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Over the past decade, the world has experienced a major economic collapse, the increasing racial inequity and high-profile police killings of unarmed Black and Brown people, the persistence of global terrorism, a large-scale refugee crisis, and the negative impacts of global warming. In reaction to social instability, there are growing populist movements in the United States and across the world, which present major challenges for democracy.

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Concurrently, there has been a rise of grassroots political movements focused on increasing equity in relation to race, gender, class, sexual orientation, and religion. The role of social studies teachers in preparing the next generation of democratic citizens has never been more important, and the call for more social studies teacher educators to help teachers address these critical issues only gets louder. This volume examines how teacher educators are (or are not) supporting beginning and experienced social studies teachers in such turbulent times, and it offers suggestions for moving the field forward by better educating teachers to address growing local, national, and global concerns. In their chapters, authors in social studies education present research with implications for practice related to the following topics: race, gender, sexual orientation, immigration, religion, disciplinary

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literacy, global civics, and social justice. This book is guided by the following overarching questions: What can the research tell us about preparing and developing social studies teachers for an increasingly complex, interconnected, and rapidly changing world? How can we educate social studies teachers to “teach against the grain” (Cochran-Smith, 1991, 2001b), centering their work on social justice, social change, and social responsibility?

Contents: Objectives in Teaching Social Studies, Scope and Sequence in the Social Studies, Trends and Issues in the Social Studies, Learning Opportunities in the Social Studies, Pupil Learning in the Social Studies, Reading in the Social Studies, Writing in the Social Studies, Social Studies Children s Literature, Grouping for Instruction in the Social Studies, Leadership in the

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Social Studies, Social Studies and Democracy in the Classroom, Technology in the Social Studies Curriculum, Maps, Globes and the Social Studies, Current Events in the Social Studies, Social Studies, Integrating School and Society, Measurement and Evaluation in the Social Studies, Social Studies in Teacher Education, Restructuring the Social Studies (A Public Debate).

Now in its 4th edition, this popular text offers practical, interesting, exciting ways to teach social studies and a multitude of instructional and professional resources for teachers. Theory, curriculum, methods, and assessment are woven into a comprehensive model for setting objectives; planning lessons, units, and courses; choosing classroom strategies; and constructing tests for some of the field's most popular and enduring programs. The reflective and integrative

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framework emphasizes building imagination, insight, and critical thinking into everyday classrooms; encourages problem-solving attitudes and behavior; and provokes analysis, reflection, and debate. The text includes separate chapters on teaching each of the major areas of the social studies curriculum. Throughout the text, all aspects of curriculum and instruction are viewed from a tripartite perspective that divides social studies instruction into didactic (factual), reflective (analytical), and affective (judgmental) components. These three components are seen as supporting one another, building the groundwork for taking stands on issues, past and present. At the center is the author's belief that the heart and soul of social studies instruction, perhaps all teaching, lies in stimulating the production of ideas; looking at knowledge from others' viewpoints; and formulating for oneself a set of goals,

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values, and beliefs that can be explained and justified in open discussion. New in the Fourth Edition: Clear links to the The National Council for the Social Studies College, Career and Civic Life C3 Framework for Social Studies State Standards Attention to impact of high-stakes testing, Common Core State Standards, and related ongoing developments Expanded and critical review of the use of internet, web, and PowerPoint technologies Coverage of how to incorporate the many social science, humanities, and STEM fields to enrich the social studies Updates and revisions throughout, including new research reports reflecting current findings, new examples, more media and materials resources, particularly digital resources, new and updated pedagogical features Companion Website - new for this edition

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Organized around four commonplaces of education—learners and learning, subject matter, teachers and teaching, and classroom environment—Elementary Social Studies provides a rich and ambitious framework to help social studies teachers achieve powerful teaching and learning results. By blending the theoretical and the practical, the authors deeply probe the basic elements of quality instruction—planning, implementation, and assessment—always with the goal of creating and supporting students who are motivated, engaged, and thoughtful. Book features and updates to the third edition include:

- New chapter on classroom assessment that outlines and compares existing assessment strategies, contextualizes them within the framework of state standards, and articulates a constructivist approach that moves away from traditional high-stakes testing towards more meaningful

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ways of evaluating student learning • New chapter that highlights and explains key elements of the Common Core State Standards for English Language Arts, and shows how the incorporation of critical ELA instruction into the social studies curriculum can foster more ambitious teaching and learning • Real-classroom narratives that introduce each chapter and provide in-depth access to teaching and learning contexts • Practical curriculum and resource suggestions for the social studies classroom • End-of-chapter summaries and annotated teaching resources

Ronald Evans describes and interprets the continuing battles over the purposes, content, methods, and theoretical foundations of the social studies curriculum. This fascinating volume: addresses the failure of social studies to reach its potential for dynamic teaching

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because of a lack of consensus in the field; links the ever-changing rhetoric and policy decisions to their influence on classroom practice; and helps to clarify the meaning, direction, and purposes of social studies instruction in schools.

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

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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

Historical and current debates in social sciences mirror the reality of human existence. However, the reality and facts of human existence are also different from each other. At the same time, these phenomena in social sciences are multidimensional. In this sense, some of the human cases were included in this study. Besides, historical and current analyses in this study have been examined in other social science studies. The multidimensional perspective of the field of social science encourages re-examining the topics

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covered and revealing different trends. In this context, this study aimed to clarify light on the dark points in the field of social science by reconsidering the discussed or not discussed issues.

The book is unique in that it mixes theory and practical applications in rethinking traditional social studies education. It focuses on essays integrating media, popular culture, and alternative texts for teaching and learning in social studies and history education through a social education lens. Social education integrates social studies, media / popular culture, and cultural studies all within a social justice framework. The text provides 20+ curriculum themes with strategies to connect in teaching and learning, along with

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resources to extend depth of understanding. In addition, the pedagogical philosophy inherent in the essays is student-centered learning focusing on issues, problem, and project-based instruction. Although the themes are generally social studies and history focused, the links to media and popular culture can be integrated in other disciplines.

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