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MAIN IDEA The purpose of social studies education is to help students develop social understanding (i.e., knowledge of people and places near and far [geography] and now and then [history]) and civic efficacy (i.e., the ability to think and act as a democratic citizen in a diverse nation and an interdependent world). 3

~~Introduction to Social Studies Education~~

Introduction Social studies education most commonly refers to the training of professional educators to teach social studies. It includes the training of social studies educators who emphasize the need for social education through the teaching of various social science disciplines (e.g., history, psychology, political science).

~~Social Studies Education – Education – Oxford Bibliographies~~

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The contemporary social studies curriculum has its roots in the Progressive education movement of the early twentieth century. With its emphasis on the nature of the individual learner and on the process of learning itself, the movement challenged the assumptions of subject-centered curricula.

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SOCIAL STUDIES. Introduction. The great architects of American public education, such as Thomas Jefferson, Horace Mann, and John Dewey, believed that every student must be well versed in our nation's history, the principles and practices which support and sustain citizenship, and the institutions that define our government.

~~SOCIAL STUDIES Introduction – Maine~~

The understanding of social studies is important both to the teachers and student for meaningful Social Studies instruction. The subject is increasingly vital in helping to create individuals who...

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Introduction to Intercultural Studies Take a look inside Innovative new book presenting intercultural theories and themes in an accessible style, facilitating an exploration of the many challenging and contemporary issues in our society today.

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Introduction to social studies lesson. This is the first lesson I use with my students. This lesson includes definitions of and reasons to study history, geography, political science, economics, and culture. This lesson also defines the terms human geography, physical geography, government, polit

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The detailed descriptions of purposes, knowledge, processes, and products identify the knowledge, skills, and dispositions that social studies programs should provide students as part of their education for citizenship. The social studies curriculum standards should remind curriculum developers and others of the overarching purposes of social studies programs in grades pre-K through 12: to help young people make informed and reasoned decisions for the public good as citizens of a culturally ...

~~National Curriculum Standards for Social Studies: Introduction~~

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Education serves as a way to bring about the desired and deserving change in society, to develop a new generation of admirable individuals and thus cause the growth of good people and efficient people. The fundamental purposes of education are to gain knowledge to inculcate the forms of proper conduct and to acquire practical competency.

~~Introduction Of Education And Citizenship Education Essay~~

Creative Studies for the Caring Professions. social care and community scenarios. • Highlights the use

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of various creative activities as a tool or intervention within a variety of social care, early childhood or community settings. • Explores the benefits of engaging in creative activities, such as: – Relationship development – Meeting new people – Learning through play – Becoming more self-aware – Means of personal expression – Means of communication – Having fun.

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A levels – To get on to a social studies related degree, you will usually require a minimum of two A levels, with three A levels and A/B grades required for the most popular courses. Entry requirements range from CCC to AAB, with the universities and colleges most commonly asking for BBB.

~~Social Studies Subject Guide | Why Choose Social Studies ...~~

(DOC) INTRODUCTION TO THE TEACHING OF SOCIAL STUDIES | jacob Amidiagbe - Academia.edu this paper introduces the basis of teaching social studies at the UBE level, it highlighted teaching methods and learning strategies for effective implementation of the universal basic education

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Buy Key Issues in Education and Social Justice (Education Studies: Key Issues) 1 by Smith, Emma (ISBN: 9781849208116) from Amazon's Book Store. Everyday low prices and free delivery on eligible orders.

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This Handbook outlines the current state of research in social studies education – a complex, dynamic, challenging field with competing perspectives about appropriate goals, and on-going conflict over the content of the curriculum. Equally important, it encourages new research in order to advance the field and foster civic competence; long maintained by advocates for the social studies as a fundamental goal. In considering how to organize the Handbook, the editors searched out definitions of social studies, statements of purpose, and themes that linked (or divided) theory, research, and practices and established criteria for topics to include. Each chapter meets one or more of these criteria: research activity since the last Handbook that warrants a new analysis, topics representing a major emphasis in the NCSS standards, and topics reflecting an emerging or reemerging field within the social studies. The volume is organized around seven themes: Change and Continuity in Social Studies Civic Competence in Pluralist Democracies Social Justice and the Social Studies Assessment and Accountability Teaching and Learning in the Disciplines Information Ecologies: Technology in the Social Studies Teacher Preparation and Development The Handbook of Research in Social Studies is a must-have resource for all beginning and experienced researchers in the field.

This edited volume showcases work from the emerging field of design-based research (DBR) within social studies education and explores the unique challenges and opportunities that arise when applying the approach in classrooms. Usually associated with STEM fields, DBR ' s unique ability to generate practical theories of learning and to engineer theory-driven improvements to practice holds meaningful potential for the social studies. Each chapter describes a different DBR study, exploring the affordances and dilemmas of the approach. Chapters cover such topics as iterative design, using and producing theory, collaborating with educators, and the ways that DBR attends to historical, political, and social

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context.

Designed for use in elementary and secondary social studies education courses, this book supports the teaching of social studies methods in a range of educational settings. By highlighting long-standing content and principles of social studies education in a concise and direct way, this volume offers the building blocks of a comprehensive course, for use as springboards to the effective presentation of professors' desired course emphases. With sections on foundations, subject areas, and best practices, this text explains the intersection between the "modelling" role of social studies teachers as democratic citizens, social studies fields of study, and strategies implemented in the classroom to encourage students' critical thinking and values formation.

Social Studies in the New Education Policy Era is a series of compelling open-ended education policy dialogues among various social studies scholars and stakeholders. By facilitating conversations about the relationships among policy, practice, and research in social studies education, this collection illuminates various positions—some similar, some divergent—on contested issues in the field, from the effects of standardized curriculum and assessment mandates on K – 12 teaching to the appropriate roles of social studies educators as public policy advocates. Chapter authors bring diverse professional experiences to the questions at hand, offering readers multiple perspectives from which to delve into well-informed discussions about social studies education in past, present, and future policy contexts. Collectively, their commentaries aim to inspire, challenge, and ultimately strengthen readers' beliefs about the place of social studies in present and future education policy environments.

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Teaching Social Studies: A Methods Book for Methods Teachers, features tasks designed to take preservice teachers deep into schools in general and into social studies education in particular.

Organized around Joseph Schwab's commonplaces of education and recognizing the role of inquiry as a preferred pedagogy in social studies, the book offers a series of short chapters that highlight learners and learning, subject matter, teachers and teaching, and school context. The 42 chapters describe tasks that the authors assign to their methods students as either in-class or as outside-of-class assignments. The components of each chapter are: > Summary of the task > Description of the exercise (i.e., what students are to do, the necessary resources, the timeframe for completion, grading criteria) > Description of how students respond to the activity > Description of how the task fits into the overall course > List of readings and references > Appendix that supplements the task description

The Wiley Handbook of Social Studies Research is a wide-ranging resource on the current state of social studies education. This timely work not only reflects on the many recent developments in the field, but also explores emerging trends. This is the first major reference work on social studies education and research in a decade. An in-depth look at the current state of social studies education and emerging trends. Three sections cover: foundations of social studies research, theoretical and methodological frameworks guiding social studies research, and current trends and research related to teaching and learning social studies. A state-of-the-art guide for both graduate students and established researchers. Guided by an advisory board of well-respected scholars in social studies education research.

The author wrote this new edition of the most popular elementary social studies methods text on the market with the following three goals in mind: to present the most powerful social studies content and

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pedagogy for children in elementary school, to offer the material in simple and accessible ways, and to write in a first person active voice. The purpose of this book is to introduce new teachers to the world of social studies teaching and learning in elementary and middle schools. Geography, history, government and the other social sciences are delivered into the palm of the new teacher ' s hand along with a suite of tools for bringing social studies to life in the classroom. The book is organized into three sections – the first orients the reader to the mission of social studies education to the increasingly diverse children we teach, the second concentrates on the curriculum, and the third deals with instruction, how we plan and teach this curriculum. Three central themes continue to pervade the book – democratic citizenship, diversity, and the social sciences – to ultimately encourage teachers to excite their students about closing the gap between social realities and democratic ideals. An exceptionally strong chapter on multicultural issues (Chapter 2) helps future teachers truly understand the changing demographics of the American classroom.

Social Studies Today will help educators—teachers, curriculum specialists, and researchers—think deeply about contemporary social studies education. More than simply learning about key topics, this collection invites readers to think through some of the most relevant, dynamic, and challenging questions animating social studies education today. With 12 new chapters highlighting recent developments in the field, the second edition features the work of major scholars such as James Banks, Diana Hess, Joel Westheimer, Meira Levinson, Sam Wineburg, Beth Rubin, Keith Barton, Margaret Crocco, and more. Each chapter tackles a specific question on issues such as the difficulties of teaching historical thinking in the classroom, responding to high-stakes testing, teaching patriotism, judging the credibility of Internet sources, and teaching with film and geospatial technologies. Accessible, compelling, and practical, these

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chapters—full of rich examples and illustrations—showcase some of the most original thinking in the field, and offer pre- and in-service teachers alike a panoramic window on social studies curricula and instruction and new ways to improve them. Walter C. Parker is Professor and Chair of Social Studies Education and (by courtesy) Professor of Political Science at the University of Washington, Seattle.

This updated third edition contains new chapters on important issues—including race, gender, sexuality, and multiculturalism—affecting social studies education.

This Handbook presents an international collection of essays examining history education past and present. Framing recent curriculum reforms in Canada and in the United States in light of a century-long debate between the relationship between theory and practice, this collection contextualizes the debate by exploring the evolution of history and social studies education within their state or national contexts. With contributions ranging from Canada, Finland, New Zealand, Sweden, the Netherlands, the Republic of South Africa, the United Kingdom, and the United States, chapters illuminate the ways in which curriculum theorists and academic researchers are working with curriculum developers and educators to translate and refine notions of historical thinking or inquiry as well as pedagogical practice.

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