

Peter H. Martorella

Elementary Social Studies

Developing
Reflective,
Competent,
and Concerned
Citizens

Elementary Social Studies Developing Reflective Competant And Concerned Citizens

Susan Adler



Elementary Social Studies Developing Reflective Competant And Concerned Citizens:

Elementary Social Studies Peter H. Martorella,1985 Critical Issues in Social Studies Teacher Education Susan Adler,2006-03-01 Taken together these authors explore the many and varied challenges faced by teacher educators generally and social studies teacher educators specifically Their analyses and recommendations provide a starting point for ongoing deliberations about the nature and challenges of the field There are no easy answers but continuing the discussion is crucial

The Idea of a Social Studies Education James A. Duplass,2017-09-22 Offering a fresh take on the purpose of social studies today James A Duplass positions philosophical counseling as a way for teachers to engage students in thinking deeply about what it means to be a citizen in a democratic society The Idea of a Social Studies Education takes a uniquely humanistic approach to the idea of a social studies education to show how teachers can act as philosophical counselors in preparing students for active civic engagement Duplass reminds the reader of the needs of students in modern society who seek to develop an identity worth living and the role social studies can play in students achieving that process By focusing on the cultivation of students autonomy authenticity efficacy and agency Duplass approach avoids political biases and instead encourages critical thinking to decipher what a democratic ideology truly is *Democratic Education for Social Studies* Anna S. Ochoa-Becker,2006-12-01 In the first edition of this book published in 1988 Shirley Engle and I offered a broader and more democratic curriculum as an alternative to the persistent back to the basics rhetoric of the 70s and 80s This curriculum urged attention to democratic practices and curricula in the school if we wanted to improve the quality of citizen participation and strengthen this democracy School practices during that period reflected a much lower priority for social studies Fewer social studies offerings fewer credits required for graduation and in many cases the job descriptions of social studies curriculum coordinators were transformed by changing their roles to general curriculum consultants The mentality that prevailed in the nation s schools was back to the basics and the basics never included or even considered the importance of heightening the education of citizens We certainly agree that citizens must be able to read write and calculate but these abilities are not sufficient for effective citizenship in a democracy This version of the original work appears at a time when young citizens teachers and schools find themselves deluged by a proliferation of curriculum standards and concomitant mandatory testing In the 90s virtually all subject areas including United States history geography economic and civics developed curriculum standards many funded by the federal government Subsequently the National Council for the Social Studies issued the Social Studies Curriculum Standards that received no federal support Accountability captured in the No Child Left Behind Act passed by Congress has become a powerful political imperative that has a substantial and disturbing influence on the curriculum teaching and learning in the first decade of the 21st century Social Studies Education in South and South East Asian Contexts Kerry J Kennedy,2021-07-22 The education of young people is context bound This edited volume explores the contexts that characterise South and South East Asia and their influence on social studies

education There is not a single context across this broad geographical expanse rather different religions different political systems and different values exert influences that create distinctive programmes that characterise different countries Yet there are also commonalities such as the post colonial nature of most of the countries portrayed in this book determined efforts at establishing new national communities and multiple value systems that lead to distinctive local priorities There are also voices of resistance in these chapters recognising the realities of local contexts but also recognising the need for change Social studies education in these contexts may well be descended from its origins in North America but in South and South Asian contexts it has taken on new purposes new forms and new values Education researchers policymakers and postgraduate students in comparative education will find the volume useful in its exploration and comparison of the social studies curricular and reforms that shaped them

A Survey of the History of the Black Church in America from the 1600s to Present Dr. Beletia Marvray Diamond, 2022-08-01 The History of the Black Church in America from the 1600s to the Present A Curriculum Course For Students at Spelman College is an academic course that seeks to further the student s appreciation for the Black Church Appreciation as understanding is vital to both the teaching and the learning process therefore each person s ability to appreciate and or learn is distinctive i e the individual is unique and therefore each person s ability to appreciate and or understand should be measured or assessed as such Quite often there exists a defiance among some students of required courses in religious studies Some don t see the connection or the relevance with religious studies as they pursue their intended careers With such existing attitudes it is the opportunity and the privilege of the professor to explore innovative methods techniques and exercises e g guest lecturers DVD viewings travels to religious sites creation of religions group or whatever the professor deems appropriate to ensure the student s opportunity to fulfill the goals and the objectives as set forth by the professor Institutions of higher learning called historically black colleges and universities or HBCUs exist as institutions that seek to celebrate life liberty and the pursuit of happiness HBCUs exist as beacons of light filled with prepared women and men who have accepted and acknowledged the call and the challenge to further serve humankind as teachers role models demonstrating excellence To whom much is given much is required Luke 12 48

The Art of Leadership Zach Kelehear, 2006 When we view art understanding comes in part as we engage in reflective practice Here author Zach Kelehear encourages school leaders and teachers to reflect on their own leadership capacities and to develop an art for leading schools Using the language of art criticism and critique with real life examples and case studies he helps readers to identify an eye for leadership with specific discussion in matters of school leadership and instructional supervision Drawing on the arts based research approach Kelehear embraces the language of art critique the elements of art and the principles of design The Art of Leadership Presents original art work from the lithographs of Joseph Norman and provides an example of art criticism from each work Describes a real life case study that involves the element or principle Helps readers connect the art interpretation with the leadership application Readers will gain A deeper appreciation for the

critique of art An enlarged view of the art of school leadership and instructional supervision A better understanding of their own leadership art This book should be of interest to students practitioners and artists in K 12 and higher education *Hate Prejudice and Racism* Milton Kleg,1993-08-20 Hate Prejudice and Racism provides a comprehensive overview of the problems created by prejudiced attitudes racist beliefs and acts of discrimination from the casual racial or ethnic joke to the unrestrained violence of a lynch mob It addresses such topics as the nature of ethnicity stereotyping aggression and hate groups and individuals who promote ethnic and racial hatred Kleg s discussion of ethnicity and ethnic groups challenges us to reexamine the meaning of a multicultural society He traces the history of race as a scientific concept and its use as a social concept designed to stigmatize and subordinate members of minority racial and ethnic groups Chapters on prejudice stereotyping and discrimination scapegoating provide a foundation for the chapter on hate groups and haters which includes in depth descriptions of beliefs and activities of white supremacist groups and individuals who promote racism and anti Semitism Finally Kleg outlines implications of hate prejudice and racism for educators and all cultural workers outlining suggestions on how to approach and study this important and controversial topic **The Routledge International Handbook of Life and Values Education in Asia** John Chi-Kin Lee,Kerry J Kennedy,2024-06-28 This Handbook provides a comprehensive look at the educational scope of life and values that characterize 21st century Asia as well as those values shared across cultures Some values are deeply resonant with the region s past while others reflect modernity and the new contexts in which Asian societies find themselves Exploring these values of different types and the way they are constructed in Eastern and Western contexts the contributors delve into the diversity of religious moral and social education to promote greater understanding across cultures While a range of values is identified here there is no single set of values that can be applied to all people in all contexts The time has long gone even for single societies when values can be imposed Yet this Handbook emphasizes both the extent and importance of values to individuals and their societies how they respond to these values may provide the key to better and more caring societies and to better lives for all Academics and teachers will find this Handbook resourceful because it raises important theoretical issues related to social values and their formation in distinctive contexts and provides novel insights into the diverse educational landscape in Asia Policymakers and educators will also find this text helpful in learning to think about new ways to improve the quality of people s lives **Elementary Social Studies** Jack M. Evans,Martha M. Brueckner,1990 **Issues in Social Studies Education** E. K. Tamakloe,1994 **Data Book of Social Studies Materials and Resources** ,1987 **The Canadian Anthology of Social Studies** Roland Case,Penney Clark,1999 *Classroom Teaching Skills* James Michael Cooper,1986 Much of the material in this book was previously published in Classroom teaching skills a handbook and Classroom teaching skills a workbook both c1977 *Journal of Social Studies Research* ,1993 **Journal of the Institute of Education** ,1991 Stories of the American Revolution Period Bruce Arthur VanSledright,1992 **Elementary Social Studies** S.G. Grant,Bruce A.

VanSledright,2020-09-22 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 fourth edition include Two new chapters on using the Inquiry Design Model IDM to understand inquiry based teaching and learning and to develop IDM inquiries Revised chapter on ideas and questions Revised chapter on literacy to more fully incorporate media literacy and digital citizenship Real classroom narratives introduce chapters 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 Teaching Social Studies in Middle and Secondary Schools Candy Beal,Cheryl Mason Bolick,Peter H. Martorella,2009 In the tradition of social studies innovator Peter Martorella this readable accessible text offers prospective teachers a comprehensive introduction to teaching social studies to middle and secondary school students With the purpose of social studies being the development of reflective competent concerned citizens the text first examines the origins and evolution of social studies and citizenship education across the United States Following this targeted chapters address the art science and craft of social studies teaching as a means for engaging learners in knowledge construction In the final section the authors look at ways to improve social studies instruction through the incorporation of emerging technologies and explore the implications of the rich cultural diversity within our nation **Social Science Record** ,1988

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