

Designs for Learning: Secondary Social Studies

Education 414

Section: D100

Term: 2014 Summer

Instructor: Anne Hales

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Office Hours: By appointment

Wednesday 8:30am-12:20pm (May 7-August 1)

Surrey Campus (SUR 5100)

Discussion Topics: This course intends to help teachers develop a critical understanding, familiarity with, and confidence in teaching secondary social studies. We will examine the historical and theoretical context of social studies education, as well as particular local content of the British Columbia secondary social studies curriculum. We will work collaboratively to learn design, instructional and assessment approaches and methods for creating engaging learning experiences for adolescent learners. The hope is teachers will develop a personal pedagogical vision for social studies teaching, and cultivate the knowledge and skills to put that vision into practice.

Objectives:

Teacher candidates will:

articulate a personal pedagogical vision for teaching social studies
develop critical knowledge of the Social Studies and the BC Social Studies curriculum--its historical and curricular context, and its present organization in provincial documents.
create effective and engaging social studies learning experiences for secondary learners using a variety of planning and design strategies.
identify and practice a variety of instructional and assessment approaches and strategies for the social studies classroom (e.g. critical thinking, historical thinking, project-based learning, literacy-based instruction, experiential learning, environmental/ecological pedagogy, indigenous perspectives)
develop a lasting orientation towards professional and academic inquiry and self-directed lifelong learning.

Grading: Assignments and Grading:

20% Weekly Assignments and Small Group Participation

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Weekly assignments will include such activities as analytical responses to pre-assigned seminar readings, small group presentations, lesson design activities, reflective responses to class materials and dialogue, and the writing of a personal pedagogical rationale for teaching Social Studies. Regular attendance is a given.

80% (2 x 40%) Individual or Collaborative Projects

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In consultation with the instructor, teachers will develop two projects that best serve their professional and learning needs at their current stage in PDP.

Designs for Learning: Secondary Social Studies

Possible project format suggestions include, but are not limited to:

a classroom ready Social Studies unit plan integrating the instructional, assessment, design strategies and theoretical rationales explored throughout the course (suitable for those who have just completed 401/2)

a year-long instructional and assessment plan for a grade or other Social Studies program (suitable for teacher candidates who have completed EDUC 405)

an academic essay or conference-format poster examining a relevant issue in Social Studies education. This piece will be of a standard for sharing at a conference, or in an academic or professional trade publication (suitable for those considering future graduate/diploma studies)

an online classroom resource (blog, website, Word Document, etc) with a social studies focus of personal interest. The online resource may be organized around a theme (e.g. environmental education, social justice education, geography) or a grade level. This teacher resource will include a variety of educational resources, research articles, relevant curriculum documents, instructional and assessment tools--with annotations describing their content, value and usefulness. (suitable for those wishing to develop in-depth practical knowledge and tool kit of a specific area of social studies education).

Detailed project plans, assessment criteria and content will be co-designed and finalized with colleagues and the instructor within the first three weeks of term. Project One will be due Week Seven; Project Two will be due in the last week of the semester.

There is no final examination for this course.

Required Texts: Required Texts and Readings:

A complete syllabus with all required readings, detailed assignment descriptions and other course requirements will be emailed to registrants in late April.

There will be no required textbook for this course, but various anthologies covering Social Studies education in Canada will be on reserve at the Surrey campus library to be accessed for some weekly class activities.

Participants should have online access to BC Ministry of Education Integrated Resource Package (IRPs) for Social Studies Grades 8 10, and Grade 11, and selected subject areas from History 12, Law 12, Geography 12, Comparative Civilizations 12, Civic Studies 11, BC First Nations Studies 12, Social Justice 12. Retrieved from the following website:

http://www.bced.gov.bc.ca/irp/subject.php?lang=en&subject=Social_Studies

The newest draft BC Social Studies curriculum is available at:

<https://curriculum.gov.bc.ca/curriculum/Social%20Studies>

Recommended Texts:

Materials/Supplies:

Prerequisite/Corequisite: EDUC 401/402 or co-requisite EDUC 403

Notes: Academic Honesty and Student Conduct:

All members of the University community share the responsibility for the

Designs for Learning: Secondary Social Studies

academic standards and reputation of SFU. Academic honesty is a condition of continued membership in the university community. Please review the policy at: <http://students.sfu.ca/academicintegrity/policy/index.html>

This outline is derived from a course outline repository database that was maintained by SFU Student Services and the University's IT Services Department. The database was retired in 2014 and the data migrated to SFU Archives in 2015.