

# Agenda Session 5

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- Housekeeping (3-3:10)
- Review of BICS/CALPS (3:10-3:20)
- Let's talk Social Studies; What's it good for? (3:20-4:00)
- Breakin' down the HSS CAT Part 1 (4:00-4:30)
- BREAK (10 min.)
- Breakin' down the HSS CAT (4:40-5:05) Lorie's part
- Activity: SIOP Video (Planning/Group Work/ Assignment #1 Planning) (5:05-5:55)*
- Closure (5:55-6:00)



# Range of Contextual Support and Degree of Cognitive Involvement in Communicative Activities

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Cognitively Undemanding

Context Embedded  
(Extra-linguistic clues)

Context-Reduced  
(Completely symbolic  
and arbitrary)

Cognitively Demanding



# The Social Studies

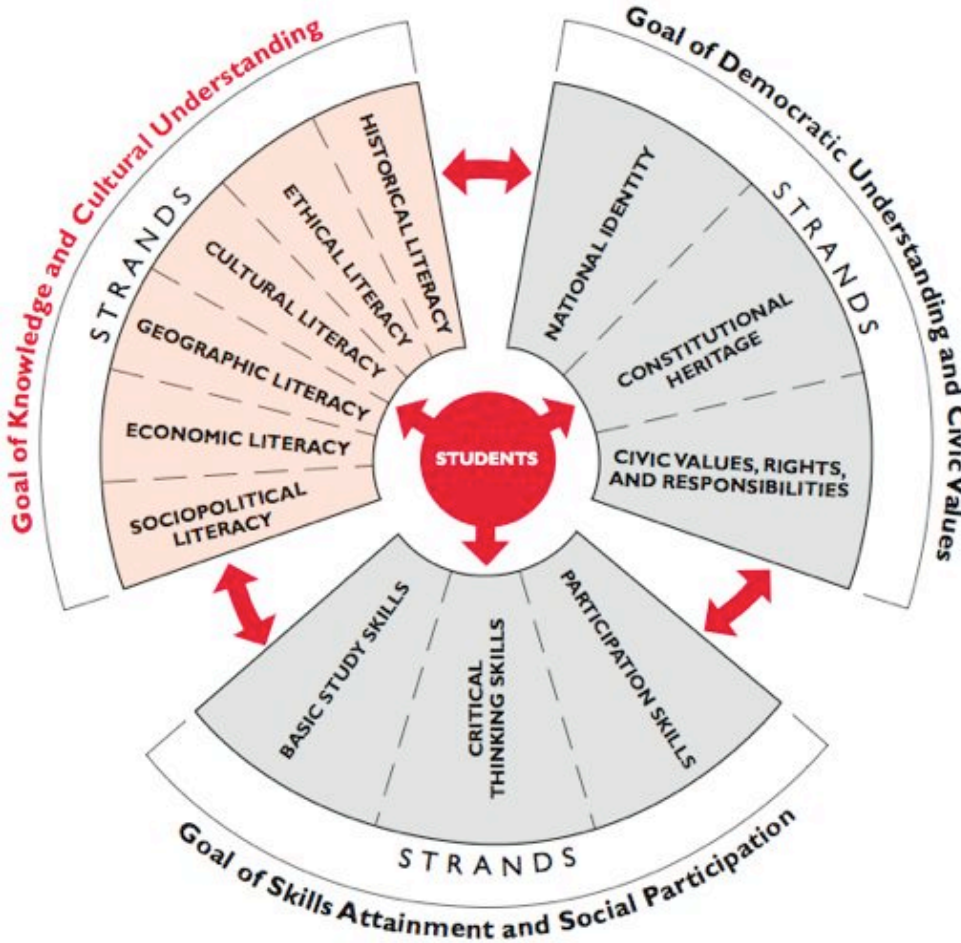
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Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.



# CA Soc Studies

History–Social Science  
K–12 Goals and Curriculum Strands



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# Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity.

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# Time, Continuity, and Change

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

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# People, Places, and Environments

Social studies programs should include experiences that provide for the study of people, places, and environments.

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# Individual Development and Identity

Social studies programs should include experiences that provide for the study of individual development and identity.

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# Individuals, Groups, and Institutions

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

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# Power, Authority, and Governance

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Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.



# Production, Distribution, and Consumption

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Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.



# Science, Technology, and Society

Social studies programs should include experiences that provide for the study of relationships among science, technology, and society

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# Global Connections

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Social studies programs should include experiences that provide for the study of global connections and interdependence.



# Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

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# Critical Pedagogy

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- *Education is the process of coming to share in the social consciousness.-- Dewey*
- Designed to blur distinction between teacher and student
- Learning is a combination of rigor and joy.
- Knowledge is for action
- Focus is on *problem-finding*.



# Critical Pedagogy: Contrasts

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- ◆ Technocratic Argument
  - ◆ School provides workers
  - ◆ Marketplace metaphor
- ◆ Academic Rationalist Argument
  - ◆ School prepares informed citizens
  - ◆ “What every American should know”
- ◆ Critical Pedagogy Argument
  - ◆ Schools can transform culture, making it more equitable





# Critical Pedagogy “Method”

Initial whole class discussion

Action taken  
and evaluated

Dialogue in groups

Groups plan for  
needed action

Teacher takes  
notes on  
student  
comments

Students  
critique teacher  
lesson

Teacher presents  
material based on  
student need

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# A CP Unit

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- 4th grade Social Studies
- Dialogue with students
  - The concept of public ownership as a way into the social studies.
- Teacher directed lecture
- Ss critique



# The “Sidewalks” Unit

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- Who owns them?
- Who fixes them?
- How are they made?
- Who decides where they go?
- Can you buy them if you want to?
- Who invented them?



# Sidewalk Subprojects

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- Materials:
- Literature: Sidewalks
- Field trip with data collection
- The “New Development” sidewalk review
- Letter Writing: Using word processing

