

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: EDUC 456		Number of Credits: 1.5 Course credit policy (105)													
Course Full Title: Investigations into Secondary Social Studies															
Course Short Title: Secondary Social Studies															
Faculty: Faculty of Education, Community, & Human Dev.		Department (or program if no department): Teacher Education													
Calendar Description: <p>Examines the fundamental theoretical concepts and practical skills necessary to teach senior-level social studies courses using the B.C. Ministry of Education curriculum. Indigenous resources, pedagogies, and content, as well as anti-racist and anti-oppressive strategies, are included.</p> <p>Note: Students with credit for EDUC 434A cannot take this course for further credit.</p>															
Prerequisites (or NONE):		Admission to the Bachelor of Education and EDUC 432.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: EDUC 434A Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Credit/No Credit Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 32													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>5</td> </tr> <tr> <td>Tutorials/workshops</td> <td>18</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>23</td> </tr> </table>		Lecture/seminar	5	Tutorials/workshops	18							Total hours	23	Prior Learning Assessment and Recognition (PLAR) PLAR cannot be awarded for this course because: Connected to practicum	
Lecture/seminar	5														
Tutorials/workshops	18														
Total hours	23														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit (See bctransferguide.ca) Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: December 8, 2021													
Faculty Council approval		Date of meeting: November 4, 2022													
Undergraduate Education Committee (UEC) approval		Date of meeting: February 24, 2023													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Apply strategies found in B.C. grade 11 and 12 social studies courses (including History 12, Geography 12, Law 12, World Religions 12, Genocide Studies 12, BC First Peoples 12, Social Justice 12, etc.) including provincial resource sets.
2. Apply the principles of critical, historical, and geographic thinking for designing learning activities in social studies.
3. Describe tenets of inquiry-based instruction.
4. Apply methods used to teach research skills related to teaching content in this area.
5. Plan lessons and units.
6. Demonstrate the use of teaching via a content-led approach in senior-level secondary social studies subjects.
7. Integrate the use of information technology in geography and history.
8. Create a wide variety of assessment tools specific to senior-level secondary social studies, within the context of diverse learning needs.
9. Integrate Indigenous content, resources, and pedagogies when designing social studies units.
10. Design social studies units that address issues of equity, diversity, anti-racism, anti-oppression, and inclusion.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	100%	%	%
	%	%	%

Details:

Assignments: unit plans (40%), critical challenge development (20%), group presentation (20%), in class teaching (20%)

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Case, R., & Clark, P.	The Canadian anthology of social studies: issues and strategies for secondary teachers. Pacific Educational Press	2016
2. Textbook	Case, R., & Denos, M	Teaching historical thinking 2nd Edition. Pacific Educational Press	2014
3. Online resource	Ministry of Education.	BC social studies curriculum	2021
4.			
5.			

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- Teaching for deep understanding
- Critical, historical, and geographical thinking
- Planning and assessment
- Global education, anti-racist education, environmental education
- Social justice, social action, anti-racism, anti-oppression, equity, diversity, and inclusion
- Law, economics, government
- Anthropology and archeology
- Indigenous perspectives
- Asian studies
- The Holocaust and other genocides
- Canada's colonial history
- World religions