

BPRI226- Social Studies: Developing Citizenship and Values

ECTS Value: 5 ECTS
Self-Study Hours: 60

Contact Hours: 25
Assessment Hours: 40

Overall Objectives and Outcomes

Throughout this module the learner will be provided with the rationale of the Social Studies Primary Syllabus and the context of Social Studies within the wider sphere of the Primary Syllabi. Subject content covered will include the main Historical eras of the Maltese history, the main Geographical aspects of the Maltese islands and basic civics. This will be aimed at educators, and their young audience.

By the end of this module, the learner will be able to:

Competences

- a. Extend and apply knowledge of the Social Studies syllabus to students' life
- b. Initiate projects to be used during the Social Studies lessons
- c. Consolidate and amalgamate what the students are being exposed to in the real world to how applicable this can be to the classroom world during a Social Studies lesson/activity;
- d. Review current primary sources of information directly or indirectly related to the Social Studies learning outcomes;
- e. Deploy established techniques of enquiry during Social Studies activities so as to help students benefit from the activity/lesson and make it more applicable to their holistic development;
- f. Organise group work sessions, projects and/or fieldwork within the class which can be used as ongoing assessment strategies;
- g. Devise methods to enhance a student-centred class approach;
- h. initiate projects which can take different forms and which can be led and presented by the class students themselves;

Knowledge

- a. define the Basic Geographical aspects of the Malta as a Mediterranean island
- b. identify Basic Historical events of the Maltese history within the Euro-Mediterranean region;
- c. Systematically understand key aspects of the Social Studies Primary Syllabus;
- d. describe Basic Civics and sociological aspects of Malta as a multicultural society;
- e. systematically understand the Social Studies outcomes per year group and per level according to the LOF as well as understand the reasoning behind the distribution of the topics according to 3 sections: geographical, historical and civic;
- f. appreciate the continuation and scaffolding of the way the outcomes are set, knowing that every Social Studies lesson/activity is not within a vacuum but is there as progression from previous topics, as well as progression towards future topics;
- g. observe the way Social Studies content can be presented and applied within the classroom in a variety of ways as it is flexible, relevant and very often fit as a cross-curricular theme;
- h. Define school-based assessment strategies.

Skills

Applying knowledge and understanding

The learner will be able to:

- a. Associate projects and fieldwork to the Social Studies syllabus;
- b. Apply themes from the Social Studies syllabus to students' everyday life;
- c. Comment on topics regarding the three aspects of Social Studies;
- d. devise arguments and discussions prior and following fieldwork of projects presentations;
- e. support students in the design, development and implementation of projects carried out during the scholastic year.

Assessment Methods

This module will be assessed through: Portfolio.

Suggested Readings

Core Reading List

1. Briguglio, B. and Brown, M. (Eds) (2016). *Sociology of the Maltese Islands*. Malta: Agenda.
2. Said Zammit G Ed. (2012). *Environmental Education: Malta and beyond*. M.alta: Miller Publishing.
3. *Social Studies syllabus* at <http://primarysocialstudies.skola.edu.mt/>
4. *Social Studies learning outcomes* according to Learning Outcomes Framework at: <http://www.schoolslearningoutcomes.edu.mt/mt/subjects/social-studies>
5. *Social Studies resources* at <http://primarysocialstudies.skola.edu.mt/>
6. Bolinger, K & Warren, W.J. 2007, *Methods Practiced in Social Studies Instruction: A Review of Public School Teachers' Strategies*, Journal of Social Education, Vol 33, Issue 1, - accessed 7th January <<https://files.eric.ed.gov/fulltext/EJ779674.pdf>>

Supplementary Reading List

1. Frendo H, Friggieri O Ed. (1994). *Malta Culture and Identity*. Malta, Ministry of Youth and Arts.
2. Cutajar T. (2012) *Dawra ma' Malta*. BDL
3. Chircop B. (2011) *Nifhmu l-Genn tas-Socjeta*. BDL
4. Cucciardi M, Deattista A (2012) *Imriezaq* BDL
5. Annenberg Learner (undated), *Teaching Social Studies*, accessed 6th January <https://www.learner.org/workshops/socialstudies/session1/index.html>
6. *Social Studies in the Primary Progame*, accessed 5th January http://nde.ne.gov/OEC/pubs/pri_pro/Social_Studies.pdf
7. Pickford, T., Garner, W. and Jackson, E. (2013). *Primary humanities*. London: SAGE.
8. Green, R. (2010). *Games, ideas and activities for primary humanities*. Harlow: Longman.