**Outline (Social Studies)**

| **Domain** | **Learning Contents** | **Activities** | **Skills/Capacities to be nurtured** | **Number of Periods** |
| --- | --- | --- | --- | --- |
| 1. Subject Teaching Objectives | * Why primary students need to study Social Studies? | Individually think and write their opinions on worksheet, Discuss in group and make presentation by flip paper |  | 1 |
| * Link their image of social study (result of above lesson) with the principles of basic education * Link new primary social study objective and principle of basic education | Discuss the linkage in group and make presentation. |  | 1 |
| * Lecture; overview of social study * Compare the old and new subject objective of social studies | Compare old and new subject objective and think of the advantage and disadvantages of them |  | 1 |
| * Lecture; what is social study as a subject and position of social studies in the new curriculum * Compare students’ old image of social study and the new subject objective | Compare students’ image of old social study and the new social study |  | 1 |
| 2. Curriculum Structure | * Look at grade-wise contents and find the features * Look at grade-wise contents and find the features | Discuss the features in group and make presentation |  | 1 |
| * Link grade-wise objective and new subject objective * Study grade-wise contents again to learn the strand * Lecture; scope and sequence of social studies | Discuss the linkage in group and make presentation |  | 1 |
| * Look at textbook to understand how new social studies connects students to society * Think “why do primary children need to study social studies” and compare their opinion with the ones from the first lesson in Domain 1 | Students study by looking at primary G1 textbook.  Students write down their understanding on a worksheet individually and discuss in group to make a flip paper. And they compare their flip paper from the first lesson in Domain 1 to find out how their understanding on the subject has changed. |  | 1 |
| 3. How Children Learn Social Studies | Background Theory for Social Studies learning   * Integrated study * Study people   Social Studies should help students acquire knowledge, master the process of learning and become active citizen |  | Responding to students’ learning style and needs | **7** |
| 4. How to support students learning | Teaching learning process of Our living Areas   * Students try a children’s activity in our living area * Basic approach for Our Living Areas * Teaching learning process * Cognitive activities * Micro teaching | Students try a children’s activity to grasp about the strand. | Applying teaching learning process | 6 |
| Teaching learning process of Myanmar and the world   * Basic approach for Our Living Areas * Study the Textbook and Teacher’s Guide(G1 – G5)   Demonstrate learning activities from the Teacher’s Guide.(G1 – G5)   * Micro teaching |  |  | 6 |
| Teaching learning process of Myanmar History   * Basic approach for Our Living Areas * Study the Textbook and Teacher’s Guide(G1 – G5) * Demonstrate learning activities from the Teacher’s Guide.(G1 – G5) * Micro teaching | Observing primary Social Studies textbook and Teacher’s guide  Practice learning activities based on teacher guide. |  | **6** |
| What is a good social studies lesson plan?   * The importance of the lesson plan * The content of a lesson plan   Study the check sheet for a good lesson plan | Observing the contents and Group Discussing by students teachers how to design the lesson to |  | **3** |
| Preparation of lesson plan   * How to prepare the lesson plan   Peer Teaching |  |  | **5** |
| Improvement of lesson plan  Reflections on peer teaching |  |  | **2** |
| Review the domain (4) by using portfolio |  |  | **2** |
| 5. Assessment | * What is assessment? * How can assess students? * Types of assessment used in primary Social Studies |  | Assessment, record, and feedback on   * Knowledge * Skills   Attitude | 4 |
| How to apply test items? |  |  | 4 |
| How to develop test items? |  |  | 4 |

Total = 56 periods