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# Social Science In The Schools A Search For Rationale



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## **Social Science In The Schools A Search For Rationale:**

Social Science in the Schools Irving Morrissett, W. Williams Stevens, 1971      **Teaching Social Studies** James Litle, Gerald L. Wilson, Virginia Wilson, 1993-01-30 Just as society has changed dramatically over the last century so have the social sciences This valuable reference chronicles the historical development of social studies as a discipline in elementary and secondary schools It also assesses the current state of teaching and research in the social sciences and history at the pre college level and it charts new directions for the future of social studies in secondary and elementary schools By tracing the historical development of social studies the reference indicates how social studies has constantly been redefined to meet the changing needs and expectations of society At the same time the historical context provided by the authors sheds new light on the current state of social studies in the curriculum and the development of social studies in the future The book begins with introductory chapters that overview themes and issues common to all areas of history and the social sciences The chapters that follow summarize and assess the developments and trends of particular fields commonly thought to constitute social studies The volume concludes with chapters on broad topics including the place of religion in the social studies curriculum the role of writing in history and the social sciences and the professional training of social studies teachers Each chapter begins with a section of reflections on the development of the discipline followed by a section on current issues and trends followed by a final section of projections for the future of the discipline The result is a comprehensive overview of the past present and future of social studies in elementary and secondary schools and an indispensable reference for educators historians and social scientists      *Course and Curriculum Improvement Projects: Mathematics, Science, Social Sciences* National Science Foundation (U.S.), 1970      *Research in Education*, 1974      *Social Science in the Schools* Irving Morrissett, W. Williams Stevens, 1971      *Curriculum for Utopia* William B. Stanley, 1992-01-01 This book examines the relationship between contemporary forms of critical theory and social reconstructionism as they relate and contribute to the construction of a radical theory of education It illustrates many of the persistent issues problems and goals of radical educational reform including the importance of developing a language of possibility utopian thought and the critical competence necessary to reveal and deconstruct forms of oppression Stanley perceptively and clearly reexamines new challenges posed to various forms of critical pedagogy including reconstructionism by the development of postmodern and poststructuralist theory focusing on the connections and continuities between them      Unesco Handbook for the Teaching of Social Studies Unesco, 1981      *Resources in Education*, 1998      Guide to Social Studies Teaching in Secondary Schools Leonard Stout Kenworthy, 1973 SUMMARY Provides a practical guide for prospective and experienced teachers accenting lesson and unit planning resources and methods as well as outlining the purposes and aims of social studies learnings      *The Current State of Social Studies*, 1982 This volume one in a series resulting from Project SPAN Social Studies Social Science Education Priorities Practices and Needs reviews and analyzes the current state of K 12 social studies A major

purpose of the review and analysis was to form a basis for recommendations for future directions that might be taken to improve social studies. The report contains six sections. The first section provides a broad and integrative analysis of the interrelated topics of rationales, definitions, approaches, goals, and objectives of social studies. The second section, Curriculum Organization in Social Studies, describes the typical pattern of social studies programs from kindergarten through grade 12, stating that despite numerous variations that have occurred, the dominant pattern throughout the nation is one that was established more than 60 years ago. Social Studies Curriculum Materials, the third section of the volume, describes the great extent to which students, teachers, administrators, and the public accept and rely on curriculum materials as essential aids to teaching, learning, and classroom management. Foremost among curriculum materials being used are textbooks. The topic of the fourth section is Social Studies Teachers. There is general agreement that the teacher is the central figure, the key, or the magic ingredient in the learning process. The fifth section, Instructional Practices in Social Studies, presents a detailed report on what teachers do. The last section, Barriers to Change in Social Studies, focusing on the fact that the new social studies had relatively little impact on the schools, explores reasons for lack of change in schools.

Author RM     *The Challenge of Teaching Social Studies in the Elementary School: Readings* Dorothy J. Skeel, 1972     *Social Studies in the 1980s* Irving Morrisett, 1982

Selected and condensed portions of five reports prepared by Project SPAN: Social Studies Priorities, Practices, and Needs are presented. The purpose of Project SPAN was to describe and assess the current and recent state of social studies, social science education, designate desired states to which social studies might or should aspire, and shape recommendations as to how those desired states might be approached. There are four sections. The first section, drawn mostly from the conclusion of an extensive report written by Hazel Whitman Hertzberg, as historical background for the project, describes efforts to reform social studies during the period 1880-1980. The second section focuses on the current state of five critical elements in social studies: programming and instruction, rationales, goals, and objectives, curriculum patterns, curriculum materials, teachers, and instructional practices. The third section, The Future of Social Studies, describes in some detail the six major problems that SPAN staff and consultants believe need to be faced in the 1980s, the desired states toward which social studies educators might strive, and recommendations flowing from a comparison of current states and the problems associated with the desired states. The fourth section describes one of the several major alternatives to the current pattern of social studies considered by the SPAN staff and consultants. The alternative is a social roles approach to social studies.

Author RM     Social Science in the Schools, 1971     Committee Prints United States. Congress. House. Committee on Education and Labor, 1969     Social Studies for the Seventies Leonard Stout Kenworthy, 1973     **The Encyclopedia of Education** Lee C. Deighton, 1971     *In Search of Structure* M. Fennema, C. van der Eijk, Huibert Schijf, 1998

**Rediscovering the Democratic Purposes of Education** Lorraine McDonnell, P. Michael Timpane, Roger W. Benjamin, 2000

Why do America's public schools seem unable to meet today's social challenges? As competing interest groups

vie over issues like funding and curricula we seem to have lost sight of the democratic purposes originally intended for public education. Public schools were envisioned by the Founders as democratically run institutions for instilling civic values but today's education system seems more concerned with producing good employees than good citizens. Meanwhile our country's diversity has eroded consensus about citizenship and the professionalization of educators has diminished public involvement in schools. This volume seeks to demonstrate that the democratic purposes of education are not outmoded ideas but can continue to be driving forces in public education. Nine original articles by some of today's leading education theorists cut a broad swath across the political spectrum to examine how those democratic purposes might be redefined and revived. It both establishes the intellectual foundation for revitalizing American schools and offers concrete ideas for how the educational process can be made more democratic. The authors make a case for better empirical research about the politics of education in order to both reconnect schools to their communities and help educators instill citizenship. An initial series of articles reexamines the original premise of American education as articulated by important thinkers like Jefferson and Dewey. A second group identifies flaws in how schools are currently governed and offers models for change. A final section analyzes the value conflicts posed by the twin strands of democratic socialization and governance and their implications for education policy. Spanning philosophy, history, sociology, and political science, this book brings together the best current thinking about the specifics of education policy: vouchers, charter schools, national testing, and about the role of deliberation in a democracy. It offers a cogent alternative to the exchange paradigm and shows how much more needs to be understood about an issue so vital to America's future.

Social Studies Educators' Perspectives on Citizenship Education in Primary and Secondary Schools in Oyo State, Nigeria Peter Saka Orimoloye, 1983      *The American Secondary School Curriculum* Leonard H. Clark, Raymond L. Klein, John B. Burks, 1972

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