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**Social Studies Curriculum, The, Fourth Edition** - E. Wayne Ross -

**The Social Studies Curriculum** - E. Wayne Ross - 2012-02-01
This updated third edition contains new chapters on important issues—including race, gender, sexuality, and multiculturalism—affecting social studies education.

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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.

Rethinking Social Studies - E. Wayne Ross - 2017-03-01
Like the schools in which it is taught, social studies is full of alluring contradictions. It harbors possibilities for inquiry and social criticism, liberation and emancipation. Social studies could be a site that enables young people to analyze and understand social issues in a holistic way—finding and tracing relations and interconnections both present and past in an effort to build meaningful understandings of a problem, its context and history; to envision a future where specific social problems are resolved; and take action to bring that vision into existence. Social studies could be a place where students learn to speak for themselves in order to achieve, or at least strive toward an equal degree of participation and better future. Social studies could be like this, but it is not. Rethinking Social Studies examines why social studies has been and continues to be profoundly conversing in nature, the engine room of illusion factories whose primary 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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at least strive toward an equal degree of participation and better future. to be memorized, regurgitated, internalized and lived by. Rethinking social studies as a site where students can develop personally meaningful understandings of the world and recognize they have agency to act on the world, and make change, rests on the premises that social studies should not show life to students, but bringing them to life and that the aim of social studies is getting students to speak for themselves, to understand people make their own history even if they make it in already existing circumstances. These principles are the foundation for a new social studies, one that is not driven by standardized curriculum or examinations, but by the perceived needs, interests, desires of students, communities of shared interest, and ourselves as educators. Rethinking Social Studies challenges readers to reconsider conventional thought and practices that sustain the status quo in classrooms, schools, and society by critically engaging with questions and issues such as: neutrality in the classroom; how movement conservatism shapes the social studies curriculum; how corporate-driven education affects schools, teachers, and curriculum; ways in which teachers can creatively disrupt everyday life in the social studies classroom; making critical pedagogy relevant to everyday life and classroom practice; the invisibility of class in the social studies curriculum and how to make it a central organizing concept; class war, class consciousness and social studies in the age of empire; what are your ideals as a social studies education and how do you keep them and still teach?; and what it means to be a critical social studies educator beyond the classroom.

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Social studies could be like this, but it is not. Rethinking Social Studies examines why social studies has been and continues to be profoundly conversing in nature, the engine room of illusion factories whose primary aim is reproduction of the existing social order, where the ruling ideas exist to be memorized, regurgitated, internalized and lived by. Rethinking social studies as a site where students can develop personally meaningful understandings of the world and recognize they have agency to act on the world, and make change, rests on the premises that social studies should not show life to students, but bringing them to life and that the aim of social studies is getting students to speak for themselves, to understand people make their own history even if they make it in already existing circumstances. These principles are the foundation for a new social studies, one that is not driven by standardized curriculum or examinations, but by the perceived needs, interests, desires of students, communities of shared interest, and ourselves as educators. Rethinking Social Studies challenges readers to reconsider conventional thought and practices that sustain the status quo in classrooms, schools, and society by critically engaging with questions and issues such as: neutrality in the classroom; how movement conservatism shapes the social studies curriculum; how corporate-driven education affects schools, teachers, and curriculum; ways in which teachers can creatively disrupt everyday life in the social studies classroom; making critical pedagogy relevant to everyday life and classroom practice; the invisibility of class in the social studies curriculum and how to make it a central organizing concept; class war, class consciousness and social studies in the age of empire; what are your ideals as a social studies education and how do you keep them and still teach?; and what it means to be a critical social studies educator beyond the classroom.

Reassessing the Social Studies Curriculum - Wayne Journell - 2016-05-03
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Appendixes include invaluable planning templates, reproducible handouts, curriculum remains virtually the same as before the attacks. For a discipline charged with developing informed citizens prepared to enter a global economy, such curricular stagnation makes little sense. This book, which contains chapters from many leading scholars within the field of social studies education, both assesses the ways in which the social studies curriculum has failed to live up to the promises of progressive citizenship education made in the wake of the attacks and offers practical advice for teachers who wish to encourage a critical understanding of the post-9/11 global society in which their students live.

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**Every Book is a Social Studies Book** - Andrea S. Libresco - 2011

This text offers a teacher and student-friendly collection of lessons and activities that help educators use picture books to engage younger students in meaningful social studies activities and bring this critical subject back in elementary schools. * Includes excerpts of primary source materials for student activities * Contains various photographs, illustrations, charts, and graphs throughout the text * Extensive annotated bibliography of picture books for each chapter that includes a discussion question for each book * Appendixes include invaluable planning templates, reproducible handouts, and other teacher resources

**The Social Studies Curriculum** - E. Wayne Ross - 2006-10-26

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

**Teaching Social Studies that Matters** - Stephen J. Thornton - 2005

No plan to increase achievement and enact reform in the social studies classroom will succeed without recognizing the central importance of the teacher as the “gatekeeper” of instruction. In this book, Thornton details why teachers must develop strong skills in curriculum planning and teaching methods in order for effective instruction to occur. Thornton helps teachers to develop a vision of their practice that will build strong social studies programs and inspire students to learn. Features: An approach to preparing purposeful teachers, acknowledging that teachers make daily decisions concerning what to teach and how to teach it. Replicable examples of the kinds of reflective practice that will enable teachers to animate classroom instruction and create a dynamic social studies
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National Standards for History - National Center for History in the Schools (U.S.) - 1996
This sourcebook contains more than twelve hundred easy-to-follow and implement classroom activities created and tested by veteran teachers from all over the country. The activities are arranged by grade level and are keyed to the revised National History Standards, so they can easily be matched to comparable state history standards. This volume offers teachers a treasury of ideas for bringing history alive in grades 5?12, carrying students far beyond their textbooks on active-learning voyages into the past while still meeting required learning content. It also incorporates the History Thinking Skills from the revised National History Standards as well as annotated lists of general and era-specific resources that will help teachers enrich their classes with CD-ROMs, audio-visual material, primary sources, art and music, and various print materials. Grades 5?12

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documented analysis. . . Let us hope that this book encourages a richer dialogue than the now-tedious and generally unproductive separate disciplines v. integrated social studies debate.” —Linda S. Levstik, University of Kentucky, Lexington “A refreshingly clearheaded, historically grounded, altogether enlightening analysis. This is the book I’ve been waiting for.” —Walter Parker, University of Washington

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This supplemental text is an historical account of the beginning years of the social studies. Using the 1916 Social Studies report as a base, the book outlines the issues, contexts, and individuals that were influential in the genesis of the seminal social studies prototype program. The author explains that many of our present interests such as critical thinking, decision making, inquiry, reflective thinking, foundational studies, and cultural literacy can be found within the texts of the 1916 social studies program. Saxe also shows that the roots of the social studies program are found in the social sciences and not the traditional history curriculum. Included are chronological time lines that serve to illustrate the growth of the social studies, as well as an extensive bibliography of the primary foundational works of the social studies, including the 1916 report. These materials greatly enhance the value of Saxe's work for social studies educators and students.

Literature-based Social Studies - Mildred Laughlin - 1991
Grade level: 1, 2, 3, 4, 5, k, p, e, i, t.

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.
through the entire Little House (9 Books, Boxed Set) in one school year by 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.

Little House Social Studies Curriculum Guide - Mary E. Jeffries - 2005
Engage your elementary students’ imagination with a year-long immersion in 19th Century America! This structured curriculum guide takes your class through the entire Little House (9 Books, Boxed Set) in one school year by reading just 10-15 pages a day. The compelling narrative and rich character development of the stories, stimulating discussion topics, fun hands-on activities and supplemental readings will make Social Studies a favorite subject in your classroom.

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Contemporary Social Studies - William B. Russell - 2012-02-01
The field of social studies is unique and complex. It is challenged by the differing perspectives related to the definition, goals, content, and purpose of social studies. Contemporary Social Studies: An Essential Reader discusses the contemporary issues surrounding social studies education today. Contemporary Social Studies: An Essential Reader encourages and inspires readers to think. The chapters included in this volume are written by prominent scholars in the field of social studies. The collection inspires and provokes readers to reconsider and reexamine social studies and its contemporary state. Readers will explore the various critical topics that encompass contemporary social studies. This collection provides readers with rich chapters which are sure to be cited as key works. Compelling and accessible, this collection brings to light the critical topics relevant to contemporary social studies and is sure to serve as a cornerstone and seminal text for the future.

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Social Studies Today - Walter C. Parker - 2015-04-10
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 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.

Social Studies for Young Children - Gayle Mindes - 2021-08-30
This completely revised early childhood curriculum resource, emphasizing social studies as an anchor for teaching an integrated curriculum of math, science, literacy, art, and social-emotional learning, shows current educators and aspiring teachers the significance of social studies in the lives of young children.

This essential guide for curriculum developers, administrators, teachers, and education and economics professors, the standards were developed to provide a framework and benchmarks for the teaching of economics to our nation's children.
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 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 Social Studies Wars** - Ronald W. Evans - 2004-01-01

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 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.


Provides teachers with information, explanations, and ideas to begin implementing the social studies curriculum.

**Visible Learning for Social Studies, Grades K-12** - John Hattie - 2020-04-07

Help students move from surface-level learning to the transfer of understanding. How do social studies teachers maximize instruction to ensure students are prepared for an informed civic life? This book shows how the field is more than simply memorizing dates and facts—it encapsulates the skillful ability to conduct investigations, analyze sources, place events in historical context, and synthesize divergent points of view. Best practices for applying visible learning are presented through: · A scaffolded approach including surface-level learning, deep learning, and transfer of learning · Examples of strategies, lessons, and activities best suited for each level of learning · Planning tools, rubrics, and templates to guide instruction

**Social Studies for the Twenty-First Century** - Jack Zevin - 2015-01-09

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 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
and beliefs that can be explained and justified in open discussion. New in 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, 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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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 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. Abridged NCSS standards and their classroom applications are found at www.myeducationlab.com.

Envision a cadre of leading scientists and practitioners working collaboratively on a highly focused program of education research that is tightly coupled with practice. Much of the research is carried out in school settings. Research influences educational practice, and the outcomes in practice inform further research efforts. The Strategic Education Research Partnership (SERP) is designed to make this vision a reality. It proposes a large-scale, coherent program of research and development that would put the problems of educational practice at its center, and focus on all stages necessary to influence practice. These include theory testing, the development and evaluation of instructional programs, the study of practice in context, and attention to taking innovations to scale. This book explains the features of SERP and the ways in which it would address the major challenges of linking research and practice. It is a call to mobilize the nation’s resources and political will, the power of scientific research, and the expertise of our educators, to create a more effective research and development program for improving student learning.

Improving the Social Studies Curriculum - National Council for the Social Studies - 1955

The Social-Studies Curriculum - 1934

Democratic Social Education - David W. Hursh - 2014-03-05
In 1932 George Counts, in his speech "Dare the School Build a New Social Order?" explicitly challenged teachers to develop a democratic, socialist
Drs. Hursh and Ross take seriously the question of what social studies educators can do to help build a democratic society in the face of current antidemocratic impulses of greed, individualism and intolerance. The essays in this book respond to Counts’ question in theoretical analyses of education and society, historical analyses of efforts since Counts’ challenge, and practical analyses of classroom pedagogy and school organization. This volume provides researchers and teacher educators with ideas and descriptions of practice that challenge the taken-for-granted meanings of democracy, citizenship, culture, work, indoctrination, evaluation, standards and curriculum within the purposes of social education.

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Social Studies Curriculum and Methods for the Caribbean - Anthony D. Griffith - 2006
Developments in the teaching and learning of social studies over the years point to a conceptual focus on the active study/investigation of significant social issues and concerns. While knowledge of these issues is important, equally so are the requisite skills and competencies that are required to enable the student to examine and analyse the issues and to make decisions about them. This handbook is therefore intended to project the teaching and learning of social studies as the development and acquisition of skills for the study of social issues or phenomena. These skills relate to gathering information, analysing and evaluating information, critical thinking, problem solving and decision making, as well as social and interpersonal skills. The focus is on activities, practice and authentic learning. The content is organized into thirteen chapters, which may be used in sequence or can, equally well, stand alone. The chapters can also be used individually in workshops or seminars, the teacher-training institutions throughout the Caribbean, as well as for students in degree programmes in social studies in the Schools of Education at the University of the West Indies. Classroom teachers of social studies will also find the book very useful as a reference source.

Managing the Social Studies Curriculum - Kent Freeland - 1994-10-28
To learn more about Rowman & Littlefield titles please visit us at www.rowmanlittlefield.com.
In the movement toward standards-based education, an important question stands out: How will this reform affect the 10% of school-aged children who have disabilities and thus qualify for special education? In Educating One and All, an expert committee addresses how to reconcile common learning for all students with individualized education for "one"--the unique student. The book makes recommendations to states and communities that have adopted standards-based reform and that seek policies and practices to make reform consistent with the requirements of special education. The committee explores the ideas, implementation issues, and legislative initiatives behind the tradition of special education for people with disabilities. It investigates the policy and practice implications of the current reform movement toward high educational standards for all students. Educating One and All examines the curricula and expected outcomes of standards-based education and the educational experience of students with disabilities--and identifies points of alignment between the two areas. The volume documents the diverse population of students with disabilities and their school experiences. Because approaches to assessment and accountability are key to standards-based reforms, the committee analyzes how assessment systems currently address students with disabilities, including testing accommodations. The book addresses legal and resource implications, as well as parental participation in children's education.

**Critical Theories, Radical Pedagogies, and Social Education**

2010-01-01
“A refreshing collection of essays that offers a range of critical and radical voices which are generally marginalized in the critical social studies ‘mainstream’ This collection is a good read with valuable insights that can impact teaching practice.”

— Canadian Social Studies - Canada’s National Social Studies Journal - Volume 45 Issue 1

**Critical Theories, Radical Pedagogies, and Social Education**

2010-01-01
“A refreshing collection of essays that offers a range of critical and radical voices which are generally marginalized in the critical social studies ‘mainstream’ This collection is a good read with valuable insights that can
teacher as the gatekeeper of instruction. In this book, Thornton details why Social Studies Journal - Volume 45 Issue 1

**Rethinking Social Studies** - E. Wayne Ross - 2017

**Teaching Social Studies Successfully** - Marlow Ediger - 2003


**Teaching Social Studies That Matters** - Stephen J. Thornton - 2005

No plan to increase achievement and enact reform in the social studies classroom will succeed without recognizing the central importance of the teacher as the gatekeeper of instruction. In this book, Thornton details why teachers must develop strong skills in curriculum planning and teaching methods in order for effective instruction to occur. Thornton helps teachers to develop a vision of their practice that will build strong social studies programs and inspire students to learn. This book features replicable examples of the kinds of reflective practice that will enable teachers to animate classroom instruction and create a dynamic social studies curriculum and an analysis of how teachers adapt and shape state and district level curricula and classroom materials to fit the specific needs of their students, and a model of how to develop an instructional program with suggestions for lesson planning.

**The Social Studies Teacher's Toolbox** - Elisabeth Johnson - 2020-04-09

Social studies teachers will find classroom-tested lessons and strategies that can be easily implemented in the classroom. The Teacher's Toolbox series is an innovative, research-based resource providing teachers with instructional strategies for students of all levels and abilities. Each book in the collection focuses on a specific content area. Clear, concise guidance enables teachers to quickly integrate low-prep, high-value lessons and strategies in their middle school and high school classrooms. Every strategy follows a practical, how-to format established by the series editors. The
Social Studies Teacher's Toolbox contains hundreds of student-friendly classroom lessons and teaching strategies. Clear and concise chapters, fully aligned to Common Core Social Studies standards and National Council for the Social Studies standards, cover the underlying research, technology based options, practical classroom use, and modification of each high-value lesson and strategy. This book employs a hands-on approach to help educators quickly learn and apply proven methods and techniques in their social studies courses. Topics range from reading and writing in social studies and tools for analysis, to conducting formative and summative assessments, differentiating instruction, motivating students, incorporating social and emotional learning and culturally responsive teaching. Easy-to-read content shows how and why social studies should be taught and how to make connections across history, geography, political science, and beyond. Designed to reduce instructor preparation time and increase relevance, student engagement, and comprehension, this book: Explains the usefulness, application, and potential drawbacks of each instructional strategy Provides fresh activities applicable to all classrooms Helps social studies teachers work with ELLs, advanced students, and students with learning differences Offers real-world guidance for addressing current events while covering standards and working with textbooks The Social Studies Teacher's Toolbox is an invaluable source of real-world lessons, strategies, and techniques for general education teachers and social studies specialists, as well as resource specialists/special education teachers, elementary and secondary educators, and teacher educators.

The Social Studies Teacher's Toolbox - Elisabeth Johnson - 2020-04-09
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White Fragility - Robin DiAngelo - 2018-06-26
The New York Times best-selling book exploring the counterproductive reactions white people have when their assumptions about race are challenged, and how these reactions maintain racial inequality. In this “vital, necessary, and beautiful book” (Michael Eric Dyson), antiracist educator Robin DiAngelo deftly illuminates the phenomenon of white fragility and “allows us to understand racism as a practice not restricted to...
people make when challenged racially, white fragility is characterized by emotions such as anger, fear, and guilt, and by behaviors including argumentation and silence. These behaviors, in turn, function to reinstate white racial equilibrium and prevent any meaningful cross-racial dialogue. In this in-depth exploration, DiAngelo examines how white fragility develops, how it protects racial inequality, and what we can do to engage more constructively.

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**The Social Studies** - G. Wesley Sowards - 1963

**Wisconsin's Model Academic Standards for Social Studies** - Wisconsin Department of Public Instruction - 1998