

LECTURE 2:

Benefits of Developing Social Skills

- better educational and career outcomes
- better success in life
- stronger friendships
- Social Studies Concept and Young Children
- social studies
- social understanding
- civic efficacy
- curriculum goals
- scope and sequence
- grade and unit topics
- conceptual themes
- achievement gaps
- 21st century skills
- familiarization
- trends

Definition of Social Studies

- without historical **understanding**, there can be no **wisdom**.
- without geographical understanding, there can be no sane use of resources and no rational approach to decision making.
- without civic understanding, there can be no democratic citizens, hence no democracy.
- *call for knowledgeable and skillful teachers with the information, ideas, skills, attitudes, and values that compose the social studies curriculum > **improved judgment**

Importance of Growth and Development of Young Children

- biologically facts of growth and development are culturally relative
- interpreted and understood in relation to ideas about the children's needs. Welfare, and best interests which vary between cultures.

Purpose of social studies education

- To help students develop social understandings (i.e., knowledge of people and places near and far (geography) and now and then (history) and civic efficacy (i.e., the ability to think and act as democratic citizen in a diverse nation and an interdependent world

Primary Purpose: "To help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (Brophy, Alleman, & Halvorsen, 2018)"

Social Studies as citizen education

Background

- **1916** - National Education Association issued a committee report which is credited for the emergence of social studies as an interdisciplinary school subject

- Called for **incorporating content** from a previously disconnected courses in history, geography and civics within a curriculum strand **i.e. Social Studies**

- **Primary purpose** - social education
- **Content**- selected based on its personal meaning and relevance to students and its value in preparing them for citizenship

- **1930s** - topics began to replace the disciplines
 - The curriculum drew from history, geography, civics, and economics, and later from sociology, anthropology and psychology as well
 - **Content** - taught as interdisciplinary social studies organized by topic 2

- (rather than as school-subject versions of the academic disciplines taught as separate courses)

- **Expanding communities sequence** - became the dominant framework for structuring the elementary social studies curriculum

- Also known as expanding horizons or expanding environments approach

Citizen Education

- gives people the knowledge and skills to understand, challenge, and engage with democratic society, including politics, the media, civil society, the economy, and the law.
- a way to secure the future of society
- train younger generation about civic engagement and participation
- civilized society

How do I teach citizen education?

1. **Single-issue politics**
 - canned food drive
 - shoes, clothing, or coat drive
 - save the whales/bees/national forest, etc.
 - roadside litter cleanup
 - pet shelter supply drive
 - voting campaigns

- park or playground improvement efforts

Reminder: Teach children to think critically as to the issue or advocacy they are joining.

2. **Democracy and human rights**

- part of comprehensive education