

EDUCATION 474-4: Designs for Learning: Social Studies

D. L. Common

Overview

The themes of the course are planning for learning and creating environments for learning in the social studies. The expression "social studies" came into use during the early part of the twentieth century. This term customarily refers to those activities in the elementary school that investigate man, the social being, as he functions in his natural and man-made environments.

The essential purposes of the course are to familiarize the teacher with the content and the process of the Social Studies, and to design instructional activities that will enable children to understand the methods and the products of social inquiry. Specifically, the focus will be on two distinct but inter-dependent teaching tasks; namely planning for instruction and implementing the plans in the classroom.

The course assignments will require teachers to examine the subject matter of the social sciences and history and the processes of inquiry; to design learning activities and environments that foster the development of inquiry skills; and to implement those designs into practice.

Texts

H. Taba, M. Durkin, J. Fraenkel, A. McNaughton, A Teacher's Handbook to Elementary School Studies. (Second Edition). Addison-Wesley Publishing Company, (1971).

B. Strassen et al., Teaching Toward Inquiry. National Education Association Division of Instruction and Professional Development. (1971).

Recommended Reading

A. B. Hodgetts, P. Gallagher, Teaching Canada for the '80s. The Ontario Institute for Studies in Education. 1978.

1979



EDU 474: DESIGNS FOR LEARNING SOCIAL STUDIES

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Major Purposes

- investigate various curriculum designs and teaching strategies for the Social Studies;
- examine specific curriculum areas and Social Studies materials and projects;
- discuss selected issues relative to Social Studies in British Columbia schools.

Course Content Outline

1. Introduction to the Social Studies:
 - those things that are social and worthy of study;
 - sources for Social Studies content.
2. Reflections on strategies observed/used in the classroom:
 - strategy identification and classification;
 - application of strategies to various classroom settings;
 - advantages/disadvantages of representative strategies.
3. Provincial Curriculum Review:
 - elementary and secondary;
 - content analysis;
 - prescribed materials.
4. Theory to Practice: Strategy investigation and application to specific content area in the form of unit development.
5. Special Topics: A conceptual approach to teaching and learning Social Studies;

An inquiry approach to the teaching and learning Social Studies.



6. Questioning strategies and the Social Studies teacher.
7. Educational development as a foundation for Social Studies decision-making.
8. Representative Social Studies materials and projects for the classroom.

Assignments

1. Classroom strategy analysis and presentation;
2. Lesson or Unit Plan development and presentation;
3. 'Think pieces' - Personal positions on: (2 only)
 - a. What should be taught in Social Studies and when should it be taught?
 - b. The relationship between Social Studies and the rest of the curriculum - what should it be?
 - c. The major problems with existing Social Studies materials - what they are and what could be done?

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