

# **CURRICULUM DEVELOPMENT IN SOCIAL STUDIES**

## **OVERVIEW**

Social Studies, as a discipline, is a relatively new comer into the Nigerian educational system. It is not as well-known or as understood as the longer established, traditional subjects such as History, Geography and Economics, to mention a few. Module I therefore serves as introduction on what Social Studies is, it's meaning, focus and scope. It focuses on the core of the discipline, its curriculum, the framework of learning activities of learners and how to assess and evaluate the performance of learners.

## **UNIT ONE: DEFINITION AND SCOPE OF SOCIAL STUDIES**

### **INTRODUCTION**

Every subject has its own rules and guidelines that have to be followed to ensure that meaningful learning takes place among learners. This is called methodology, the procedures or steps, which you would have to master as teachers and educators. For a start, you are being introduced in this unit to what constitutes the basis or essence of social Studies as a discipline. You would be introduced to the definition, scope, aims and objectives of the discipline.

### **OBJECTIVES**

At the end of this unit, you should be able to:

- (i) define Social Studies ;
- (ii) explain the scope of Social Studies
- (iii) state the aims and objectives of Social Studies.

### **HOW TO STUDY THIS UNIT**

1. Glance through the unit. Note the salient points as you read. Take note of the unfamiliar words and check for their meanings in your dictionary.
2. Now from the beginning, read and digest the unit thoroughly and systematically, as arranged. Make sure you attempt all the activities stated. before attempting the exercises, avoid looking at the answers provided
3. Make sure the rules stated are strictly adhered to.

AT THE END OF THIS BOOK, CHECK THE ANSWERS TO THE ACTIVITIES AND ASSIGNMENTS GIVEN.

### **WORD STUDY**

|                     |                                                                                                                                        |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Aims</b>         | - refers to objectives achievable within a long period                                                                                 |
| <b>Anthropology</b> | - refers to the scientific study of people, society and culture.                                                                       |
| <b>Archaeology</b>  | - is the study of societies and people of the past, by examining the remains of their buildings, tools and other man-made instruments. |
| <b>Discipline</b>   | - an area of study, especially a subject of study offered in a college university                                                      |
| <b>Electricity</b>  | - refers to a set of ideas selected from/many different sources.                                                                       |
| <b>Foundation</b>   | - refers to the principle or idea upon which a discipline or subject is built,                                                         |

and which provides a basis for its understanding.

**Instructional objectives** - Objectives achievable within a short period.

**Scope** - areas of coverage in a study.

## DEFINITION OF SOCIAL STUDIES

There are no universally accepted definitions of Social Studies because of the eclectic nature of the discipline. That is, the subject selects its content from a wide variety of disciplines such as Geography, Economics, Political Science, History, Sociology, Anthropology, and Archaeology among others. However, the following definitions are relevant to the meaning of the discipline.

Social Studies can be defined as:

- a) The study of man in his environment.
- b) A way of life, a practice of living effectively within one's immediate cultural environment and the modern world at large.
- c) The application of the relevant knowledge and skills from the social sciences, art and science for better living.
- d) A discipline in which the teaching and learning of attitudes and skills over-shadow the acquisition of facts and information.
- e) A subject designed to enable individuals become socially competent and efficient.

By and large, from all these definitions, it could be deduced that Social Studies pays attention to man within the context of his environment but not just to man and his environment par se.

### ACTIVITY I

1. What is Social Studies?
2. State one salient reason why Social Studies has no single generally acceptable definition.
3. Mention some other disciplines which are interrelated with Social Studies.

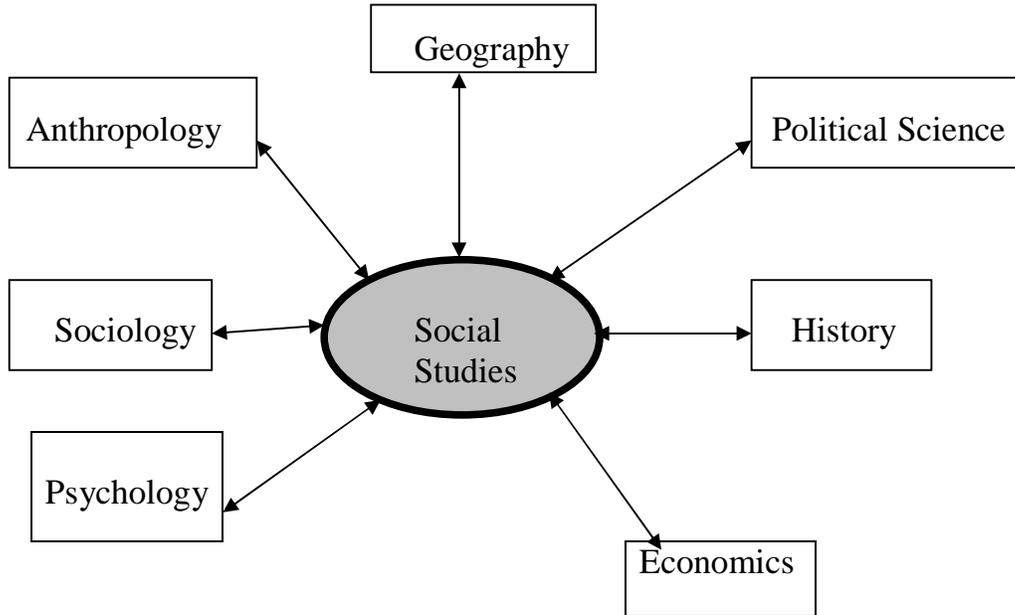
Social Studies has a relatively wide scope due to its eclectic nature. In fact, it deals with man in his physical, social, economic, political, historical and cultural environments.

Furthermore, in order to reflect the real existence of man within his culture in terms of social and physical relatedness to his fellow men and the outside world at large, Social Studies has been made an integrated social science subject. However, the integration has made it possible for the subject to have disciplinary ability and capability not found in other social science disciplines with which it integrated.

Through the wide scope nature of Social Studies, its accompanying concepts and teachings, it has been possible to learn about the problems of man’s survival within his immediate surroundings.

In scope, Social Studies is related to other disciplines such as Geography, Economics, Political Science, Sociology, Psychology, History among others. Figure 1 shows the interrelationship of Social Studies with other disciplines in terms of scope.

**Figure 1: Scope of Social Studies in Relation to Other Disciplines.**



Geography deals with man and his environment. Political Science explains how man governs himself. History explains man’s daily events from the past to the present. Economics deals with man’s production and consumption. Psychology explains man’s behaviour. Sociology studies man’s social relationship within his society while Anthropology deals with the study of races. The subject taps its materials from other disciplines for its purpose and goal.

**ACTIVITY II**

1. Explain the eclectic nature in the scope of social studies.
2. Social Studies is an interdisciplinary disciplines. Discuss

**AIMS AND OBJECTIVE OF SOCIAL STUDIES**

Generally Social Studies objectives vary greatly from one culture to another and from generation to generation. In fact, the objectives depend primarily on the past and present experiences. However, the subject’s aims are to:

- a) Assist man to acquire skills for solving societal and environmental problems.
- b) Influence man's attitude positively to social, cultural, economic, political values and the total environment.
- c) Create awareness and sensitive to man's environments.
- d) Encourages voluntary participation in social and civic duties as well as develops the sense of responsibility.
- e) Equips men with the basic understanding of the knowledge, of the total environment.

Meanwhile, the following are the general objectives of Social Studies to develop in the students:

- (i) the ability to adapt to their changing environment;
- (ii) a desire and capacity for independent; learning, through the collection of facts and information, necessary for taking rational decisions in human affairs;
- (iii) the right type of values, skills and attitudes;
- (iv) good citizens, capable and willing to contribute to the development of the society;
- (v) the spirit of national consciousness and national unity.

### **ACTIVITY III**

1. Highlight the five basic functions of Social Studies
2. Which of the Social Studies objectives makes sense to you the most? Give your reasons

### **SUMMARY**

- Definitions of Social Studies are eclectic in nature due to the wide scope of the subject.
- The scope of Social Studies could be described as an interdisciplinary discipline because it is related with many subjects such as Geography, Economics, and History among others. It can also be explained as integrative, in that it draws materials from a wide range of sources. These are pooled together to attain the objective in view.
- Aims and objectives of Social Studies are also many because of its nature. However, the basic ones are enumerated above.

### **ASSIGNMENT**

1. Draw an annotated diagram to explain the eclectic nature in the scope of Social Studies

2. Discuss in details, the five (5) basic functions of Social Studies.

**REFERENCES**

Ogunsanya M. (1982): **Introduction to Methodologies of Social Studies.** Department of Educational Management, University of Ibadan.

Olu-Aderounmu and Adegboye A. (1990): **Social Studies, Nigeria Certificate in Education Series,** Ondo State College of Education, Ikere Ekiti.

Makinde M.A. (1979); **Integrated Social Studies, A Handbook of Social Studies for Teachers;** Ibadan O.U.P.

## **UNIT TWO: ORGANISATION OF SOCIAL STUDIES CURRICULUM**

### **INTRODUCTION**

You are by now reasonably familiar with what Social Studies is all about. Different aspects of Social Studies have so far been covered. These were to serve as a foundation for your going into having an idea of what Social Studies curriculum is. What is curriculum? The word has no one generally accepted definition in educational circles. Yet, it is one of the most important components of formal (school) education. It is the framework of organised learning experiences that is carried out at school. It is what teachers and school managers follow to tap desirable learning for children. Without the curriculum, teachers would teach without order and organisation and all work will end in confusion. What then is Social curriculum? How is it organised?

This unit explains how the Social Studies curriculum is organised from themes, sub-themes, units' topics and lessons, that is, in the hierarchy of the Social Studies structure. This enables the teacher to teach his/her lessons more effectively if he/she knows that one cannot teach a lesson meaningfully without relating it to the sub-theme and theme from which the lesson is derived. Problems encountered from the Organisation of the structure in Social Studies are also discussed.

### **OBJECTIVES**

At the end of this unit, you should be able to:

- (i) explain the Organizational structure of Social Studies curriculum;
- (ii) highlight problems encountered in the organisation of Social Studies curriculum.

### **HOW TO STUDY THIS UNIT**

1. Read through the unit. Take note of the salient points as you read.
2. From the beginning, read the unit thoroughly and systematically as arranged. Attempt all the activities state. DO NOT look at the answers provided before attempting the exercises.
3. Strictly stick to the rules.

CHECK THE ANSWERS TO THE ACTIVITIES AND ASSIGNMENTS GIVEN AT THE END OF THIS BOOK.

### **WORD STUDY**

- Curriculum** - a programme of studies, activities and guidance used by the schools as a means of achieving its purpose and objectives.
- Organisation** - the arrangement of the different parts of something

- Sub-theme** - a specific topic, part of topic
- Structure** - a particular arrangement of parts of something
- Theme** - main idea in a talk/or a broad topic.

## **ORGANISATION OF SOCIAL STUDIES CURRICULUM**

The Organisation of the Social Studies curriculum could better be discussed under the Organisational structure of the subject. a structure is a solid frame which enables the flesh or body built on the frame to remain together without any part of it falling off. In the same vein, the structure of a subject establishes the interrelationship among the various aspects of the subject and enables it to be conceived as a unified whole.

In organizing curriculum in Social Studies, different approaches have been employed particularly in building the structures for the subject. These structures enable all the various topics and ideas embedded in the subject to be meaningfully related to one another in a systematic form. In this way, learning opportunities are best organized so that effective learning can take place. Some of these approaches are considered here. They are: the thematic approach, concentric approach, problem-solving approach, concept and generalization approach and pupils' activity approach.

### **Thematic Approach**

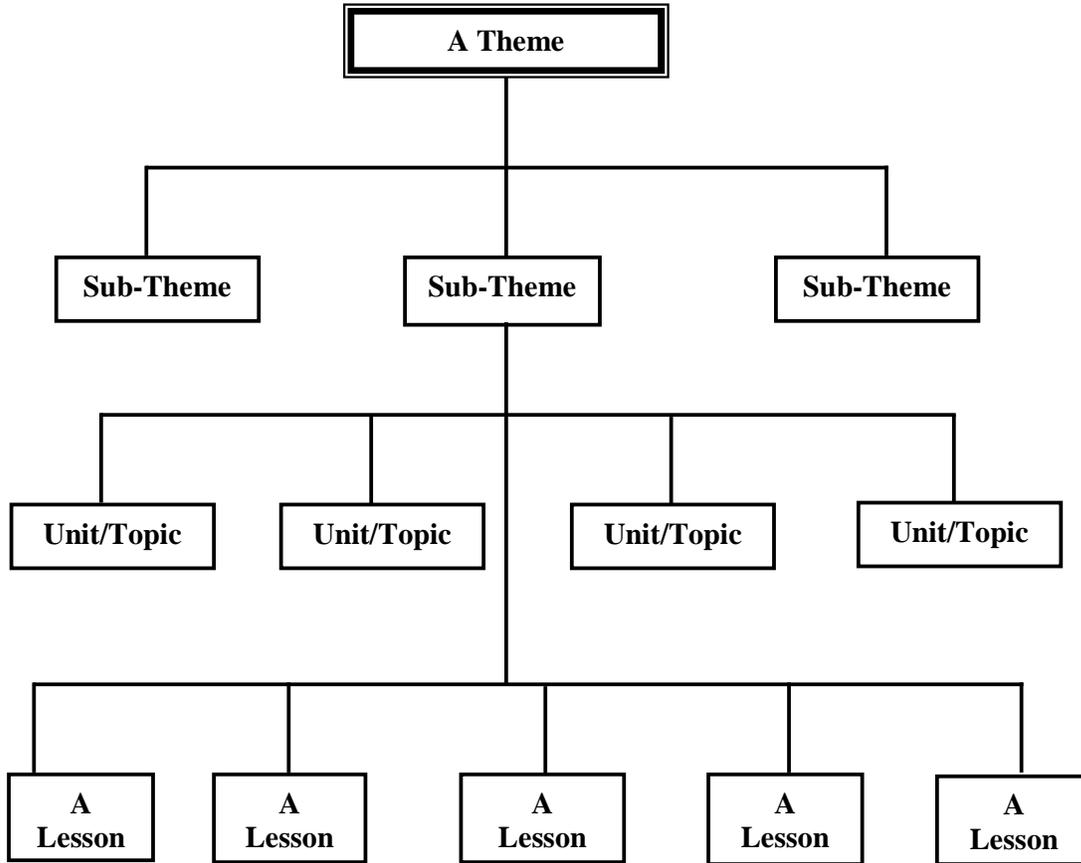
It involves the development of themes around which the whole Social Studies curriculum is established. These themes are in the real sense, large topics or large problem areas. The teaching of the subject revolves around this pattern of curriculum. For instance, some of these topics and problem areas are stated thus:

- man and his environment
- man's exploration of his environment
- man's exploitation of his environment
- independence of man within his environment
- problems of urbanization
- problems of survival
- environmental hazards
- problem of ethnicity in Nigeria
- ethno-religious conflicts in Nigeria
- Nigerians and Democracy

A number of sub-themes are generated from each theme while some topics are developed from each sub-theme. However, there is no rule as to the number of themes, sub-themes or topics that should be developed in the process of structuring the subject. Finally, each topic or unit is broken down into a number of lessons, the number depending on the duration of

each lesson as fixed by the school time-table. Figure 2 presents a structure of Social Studies curriculum using the thematic approach.

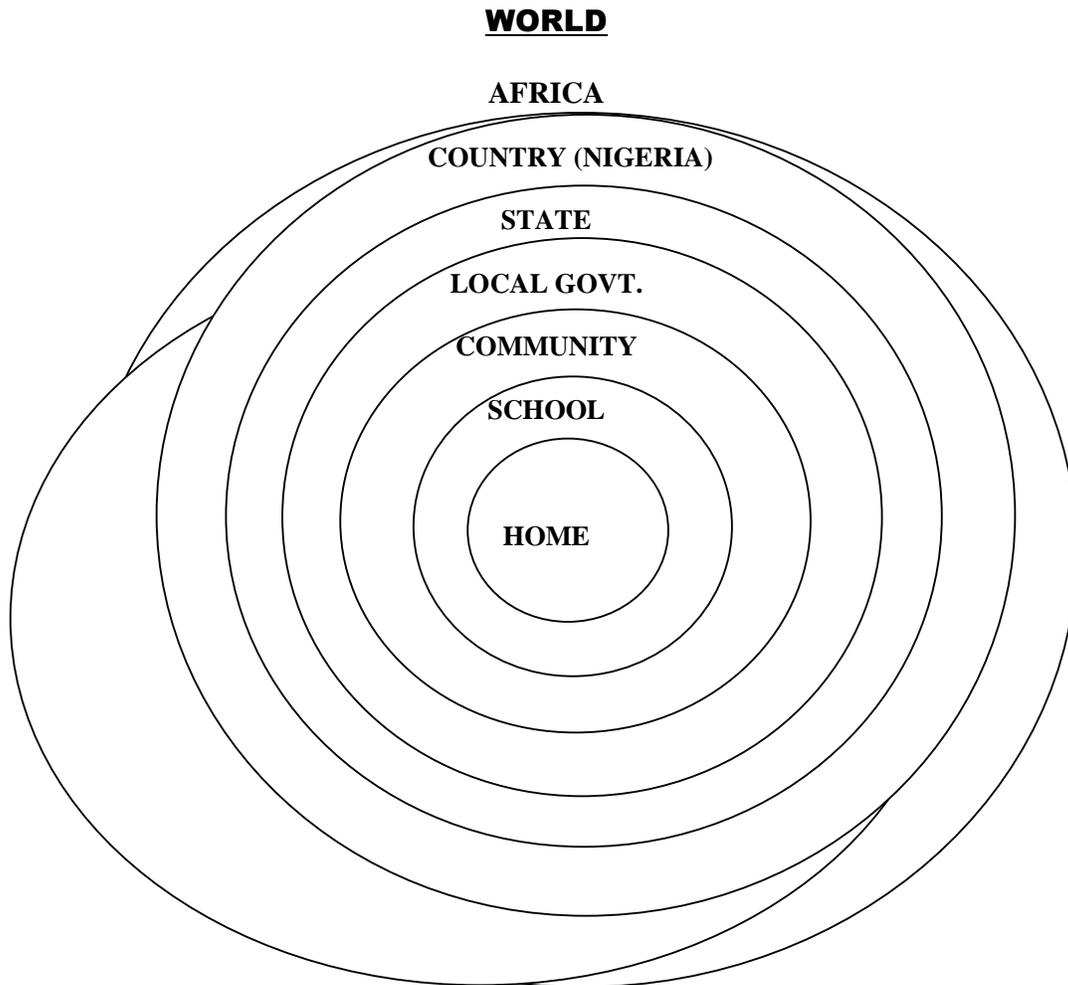
**Figure 2: Social Studies Curriculum Structure Using the Thematic Approach**



**Concentric Approach**

This approach is based on the principles of teaching and learning from known to unknown or simple to complex. That is, the Social Studies curriculum is built around the familiar experiences of the child beginning from him or herself and is expanded gradually to include experiences remote to the child’s real life. Furthermore, this approach is usually represented diagrammatically by the continuously expanding concentric circles as it is revealed in Figure 3. This adopts what you may call the expanding horizon approach’. It expands in response to the age and maturity of the learner. In most cases, it starts from the home environment and expands through the school, the neighbourhood, local government, state and Nigeria to other parts of the world.

**Figure 2: Social Studies Curriculum at the Nigeria Primary School Level:  
The Concentric Approach**



### **ASSIGNMENTS**

1. Explain the thematic approach in Social Studies curriculum design.
2. Compare and contrast the thematic approach in curriculum design with the concentric. Which one do you like? Why?

### **Problems-Solving Approach**

In this approach, the Social Studies curriculum is organised on the basis of the major problems of the child and the society, which are identified for study. Each of these problems is, however, broken down into teachable units.

**Concept of Generalization Approach**

In this approach, concepts and generalizations are used to teach the students in Social Studies. Concepts are simply ideas, which are either imaginary (abstract) or real. Real concepts are mostly used in Social Studies in relation to the students’ experience. However, imaginary concepts are also used; these include, for instance, patriotism, glory, religion, conflict, superstition, attitude, honour, authority and corruption, ethnicity and leadership.

Generalisation is expressions or statements about people, places or things that are yet to be tested or proved. Generalizations are not always true about individual member of the group for which the generalization is made. However, certain generalizations are desirable and should be encouraged probably because they help to develop in students a positive attitude towards events or situations or because they teach some other virtues. Generalization, too, help to discourage negative behaviours in the youth.

These are some of the desirable generalizations that should be encouraged among students:

- The eradication of corruption, bribery and tribalism in this country will achieve national unity.
- The survival of this country depends on the peaceful co-existence among its people.
- Political stability in the country brings about true peace, happiness and unity.
- If every individual is patriotic dedicated and willing to contribute his/her quota to the development of this country there will be progress.

However, there some other generalization or stereotypes that are undesirable and prejudice that should be discouraged viz: the Hausas are very “primitive”. The Yorubas are very “crafty”. The Igbos are “dubious”.

Meanwhile, in developing, the Social Studies structure based on this approach, the entire social science curricula are surveyed and a number of key concepts and generalisations covering the whole area of the study is developed. From each of these concepts and generalizations current issues and problems in the society are generated. Then topics are designed and lessons prepared from these concepts and generalizations for teaching and learning purposes. Figure 4 illustrates the examples in the use of this approach.

Figure 4: Example in the use of Concepts and Generalisations Approach

| Topic              | Main Concepts                                                                                 | Some Generalisations                                                                                                                                                                                      |
|--------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rural-depopulation | <ul style="list-style-type: none"> <li>▪ Rural-urban migration</li> </ul>                     | <ul style="list-style-type: none"> <li>▪ Rural-urban migration is slowing down the pace of rural development in Nigeria.</li> <li>▪ Urban problems are many and are usually difficult to solve</li> </ul> |
| Types of Family    | <ul style="list-style-type: none"> <li>▪ Nuclear Family</li> <li>▪ Extended Family</li> </ul> | <ul style="list-style-type: none"> <li>▪ Based on different cultures. The nuclear and extended family systems are two ideal</li> </ul>                                                                    |

|  |  |                                                                                                                                                    |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <p>types of family groupings.</p> <ul style="list-style-type: none"> <li>▪ The family system is dynamic, that is, it changes with time.</li> </ul> |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------|

### Pupils Activity Approach

This approach involves giving the pupils the freedom to select and organise their own learning experiences as well as learn freely both individually and in groups.

This approach is adopted more often at the higher level. The Social Studies curriculum is organised in such a way that its implementation is achieved through a series of interrelated chains of activities in which pupils are engaged.

#### ACTIVITY I

1. Differentiate between concepts and generalizations
2. Which of these approaches would you adopt in your teaching and why? The problem solving, concept and generalization or the pupil-centred curriculum?

### PROBLEMS IN ORGANISING SOCIAL STUDIES CURRICULUM

In the Organisation and implementation of the Social Studies curriculum two major problems are encountered viz. scope sequence determination. These problems are eliminated primary and initially, because nearly all the teachers of the subject specialized in other subjects such as geography, economics, history, political science among others. This results in teaching the subject from the perspective of their respective areas of specialization. the concept of integration in the Social Studies curriculum would be meaningless if the specialist in geography or history unduly is lay to more emphasis or stress on his/her area of specialization when organizing and implementing the Social Studies curriculum. Though he or she can if he/she is committed and devoted to the promotion of the subject.

#### a) Scope Determination in Social Studies Curriculum

The scope of Social Studies curriculum involves the determination of what aspects of the various constituent subjects would be most valuable to the realization of the objectives of Social Studies programme. That is, geography, economics, history and so on are put up separately on the school time-table and taught under the name of Social Studies. This pattern of Organisation is known as uni-disciplinary approach, if taught by different specialists. If taught together by the same teacher, it is referred to as multidisciplinary approach, while if fused or unified it is called integrated approach which is now in vogue in Nigerian schools.

However, the scope of Social Studies in Nigeria is defined by the integrated approach, which is in vogue. Though, critics have pointed out that the scope in its contents is nebulous and not clear. For example, it is difficult for a teacher to know where to start

and end a discussion on most of the social Studies topics, if only for the sake of uniformity.

**b) Sequence Determination in Social Studies Curriculum**

In organizing and implementing Social Studies Curriculum, the determination of sequence is another principal problem. This involves the ordering of the occurrence of various topics or activities in the teaching and learning of Social Studies. If this is properly done, sequence will foster continuity, integration and prevent unnecessary duplication of experiences in the programme of the teaching and learning.

The achievement of proper sequence in the Organisation and implementation of Social Studies Curriculum can be done by adopting either the concepts approach or/and the concentric approach which have been discussed earlier in this unit.

**ACTIVITY II**

1. State the major problems in the Organisation of Social Studies curriculum.
2. Distinguish between indisciplinary approach and integrated approach in the teaching and learning of Social Studies

**SUMMARY**

- In this unit, approaches such as thematic concentric, problem-solving concept and generalisation and pupils' activity as ways of organizing and implementing Social Studies curriculum are discussed.
- Problems such as determination of scope and sequence in the Organisation of Social Studies curriculum are also explained.

**ASSIGNMENTS**

1. With the aid of annotated diagram, briefly describe the flowing in the teaching and learning of Social Studies
  - (a) Concentric Approach
  - (b) Thematic Approach
  - (c) Concept and Generalization Approach
2. Enumerate the two major problems in the Organisation of social studies curriculum

**REFERENCES**

Lawton D. (1976) **The New Social Studies**: London, Heinemann Educational books Ltd., Ibadan

Mankinde M.A. (1979) **Integrated Social Studies: A Handbook of Social Studies for Teachers** Ibadan, O.U.P.

## **UNIT THREE: CURRICULUM, SYLLABUS, SCHEME OF WORK, UNIT PLAN AND LESSON NOTES**

### **INTRODUCTION**

In this unit, discussion is centred on the differences between curriculum, syllabus, scheme of work, unit plan and lesson note. How the scheme of work and lesson notes is to be prepared in Social Studies are also explained in details. This is an important aspect of the work of an educator, as they are the guides to his everyday activity in the school and classroom.

### **OBJECTIVES**

At the end of this unit, you should be able to:

- (i) differentiate between curriculum and syllabus, scheme of work and lesson plans;
- (ii) prepare a scheme of work in Social Studies;
- (iii) write a meaningful lesson note in Social Studies.

### **HOW TO STUDY THIS UNIT**

1. Read through this unit. Take note of the salient points as you read.
2. From the beginning, read the unit thoroughly as systematically arranged. Attempt all the activities stated. DO NOT look at the answers provided before attempting the exercises
3. Strictly adhere to the rules

CHECK THE ANSWERS TO THE ACTIVITIES AND ASSIGNMENTS GIVEN AT THE END OF THIS BOOK

### **WORD STUDY**

|                       |                                                                  |
|-----------------------|------------------------------------------------------------------|
| <b>Curriculum</b>     | - planned learning experiences within a specified period of time |
| <b>Curricula</b>      | - a plural form for curriculum                                   |
| <b>Lesson plan</b>    | - systematically prepared lesson from the scheme of work.        |
| <b>Lesson unit</b>    | - logically prepared topic                                       |
| <b>Scheme of work</b> | - clear and logical breakdown of the syllabus by the teacher     |
| <b>Syllabus</b>       | - a sequential arrangement of topics in a given subject          |
| <b>Syllabi</b>        | - a plural form of syllabus (syllabuses)                         |

**DISTINCTION BETWEEN CURRICULUM, SYLLABUS, SCHEME OF WORK, UNIT PLAN AND LESSON PLAN****CURRICULUM**

Curriculum derived from a Latin word “currere”: which means a learning course. That is, a course of events to be run for the attainment of predetermined goals. Wheeler (1967) defines curriculum as the planned experience offered to learners under the guidance of the school. Planning learning experiences are planned educational programmes of school which must include the following: programme of studies, programme of activities and programme of guidance (Erneruwa, 1981). It is usually a deliberately and systematically structured formal document which will enhance learning and finally the appraisal or evaluation of students’ learning. However, junior secondary school curriculum, senior secondary school curriculum and so on.

By and large, it should be noted that curriculum is dynamic and never static. It is subject to periodic evaluation and constant readjustment to meet the ever-changing needs, interests, values and aspirations of the ever growing society and her citizens.

**THE SYLLABUS**

A syllabus could be described as a condensed outline or statement of the main points of course of study springing from the broad curriculum of the school. It is the framework of future operation in the school. In Nigeria, the syllabus is prescribed and laid down by the government through its Ministry of Education in conjunction with the examining bodies. The drawing up team takes into consideration matters which are not narrowly educational but contains social-cultural background, economic policies, government policies, resources, national needs etc.

Syllabus construction is not a matter which is left to individual head teachers, teachers or schools, although selected experienced teachers are consulted when syllabuses (syllabi) are revised. It is a complex and sophisticated process, which involves all those who are concerned with education.

A balanced syllabus includes relevant topics in school subjects such as science, social studies, creative arts, language arts, religious instruction, physical and health education, mathematics. This means that there are as many syllabuses (syllabi) in a school as there are school subjects offered in a particular school. Each subject syllabus therefore contains topics, provision for practical and manual work to be studied, relevant learning methods and special teaching resources including textbooks to be used.

**THE SCHEMES OF WORK**

This is the stage when a trained teacher makes a clear and logical breakdown of the broad outline of the syllabus into yearly, termly or weekly topics. The topics are placed in order in which they are going to be studied and the time to be spent on each topic is estimated.

A good scheme of work, set out at the beginning of term, is a good guide for the teacher to know how much he is expected to cover and should then strive to cover. It also helps the

teacher to know when a topic is coming up and when to gather the necessary materials that would make teaching of the topic more effective.

Essentially, schemes of work enable the head-teacher and his staff to meet the special needs of the pupils of the class to be taught. Schemes of work help to ensure continuity of the learning process and ensure correlation in the learning that can take place. It is important to note that schemes of work are guides and not masters. A scheme can leave room for some flexibility.

### LESSON PREPARATION

The final stage of putting into effect the curriculum package is the actual preparation of lesson notes, when the scheme of work is interpreted for period ranging from twenty-five to forty minutes. Lesson preparation is essential for effective teaching and learning. It aids teachers' memory because the outline of what the teacher intends to teach is clearly set out. They are a précis of the entire teacher's preparation and planning. Lesson preparation is a thoughtful process in which the teacher considers the learners to be taught, that is, the age and ability of the learners, what exactly they are to learn and how this will be achieved.

Lesson notes emanate from lesson preparation. Lesson notes contain information which indicates clearly what is going to happen during the course of a lesson. It is difficult to pinpoint or state categorically the best form of writing lesson notes. The form lesson notes take depends on the nature of the subject, the category of learners and the available resources among other things. However, a good lesson note should contain the following:

- (i) **General Information:** date, time of the day, the lesson to be taught, the class, the topic to be treated, the piece of apparatus to be used to make the lesson more understandable and the reference materials which may be textbook.
- (ii) **Objective:** this is the most important part of the lesson because it sets the limit to the lesson and keeps the teacher from wondering away from the topic.
- (iii) **Previous knowledge:** this is the stage at which the teacher builds upon the knowledge the children have acquired previously.
- (iv) **Introduction:** this is the stage when the teacher refers to and explores the children's experience and interest, what they already know.
- (v) **Presentation/development:** this stage can be sub-divided into steps which may contain the subject matter/topic, emphasizing the key facts or points, the method and the phrases of the presentation, both teacher and pupils activities and the use of aids/resources or illustrations.
- (vi) **Conclusion/Summary:** this is the part where the objective is finally nailed home.
- (vii) **Evaluation:** this is the part where the objective is tested and realized.
- (viii) **Assignment:** this is the follow-up stage of the lesson.

**ACTIVITY**

1. Mention two areas in which curriculum differs from syllabus
2. What factors does the teacher have in mind when preparing his or her lesson?

**PREPARING A SCHEME OF WORK IN SOCIAL STUDIES**

Scheme of work is a detailed application of the syllabus for classroom teaching purposes. In other words, it is the breaking down of the syllabus into topics, each of which can be taught in a teaching period. In the strict use of the term, scheme of work, it serves the interest of a specified class in a particular school at a particular environment. In short, a scheme of work designed for a subject in a certain class at a school situated in a rural community cannot be used wholesale for a similar class in another school established in a sub-urban or urban environment. This is so because the three environments fore-mentioned differ in their socio-economic outlook, in the reflection of the indigenous culture, previous learning experiences of the school children and so on. And if the teaching-learning process must take advantage of the situations peculiar to the environment in which a school is situated, then, there must be differences in the content of scheme of work meant for use in schools set up line different localities.

It must be stressed again at the risk of over-emphasis use of a general scheme of work bought from a bookshop is not only outrageous but also embarrassing. The efforts of a group of teachers who band themselves together in order to produce this original work is commendable and must be praised. It is this originality, initiative, resourcefulness, coupled with conscientiousness exhibited by the scheme of work produced by these teachers that must be the goal or watchwords of every teacher. You may then ask why the Ministry of Education allows the sale of such works. The simple answer is that the Ministry does so with the expectation that each school will only adopt the content to suit the peculiarities and conveniences of its locality. A school or Social Studies teachers in the same locality could try this idea.

**Some Useful Hints on The Preparation of a Scheme of Work**

In order to be able to prepare a very good scheme of work for any subject and in particular, Social Studies, in any class some initiation into the procedure is essential. And as the name implies you must be able and be ready to scheme. The major assignment is the breaking down of the general topics into syllabus into specific topics which can be taught satisfactorily to the learner within a teaching period of 25, 30, 40 or 60 minutes. But these not just all. There are still several other things that must be taken into account. These include:

1. You must take note of the length of time for which you want to prepare a scheme of work. It is for four weeks or school term or a whole session? If it is for a long period, you must reckon only on the effective teaching weeks calculated after making allowance for public, and other unforeseen emergency holidays.

2. You should consider the class in which the scheme is intended for use so as to be adequately reminded of the appropriate level on which to operate with the pupils
3. Take into account the chronological as well as the mental age of the learners, since the enrolment age of learners either in the primary, secondary or university differs from place to place.
4. The duration of a teaching period should also be taken note of -25 or 30 or 40 Or 60 minutes – it is still part of the planning. This will help you in deciding finally on the number of periods to allot to a specific topic.
5. How many periods per week are allocated to the subject on which you are writing a scheme of work? This must be given a weighty consideration. However, the need for this information is too evident to be belaboured here.
6. Do not forget to remember all the advantages the local environment in which your school is situated can offer you. This point deserves due consideration. for example, the village pupils background knowledge on insects, animal, plants and roots and the availability of these objects can be exploited; the town boys familiarity with social amenities, modern items of conveniences at home, and exposure to western influence on the social, cultural and economic life of the urban life should be utilized to the maximum; the presence of local resource persons, resource centres, must be found out and the resources tapped to the full. All such benefits as listed above must be made use of and clearly shown on the scheme of work.
7. You must give adequate consideration to the sessions of the year. Do you intend to teach the learners about vegetation during dry season or take out the pupils on excursion to places of historical and geographical interest during a difficult trying period? The lesson to be learnt here is that a good teacher must be ready to cooperate with nature in his teaching as much as possible so as to be able to make his teaching natural and effective.
8. Also worthy of consideration are the textbooks to be used for the subject. These textbooks were not written for your school in particular but for all readers who can benefit from them, so, you have to use it as a guide and not as a leader. After all, the topics or lessons in the textbooks may not be arranged in the order in which you want to teach the learners. Moreover, certain facts and information contained in them may not be relevant for your own purpose.
9. The previous knowledge possessed by the learners either formally in the school or informally in the school or informally at home should be reckoned with as well. At this stage, you should ask yourself whether what your learners need is background knowledge or the basic facts or just a reinforcement information. The answer to this question will surely help you in paving the way for an interesting lesson in the future.
10. It is highly important that a great emphasis be laid on the instructional materials you would use and their availability. The absence of these materials in any lesson reduces that lesson to an ineffective, easy-to-forget, chalk-talk business.

11. You should further give consideration to the gains of transfer of knowledge and utilize it to your best advantage when preparing your scheme of work. By transfer of knowledge, we mean the acquisition of relevant knowledge, from one subject by the learners and the utilization of such knowledge in another subject in such a way that Teaching-learning process in the latter subject becomes relatively easier and the subject matter thoroughly understood.

### **ASSIGNMENT**

Discuss the suggestions given on how to prepare a useful scheme of work. Provide one or two more suggestions that are missing from those suggested in the unit.

### **SPECIMEN OF LESSON PLAN/NOTE IN SOCIAL STUDIES**

**CLASS:** JSS One

**TOPIC:** Institutions

**SUB-TOPIC:** Marriage

**PERIOD:** 4<sup>th</sup> Period

**INSTRUCTIONAL OBJECTIVES:** At the end of the lesson, learners should be able to:

- (i) define marriage
- (ii) state different types of marriage
- (iii) mention reasons why people marry

**INSTRUCTIONAL MATERIALS:** A chart showing a marriage ceremony.

**PREVIOUS KNOWLEDGE:** The students have learnt about cooperation and conflicts.

**INTRODUCTION:** The following questions will be asked based on the previous topic taught.

- (i) Define cooperation
- (ii) Explain the term conflict.
- (iii) Distinguish between cooperation and conflict.

**PRESENTATION:** The following will be discussed step by step.

**Step I:** Definition of marriage – It is the coming together of man and woman to form a family. (By the teacher).

**Students' Activity:** Teacher asks the students to give examples where marriage takes place.

**Step II:** Teacher mentions and explains the three major types of marriage to the students thus;

1. Traditional or customary marriage
2. Religious marriage (church/mosque)
3. Ordinance – court marriage.

Explanation by the teacher:

- **Traditional or customary marriage:** This is performed according to the tradition and custom of the bride (wife).
- **Religious marriage:** It is conducted according to the rules and regulations of the religious institution that is, either Christianity or Islam.
- **Ordinance marriage:** This type of marriage takes place in the court of law, hence it is also called court marriage.

**Students' Activity:** Students will be asked to give examples of types of marriage they have witnessed.

**Step III:** Teacher explains to the students reasons why people marry thus:

- (i) For giving birth to children or procreation.
- (ii) For helping each other that is, the man and woman.
- (iii) For sexual satisfaction.
- (iv) For socialization purpose.

**Students' Activity:** Ask students to mention the roles their parents; both father and mother perform in their family, as husband and wife.

**SUMMARY/CONCLUSION:** The teacher summarizes the lesson by giving the students the chalk board summary.

**EVALUATION:** The following questions will be asked based on the objectives stated for the lesson.

- (i) What is marriage?
- (ii) Mention three major types of marriage.
- (iii) Give four reasons why people engage in marriage.

**ASSIGNMENT:**

Describe briefly a marriage ceremony you have attended.

**ACTIVITIES**

1. Differentiate between curriculum and syllabus.
2. Distinguish between scheme of work and lesson plan.
3. Mention six essential features of a good lesson note.

**SUMMARY**

- The distinction among curriculum, syllabus, and scheme of work and lesson plan has been thoroughly explained in this unit. So also the preparation of scheme of work and lesson note in Social Studies has been discussed in details.

**ASSIGNMENT**

Select a topic in your area of specialization, and then prepare a comprehensive lesson plan/note on a particular class of your choice in the Junior Secondary School.

**REFERENCES**

- Du Bey D. L. and J. L. Barth (1980) Social Studies, The Inquiry Method Approach,** Thomas Nelson and sons Ltd., Nairobi, Kenya.
- Ladipo, S. O. and Ogunsanya M. (ed.) (2000) Application and Practice in Education** Andrian Publications Series, Oyo
- Odanye, O. (2003) The Basic Concepts of Social Studies for Junior Secondary Schools Books 1-3** Holad Publishers, Ibadan.
- Ogunsanya, M. (1982) Introduction to Methodologies of Social Studies** Department of Educational Management, University of Ibadan, Ibadan.

## **UNIT FOUR: EVALUATION IN SOCIAL STUDIES**

### **INTRODUCTION**

Evaluation is an integral part of any course of instruction. It determines the performance of learners in their learning outcomes, in the cognitive, affective and psychomotor domains. In this introductory unit to the theme of evaluation, you are being offered the definition of concept, the nature of evaluation process, planning for evaluation, and the various techniques of evaluation. These are fully discussed and you should master them.

### **OBJECTIVES**

At the end of this unit, you should be able to:

- (i) define evaluation;
- (ii) Explain the significance of evaluation in the social studies teaching;
- (iii) Discuss the various techniques of evaluation in Social Studies.

### **HOW TO STUDY THIS UNIT**

1. Glance through the unit. Note the salient points as you read. Take note of the unfamiliar words and check for their meanings in your dictionary.
2. Now from the beginning, read and digest the unit thoroughly and systematically as arranged. Make sure you attempt all the activities stated. Before attempting the exercises, avoid looking at the answers provided.
3. Make sure the rules stated are strictly adhered to.

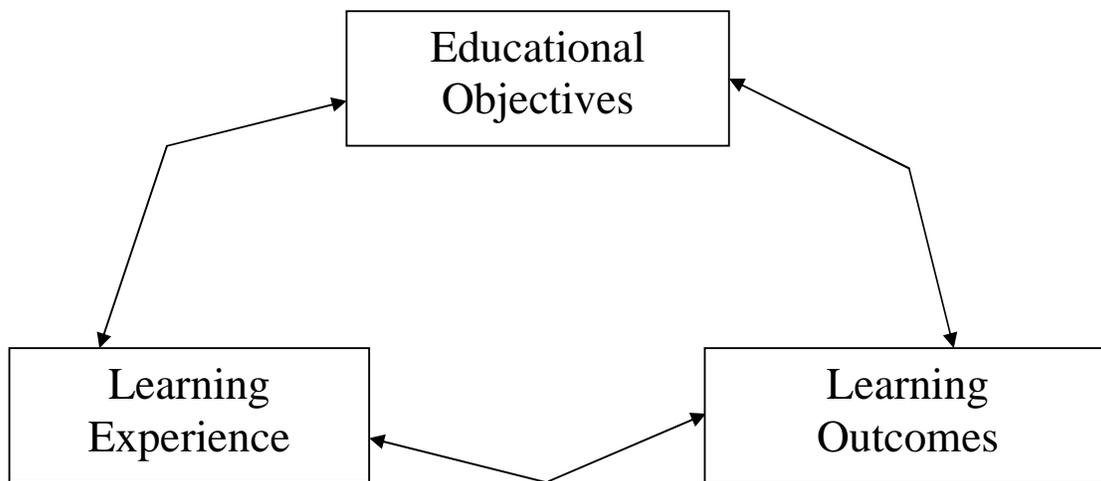
AT THE END OF THIS BOOK, CHECK THE ANSWERS TO THE ACTIVITIES AND ASSIGNMENTS GIVEN.

### **WORD STUDY**

|                               |                                                                                    |
|-------------------------------|------------------------------------------------------------------------------------|
| <b>Evaluation</b>             | - is the process of finding out the degree to which objectives are being achieved. |
| <b>Formulative Evaluation</b> | - Progressive performance in a particular course of study.                         |
| <b>Learning Outcomes</b>      | - performance of learners in cognitive, affective, and psychomotor domains.        |
| <b>Summative Evaluation</b>   | - total performance of learners at the end of a particular programme of study.     |
| <b>Summative</b>              | - total performance of learners at the end of a particular                         |

|                              |                                                                                                                              |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Evaluation</b>            | programme of study.                                                                                                          |
| <b>Achievement test</b>      | - testing the knowledge of the learners.                                                                                     |
| <b>Rating scale</b>          | - scale constructed to assess the learners in their daily activities.                                                        |
| <b>Sociometric Scale</b>     | - scale used to assess the degree of learners' social interaction or interpersonal relationship in the learning environment. |
| <b>Observation schedules</b> | - these are the schedules used in behavioural observation of the learners.                                                   |

In any educational evaluation, three major components are involved viz: educational objectives, learning outcomes, and learning experiences. Figure 2.2 shows the cycle of the evaluation process formed by the three components.



The arrows in figure 2.2 show that objectives will determine what to be evaluated in the learning outcomes which eventually will determine the learning experiences of the learners. This will continue in that manner, hence the evaluation cycle is formed.

**PLANNING FOR EVALUATION**

Evaluation and assessment are often used interchangeably with misconception, even among learned people. However, assessment is an aspect of evaluation, which investigates through the use of a scale, the status of a matter or a person(s) with particular reference to an anticipated outcome. On the other hand, evaluation is an activity or a process of using information including that, which is provided by assessment to describe and judge the value or worth of an object. In other words, evaluation can be described as a process of finding out and establishing the degree to which objective stated are being achieved. It performs several

functions viz: psychological, administrative, summative and formative functions. To be specific, the following functions are being performed by evaluation:

1. It is used for certification.
2. It is used for monitoring teaching and learning.
3. It promotes desired interest and attitudes in a person.
4. It motivates desired behaviour.
5. It identifies personality defects or weakness.
6. It can be used to identify potential problems.
7. It can be used for classification on selection purposes.
8. It is used for promotion purposes.
9. It can be used to determine training needs.
10. It can be used for accountability and probity among others.

The following are the characteristics of evaluation:

- (a) It is both a process and an activity
- (b) It is a cooperative process involving all the educational stakeholders.
- (c) It is an integral part of the teaching and learning process.
- (d) It focuses on the child's total personality.
- (e) It is a continuous exercise.
- (f) It is both descriptive and quantitative.
- (g) It is comprehensive involving the total growth of the learner.

However, in Social Studies, the teacher evaluates the three domains namely, cognitive, affective, and psychomotor. That is, the learners' achievement, attitude and values and the skills as well as the learning materials and even the teacher himself/herself.

Meanwhile, in planning for evaluation in Social Studies, it is important to point out that it can be carried out at various levels, in the classroom, at the local level and at the federal level. More so, evaluation can be carried out progressively in Social Studies, that is, weekly or monthly or termly in form of what is known as FORMATIVE EVALUATION. At the end of the programme, that is, the third year (JSS 3) the totality of the learning experiences of the learners can also be evaluated by the State Ministry of Education and or National Examination Commission (NECO). This type of evaluation is referred to as SUMMATIVE EVALUATION.

**TECHNIQUES OF EVALUATION**

In Social Studies, various techniques are employed in the process of evaluation such as essay tests, objective tests, oral tests, standardized sociometric tests, observation scales, checklist, interview, questionnaire, diary, records of behaviour among others.

These techniques are discussed below:

Social Studies lend itself to the use of a good number of evaluation techniques. These include essay test, objective tests, observation, practice work, questionnaire, interview and self report. A comprehensive assessment in Social Studies should involve the use of combination of some of these methods. Even if all the above methods could not be used together, it is still much better to use more than one method at a time rather than use one exclusive of the others.

**ESSAY TESTS**

Essay tests are extremely easy to prepare and are therefore the most commonly used techniques in our educational system. Essay test permits the students to respond to the questions in the test the way he/she likes.

He/she is free to use any language, style, or approach he/she prefers in answering the questions. However, this method has been severely criticized on two major grounds:

- (i) That both the marking of the scripts of essay tests are highly subjective. In order words, it has been found out that when two people are given the same marking scheme to mark an examination paper in which is generally believe to be a more objective subject, the marks awarded by the two markers differ widely. The situation is even worse in subjects of the Arts, Social Sciences and Education.
- (ii) The essay test cannot adequately test all the areas of study in Social Studies and that it needs to be combined with another technique of assessing the attitudes of students such as attitude scale.

Nevertheless, the value of essay type of testing in social studies cannot be over-emphasized, especially when it is designed to assess the higher levels of understanding such as reasoning, application, creativity and judgmental abilities.

In addition, it is never enough to base the final assessment of students in Social Studies at any stage and at any level on the results of their performances in essay tests alone. It needs to be combined with methods of evaluating the skills and attitudes of the students whether in the weekly, monthly, terminal or sessionally.

Finally, it is important to stress those essay questions or test items should always reflect the integrated nature of Social Studies. At the moment, there are many examination questions that are found to be purely in the field of history, geography or economics demanding absolutely, historical, geographical, or economic knowledge.

**OBJECTIVE TEST**

Objective test is normally designed in such a way that objectivity is built into it. Therefore, no matter the number of people who mark an objective test script, all of them would arrive at the same score. Objective test can be so constructed in four different ways, namely:

- (i) True or false type
- (ii) Matching type
- (iii) Completion type
- (iv) Multiple choice type.

**TRUE-FALSE TYPE**

In this type of objective test, the learners are given a number of statements concerning the areas studied in Social Studies. They are then asked to indicate whether each statement is true or false or in the alternative to state whether they agree or disagree with each of the statements. The mode of response could even be YES or NO. However, the weakness of this type of objective test is that it gives the learners fifty percent chance of success in guessing at the right answer.

This is a very serious fundamental defect which is sufficient to warrant a warning that this type should be used very sparingly above the lower primary level e.g.

1. True/False, Nigeria is a Francophone country.
2. Yes/No, Lagos is a metropolis.

**MATCHING TEST TYPE**

The matching test can be used not only to elicit recall of facts and information but also to assess the understanding of concepts by the learners.

*Examples:* Match the states with their correct capitals

| States  | Capital |
|---------|---------|
| Oyo     | Dutse   |
| Ondo    | Minna   |
| Jigawa  | Yenegoa |
| Niger   | Ibadan  |
| Bayelsa | Akure   |

**COMPLETION TYPE**

This type of objective test enables the students to respond to the uncompleted part of the test item in the way he likes. In other words, it is not likely one gets the same answer from all the students in this type of test. The problem that may arise is in determining what marks to award those students who do not use the exact phrase or word the teacher expects or those

who do not give the exact answer but show that they have the idea. It is problems like this that introduce some kind of subjectivity into this type of objective test. This problem becomes compounded when completion item is imprecise, ambiguous or generates a good number of different answers. Because this type of objective test is invariably used to elicit recall of facts and information one would advise that it should not be used frequently beyond the lower level of the primary school. E.g. Lokoja can be best described as -----  
- settlement.

### MULTIPLE CHOICE TYPES

The multiple choice type of objective test involves the construction of statements or questions to each of which more than two but usually give identical answers are provided. The chance which a student has of guessing correctly in an ideal multiple-choice objective test with five possible answers is twenty percent. With this type of test, it is possible to test all levels of understanding and design the test to cover all areas of study very effectively. However, the rigour experience in the preparation of multiple-choice items is compensated for by the ease of marking.

*Choose the correct answer from option A-E*

1. The main river in Nigeria is
 

|                |                 |               |
|----------------|-----------------|---------------|
| A. River Benue | B. River Ogun   | C. River Osun |
| D. River Niger | E. River Kaduna | (Answer is D) |
2. A confluence settlement in Nigeria is
 

|           |          |               |
|-----------|----------|---------------|
| A. Ibadan | B. Lagos | C. Lokoja     |
| D. Oyo    | E. Abuja | (Answer is C) |

### OBSERVATION TECHNIQUE

Observation is about the oldest and most popular informal method of evaluating the amount of the desirable attitudes, values, and skills acquired at school by the learners. With the development of scientific methods of recording, coding, validating, analyzing statistically and reporting facts and information, observation becomes a very powerful tool in the systematic assessment of learners' behaviours, attitudes, interests and skills. So, the recording and coding of deliberate and formalized observations of learners behaviours and activities could be done weekly or monthly by the Social Studies teacher. The teacher should be guided in what to observe by the instructional and specific objectives and sometimes the general objectives.

### CHECKLIST

The following sample checklist could be used to enhance the usefulness of observation technique in Social Studies.

The checklist could be used by the teacher by merely ticking right whichever of the items in the list are observed to be present in each learner at each time of observation.

Another method is to grade each learner on A, B, C, D, etc. or in percentages in respect of each item whenever observation is made.

**CHECKLIST SAMPLE**

|  |                                | <b>Learner’s Name</b> |  |  |  |
|--|--------------------------------|-----------------------|--|--|--|
|  | Observed Behaviour             |                       |  |  |  |
|  | Obeys Instruction              |                       |  |  |  |
|  | Approaches matters courteously |                       |  |  |  |
|  | Willingly share idea           |                       |  |  |  |
|  | Always ready to assist         |                       |  |  |  |
|  | Highly extrovertic             |                       |  |  |  |
|  | Making noise in the class      |                       |  |  |  |
|  | Bulling all over the school    |                       |  |  |  |

**SELF-REPORTS, QUESTIONNAIRE AND INTERVIEW**

It is important to stress that a comprehensive assessment of attitudes cannot be achieved by the use of achievement tests. Such as essay and objective tests. This is because the achievement tests may give us an indication of the kind of attitudes a pupil possesses but it cannot tell us the extent to which such attitudes have been developed and in what direction the attitudes are developed. However, the use of observation technique, self-reports questionnaire and interview can achieve all these.

**SELF-REPORT**

Here the pupils may be asked to make an oral or written report of himself or herself in regard to specific attitudes. The teacher can thereafter diagnose the pupil attitudinal behaviours on the basis of the self-report and through interview, obtain additional information, which may put him in a good position to advise the student towards greater improvement.

This method of evaluation should be used occasionally and not in isolation but to complement other methods such as observation and interview.

**QUESTIONNAIRE**

This involves the construction of a set of interrelated questions or statements on the specific variable of attitudes to be measured. One could be designed to measure attitude of the learners to the authority, principal, teachers, any teaching subject, the teaching profession, education, family and so on. The questionnaire usually consist of two parts; the actual properties, criteria or items of measurement and the scale of with which the items are scored

and measured. The scale of measurement could be the simple YES or NO; Agree or Disagree or more complex in the form of 5-, 6-, 7-, 8-, or 9- point Likert Scale.

After the administration of the questionnaire the responses are coded and analysed in simple percentages, in terms of the use of mean, mode, on the basis of the results of the analysis.

**SAMPLE QUESTIONNAIRE**

**Students’ Attitude Questionnaire towards Social Studies (SAQSS)**

This questionnaire measures the attitude of learners towards Social Studies.

Appropriate column in line with your response. Information given will be treated confidentially.

**SECTION A – BIO-DATA**

**Class:** JSS I ( ) JSS 2 ( ) JSS 3 ( )  
**Sex:** Male ( ) Female ( )  
**Religion:** Christianity ( ) Islam ( )

**SECTION B – ATTITUDE TOWARDS SOCIAL STUDIES**

**SA-Strongly Agree            A-Agree            D-Disagree**  
**SD- Strongly Disagree**

| S/NO | ITEMS                                            | SA | A | D | SD |
|------|--------------------------------------------------|----|---|---|----|
| 1.   | Social Studies develop good character in one.    |    |   |   |    |
| 2.   | It is too broad in scope                         |    |   |   |    |
| 3.   | I hate Social Studies                            |    |   |   |    |
| 4.   | I am always happy in the Social Studies lessons. |    |   |   |    |
| 5.   | It enhances critical thinking                    |    |   |   |    |
| 6.   | It is not good for ambitious learners. etc.      |    |   |   |    |

**INTERVIEW**

The interview is very similar to the questionnaire but it has the additional advantage of enabling the interviewer to probe deeper than the questionnaire with a view to clarifying, simplifying and amplifying issues, which need to be resolved

**CHARACTERISTICS OF A GOOD EVALUATIVE INSTRUMENT**

A good evaluative instrument should:

- (a) assess the effectiveness of instruction.
- (b) determine the extent to which instructional objectives have been achieved.
- (c) provide feedback to the teacher about the instructional processes.
- (d) Provide information on which important decisions about the learner's progress, curriculum changes and instructional objectives can be made.
- (e) simply and clearly constructed.
- (f) not be ambiguous in construction.
- (g) takes the respondent's ability and time into consideration.
- (h) be easy to analyse and interpret.
- (i) consists all the variables under investigation.

**ACTIVITY**

1. "Evaluation is a cyclic process." Discuss.
2. Explain briefly the strengths and weaknesses of the following evaluation techniques:
  - (a) Questionnaire technique
  - (b) Objective test technique
  - (c) Interview technique

**SUMMARY**

- The cyclic nature of evaluation process is explained in terms of educational objectives, learning outcomes and learning experiences. Types of evaluation instrument such as essay test, objective test, interview etc. with characteristics of a good evaluation instrument are also discussed in this unit.

**ASSIGNMENT**

Prepare a questionnaire for the purpose of evaluating the attitude of student towards Social Studies. (Let it be four point Likert Scale with 10 items, 5 positive and 5 negative).

**REFERENCES**

- DeBey D. I. and Onyabe Y. O (1980) **Social Studies: the Inquiry Method Approach** Thomas and Sons Nig. Ltd. Lagos
- John, J. (1976) **Social Studies in Elementary Education** New York, Macmillan.
- Olatunji M. O. (2003). **Evaluation Process in Education** Longman Nigeria Ltd., Ibadan.