



## Course syllabus

Faculty of Arts and Humanities

Department of Cultural Sciences

1GN244 Samhällsorienterande ämnen för undervisning i förskoleklass och årskurs 1-3/verksamhetsintegrerad profil, 15 högskolepoäng

1GN244 Social Sciences for Teaching in Pre-school Class and School Years 1-3/Teaching Practice Profile, 15 credits

### **Subject Group**

Educational Sciences/Theoretical Subjects

### **Level of classification**

First Level

### **Progression**

G1F

### **Date of Ratification**

Approved 2017-04-19

Revised 2022-11-01 by Faculty of Arts and Humanities. Revised literature.

The course syllabus is valid from spring semester 2023

### **Prerequisites**

Perspectives on the Teacher Assignment and the School in Society/Pre-school Class and Year 1-3/Teaching Practice Profile, 7.5 credits (1GN431),

Didactics and Curriculum Theory, Primary Teacher Programme in Pre-School and Years 1-6, Teaching Practice Profile, 7.5 credits (1GN420) or the equivalent.

## Objectives

After completing the course, the student should be able to

- account for subject knowledge, including knowledge about current research and development work, such that is necessary for their future career
- account for and apply subject didactic and methodological knowledge such that is necessary for teaching and learning in the subjects of history, civics, geography and religious studies, as well as for their professional practice in general,
- independently and together with others plan and develop teaching with the purpose of stimulating each pupil's learning and development in the best way possible
- assess pupils' learning and development in relation to the school objectives,

- discuss sustainable development from the perspective of the social sciences, in their teaching.

***Module 1 Introduction to the social sciences, 10 credits***

After completing the module, the student should be able to

- account for central concepts in general terms
- account for different methods for searching for, evaluating and processing sources and information as well as give examples of how these can be used in teaching
- account in general terms for the origin of mankind, Swedish prehistory, and how this can be used in teaching
- account in general terms for festivals and symbols in Judaism, Christianity and Islam and for how these are related to religious tradition in a broader sense,
- recount a few stories from Norse and Ancient mythology and from Jewish, Christian and Muslim traditions, and reflect on how these can be used in different contexts and in teaching
- account for the main relations between politics at the central, regional and local level in Sweden
- discuss how basic democratic principles and human rights can be dealt with in teaching
- explain in general terms money, money's worth and payment systems in Sweden
- account in general terms for the development of cities and cultural landscapes, and give examples of how this can be used in teaching
- discuss important environmental issues from local and global perspectives, and give examples of how these can be used in teaching.

***Module 2 Teaching the social sciences, 5 credits***

After completing the module, the student should be able to

- identify, evaluate and use source material appropriate for the teaching of the social sciences focusing on the local area
- argue for their selection of material, didactic approaches and assessment of pupils' knowledge development in connection to a thematic plan for teaching about the local area, on the basis of current policy documents for the social sciences
- use relevant methods and sources for planning teaching about local history
- identify places and forms of religious worship in the local area, in history and today
- discuss the role of religion in local society, from contemporary and historical perspectives, including the role of Christianity in schools.

**Content**

The course aims to give students basic subject knowledge and subject-didactic competence, as well as insight into the specific and interdisciplinary character of the social sciences. The introductory module focuses mainly on the content of each subject, and the final module is a thematic course in which students use their knowledge about their subjects, subject-didactics and methodology in planned teaching. The link to professional practice is strengthened through teaching practice.

***Module 1 Introduction to the social sciences 10 credits***

This module gives an introduction to the social sciences and their subject-didactics. The subject content of this module is closely linked to the central content of teaching in the

social sciences in school years 1–3. The module introduces subject content and concepts at a basic level.

### ***Module 2 Teaching the social sciences 5 credits***

This module builds on the introductory module, and focuses more specifically on teaching the social sciences. The central content of the social sciences serves as a basis for the module. During the module, students are given examples of, and practical training in, teaching about local society. In a written assignment, students get to practise thematic planning on the basis of current policy documents. The assignment is linked to a teaching practice placement.

#### *Professional basis and professional progression*

The course prepares the students for their third teaching practice placement and the objectives specified in the course syllabus. In groups, the students plan and present a thematic field of work concerning teaching about local society. The students discuss the field with their supervisors in the teaching practice profile and implement parts of the plan in the teaching practice part of the course.

#### *Scientific approach and scientific progression*

The first module is based on the scientific and didactic foundations of the four social sciences. Here the students learn about the scientific approaches of each of the subjects. The students practise searching for, evaluating and processing information and presenting their knowledge in speech and writing by planning and presenting a thematic field of work. The students practise their academic writing in written assignments.

### **Type of Instruction**

Teaching is delivered in the form of lectures, seminars, excursions, study visits, exercises and teaching practice. Compulsory parts are specified in the study guide for the course.

### **Examination**

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

In order to receive the grade of Pass, the student must achieve the objectives. Grading criteria for the grade of Pass with Distinction will be specified in writing when the course starts. In order to receive the grade of Pass with Distinction, the student must have received this grade for at least 10 credits.

Module 1 is examined through written examinations and papers.

Module 2 is examined through a written group assignment in the form of a teaching plan, which is presented and discussed in a seminar, as well as through an individual paper. The assignment is linked to teaching practice during the course.

If the university has decided that a student has the right to special educational support due to a disability, the examiner may offer an adapted test or allow the student to conduct the test in an alternative form. For students who do not pass their first examinations, retake examinations are provided in accordance with Local regulations for courses and examinations at the first and second levels at Linnaeus University.

### **Course Evaluation**

During or shortly after the course, a course evaluation is conducted. Results and analysis of the course evaluation are promptly communicated to the students who have taken the course. Students who are taking the course when it is offered the next time are

informed of the results at the start of the course.

## Other

The course is included in the programme for primary school teachers.

## Required Reading and Additional Study Material

### Module 1 Introduction to the social sciences, 10 credits

Améen, L. *Stadens gator och kvarter*, compendium ca 20 p.

*Barnets rättigheter*. FN:s barnkonvention, [www.regeringen.se](http://www.regeringen.se)

Berglund, Jenny & Gunner, Gunilla (eds.). *Barn i religionernas värld*. Stockholm: Liber. The latest edition (in selection, ca 130 p)

Blanck, Sara, *SO för lärare 1-3*, Malmö: Gleerups. The latest edition, 152 p.

Hedin, Christer. *Abrahams barn: vad skiljer och förenar judendom, kristendom och islam?* Johanneshov: TPB. The latest edition. (in selection, ca 100 p.)

Lindström, Dan. *Fortid i Sverige: En introduktion*. Stockholm: Natur & kultur. The latest edition, 132 p.

*Läroplan för grundskolan, förskoleklassen och fritidshemmet, Lgr 11*. Skolverket. (digital resource), ca 25 p.

Norén Bretzer, Ylva. *Sveriges politiska system*, Lund: Studentlitteratur. The latest edition (in selection, ca 225 p.)

Östman, Peter & Gardestrand Bengtsson, Mikael. *Geografi 1 och 2: Människan Resurserna Miljön Hållbar utveckling*. Stockholm: Liber. Senaste upplagan ca 462 p.

Additional material provided on the online learning platform, ca 150 p.

### Module 2 Teaching the social sciences, 5 credits

Berglund, Jenny & Gunner, Gunilla (eds.). *Barn i religionernas värld*. Stockholm: Liber. The latest edition (in selection, ca 130 p)

Blanck, Sara, *SO för lärare 1-3*, Malmö: Gleerups. The latest edition, 152 p.

Hedin, Christer. *Abrahams barn: vad skiljer och förenar judendom, kristendom och islam?* Johanneshov: TPB. The latest edition. (in selection, ca 100 p.)

Norén Bretzer, Ylva. *Sveriges politiska system*. Lund: Studentlitteratur. The latest edition (in selection, ca 70 p.)

Sanderöth, Ingrid. *Plats – identitet – lärande: närområdesstudier i skolan*. Lund: Studentlitteratur. The latest edition (in selection, ca 180 p)

Additional material provided on the online learning platform. (ca 100 p.)

Additional literature is chosen in consultation with the teachers, based on the student's

thematic project, ca 150 p.