

Teaching Social Studies Preschool - 8
Recommended Practices in Social Studies Education
 By Ava L. McCall

Recommended Practice and Source(s)	Rationale for Use
<p>Make the social studies curriculum multicultural Sleeter, C. E., & Grant, C. A. (2009). <i>Making choices for multicultural education: Five approaches to race, class, and gender</i> (6th ed). Hoboken, NJ: John Wiley and Sons.</p>	<p>Promotes the understanding and appreciation of cultural diversity; encourages equal power among different groups; connects the curriculum to all students' backgrounds</p>
<p>Include different perspectives in the curriculum (women, men, various cultures, different social classes, diverse abilities) National Council for the Social Studies. (1994). <i>Expectations of excellence: Curriculum standards for social studies</i>. Washington DC: National Council for the Social Studies. Sleeter, C. E., & Grant, C. A. (2009). <i>Making choices for multicultural education: Five approaches to race, class, and gender</i> (6th ed). Hoboken, NJ: John Wiley and Sons.</p>	<p>Promotes the understanding of and respect for various points of view; challenges students' thinking</p>
<p>Use various resources beyond the textbook to bring out different perspectives in the curriculum Sleeter, C. E., & Grant, C. A. (2009). <i>Making choices for multicultural education: Five approaches to race, class, and gender</i> (6th ed). Hoboken, NJ: John Wiley and Sons. Zemelman, S., Daniels, H., & Hyde, A. (2005). <i>Best practice: Today's standards for teaching and learning in America's schools</i> (3rd ed). Portsmouth, NH: Heinemann.</p>	<p>Promotes the understanding of and respect for various points of view; challenges students' thinking; helps students recognize that social studies knowledge is documented in different formats</p>
<p>Introduce social issues/problems and offer opportunities for students to engage in inquiry and social action about significant human issues Sleeter, C. E., & Grant, C. A. (2009). <i>Making choices for multicultural education: Five approaches to race, class, and gender</i> (6th ed). Hoboken, NJ: John Wiley and Sons.</p>	<p>Prepares students for active participation in society, concern for the common good, and solving social problems in our democratic form of government</p>

<p>Guide students in using the inquiry arc: (1) develop compelling question, (2) decide on different social studies disciplines to investigate question, (3) gather and evaluate different sources to investigate question and identify claims and evidence found in sources, (4) communicate conclusions and take informed action</p> <p>National Council for the Social Studies. (2013). <i>Social studies for the next generation: Purposes, practices, and implications of the college, career, and civic life (C3) framework for social studies state standards</i>. Silver Spring, MD: National Council for the Social Studies.</p>	<p>Helps prepare students for college, career, and civic life; encourages rigorous learning; assists students in making sense of how the world works</p>
<p>Focus on big ideas developed in depth</p> <p>Brophy, J., & Alleman, J. (2008). Early elementary social studies. In L.S. Levstik & C. A. Tyson (Eds.), <i>Handbook of research in social studies education</i> (pp. 33-49). New York: Routledge.</p> <p>National Council for the Social Studies. 1994. <i>Expectations of excellence: Curriculum standards for social studies</i>. Washington DC: National Council for the Social Studies.</p> <p>Zemelman, S., Daniels, H., & Hyde, A. (2005). <i>Best practice: Today's standards for teaching and learning in America's schools</i> (3rd ed). Portsmouth, NH: Heinemann.</p>	<p>Helps students develop deeper understanding of important, broad ideas in social studies; allows students to learn, retain, and apply skills and knowledge</p>
<p>Connect big ideas to students' backgrounds; make the curriculum personally relevant</p> <p>Brophy, J., & Alleman, J. (2008). Early elementary social studies. In L.S. Levstik & C. A. Tyson (Eds.), <i>Handbook of research in social studies education</i> (pp. 33-49). New York: Routledge.</p> <p>Zemelman, S., Daniels, H., & Hyde, A. (2005). <i>Best practice: Today's standards for teaching and learning in America's schools</i> (3rd ed). Portsmouth, NH: Heinemann.</p>	<p>Encourages greater learning among students when curriculum is meaningful and they understand a need to know it</p>
<p>Integrate the social studies disciplines and other areas of the curriculum when studying social studies topics</p> <p>National Council for the Social Studies. 1994. <i>Expectations of excellence: Curriculum standards for social studies</i>. Washington DC: National Council for the Social Studies.</p> <p>Zemelman, S., Daniels, H., & Hyde, A. (2005). <i>Best practice: Today's standards for teaching and learning in America's schools</i> (3rd ed). Portsmouth, NH: Heinemann.</p>	<p>Helps students develop a deeper understanding of topics when they understand the historical, geographical, political, economic, and sociological aspects of topics and when they use different areas of the curriculum (reading, writing, art, math) to learn about the topics</p>

<p>Communicate high expectations for all students and provide support to meet expectations Echevarria, J., & Vogt, M. (2011). <i>Response to intervention (RtI) and English learners: Making it happen</i>. Boston: Pearson. Sleeter, C. E., & Grant, C. A. (2009). <i>Making choices for multicultural education: Five approaches to race, class, and gender</i> (6th ed). Hoboken, NJ: John Wiley and Sons.</p>	<p>Builds on the democratic view of equality of opportunity among students; creates a supportive learning environment and leads to greater learning for all students</p>
<p>Build on students' strengths, lives, and languages Sleeter, C. E., & Grant, C. A. (2009). <i>Making choices for multicultural education: Five approaches to race, class, and gender</i> (6th ed). Hoboken, NJ: John Wiley and Sons.</p>	<p>Creates a supportive learning environment for all students</p>
<p>Set instructional objectives at beginning of lesson and connect to students' prior knowledge and future learning Echevarria, J., & Vogt, M. (2011). <i>Response to intervention (RtI) and English learners: Making it happen</i>. Boston: Pearson.</p>	<p>Helps English learners gain the most from instruction; helps all students learn</p>
<p>Pre-teach vocabulary before lesson Echevarria, J., & Vogt, M. (2011). <i>Response to intervention (RtI) and English learners: Making it happen</i>. Boston: Pearson. Swinney, R., & Velasco, P. (2011). <i>Connecting content and academic language for English learners and struggling students grades 2-6</i>. Thousand Oaks, CA: Corwin.</p>	<p>Helps English learners gain the most from instruction</p>
<p>Use advance organizers to draw out students' prior knowledge and prepare them to learn new content Dean, C.B., Hubbell, E. R., Pitler, H. & Stone, B. J. (2012). <i>Classroom instruction that works: Research-based strategies for increasing student achievement</i> (2nd ed). Alexandria, VA: ASCD.</p>	<p>Increases student learning when they connect prior knowledge to new content and see how new content ideas are related</p>
<p>Guide students to construct knowledge collaboratively Brophy, J., & Alleman, J. (2008). Early elementary social studies. In L.S. Levstik & C. A. Tyson (Eds.), <i>Handbook of research in social studies education</i> (pp. 33-49). New York: Routledge. Dean, C.B., Hubbell, E. R., Pitler, H. & Stone, B. J. (2012). <i>Classroom instruction that works: Research-based strategies for increasing student achievement</i> (2nd ed). Alexandria, VA: ASCD.</p>	<p>Utilizes the social constructivist learning theory which states that students construct knowledge based on their cultural values and interactions with others; students' learning increases through social interactions with others</p>

<p>Make social studies engaging for students; keep students actively engaged; make students active participants Zemelman, S., Daniels, H., & Hyde, A. (2005). <i>Best practice: Today's standards for teaching and learning in America's schools</i> (3rd ed). Portsmouth, NH: Heinemann.</p>	<p>Prepares students for their role as citizens who work with others to solve problems; provides greater learning opportunities</p>
<p>Require higher levels of thinking; ask open, meaningful questions that challenge students' thinking and invite discussions Dean, C.B., Hubbell, E. R., Pitler, H. & Stone, B. J. (2012). <i>Classroom instruction that works: Research-based strategies for increasing student achievement</i> (2nd ed). Alexandria, VA: ASCD. Zemelman, S., Daniels, H., & Hyde, A. (2005). <i>Best practice: Today's standards for teaching and learning in America's schools</i> (3rd ed). Portsmouth, NH: Heinemann.</p>	<p>Prepares students for their role as citizens who work with others to solve problems; helps students develop sound reasoning for taking specific positions and actions</p>
<p>Require students to look for similarities and differences among ideas Dean, C.B., Hubbell, E. R., Pitler, H. & Stone, B. J. (2012). <i>Classroom instruction that works: Research-based strategies for increasing student achievement</i> (2nd ed). Alexandria, VA: ASCD.</p>	<p>Looking broadly at ideas to find similarities and differences enhances student learning; students build connections between prior knowledge and new knowledge and among the ideas</p>
<p>Use both independent inquiry and cooperative learning or well-designed intentional social interactions among students Dean, C.B., Hubbell, E. R., Pitler, H. & Stone, B. J. (2012). <i>Classroom instruction that works: Research-based strategies for increasing student achievement</i> (2nd ed). Alexandria, VA: ASCD. Swinney, R., & Velasco, P. (2011). <i>Connecting content and academic language for English learners and struggling students grades 2-6</i>. Thousand Oaks, CA: Corwin. Zemelman, S., Daniels, H., & Hyde, A. (2005). <i>Best practice: Today's standards for teaching and learning in America's schools</i> (3rd ed). Portsmouth, NH: Heinemann.</p>	<p>Balance individual and group work and prepare students to become lifelong, responsible learners; well-designed social interactions increase student learning and help English learners develop academic language</p>
<p>Use different forms of assessments Sleeter, C. E., & Grant, C. A. (2009). <i>Making choices for multicultural education: Five approaches to race, class, and gender</i> (6th ed). Hoboken, NJ: John Wiley and Sons.</p>	<p>Allows students various options to show what they learned; avoids penalizing students who do not perform well on standardized tests</p>