Disagree
b) The quantity of work implied by these SLOs is appropriate for students at this grade level.	K	33%	20%	27%	20%
	1	3%	29%	42%	19%
	2	8%	16%	48%	20%
	3	0%	45%	28%	17%
	4	3%	25%	28%	38%
	5	0%	33%	25%	25%
	6	0%	31%	36%	26%
	7	0%	43%	43%	14%
	8	4%	39%	26%	22%
	9	6%	41%	31%	18%
<b>Mean for each category</b>		<b>5.7%</b>	<b>36.9%</b>	<b>33.4%</b>	<b>21.9%</b>
			<b>42.6%</b>	<b>55.3%</b>	

There was general disagreement (55.3%) that the quantity of work implied by the Specific Learning Outcomes was appropriate. Respondents indicated that Specific Learning Outcomes implied far too much work for students at particular grade levels.

	Grade	Strongly Agree	Agree	Disagree	Strongly Disagree
c) The SLOs are specific enough to provide direction for the development of curriculum and learning resources.	K	40%	40%	13%	6%
	1	7%	52%	30%	11%
	2	4%	43%	22%	30%
	3	8%	68%	12%	12%
	4	3%	45%	24%	28%
	5	0%	41%	23%	36%
	6	0%	34%	43%	23%
	7	5%	50%	40%	5%
	8	4%	64%	18%	14%
	9	12%	45%	28%	15%
<b>Mean for each category</b>		<b>9%</b>	<b>48%</b>	<b>25%</b>	<b>18%</b>
			<b>57%</b>	<b>43%</b>	

Although the respondents generally agreed that the Specific Learning Outcomes were specific enough to provide direction for the development of curriculum and learning resources, there was dissatisfaction with the format and structure of the Specific Learning Outcomes.

### Recommendations:

- **That the number of Specific Learning Outcomes be reduced at each grade level to ensure that they focus on essential outcomes for social studies.**
- **That Specific Learning Outcomes be reviewed and/or rewritten to ensure that they are developmentally appropriate.**
- **That Specific Learning Outcomes be reviewed to ensure that they are congruent with the Grade Profile.**

- **That Specific Learning Outcomes be reviewed to ensure appropriate progression from one grade to another.**

### **General Comments at the Conclusion of the Response Form**

At the conclusion of the response form, respondents were given an opportunity to provide additional comments. Over 600 comments were received, and the following concerns were identified:

- **Framework structure.** Respondents indicated that this document was not a framework but has the appearance of a program of studies. They indicated that the document was far too ambitious, the content was too heavy, and the focus and vision of the Foundation Document were not clearly expressed in the Framework. Respondents indicated many of the Specific Learning Outcomes could be combined to provide for a more streamlined Framework that would reduce duplication and redundancy.
- **Developmental appropriateness.** Respondents indicated that some of the content themes, Specific Learning Outcomes and focus General Learning Outcomes are not developmentally appropriate.
- **Writing style and format.** The writing style and format of the document was frustrating for the respondents. Many respondents found it difficult to provide reasoned responses to the questions due to their struggle with the format, the ambiguous language and the wordiness of the text.

### ***B. Summary of Consultation Forums***

As noted in the description of the jurisdictional consultation process in Part A of Section 2, consultations were held throughout Alberta. Over 600 individuals attended these consultation forums. Eleven forums were conducted throughout Alberta from March 14 to May 4, 2001.

Individuals met in groups and provided written and verbal responses to two key components of the Framework: General Learning Outcomes and specific grade level responses.

The written information was sorted and categorized. The consultation data indicated the following categories:

- **Framework structure.** Many teachers were unsure as to whether the Framework was not, in fact, a draft program of studies. They recommended that the distinction between a framework for curriculum development and a program of studies be clarified.
- **Developmental appropriateness.** Again, participants indicated an uneasiness with the developmental appropriateness of some of the content themes, Specific Learning Outcomes and focus General Learning Outcomes.

- **Writing style and format.** The writing style and format of the document was frustrating for the respondents. Many respondents found it difficult to provide reasoned responses to the questions due to their struggle with the format, the ambiguous language and the wordiness of the text.

### **Aboriginal Community Consultations**

The Aboriginal community consultations, described in Part A of Section 2, involved consultations at 12 sites throughout Alberta. As noted in Section 2, four key areas were addressed during these consultations. Responses from participants were detailed and have been summarized under these four organizing areas:

- Inclusion of the Aboriginal perspectives in the common curriculum framework
- Essential General Learning Outcomes for attitude, knowledge and skills for students at the end of the grade
- Specific Learning Outcomes for attitude, knowledge and skills for students at the end of the grade
- Distinctive Learning Outcomes and their role and placement in the common curriculum framework

#### *Inclusion of the Aboriginal perspectives in the common curriculum framework*

First Nations, Inuit and Metis people believe that there is a need to:

- increase self-esteem, pride and validation in First Nations, Inuit and Metis students
- provide a positive and accurate awareness of First Nations, Inuit and Metis heritage and history together with a realistic contemporary portrayal of their lives and contributions
- create an awareness of the diversity and richness of First Nations, Inuit and Metis cultures
- include a detailed, accurate explanation of the legal Aboriginal rights of First Nations, Inuit and Metis people.

### **Recommendations:**

- **That the Framework clearly shows the connection between the past, present and future from the Aboriginal perspectives.**
- **That the Kindergarten to Grade 3 Specific Learning Outcomes be reviewed for inclusion of Aboriginal identity, culture and language.**

*Essential General Learning Outcomes for attitude, knowledge and skills for students at the end of the grade*

First Nations, Inuit and Metis people believe that students need to understand:

- the harmonious relationship between people and their physical environment
- how people interact with their social environment as they strive for balance
- how to work, live and protect their environment, by drawing from the past and present and forecasting the future.

**Recommendations:**

- **That the General Learning Outcomes be reviewed and include Aboriginal perspectives.**
- **That the GLO *The Land: Places and People* include Aboriginal content where appropriate.**
- **That the current and historical contributions of First Nations, Inuit and Metis people in the economy, politics and development of countries be emphasized.**
- **That the GLO *Global Connections* include awareness of Aboriginal people in the world and linkages between nature and technology.**

*Specific Learning Outcomes for attitude, knowledge and skills for students at the end of the grade*

First Nations, Inuit and Metis people believe that there is a need for students to:

- achieve learning outcomes that teach of values. Values are those things that ultimately determine actions of people. Values involve feelings and attitudes resulting in behaviour that is best for both individuals and society
- learn skills of good citizenship, including Aboriginal citizenship; alliances to a province, territory and country; and aspects of global citizenship.

*Distinctive Learning Outcomes and their role and placement in the common curriculum framework*

First Nations, Inuit and Metis people believe that there is a need for students to:

- demonstrate an understanding that within a First Nations, Inuit or Metis community, diversity and intercultural identities and values exist; e.g., a Stony community may also include Cree, Blood and Peigan
- demonstrate an understanding that the portrayal of Aboriginal culture be realistic, using the local community in terms of topics of study and resources
- demonstrate an understanding that the preparation of Aboriginal youth for future participation in non-Aboriginal society be grounded in knowledge of the past and present
- demonstrate an understanding of the importance and value of their language, culture and history in the development of positive self-esteem and identity.

In conclusion, the consultations with Aboriginal community members indicated that the Framework should look at the realities of the present. Aboriginal students must be empowered to think constructively in terms of social awareness, shaping and taking hold of their future.

### **Francophone Consultation Sessions**

Participants of the Francophone consultation sessions expressed great satisfaction with most Distinctive Learning Outcomes for Francophone students in particular settings. They felt that Distinctive Learning Outcomes would become very positive additions to programming for Francophone education. They also stated that such outcomes were absolutely critical for social studies to fully play its role in the strengthening of students' sense of Francophone identity and preparation for life as active participants in Francophone communities. Written comments indicated that Distinctive Learning Outcomes inserted in the Skills section of the common curriculum framework were not sufficiently developed to truly help students acquire abilities to become active participants in their Francophone community. Many participants in Francophone consultation sessions indicated that many of the Specific Learning Outcomes were overly prescriptive and focused on factual content. They felt that the Framework should allow for more flexibility in order to guide all learners through a process of individual construction of their own knowledge and understanding.

### **Recommendations:**

- **That the Distinctive Learning Outcomes for Francophone students in particular settings be reviewed to ensure that they truly focus on Francophone identity, helping students build a sense of community and acquire skills that will help them to become active participants in their Francophone communities.**

Participants enthusiastically supported the inclusion of a Francophone voice throughout *The Western Canadian Protocol Common Curriculum Framework for Social Studies, Kindergarten to Grade 9*. Many felt that the document is sometimes reflective of a folkloric and stereotypical view of Western Canadian Francophones. Participants also stated that the Francophone perspective is not presented in a consistent fashion throughout the document. They expressed discomfort that many elements of factual content about Francophones had been identified as Distinctive Learning Outcomes for Francophone students. They felt that this factual content should be included in the common Specific Learning Outcomes for all students. Many respondents indicated that it is important to include contributions of French-speaking Québecker and Acadian communities to the evolution of Canada. Respondents who had read both the French and English versions of *The Western Canadian Protocol Common Curriculum Framework for Social Studies, Kindergarten to Grade 9* also noticed a lack of linguistic congruence between the two documents.

## Recommendations:

- That the **Distinctive Learning Outcomes for Francophone students in particular settings that deal with factual content relevant for all Western and Northern Canadian learners be rewritten as Specific Learning Outcomes common to all learners.**
- That the current content themes be expanded to include Eastern Canadian realities, in order to provide all Western and Northern Canadian learners with an opportunity to explore the significant contributions of Quebec and New Brunswick to Francophone Canadian dimensions.
- That the French version of the Consultation Draft of *The Western Canadian Protocol Common Curriculum Framework for Social Studies, Kindergarten to Grade 9* undergoes a process of objective and substantive editing to ensure its linguistic congruence with the English version.

## C. Summary of Written Submissions

Written submissions were received by Alberta Learning from over 35 education stakeholders. These include urban and rural school boards; the Alberta Teachers' Association; the Alberta School Boards Association; organizations with an interest in the environment, justice and safety in schools; educators in large and small schools; post-secondary representatives; educators in public and private schools; individual teachers, both active and retired; parents; and students.

There is commonality of voice among written submissions, data collected during consultation forums and information provided through the online response forms. These written submissions reinforced the comments expressed by the individual participants and were carefully reviewed.

The following excerpts indicate the diverse perspectives contained within the written submissions:

*The WCP Framework has made a major effort in its collaboration in inclusion of Aboriginal and Francophone representatives as full and equal partners throughout the process. Alberta Learning should be commended for its effort.*

*The document needs to define the expectations of the skills and a sequential development of those skills.*

*The document is far more developed than a framework; it is well on its way to being a curriculum.*

*There is no comprehensive study of Canadian geography anywhere in this program.*

*A clear and critical understanding of Canadian history should be one of the main goals of this program, but instead, Canadian history is de-emphasized. I feel that*

*Canadian history should be taught over two, or preferably three years, allowing plenty of time to explore issues such as different experiences and points of view.*

*Canada's political history seems to have been largely ignored. I do not see any SLOs specifically related to major events, such as the 1837 Rebellion, The Rebellion Losses Bill, and Confederation. Are these to be slipped in as parts of other topics?*

*This document is constructed in an outdated pedagogy. It is not outcomes-based.*

*You say this is a vision for Canada in the 21<sup>st</sup> century and then you build a curriculum that looks inward instead of globally.*

*I believe the vision should include an acknowledgement of our "world" problems and articulation of them as social issues and a framework that facilitates authentic inquiry into them.*

*I agree with most of what this says but I feel one important role of social studies is to help our students understand the complexities of important issues.*

*The Inquiry Process – Looks good but I would like to see it improved by including the notion that part of the process of inquiry should be the skills required to develop persuasive arguments. It's too crucial a skill to leave out of a discussion about the inquiry process.*

*There are far too many knowledge and understanding goals for each grade level. The content themes have distracted teachers and become lightning rods for discussion and debate.*

*There is too much content without enough consideration for issues.*

*The proposed framework is a series of documents with little continuity or cohesion.*

*There is no explanation of some terminology.*

*Needs sequential development of topics. Concepts are very abstract, and not necessarily appropriate for the grade level presented.*

*If the new social studies curriculum is to truly prepare students to be active citizens in the world, the entire curriculum must fit within a context of sustainability and active, participatory, inquiry-based study which moves from the classroom to the world beyond the school.*

*The sheer quantity of knowledge and understanding objectives leaves little opportunity for critical thinking and action-taking arising from current events;*

*that is the practice of responsible citizenship. Grades 7, 8, and 9 each include over 60 knowledge objectives.*

*. . . the section dealing with Skills and Processes needs to be revised . . . should contain a detailed description of the ideas of an “ issue”, a “problem”, and creative thinking*

*. . . lack of scope and sequence of knowledge and skills*

*It appears that the study of Canadian history is limited primarily to grade 5 with some specific references sprinkled throughout other grades. There is no comprehensive overview of Canadian history.*

*This must be very future-oriented. Using examples like recycling to illustrate how citizens impact change will hardly address the severe issues which face the global community, issues like climate change, protection of the natural world and biological diversity which cross subject-area borders.*

Stakeholders expressed concerns regarding the perceived lack of emphasis on topics such as local government, environmental issues, labour issues and agriculture. Concerns were expressed surrounding grades 2 and 3 with respect to the themes and sub-themes of communities. There was no clear distinction between outcomes in grades 2 and 3. Grade 4 was considered problematic with respect to the large amount of content. Grade 5 was also identified as being content-heavy. There have been concerns expressed about the developmental appropriateness of some of the topics included in Grade 6. Serious concerns were expressed about the Grade 7 content theme and focus; it appeared to respondents to have an economic focus and was felt to be inappropriate for learners at that level.

### **Recommendations:**

- **That all the content themes need to be reviewed for clarity, linkages and developmental appropriateness. Consideration should be given to the following specific changes:**
  - **That the content themes for grades 2 and 3 be revised.**
  - **That Grade 4 be reviewed for the amount of content.**
  - **That Grade 5 be reviewed for the amount of content.**
  - **That consideration be given to a review of Grade 6 to consider how people govern themselves as a potential topic.**
  - **That the Grade 7 content theme undergo substantial revisions.**
  - **That the content theme profile for Grade 8 needs to be refocused on worldviews.**
  - **That the Grade 9 content theme be reviewed for focus.**
- **That environmental issues be primarily located in the GLO *The Land: Places and People*, with additional connections to the GLO *Global Connections* and the GLO *Economics and Resources*.**

- **That the GLO *Time, Continuity and Change* be reviewed to ensure that the Specific Learning Outcomes for Kindergarten to Grade 9 provide a developmentally appropriate progression in the development of historical understanding.**
- **That the Framework include a comprehensive glossary and bibliography.**
- **That Skills and Processes need extensive review and revision to ensure that social studies skills and processes are developed in a consistent and meaningful way throughout the Framework.**