

Social studies
reform, 1880-1980
(A Project SPAN
report)

Hertzberg, Hazel W

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Social Studies In The 1980s A Report Of Project Span

**Educational Research Service
(Arlington, Va.)**



Social Studies In The 1980s A Report Of Project Span:

Social Studies in the 1980s Irving Morrisett,1982 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 The Future of Social Studies Project SPAN.,1982-01-01 The future of K 12 social studies is examined in this volume one in a series resulting from Project SPAN Social Studies Social Science Education Priorities Practices and Needs The report contains four sections The first section presents A Summary of Project SPAN The project reviewed and analyzed the current state of K 12 social studies in order to form a basis for recommendations for future directions that might be taken to improve social studies The five reports which were written as a result of Project SPAN are described The second section presents and examines Six Problems for Social Studies in the 1980s The problems concern student learning and valuing of social studies the culture of the school teaching practices the curriculum the social studies profession and public support The focus of the third section is the Desired States for Social Studies The desired states for each of the problem areas identified in the second section are described Together the six desired states present a vision of an ideal state of social studies education The final section presents Recommendations for Social Studies in the 1980s The recommendations are organized to parallel the six problems and desired states Author RM **Resources in Education** ,1993 **ERIC Clearinghouse Publications** ,1982 **SAGE Handbook of Education for Citizenship and Democracy** James Arthur,Ian Davies,Carole Hahn,2008-07-01 This handbook brings together new work by some of the leading authorities on citizenship education and is divided into five sections The first section deals with key ideas about citizenship education including democracy rights globalization and equity Section two contains a wide range of national case studies of citizenship education including African Asian Australian European and North and South American examples The third section focuses on perspectives about citizenship education with discussions

about key areas such as sustainable development anti racism gender Section four provides insights into different characterisations of citizenship education with illustrations of democratic schools peace and conflict education global education human rights education etc The final section provides a series of chapters on the pedagogy of citizenship education with discussions about curriculum teaching learning and assessment **Contemporary Education Review** ,1984

Monthly Catalogue, United States Public Documents ,1984 **International Bulletin of Bibliography on Education** ,1983 *Methods and Resources for Elementary and Middle-school Social Studies* James W. Stockard,2001 **Monthly Catalog of United States Government Publications** United States. Superintendent of Documents,1984 February issue includes Appendix entitled Directory of United States Government periodicals and subscription publications September issue includes List of depository libraries June and December issues include semiannual index **Data Book of Social Studies Materials and Resources** ,1983 *Resources in Education* ,1993 Social Science Record ,1993 **ERS Bulletin** Educational Research Service (Arlington, Va.),1978 **Informal Reasoning and Education** James F. Voss,David N. Perkins,Judith W. Segal,2012-11-12 Based on extensive reasoning acquisition research this volume provides theoretical and empirical considerations of the reasoning that occurs during the course of everyday personal and professional activities Of particular interest is the text s focus on the question of how such reasoning takes place during school activities and how students acquire reasoning skills Bulletin - National Council for the Social Studies National Council for the Social Studies,1986 **inside/out** Rebecca A. Martusewicz,William M. Reynolds,2012-12-06 This engaging text examines issues in education and curriculum theory from multiple critical perspectives Students are encouraged to look at education from the inside the complex processes methods and relations that operate within schools and from the outside the larger social economic and political forces that have affected schools over time Each essay begins with Guiding Questions and concludes with Questions for Discussion Teachers as Researchers activities and Suggested Readings **Citizenship and the Critical Role of the Social Studies** Walter Parker,John Jarolimek,1984 Designed as a tool to help social studies educators promote their discipline this volume outlines the critical role of social studies in the K 12 curriculum and the part social studies educators must take in assuring that this role is understood and accepted by parents school boards and legislators Material is divided into four chapters Chapter 1 outlines the essential role that the social studies play in the general school curriculum by cultivating democratic citizens Chapter 2 defines the special nature of a democratic citizen as one who participates in social political and economic processes It is suggested that the development of such citizens through active participatory learning experiences is one of the most potent contributions of a comprehensive social studies program Examples of community based and school based social studies programs are provided Chapter 3 reviews the research on political socialization that supports the claim that a strong social studies curriculum is needed in each of the 13 years of formal schooling The final chapter outlines the role of the social studies teacher in advocating the social studies Specific techniques

for promoting social studies education by working with local media promoting instruction of the Constitution recognizing student achievement building social studies networks and promoting social studies to parents are discussed LP **Social Studies Review** ,1990

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