

Center for the Study of Canada
State University of New York College at Plattsburgh

The Country Left Behind

Canada and the Development and
Application of National and State Standards
in the K-12 Social Studies Curriculum of
American Schools

By Joseph-André Senécal, Professor Emeritus, University of Vermont

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The curriculum of American schools in 2010 reflects the fundamental changes that took place in the nineties. The plans of study for individual disciplines (which, in some cases, had been defined before World War II) were replaced by new blueprints to reflect a modern consciousness and a contemporary definition of education and intellectual mastery. In 1992 the National Council on Education Standards and Testing, a body appointed by Congress, reported to Capitol Hill by publishing *Raising Standards for American Education*.¹ The Council represented a broad array of professional organizations with a stake in the curriculum of American schools. The report led to a reordering of the curriculum instigated in the name of setting national standards. The task of defining standards for each discipline was delegated to national organizations who invited wide consultation before seeking adoption and endorsement of standards for individual disciplines. The development of world history standards, for example, was administered by the National Center for History in the Schools at the University of California at Los Angeles. It functioned under the guidance of the National Council for History Standards. Eventually the national standards for a specific subject such as history were interpreted by each state. The state standards conform to the broad national ones. All fifty states have promulgated most of their standards and in 2010 curriculum design throughout the land, from the edicts of state departments of education to the lesson plans of individual teachers, are inspired by “the standards.” The federal government through the Department of Education and organisms such as the National Council for the Humanities continues to fund national consultative bodies to coordinate the pervasive reordering of the curriculum. Washington and national foundations earmark substantial financial resources for projects that illustrate the new blueprints, projects whose results can be adopted widely as lesson plans. Textbook makers now incorporate the standards into subject matters, suggested lesson plans, applications and activities as well as testing instruments. The national standards and state standards have become the universal, unavoidable blueprints of American education.

The implementation of new standards has not been kind to Canadian studies. For example in the applications, by the National Center for History in the Schools, of the standards for teaching world history, applications which are specific enough to identify geographic focus and historical periods, Canada is nearly absent or subsumed as part of North America or the West. The lone application to Canada will be found under Application D of the Fourth Standard for the historical era 1750-1914. The suggested application directs the teacher and the class to explain “the factors that contributed to nation-building and self-government in

1 See *Raising Standards for American Education*. (1992). National Council on Education Standards and Testing. Washington, DC: U.S. Government Printing Office.

Canada.” This reference to Canada is one of five specific applications for Standard 4D; three others cover Latin America and a fourth, Mexico.²

The near-disappearance of Canada from the curriculum may have something to do with the fact that Canadianists were not present at the creation. When national consultative bodies were assembled and consultants were retained (experienced teachers and historians appointed to cover various eras and areas of world history) not a single council or association reserved a spot for an expert on Canada.³ But in the end, the vanishment of Canada has more to do with the application of the standards, their translation into curriculum guides and lesson plans, than the wording of the standards themselves. The language of the National and State Standards are so broad that, in most cases, they preclude the mention of single countries or national history, government or society. It is at the stage of application of the standards that the mention of Canada becomes all important.

We can measure the disappearance of Canada at the application stage by consulting current textbooks or lesson plans available to the teaching profession. No tale is more telling than the application of standards for geography. The U.S. National Geography Standards were among the first to be published in October 1994 and by now most states have incorporated some or all of the 18 standards in their state list.⁴ National standards for Geography were refined under the aegis of the National Geographic Society who worked with a wide consultative representation. The Society, through its education division, proceeded to develop and offer applications of the standards through an online format known as XPEDITIONS. This state-of-the-art Web site, *XPEDITIONS: Geography Standards in Your Classroom*,⁵ presently (April 1, 2010) provides teachers 552 lesson plans, all inspired by the 18

² See National Center for History in the Schools, *National Standards for World History. Grades 5-12* at <http://nchs.ucla.edu/standards>. The reference to Canada will be found under Era 7: An Age of Revolutions, 1750-1914. Standard 4, “Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1840-1914,” includes the only standard specific to Canada; Under Standard 4-D: “The political, economic, and social transformations in the Americas in the 19th century.” For grades 7-12, Standard 4D specifies that “Students should be able to [explain] the factors that contributed to nation-building and self-government in Canada.”

³ For example, for world history see the Appendix: “Contributors and Participating Organizations,” in National Center for History in the Schools (1994) *National Standards for World History. Grades 5-12*, Expanded edition. Los Angeles: National Center for History in the Schools: 303-312.

⁴ For the text of the national standards for geography see <http://www.nationalgeographic.com/xpeditions/standards/> or the hard print (1994) *Geography for Life: National Geography Standards, 1994*. Washington, D.C.: National Geographic Research & Exploration.

⁵ <http://www.nationalgeographic.com/xpeditions/> The National Geographic Society plays a large role in the American school. Through its educational outreach and its publishing programs it places textbooks and other educational wares not only in the geography classroom (K-12), but in most other academic departments. Consult, for example, the catalog of their School Publishing

national standards and applicable to the standards of a given state of the Union. The lesson plans offer applications for all levels, from Kindergarten to Grade 12. The plans, written and tested by educators, include a wide range of teaching strategies. They offer an assessment component and direct the user to sophisticated hyperlinks where one can find maps, virtual tours and other enrichment tools. The service is free and teachers have flocked to the site. It is no exaggeration to say that XPEDITIONS illustrates how the national and state standards are applied to individual lesson plans for the actual subject matter that is studied in the U.S. geography classroom.

The XPEDITION site offers over 552 lesson plans. Only three of them are specific to Canada and they deal with wildlife (caribou in the Arctic; seals off Sable Island) or the environment (pollution of the Great Lakes).⁶ At first glance several other topics will seem to lend themselves to coverage of the country. For example, the lesson on “International Trade in a Global Village” looks promising; so do the topics “Human Migration within and into the United States”; “International Alliances”; or “Natural Resources Extractions.” Canadianists are sure to click “What’s It Like to Live along a National Boundary” or “Famous Boundaries”? And we could expect that “Products across Borders” will direct the student to America’s largest trading partners. It does not. All the lessons mentioned above⁷ list specific suggestions for classroom application. None mention Canada. For example, the lesson plan on “International Trade in a Global Village” suggests the following objectives for high school students: “Research and answer questions about the spread of AIDS virus around the world; and create multimedia presentations or written reports explaining how changing patterns of global interdependence are affecting the spreads of AIDS.”⁸ The lesson on living along a national boundary deals exclusively with the United States-Mexico border.⁹ “Products across Borders”? The briefing circumscribes the quest: “This lesson has students learn about foreign products available in the United States and about U.S. companies that sell products abroad.” Before she even leaves the house, Lizzie has encountered “things” from more than a dozen different cultures from Asia, Africa, Latin America, even Europe. Where in the world is Canada? The author of the lesson plan does not mention that, perhaps, Lizzie climbs into a car manufactured in Canada or gets the electricity for her clock radio (Jamaican music) from Quebec.¹⁰ The lesson plans on the Underground Railroad talk

Division, a hefty 170+ pages listing books, readers, maps, CDs for Reading and Language Arts, Social Studies, Science and Math.

⁶ See “Caribou Migration” (Standard 9; Grades K-2); “Sable Island’s Seals, Sharks, and Sand Lances” (Standard 8; Grades 3-5; “Biomagnification in the Great Lakes Ecosystems” (Standard 8; Grades 9-12) at <http://www.nationalgeographic.com/xpeditions>

⁷ Go to <http://www.nationalgeographic.com/xpeditions>

⁸ See “International Trade in a Global Village” (Standard 3; (Grades 9-12) at <http://www.nationalgeographic.com/xpeditions>

⁹ See for example “The United States/Mexico Border” (Standard 13; Grades 9-12 at <http://www.nationalgeographic.com/xpeditions>

¹⁰ See “Products across Borders” (Standard 11; Grade 6-8) and under “Opening,” click [Lizzie’s Morning](http://www.nationalgeographic.com/xpeditions), <http://www.nationalgeographic.com/xpeditions>

about “Northern destinations,” underlining the importance of the Northern American states. It alludes to Canada without further details about that primary destination or the immense role of Canadian abolitionists.¹¹

In their plans for an inclusive and balanced curriculum the architects of America’s new educational blueprints were illuminated by a social conscience and the recognition of the role and importance of women, minorities, and new phenomena: portents of massive changes such as globalization. If they did not think of Canada it may be because that very critical part of the world, that model of justice and progress, is absent from major consultative bodies and leadership groups devoted to the application of national and state standards. Canada is not taught in our classrooms and the contemporary professionals who are forming the next generation of American teachers are fascinated by the long forgotten continents, the Arctic Poles and the environment rather than America’s most important ally and neighbor.

How can we reintegrate Canada in the Social Studies curriculum of the American School? The following is an action plan which takes into consideration the present development of national and state standards and the means available to the Canadian Studies community in the United States.

THE TASK AT HAND

Knowing where to Knock

The field of American Social Studies presents a special challenge to those who wish to contribute to the curriculum by interpreting national and state standards. Unlike Languages or Mathematics, Social Studies is fragmented into four major disciplines, History, Geography, Civics and Government, and Economics; History is subdivided into American and World History. Each field is represented by its own professional associations and national center.¹² The centers, nonprofit, nonpartisan corporations, are dedicated to

¹¹ See “Finding Your Way: The Underground Railroad” (Standard 17; Grades K-2); and “Quilting: The Story of the Underground Railroad” (Standard 17; Grades 3-5) at <http://www.nationalgeographic.com/xpeditions/lessons>

¹² For complete details, please consult Appendix A. The following are the major professional associations and the national center(s) for the designated discipline:

History: Professional Associations: Organization of History Teachers; American Historical Association; World History Association; National Center: National Center for History in the Schools, University of California, Los Angeles

Geography: Professional Associations: The American Geographical Society; Association of American Geographers; National Geographic Society; National Center: National Council for Geographic Education, Washington, D.C.

Civics and Government: Professional Associations: American Political Science Association; National Center: Center for Civic Education, Calabasas, California and Washington, D.C., National Center for Learning and Citizenship

Economics: National Association: The National Association of Economic Educators, New York; National Center: National Council for Economic Education

promoting an aspect and goal of education. For example, the Center for Civic Education promotes an enlightened citizenry committed to democratic principles and specializes in civic education and international exchange programs. The Center's activities focus on the American political tradition and American institutions at all levels of government, constitutionalism and the rights and responsibilities of citizens. CCE administers a wide range of programs to enhance the curriculum and contributes to the professional development of teachers.

The professional associations of each discipline, along with a myriad of smaller associations, maintain ties with national councils¹³ who coordinate their extensive range of K-12 initiatives through the *National Council for Social Studies*, by far the most important academic association that regroups K-12 teachers from the social studies disciplines and the hundreds of professional associations which they have created at the state, regional and national levels.

The national standards were defined and are updated through collaboration between the national councils, which act in a managerial role, and designated national organizations such as the Organization of History Teachers, the World History Association or the National Council for Geographic Education. These centers and associations regroup hundreds of individuals who represent professional bodies, various governmental levels such as the U.S. Department of Education, and special constituencies such as the Council for American Private Education, the National Alliance of Black School Educator, the National Association for Asian and Pacific American Education, the Council of State Social Studies Specialists, the National Congress of Parents and Teachers, and the National Association of Secondary School Principals. Orchestrating such a large consultation can become unmanageable without the creation of new structures. The National History Standards Project, for example, created a National Council for History Standards and a National Forum for History Standards. The Council and the Forum allocated the work to be done to a focus group and various curriculum task forces subdivided into U.S. History and World History and the three educational levels: Elementary; Middle; High School. The focus groups and the task forces orchestrated the work of over 600 representatives and staff members.

At the state level, all fifty states were given the mandate to apply the national standards to their local educational guidelines, to translate them to the specificity of their local antecedents and regional realities. The process of specifying state standards was carried out with the enlistment of teachers, bureaucrats, and community activists who often represented the local levels of the national associations, and special constituencies who had contributed to the definition of the national standards. This process has yielded state standards of unequal quality.¹⁴

¹³ The National Council for History Education; The National Council for Geographic Education; The Council for Economic Education; The Center for Civic Education.

¹⁴ The system of state-developed standards has led to prescriptive language which is often too broad, poorly written and too low in expectations. The Civic Mission of Schools Campaign (CMS) and the National Council for Social Studies (NCSS) have combined forces to launch the "Common Core State Initiative," which is supported by the national government. The long, convoluted process of consultation will undoubtedly yield a more universal language for state

The national councils and the national centers play key roles in the refinement of the standards and their application to curricula. They control the political access and the vast resources necessary to effect change. Unlike other constituencies who can marshal vast human and financial resources, the Canadian Studies is poorly equipped and funded to fulfill its vital mission in K-12 American education, to make representations before national councils, to lobby the myriad of institutions and special interest groups at the state level. To restore Canada to its important place, Canadianists will have to work closely with the national councils. Knowing where to knock, they will have to choose well their strategy and achieve the balance between expanding resources and time to refine the standards and multiplying curriculum applications that are specific to Canada.

The Refinement of the Standards

Few states specify the inclusion of the study of Canada in their geography or history curriculum.¹⁵ On the whole, the state standards, like the national ones, are very broad and, by that nature, they are resistant to specific mandates such as the study of a particular country. The very essence of the national and state standards is to lend themselves to a multitude of applications. For example, one could create a set of hundreds of topics related to Canada which would conform to specific standards for a given educational level and discipline. Broadening Canada-related specifications in state standards is likely to be expensive and very time consuming. Likewise, the mention of Canada in the national standards is applicable only to the World History definitions under Era 6, 7 and 8. The prescriptions for the other disciplines (Geography; American History; Civics and Government; Economics) are so broad as to preclude the specific inclusion of Canada.

In the end, the mention of Canada in specific national and state standards is unlikely to guarantee inclusion of Canadian geography or another topic in the classroom of a specific school district in North Dakota, North Carolina or West Virginia. When all is said and done, it is the application of a specific standard to a Canadian topic and its translation into a lesson plan and instructional materials that will decide the role of Canada in the American curriculum.

Curriculum Development

The advancement of Canadian Studies through the development of a curriculum is not new. Most such initiatives of the last twenty years are identified with the development of

standards and higher expectations for the social studies classroom. This initiative should have very little effect on the inclusion or exclusion of Canada from the K-12 curriculum. The process and its outcome will reaffirm that the most likely point in the process where Canadian studies can be inserted is at the time of application, at that moment when the broad, general language of the standards is translated into specific lesson plans.

¹⁵ For a comprehensive review of the Canadian content in standards issued by the state see *K-12 National Directory on Canada*. Plattsburgh (New York): Center for the Study of Canada, Plattsburgh State University of New York, 2010.

textbooks under the sponsorship of the National Council for Social Studies.¹⁶ These endeavors have had limited success. This disappointing start should not discourage the Canadian Studies community from electing the development of curricula as the surest way to put Canada on the map in the American classroom.

The inclusion of Canadian Studies in the curriculum of American schools in the new era of National and State Standards is contingent upon the development of a full, explicit strategy which must include:

- The precise definition of what it is that we wish the students to learn about Canadian Geography, History, Government and Economics.
- The identification of a standard and level[s] where a specific topic will be taught.
- The preparation of lesson plans to provide curriculum planners and classroom teachers with the specifics of contents, teaching strategies, outcomes and conformity with the national and state standards.
- The production and national dissemination of lesson plans.
- The lobbying of national, state and local agents who are in a position to further the adoption of the lesson plans.

Action Steps

Major advocates of Canadian Studies in the United States should assemble a task force to devise a strategy, identify allies and sources of funding. To devise an effective strategy the task force will have to consider the following steps:

- Establish and maintain relationships with national centers and councils
- Identify key players who know Canada and could play the role of advocates
- Identify consultants and master teachers with proven abilities to develop lesson plans
- Conduct an inventory of funding sources for the development of lesson plans.

It is too early in the process to map out more specific steps or to refine blueprints for elaborating the contents of curricular applications. However, even at an early stage, the projected task force could anticipate two essential developments:

¹⁶ See William W. Joyce and John F. Bratzel, eds (2007). *Teaching about Canada and Mexico*. Silver Springs (Maryland): National Council for Social Studies.

Richard Beach and William W. Joyce, eds. (1997). *Introducing Canada: content, backgrounders strategies, and resources for educators*. Washington, D.C.: National Council for Social Studies.

- Convene a group of experts in the disciplines (Canadian geography; history; political science; economics) to define what American students should learn about Canada. This could be done in Canada during the summer months and include Canadian expertise
- Begin the systematic task of training Americans who could develop lesson plans. This could be done over several summers by assembling small groups of master teachers to introduce them to the topics earmarked for translation into lesson plans. For example, American teachers could investigate those aspects of the Underground Railroad related to Canada and visit sites in Ontario where former slaves made their new homes. They could study the Canadian participation in the Civil War, the story of slavery in Canada, the Black experience in the Maritimes, etc. As part of their grant, the master teachers would be expected to produce, over a period of time, a lesson plan which, after review, could be made available for national distribution.

The role of the National Resource Centers

The two national resource centers have already played a substantial role in augmenting the importance of Canada in the K-12 curriculum. They have offered workshops for teachers, developed relationships with national bodies such as NCCS and prepared curriculum materials. Their roles as coordinators in the translation of standards into curriculum will be essential.

The role of the Government of Canada

The Government of Canada has already demonstrated its interest in this initiative by supporting, over several decades, the outreach work of the national resource centers and other academic actors. It should redouble its efforts and adopt the focus suggested by this report to obtain maximum dividends from its investment.

The role of American Associations and other non-profit organizations

American associations such as the Education Foundation of the National Geographic Society, the National Center for Learning and Citizenship or the National Council for Economic Education are called upon to play a very large role in the application of standards to the Canadian experience. They alone have the financial and political resources to effect change on a broad scale.

In conclusion

In a given year the K-12 population of the United States exceeds thirty million, nearly the population of Canada. It is critical for the future of both countries and the world that new generations of Americans understand Canada and the Canadian interpretation of the continent. It is no exaggeration to say that this task has become the most important agenda in U.S.-Canada relations.

APPENDIX A

NATIONAL STANDARDS: SOCIAL STUDIES

SYNOPSIS

The *National Council for Social Studies* participated in the refinement of standards for geography, American history and world history, civics and government, and economics. In 1994, it published a set of generic standards applicable to all disciplines in the field. These standards do not supersede the standards enacted by the individual disciplines.

The text of the National Standards for Social Studies is available in hard print format: *Expectations of Excellence: Curriculum Standards for Social Studies*. Silver Springs (Maryland): National Council for Social Studies, 2008 [1994]. The electronic version is available by subscription only. See <http://www.socialstudies.org>

NATIONAL CENTER

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The *National Council for Social Studies* is the most important academic association that regroups K-12 teachers from the social studies disciplines and the hundreds of professional associations which they have created at the state, regional and national levels. Recently, the Council has grown concerned over the quality of social studies education, the interference of politics in the interpretation of the standards and the dominance of the field by historians, to the detriment of civics and government. Together with the Civic Mission of Schools Campaign (CMS) the Council is spearheading a coalition, the Common Core Standards Initiative, in an effort to develop clearer standards than those issued by some states (see <http://www.corestandards.org>). All but Alaska and Texas have agreed to support the development of the common standards. By signing on, the states agree to implement the standards (and subsequently developed assessments) with 15 percent of the content left up to each state.

NATIONAL STANDARDS: HISTORY

SYNOPSIS

The National Standards for History (1996) outline US and world history content and thinking standards for grades 5-12. Standards issued for K-4 do not focus on world history. The world history content standards, specified by eras, contain only one standard specific to Canada:

Era 7: An Age of Revolutions, 1750-1914, Standard 4, *Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1840-1914*; Standard 4 D (*The political, economic, and social transformations in the Americas in the 19th century*). For grades 7-12, Standard 4D specifies that students should be able to “explain the factors that contributed to nation-building and self-government in Canada.” See <http://nchs.ucla.edu/standards>

Canada is listed as an option in two other standards:

Era 7: An Age of Revolutions, 1750-1914, Standard 5B — Grade 5-12 (*Causes and Consequences of European settler colonization in the 19th century*): “The student is able to compare the consequences of encounters between European migrants and indigenous peoples in such regions as the United States, Canada, South Africa, Australia and Siberia.” See <http://nchs.ucla.edu/standards>

Era 8: The 20th Century, Standard 2C — Grade 9-12 (*Understanding how liberal democracy, market economies and human rights movements have reshaped political and social life*): The student is able to “assess the strengths of democratic institutions and civic culture in countries such as Britain, France, Germany, Canada, the United States, Japan, India, and Mexico and analyze potential challenges to civil society in democratic states.” See <http://nchs.ucla.edu/standards>

Although Canada is not mentioned in their wording, several standards, a third of the total perhaps, could be applied to the study of the country. For example:

Era 8: The 20th Century, Standard 2C — Grade 5-12 (*Understanding how liberal democracy, market economies, and human rights movements have reshaped political and social life*): The student can “analyze how feminist movements and social conditions have affected the lives of women in different parts of the world and compare women’s progress toward social equality, economic opportunity, and political rights in various regions.” <http://nchs.ucla.edu/standards>

The latest version of the National Standards for history can be accessed at <http://nchs.ucla.edu/standards>

Please note that the version available in print form, the original version, *National Standards for World History*. Expanded edition. Los Angeles: National Center for History in the Schools, 1994, has not been updated.

NATIONAL CENTER

National Center for History in the Schools

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The mission of the National Center for History in the Schools is to aid the professional development of K-12 teachers and to work with other professionals to develop curriculum materials. NCHS successfully competes for large grants (over one million dollars) from the US Department of Education and the National Endowment for the Humanities. The Center's initial project in 1988 was the production of *the National Standards for History*.

MAIN PROFESSIONAL ASSOCIATIONS

National Council for History Education

Executive Director, Peter Seibert peter@nche.net

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NCHE dialogues with policy makers and promotes communication between the community and the history teaching profession. Among its primary concerns: curriculum design through national and state standards, teacher education, certification, and professional development, assessment and the application of new technologies to the history classroom.

American Historical Association

Executive Director, Anita A. Jones

The American Historical Association
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The American Historical Association (AHA) is the largest historical society in the U. S. It provides leadership and advocacy for the profession, monitors professional standards, and provides resources and services to help its members. The AHA serves more than 14,000 history professionals, representing every historical period and geographical area. AHA members include K –12 teachers, academics at two- and four-year colleges and universities, graduate students, historians in museums, historical organizations, libraries and archives.

World History Association

President, Alfred J. Andrea aandrea@uvm.edu

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<http://www.thewha.org>

The World History Association promotes world history through the encouragement of teaching, research, and publication. The association brings together university professors and school teachers. The WHA provides forums for the discussion of changing approaches to the study and teaching of world history at all levels and works with other organizations to encourage public support for world history.

Organization of History Teachers

President, Thomas R. English
Head, History Department
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http://www.historians.org/affiliates/org_his_teachers.htm

The OHT provides history teachers from kindergarten through grade 12 with information on professional opportunities and national developments in the teaching of history. It also functions as an advocate for history in the pre-collegiate curriculum.

NATIONAL STANDARDS: GEOGRAPHY

SYNOPSIS

Seventeen standards were issued in 1994 by the Geography Education Standards Project. They were developed on behalf of the American Geographical Society, the Association of American Geographers, the National Council for Geographic Education and the National Geographic Society. While all the standards are applicable to the study of Canada, the following hold the best promises to introduce the Canadian experience to the American classroom:

Standard 3: How to Analyze the Spatial Organization of People, Places, and Environments on Earth's Surface.

Standard 6: How Culture and Experience Influence People's Perceptions of Places and Regions.

Standard 9: The Characteristics, Distribution, and Migration of Earth's Human Population on Earth's Surface.

Standard 10: The Characteristics, Distribution and Complexity of Earth's Cultural Mosaics.

Standard 11: The Patterns and Networks of Economic Interdependence on Earth's Surface.

Standard 13: How the Forces of Cooperation and Conflict Among People Influence the Division and Control of Earth's Surface.

Standard 15: How Physical Systems Affect Human Systems.

National Standards for Geography can be accessed at <http://www.nationalgeographic.com/resources/ngo/education/xpeditions/standards/>

NATIONAL CENTER

National Council for Geographic Education

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The National Council for Geographic Education works to enhance the status and quality of geography teaching and learning. The NCGE facilitates communications and professional development among teachers of geography. It encourages and supports research on geography education and develops and publishes curriculum, resources, and learning materials.

MAIN PROFESSIONAL ASSOCIATIONS

National Geographic Society

Executive Director & Vice President, Education and Children's Programs,
Daniel C. Edelson dedelson@ngs.org

Manager of Grants and Operations, Catherine Ballay cballay@ngs.org

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At the heart of the Foundation's effort is its support for a national network of Geography Alliances—state-wide partnerships between academic professors and K-12 teachers to provide professional development and networking. Since its creation the Foundation has issued 1,995 grants (November 2009) totaling more than \$70 millions. It awards more than five million dollars each year to support teacher training, outreach and other programs that promote geography education. The Society convenes national-level teacher training workshops and provides educators with high-quality materials and hosts an award-winning educational Web site. Each year, thousands of teachers, and students use learning resources created by National Geographic's Education Programs. For example *Geography Action!* helps educators through online lesson plans, maps, and classroom and home activities. National Geographic also brings state-of-the-art technology into the classroom through programs like *FieldScope*. The Foundation's National Teacher Leadership Academy is a two-year program to develop leaders in geoliteracy education. In the first year, teachers work on their own instruction skills, and in the second year they learn to facilitate the development of other teachers.

Association of American Geographers

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The Association of American Geographers is geography's largest professional organization for K-12. The AAG holds annual meetings as well as regional events. It publishes a newsletter and books. The association supports its members through a grant and awards program and offers award-winning curriculum materials for secondary schools and undergraduate education, online course modules for international collaborative learning, and tools for student projects in sustainable development.

NATIONAL STANDARDS: CIVICS AND GOVERNMENT

SYNOPSIS

The content standard applicable to Canada is the sole standard (Standard 4) that deals with the relationship between the United States and other nations, and to world affairs. The three levels (K-4; 5-8; 9-12) share the same themes:

- A. How is the world divided into nations?
- B. How do nations interact with one another?

Substantial coverage of Canada is possible at the 9-12 level under several applications:

Under *Economic, technological, and cultural developments*: “Students should be able to evaluate, take, and defend positions about the effects of significant economic, technological, and cultural developments in the United States and other nations.” To achieve this standard, students should be able to “describe some of the principal economic, technological, and cultural effects the United States has had on the world, e.g., assembly line manufacturing, research and development in computer technology, popular music, fashion, film, television. Explain the principal effects of developments in other nations on American society and on their own lives.” Students are also expected to study economic conditions, e.g., multinational corporations, internationalization of capital, migration of labor, and other effects of an interdependent world economy, including technological developments, e.g., fax machines, electronic communications networks, jet air travel, personal computers, television, motion pictures; cultural developments, e.g., religious movements, resurgence of ethnic consciousness, mass markets, sports.

Under *Demographic and environmental developments*: “Students should be able to evaluate, take, and defend positions about what the response of American governments at all levels should be to world demographic and environmental developments.” To achieve this standard, students should be able to describe the impact of major demographic trends on the United States, e.g., population growth, immigration. They should also be able to describe principal environmental conditions that affect the United States, e.g., destruction of rain forests, air pollution, water pollution, and evaluate historical and contemporary responses of the American government to demographic and environmental changes.

Under *United States and international organizations*: “Students should be able to evaluate, take, and defend positions about what the relationship of the United States should be to international organizations. To achieve this standard, students should be able to identify some important bilateral and multilateral agreements to which the United States is signatory, e.g., NAFTA, Helsinki Accord, Antarctic Treaty, Most Favored Nation Agreements.”

National Standards for Civics and Government can be accessed at <http://www.civiced.org/index.php?page=stds>

A hard copy is available: *National Standards for Civic and Government*. Calabasas (California): Center for Civic Education, 1994.

NATIONAL CENTERS

Center for Civic Education

Executive Director, Charles N. Quigley

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The Center specializes in civic/citizenship education and international educational exchange programs for developing democracies. The Center administers a wide range of curricular, professional development, and community-based programs. Programs focus on the U.S. Constitution and Bill of Rights; American political traditions and institutions at the federal, state, and local levels; constitutionalism; civic participation; and the rights and responsibilities of citizens. The principal goals of the Center's programs are to help students develop (1) an increased understanding of the institutions of American constitutional democracy and the fundamental principles and values upon which they are founded, (2) the skills necessary to participate as effective and responsible citizens, and (3) the willingness to use democratic procedures for making decisions and managing conflict.

National Center for Learning and Citizenship

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The website of NCLC can be accessed through the main page of the Education Commission of the States (<http://www.ccs.org>):
http://www.ccs.org/html/projectspartners/clc/clc_main.htm

The National Center for Learning and Citizenship (NCLC) assists education leaders to promote and support citizenship education and service-learning. The Center identifies and analyzes policies and practices that support effective service-learning and citizenship education; disseminates analyses of best practices and policy trends; and convenes national, state and local meetings and networks to share information about service-learning and citizenship education. NCLC also works closely with other national, state and local advocacy groups to contribute to a collective public voice in support of the civic mission of schools. NCLC complements the mission of the Education Commission of the States. Working closely with other national, state and local organizations, NCLC contributes to a collective public voice in support of service-learning and citizenship education. NCLC provides tailored assistance to school districts and states. This assistance may include: developing, sharing and showcasing examples of high-quality policies, models and ideas about service-learning and citizenship education; and providing assistance in working successfully with a wide range of people involved in providing students with the highest caliber of service-learning and citizenship education, including teachers, policymakers, school board members, parents, community-based organizations and students.

MAIN PROFESSIONAL ASSOCIATION

The American Political Science Association

President, Henry E. Brady
University of California, Berkeley

Executive Director, Michael Brintrnall

Director, Educational, Professional and Minority Initiatives, Kimberly Mealy

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The leading professional organization for the study of political science, APSA focuses on promoting scholarly research and communication, domestically and internationally; strengthening the professional environment for political science; and serving the public, including disseminating research. A key component of APSA's mission is to support political science education and the professional development of its practitioners. The Association seeks to generate a greater understanding of approaches, techniques, and methodologies that can be effectively applied in the political science classroom. The APSA Teaching and Learning Conference provides a forum for scholars to share effective and innovative teaching and learning models and to discuss broad themes and values of political science education. The APSA sponsors teaching and learning conferences and sections on Political Science Education at its annual meeting.

NATIONAL STANDARDS: ECONOMICS

SYNOPSIS

A coalition of organizations, including the Foundation for Teaching Economics, the National Council for Economic Education and the National Association of Economic Educators, have endorsed twenty national content standards to guide economics instruction in the schools. The following standards are the most applicable to the study of Canada:

Standard 3: Students will be able to evaluate different methods of allocating goods and services by comparing the benefits and costs of each method. The applications for Grade 8 instruct the students to compare the relative size and responsibilities of government in several countries, taking into account that national economies vary in the extent to which they rely on government directives (central planning) and signals from private markets to allocate scarce goods, services, and productive resources.

Standard 6 assumes that students will understand that when individuals, regions, and nations specialize in what they can produce at the lowest costs and then trade with others, both production and consumption increase. In Grade 8, after exploring the truism that international trade promotes specialization and division of labor and increases output and consumption, students are directed to explain “why Canada produces relatively more ice hockey players and the United States produces relatively more baseball players.” For Task no. 3 they are asked to analyze data on the kinds and value of goods that Japan, Canada, Mexico, and Germany export to the United States and predict the likely effect of a recession in the United States on the economies of these countries.

Standard 18 deals with the interaction of spending and production decisions made by all households, firms, government agencies and others in the determination of a nation’s overall levels of income, employment, and prices.

National Standards for Economics can be accessed at
<http://www.councilforeconed.org/ea/standards/>

NATIONAL CENTER

National Council for Economic Education

Vice President for Economics International Program, Patricia K. Elder 212-730-6727

Director, Economics International Program, Barbara R. DeVita 212-730-6703

Program Coordinator, Economics International Program, Sandra Barron 212-730-6586

Council for Economic Education
 122 East 42nd Street, Suite 2600
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The mission of the Council for Economic Education is to advocate for better and greater school-based economic education at the K-12 level and to educate young people in the United States and around the world, primarily through well-prepared teachers, so they may become empowered with economic and financial literacy. The Council for Economic Education offers comprehensive finance education programs, consisting of teaching resources across the curriculum, professional development for teachers, and assessment instruments. Each year, the Council's programs reach more than 150,000 K-12 teachers and over 15 million students in the United States and in more than 30 other countries. These programs are delivered through a diversified system: directly from the Council, through a network of affiliated state Councils and university-based Centers for Economic Education, and through other partner organizations. In 2009 the Council released its Survey of the States 2009: Economic and Personal Finance Education in Our Nation's Schools.

MAIN PROFESSIONAL ASSOCIATIONS

The National Association of Economic Educators

President, Helen Meyers South Carolina Council on Economic Education

President-Elect, Bill Bosshardt Florida Atlantic University Center

National Association of Economic Educators

Council for Economic Education

122 East 42nd Street, Suite 2600

New York, NY 10168

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<http://www.naee.net/home/shtml/>

The National Association of Economic Educators is a national membership association sponsored by the Council for Economic Education. Its primary goal is promoting economic education in American K-12 schools by providing professional development opportunities for educators. The goals of the Association are to:

- Encourage and support academically sound, objective, non-partisan programs in economic education at all levels.
- Enhance communication and exchange of ideas among economic educators.

As the principal professional association for economic educators, the association provides opportunities for the professional growth and recognition of its members through conferences, publications, and awards. The Association articulates concerns, needs, and long-term goals in the field and represents the profession to its various audiences

The Global Association of Teachers of Economics

Director, HSBC National Center for Economic and Financial Education,
Kyle Christensen 212-827-3602

Global Association of Teachers of Economics
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The Global Association of Teachers of Economics (GATE) is a national and international membership organization sponsored by the Council for Economic Education exclusively for K-12 teachers. In 2009 the Council founded the HSBC National Center for Economic and Financial Education. The Center promotes the importance of K-12 economic, financial, and entrepreneurship education in the United States and internationally. It showcases instructional materials, training programs, and state-of-the-art approaches to K-12 economic education.