

## COURSE DESCRIPTION

Education 474, Designs for Learning Social Studies, Summer Session, 1980

Instructor: Stan Garrod

Location: MPX 7600

TIMES: Tuesday and Friday, 8:30 - 12:20 p.m.

### Prerequisites:

Completion of Education 401/402

### Required Readings:

There is no required textbook for this course. A bibliography of suggested readings is attached to this outline. Photocopies of additional readings will be distributed in class. Students will be required to familiarize themselves with textbooks prescribed for student use in Social Studies in D.C. schools.

### Course objectives:

By the end of this course, students will be able to:

- 1) Describe the basic characteristics of at least four different approaches to Social Studies in public schooling.
- 2) State and defend a personal philosophy of Social Studies instruction.
- 3) Define the term "curriculum," especially as it relates to Social Studies program development.
- 4) Describe the philosophies, structure and content of the B.C. Social Studies curriculum for the elementary grades.
- 5) Critically examine and evaluate textbooks used for Social Studies instruction in B.C. classrooms.
- 6) Discuss critically the relationship between instruction in basic skill areas and in Social Studies

Education 474 Designs for Learning Social Studies, Outline, 2.

- 7) Use appropriately the following social studies instructional strategies: Direct Instruction
- Inquiry
  - Learning Centres or Stations
  - Individualized Instructional Packages
  - Simulation Games and models
  - Role-playing
  - Audio-visual presentation
  - Study prints and pictures
  - Field trips and field study
- 8) Identify and teach a sequence of Social Studies skills for either primary or intermediate grades
- 9) Identify and use a variety of evaluation techniques in Social studies
- 10) Plan and prepare an instructional unit in Social Studies using a variety of resources, instructional strategies, skills, and evaluation techniques.

Course Requirements:

Each student enrolled in Education 474 will be required to do the following assignments:

- Tasks: 1) Critical Review of one text or other piece of instructional material currently prescribed for use in B.C. elementary Socials Studies. (20 marks)
- 2) Seminar presentation on either: a) The relationship between basic skills: instruction -- language arts, reading, mathematics, or logical thinking -- and Social Studies instruction or b) the teaching of a specific Social Studies skill: such as mapping. (30 marks)

Education 474, Designs for Learning Social Studies, Outline, 3.

Projects: Students will select projects to total 50 marks from the attached list. All of the projects should be on the same topic, that is, drawn from a common instructional unit. Projects will be demonstrated and shared with the class during the last week of classes. (50 marks)

Course Outline:

Week One: Approaches to Social Studies

Tuesday: Introduction to the Course

What is Social Studies?

Why do we teach Social Studies?

Thursday: Approaches to Social Studies Curricula

Curriculum models in Social Studies

The B.C. Social Studies Curriculum

Social Studies in the Core Curriculum

Week Two: Social Studies Curriculum Materials and Resources

Tuesday: Prescribed curriculum materials in B.C.

Analyzing and evaluating materials

Thursday: Materials for Social Studies Skills development

Integrating language arts and mathematics

Preparing your own instructional materials and resource files

Week Three: Instructional Techniques in Social Studies

Tuesday: Direct teaching

Thursday: Inquiry approaches

Education 474, Designs for Learning Social Studies, Outline, 4.

Week Four: Instructional Techniques in Social Studies

Tuesday: Stations, Centres, and Individualized  
Packages

Thursday: Local Studies

Field Trips and Field Work

Week Five: Instruction and Evaluation in Social Studies

Tuesday: Simulations and modelling

Role-playing and dramatization

Thursday: Evaluation in Social Studies

Record-keeping in Social Studies

Week Six: Wrap-up and Presentations

Education 474 Requirements Continued

Select any combination of activities to a total value of 50 marks. Optional activities must be submitted by Friday June 13th.

- 1) A set of 50 activity cards to go with an instructional unit. Include 10 Language Arts cards, 5 Math, 10 map and atlas work, 10 art or craft, 5 music, and 10 research activities. Value: 25 marks
- 2) A test to accompany an instructional unit. Use at least three levels of questions (Bloom's Taxonomy). Value: 5 marks
- 3) A worksheet, utilizing at least four levels of questions, to go with a film, filmstrip, or book. Value: 5 marks.
- 4) A station study unit, using at least 5 stations -- include all support materials for student use. Value: 30 marks.
- 5) A picture study set (min. 15 pictures), mounted, with appropriate inquiry questions. Value: 15 marks
6. Design a field study trip to one of the following: a) Centennial Museum, b) Museum of anthropology, c) Provincial Museum, d) an urban area, e) a rural area, f) a shopping centre, or g) another site of your choice. Include instructions for students, letter to parents and worksheets for student use. Value: 15 marks
7. A unit of instruction on any topic or theme from the B.C. elementary Social Studies curriculum. Include lesson plans, worksheets, tests, and other materials for student use. (see planning the resource unit handout). Value: 35 marks
8. An annotated bibliography of at least 5 teacher resources, 10 student resources, and 5 media resources for use with an instructional unit. Value: 15 marks

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#### Periodicals:

History and Social Science Teacher (Canadian)

Social Education (U.S.)

Social Studies (U.S.)



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Instructor: Stan Garrod

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