

ADE/B.Ed. (Hons) Elementary

Syllabus

Teaching Social Studies

Semester 4

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Technical Support: Education Development Centre (EDC); Teachers College, Columbia University

Syllabus: Teaching Social Studies

Year/Semester:	Year 2, Semester 4
Credit value:	3 credits
Re-requisites:	Successful completion of semester 1-3

COURSE DESCRIPTION

This course enables prospective teachers to reflect on the purpose of teaching social studies and help shape their approach to teaching the subject. It prepares them to integrate knowledge with skills, values and attitudes, essential for democratic citizenship, in their teaching, and to encourage informed and responsible civic action.

The teachers of social studies have an added responsibility for helping students understand their world, facilitating the development of a wide range of skills and competencies to enable them to become critical consumers of knowledge, and encouraging them to participate as informed, caring and peace loving citizens to improve the society. The task of the social studies teacher becomes more challenging given the dynamic nature of society and subject matter, the nature and needs of the learners and wide varieties of learning contexts.

This course will acquaint teachers with an understanding of the key concepts of the various disciplines comprising the Social Studies. This will broaden their understanding of recurring social issues; help them to understand the controversies (current and persistent local, national and global issues). They will also become familiar with the use of a range of skills such as information gathering and processing, map reading, thinking, interpersonal, communication and presentation skills. This will help promote students' growth as individuals and as citizens of Pakistan and of an increasingly interdependent world. This course will encourage prospective teachers to further develop their instructional repertoire and assessment practices in order to improve the teaching and assessment of concepts, skills, values and social actions,

This course will prepare prospective teachers to provide for their students activity-rich opportunities for inquiry, cooperative learning, discussion, role play, etc. It will equip prospective teachers with strategies to deal with controversial issues in their classrooms. Hence, this course combines content with different teaching strategies to make the teaching and learning of social studies a valuable and interesting educational experience for both teachers and students.

COURSE OUTCOMES

Students will be able to:

- Review/reflect on the nature, methods, key concepts and skills in the disciplines comprising the Social Studies (history, geography, political science, citizenship, anthropology, sociology, economics) and to deepen their understanding regarding their use to educate for informed, responsible and active citizenship
- Develop an understanding of current, persistent and controversial issues (global warming, cultural diversity, universality of human rights) and acquire the skills to teach controversial issues in their classrooms
- Recognize diversity and differences as assets and learn to evaluate different perspectives and biases

- Encourage and promote inquiry and critical approach in their teaching practice, thereby engage in critical reflection on their experiences (at the university and in real classrooms) to improve their practice
- Broaden their repertoire of content knowledge, pedagogical strategies, and instructional skills

LEARNING AND TEACHING APPROACHES

The course combines elements of all the disciplines as it provides opportunities for students to conduct inquiry, develop and display data, synthesize findings, and make judgments. The use of a variety of teaching strategies, like active/effective lecturing, discussion, role play, and cooperative learning not only help in the development of a number of skills and values but also facilitates the learning of students with different interests, abilities and styles of learning. It also helps prospective teachers to develop and/or expand their repertoires of engaging, thoughtful teaching strategies for lessons that allow students to analyze content in a variety of learning modes. A variety of skills are also embedded throughout meaningful social studies lessons.

This course is made more meaningful and challenging for prospective teachers through the use of strategies and activities that:

- Engage students
- Facilitate them to connect what they are learning to their prior knowledge and to current issues
- Encourage them to inquire
- Provide them the opportunities to think critically and creatively about what they are learning, and to apply that learning to authentic situations

The old adage "if all you have is a hammer, everything looks like a nail" is equally true of teaching strategies. If the only classroom teaching strategy one knows is traditional lecturing, that's the teaching tool that one is likely to use for all classroom situations. If, on the other hand, a teacher has more tools in his/her toolbox, then he/she will have the opportunity to choose the most appropriate tool for the task at hand. In this course, prospective teachers will explore various teaching strategies in which most students are active rather than passive in the classroom and in which the focus is less on the teacher presenting and more on the student learning.

SEMESTER OUTLINE

Unit 1: Citizenship and Human Rights Education

This unit will introduce prospective teachers to the concept of Citizenship education and equip them with pedagogical strategies and skills required to educate for informed, responsible and active democratic citizenship. It will also help them to understand the concept of Human Rights.

Unit Outcomes

By the end of this unit the students will be able to:

- Define Citizenship and describe its key concepts
- Understand and appreciate the kind of behaviors necessary for the functioning and maintenance of a democratic society
- Become familiar with the use of active learning pedagogies such as role play, debate discussion, group work and presentations in their classrooms
- develop and demonstrate the skills to teach controversial issues in their classrooms
- discuss how different subject areas can be used for engaging with Citizenship ideas
- understand and explain the concept of Human Rights
- Develop a respect for human rights including those of individuals and of minorities
- Recognize the value of reviewing their own practice
- Reflect on their practice, using evidence from classroom, other research and through dialogue with colleagues

Week 1	Introduction to the course, Definitions, Rationale for teaching and learning of Citizenship • Key Concepts of Citizenship education • Controversial Issues—What, Why and How to teach them
Week 2	Towards creating a better world—developing citizenship values, skills and dispositions through the teaching of controversial issues • Links with other subject areas • Citizenship rights
Week 3	The Evolution of the concept of Human Rights • Rights and Responsibilities, Defining Human Rights • Civil, Political, Social, Economic and Cultural Rights
Week 4	Women's rights, Children's rights, Interdependence • Human dignity, Justice, Equality, Freedom, • Universality, Indivisibility—Are human rights universal? • Reflection and Review

Unit 2: History - People, Past Events and Societies

Through the study of time, continuity and change, this unit enables students to recognize and evaluate different perspectives and biases in historical writing. Capacities like critical thinking, issue analysis and an examination of perspectives are developed in prospective teachers to enable them to improve the teaching and learning of History.

Unit Outcomes

By the end of this unit the students will be able to:

- develop an understanding of the reasons for teaching and learning history and of the relationships between past and the present
- develop an awareness of the ways in which we learn about the past, and the methods and tools of the historian
- understand the meaning of Time and Chronology and the reasons for Change and Continuity
- analyze the sometimes complex cause-and-effect relationships, and multiple perspectives of ideas and events, also recognizing the effects of the 'accidental' and 'irrational' on history
- recognize the interrelatedness of geography, economics, culture, belief systems, and political systems within history
- discuss how history can be used as a vehicle for processes, knowledge and understanding of Citizenship education

Week 5	Definition, Rationale and Methods of History • Key concepts: Time and Chronology • Change and Continuity
Week 6	Cause and Effect • Multiple causation • Multiple perspectives, Interpretation of history • Reflection and Review

Unit 3: Geography - People, Place and Environment

This unit examines the interaction of humans within their spatial environments and the effects on the location and development of place and region. The skills required for teaching and learning geography are also included in this unit.

Unit Outcomes

By the end of this unit the students will be able to:

- explain human and environmental interaction
- compare world regions and their historical, cultural, economic and political characteristics
- evaluate various perspectives on any issue

Week 7	Definition and Rationale for teaching and learning Geography Key Concepts/Themes of Geography: Location, Place, Human-environmental Interactions, Movement, Regions Skills required for teaching and learning Geography
Week 8	Global Warming—exploring the issue • Global Warming—a myth or reality? • Controversy about the theory of, and responses to Global Warming • Reflection and Review

Unit 4 Culture and Diversity

This unit gives the teachers an understanding of culture, diversity, and world view— the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. It also includes an understanding of the interdependent relationship among individuals, societies and the environment –locally, nationally, and globally—and the implications for a sustainable future. Peace concepts, the skills and dispositions for prevention, management and resolution of conflict to build more peaceful societies are also included in this unit.

Unit Outcomes

By the end of this unit the students will be able to:

- understand the concept of culture and how it is transmitted
- develop an appreciation for the rich complexity of a society's culture and an understanding of how the parts of a culture interrelate
- recognize the special strategies required to allow the different elements within a pluralistic society to live together amicably
- recognize and appreciate the multicultural and multiethnic dimensions of a society and the contributions made by various groups
- appreciate the similarities and differences that exist among societies of different times and places
- develop an understanding and appreciation for the rational and peaceful resolution of conflicts and settlement of disputes

Week 9	Rationale for the study of Culture • The Dynamic Nature of Culture • Groups and Institutions
Week 10	Society, Socialization • Civilization • Cultural Adaptation
Week 11	Assimilation, Acculturation • Diffusion, Dissonance • Multiculturalism and its implications • Reflection and Review
Week 12	Interdependence

	• Peace and Sustainability • Understanding Peace and Conflict
Week 13:	Why 'Peace Education', Teaching children the skills to resolve conflicts • Positive attitudes and skills—empathy, cooperation, anger-management, and problem-solving • Communication and Negotiation • Reflection and Review

Unit 5 Power, Authority and Governance

This unit gives teachers an understanding of the various ideologies and forms of power; the origins, functions, and sources of government power and the roles played by individuals and groups.

Unit Outcomes

By the end of this unit the students will be able to:

- develop an understanding of power and its forms and an appreciation for the balance of power established by the constitution between majority and minority, the individual and the state, and government 'by' and 'for' the people

Week 14	Power, Government Systems and Regimes • Institutions of Government, political processes and participation • Civil society—individuals, groups and institutions • Reflection and Review
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Unit 6 Production, Distribution and Consumption

The study of economic concepts, principles, and systems in this unit enables students to understand how economic decisions affect their lives as individuals and as members of society.

Unit Outcomes

By the end of this unit the students will be able to:

- recognize and analyze the economic systems of various societies and their responses to the three basic economic questions: what to produce (value), how and how much to produce (allocation), and how to distribute (distribution)
- recognize and discuss the economic global interdependence of societies

Week 15	Definition of and Rationale for teaching and learning of Economics • Conflict between wants and resources, Choice, Scarcity • Opportunity cost
Week 16	Economic systems • Production and distribution of Wealth • Supply and demand • Reflection and Review

Suggested Textbooks Websites and References

www.proteacher.com

This website has teaching ideas and resources, lesson plans etc. for elementary school

www.moneyinstructor.com

This website has worksheets, lessons and activities for teaching money, business and life skills. The ideas could be useful for teaching economics topics

www.educationworld.com

Educational research blogs, templates, tutorials, worksheets, lesson plans are many other articles with very good ideas for teachers are available on this site

www.pbs.org

A variety of videos, on culture and society, history topics, science and nature, etc are available on this site

www.teachingideas.co.uk

Lesson ideas, plans, activities, resources which can be used by teachers in their classrooms are available on this site

www.learner.org

This site offers Teachers' professional development and classroom resources and activities across the curriculum

www.geography-site.co.uk

A comprehensive site exploring geography with online lessons, revision sheets and easy to read information about geography topics

[www.teachervision.fen.com/diversity/teacher resources/33631.html](http://www.teachervision.fen.com/diversity/teacher%20resources/33631.html)

Teachers could use the resources on this site to teach students to respect differences among people in their community and around the world

www.salsa.net/peace/teach/teachers.html

Peace tools for teachers could be found on this site

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Books

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COURSE ASSIGNMENTS

Graded course assignments will be listed on a separate handout. These assignments will be designed to help you achieve course outcomes.

GRADING POLICY

Grading for this course follows the university's policies. This will be explained by the Instructor early in the course and will include both coursework and examinations.