

**SIMON FRASER UNIVERSITY**  
**EDUC 414-4**  
**Designs for Learning: Secondary Social Studies**  
**(D02.00)**

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Location: Terrace, BC

**Course Objectives:**

On completion of this course, the learner should:

- Understand the rationale, major goals and organizational strands of Social Studies.
- Be familiar with the British Columbia Social Studies Integrated Resource Packages for assigned grade levels
- Be aware of a variety of strategies for promoting and evaluating the major goals of social studies: content knowledge, critical thinking, information gathering and reporting, personal and social values, and individual and collective action.
- Be able to plan effective lessons and units that promote the major goals of social studies and possibly integrate social studies with other curriculum areas.
- Be able to use instructional and evaluative strategies that meet the needs of a variety of learners
- Be able to use both formative and summative assessment strategies to enhance student learning.
- Be exposed to the use of information technology (IT) as a learning tool

**Course Requirements:**

Collaborative Unit (group project) -	50%
Reading responses (written) -	20%
End of Course Conference -	20%
Peer and Self Assessment -	10%

Specific information on the above will be provided in class.

**Course Readings:**

*The Canadian Anthology of Social Studies*, R. Case and P. Clark (editors).  
Pacific Educational Press

*Social Studies Integrated Resource Packages 1998 ff* (K-7, 8 -10, 11), BC Ministry  
Of Education

### Reading Responses

Choose any two of the five textbook readings listed below. You will need to respond with what you have learned about teaching Social Studies and how it will be important or implemented in your own teaching. Reading responses will be evaluated using the following criteria:

- Clarity:** Clear expression and word selection. (1)
- Concise:** Are arguments simply made? Is there unnecessary repetition or are irrelevant points included? (1)
- Comprehensive:** Has the the topic or concept been fully covered? (2)
- Cohesive:** Connection of ideas and thought. Logical progression and development of viewpoint.(2)
- Critical Evaluation:** Evaluation of information. Clear analysis, evaluation, conclusions and implications for teaching practice. (4)

#### Ways of Representing

I am interested in interacting with your response to what you have read. You should feel free to use one of the suggestions listed on the reverse side or another alternate method of your choice to demonstrate your understanding.

**Due dates:** Reading Response #1      Friday, June 1/2001

Reading Response #2      Friday, June 15/2001

**Value:**      20% of final mark

**Readings:** (Choose 2 of 5)

- Ch. 13      Peace education: Politics in the classroom?      p. 109
- Ch. 18      Making sense of the Past in a Multicultural Classroom      p. 163
- Ch. 20      Taking Seriously the Teaching of Critical Thinking      p. 179
- Ch. 27      Teaching for Hope      p. 249
- Ch. 38      Bringing the Outside in: Using Community Resources to Teach Social Studies      p. 377

### Collaborative Unit

Working in small groups of three or four, prepare a collaborative unit at an appropriate level of Social Studies. Groups will probably want to organize themselves according to teaching levels (P,I, S), although this is not necessarily required. Some time will be given each Saturday class for the groups to work together and/or consult with the instructor.

Each Group is expected to provide a unit overview, using the format provided in class. In addition, each group member must prepare and submit a minimum of 5 complete lessons in the unit. If you are integrating this unit with your unit in Designs for Learning: Literacy, each member should include 10 lessons.

End of Course Unit conferences will be held the final day of classes. Each group will be expected to present their unit and a suggested mark for their unit, along with accompanying rationale to the instructor. End of Course Unit conferences will be evaluated using a scale addressing several different dimensions. As well, each individual will complete and submit a confidential peer and self assessment.

**Due dates:** Unit- Friday, June 22/2001  
End of Course Unit conferences will be held on Saturday, June 23/2001  
Peer and Self Assessment - Saturday, June 23/2001

**Values:**

Unit	50%	of final mar
End of Course Conference	20%	of final mark
Peer and Self Assessment	10%	of final mark

### Guidelines for Grading Practices

The following will be discussed during the first session:

1. The nature of all assignments
2. Criteria for marking all assignments
3. The weight assigned to each assignment
4. Penalties for late assignments
5. Resubmission of assignments after initial grades have been assigned
6. University policy regarding academic dishonesty and plagiarism

Numerical marks will be converted to letter grades for submission to the university as follows:

A+= 96-100	A= 91-95	A-= 86-90
B+= 82-85	B= 79-81	B-= 75-78
C+= 71-74	C= 67-70	C-= 63-66
D+= 59-62	D= 55-58	D-= 51-54