

When Cross-Grade Meets Adaptive Teaching and Learning: A Study on Cross-Grade Curriculum Mapping and Implementation of Primary Social Studies

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Due to the influence of sub-replacement fertility and urbanization in Taiwan, the percentage of mini-schools increases every year. The cross-grade instruction becomes one of the mini-schools' strategies now to cope with challenges caused by small amount of students. This study, using a classroom observation and interviews with teachers, explores the cross-grade curriculum mapping and implementation of the 3rd and 4th grades' social studies and its related approaches to the adaptive teaching and learning in a mini-elementary school. Three findings concluded are: (1) it is better to have a feasible form of curriculum organization, contained with a textbook-based adaptive model, a situation analysis described in Skilbeck's model, and an integration of spiral and parallel curriculum organization; (2) textbooks, students, and social context are three forces influencing this mapping and implementation, each influenced by the teacher's teaching belief to a certain degree; and (3) the mapping and implementation should be based on the learning aims of individual grades and the needs of individual students in order to successfully conduct the adaptive teaching and learning in the cross-grade instruction.

Keywords: social studies for elementary education, cross-grade instruction, curriculum mapping, adaptive teaching and learning, adaptive textbook-based model