UNIVERSITY COLLEGE of the FRASER VALLEY

COURSE IMPLEMENTATION DATE: May 2007
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: Sept. 2010
(Four years after UPAC final approval date) (MONTH YEAR)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT: Education

EDUC 421		2
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

Designs for Learning Elementary Social Studies
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course provides an introduction to fundamental theoretical concepts and pedagogical skills necessary to create a coherent social studies program for the elementary classroom. Approaches to teaching active citizenship, environmental responsibility, and cultural sensitivity will be explored. The BC Social Studies K-7 Integrated Resource Package (IRP) will be used as a focus for exploring diverse pedagogical strategies. The course will highlight the theory and practice of teaching by the case method.

PREREQUISITES: Admission to the Teacher Education Program (TEP)
COREQUISITES:

SYNONYMOUS COURSE(S)
(a) Replaces: _____ *(Course #)*
(b) Cannot take: _____ *(Course #)* for further credit.

SERVICE COURSE TO:
_____ *(Department/Program)*
_____ *(Department/Program)*

TOTAL HOURS PER TERM: **30**
STRUCTURE OF HOURS:

Lectures:	**15**	Hrs
Seminar:	**15**	Hrs
Laboratory:		Hrs
Field Experience:		Hrs
Student Directed Learning:		Hrs
Other (Specify):		Hrs

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE: _____
HOURS PER DAY: _____

MAXIMUM ENROLLMENT: **32**
EXPECTED FREQUENCY OF COURSE OFFERINGS: **once a year**

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	X No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	X Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	X No

AUTHORIZATION SIGNATURES:

Course Designer(s): Allan McNeill
Chairperson: *Allan McNeill (Curriculum Committee)*
Department Head: Paul Orlowski
Dean: Dianne Common, VP Academic
UPAC Approval in Principle Date:
UPAC Final Approval Date:

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

In the successful completion of this course, students will:

- Demonstrate familiarity with the BC Social Studies K-7 IRP
- Understand the implications of constructivist learning theory for designing learning activities in social studies
- Understand the use of strategies to teach a variety of research skills
- Develop skills in planning and developing a short sequence of lessons in social studies from a critical thinking perspective
- Understand the use of teaching by the case method in social studies and other areas
- Understand how to integrate the use of information technology in social studies

METHODS: (Methods will vary and may include)

- Lecture, seminar, three assignments,

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) ☐ Yes X No

METHODS OF OBTAINING PLAR:

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

REQUIRED READING

Wright, Ian. *Elementary Social Studies: A Practical Approach to Teaching and Learning.* Toronto: Prentice Hall, 2001.

Social Studies K-7 Integrated Resource Package. BC Ministry of Education. 1998.
Available at http://www.bced.gov.bc.ca/irp/

Coursepack (of selected articles covering course topics)

RECOMMENDED READING

Wassermann, Selma. *Introduction to Case Method Teaching: A Guide to the Galaxy* . New York: Teachers College Press,1994.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Assignment 1	20%
Assignment 2	30%
Assignment 3	50%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

TOPICS

- How constructivist learning theory influences classroom practice
- History, geography and social studies viewed from a post-modernist perspective
- Teaching active citizenship in a multicultural society and changing global community
- Analyzing and dealing with current events in BC and the outside world

- Skills for data collection, empirical research and critical analysis
- Teaching library and internet research methods
- Organizing local, national and international history and geography curricula
- Community mapping and environmental responsibility
- Using technology in writing and representing in social studies
- Teaching by the case method in social studies and across the curriculum
- Lesson planning and unit planning
- On-going assessment of social studies
- Integration of social studies activities into other curriculum areas
- Diversity and inclusion issues in social studies teaching
- Resources available for teaching social studies (e.g., *Canadian Geographic*)

ASSIGNMENTS

1. Critique of Social Studies K-7 IRP for underlying assumptions and biases

2. Lesson demonstration based on case method/self-assessment of lesson plan

3. Unit plan within a critical thinking framework (to be shared with class)