

# HIGH SCHOOL SOCIAL STUDIES TEXTBOOKS

**HIGH SCHOOL SOCIAL STUDIES TEXTBOOKS** PLAY A CRUCIAL ROLE IN SHAPING THE EDUCATIONAL EXPERIENCES OF STUDENTS ACROSS THE UNITED STATES AND BEYOND. THESE TEXTBOOKS PROVIDE A COMPREHENSIVE OVERVIEW OF HISTORICAL EVENTS, SOCIETAL STRUCTURES, AND CULTURAL PHENOMENA, HELPING STUDENTS TO DEVELOP CRITICAL THINKING SKILLS AND A DEEPER UNDERSTANDING OF THE WORLD AROUND THEM. IN THIS ARTICLE, WE WILL EXPLORE THE IMPORTANCE OF HIGH SCHOOL SOCIAL STUDIES TEXTBOOKS, THE VARIOUS TYPES AVAILABLE, KEY FEATURES TO CONSIDER WHEN SELECTING THEM, AND HOW THEY CONTRIBUTE TO THE OVERALL EDUCATIONAL CURRICULUM. ADDITIONALLY, WE WILL DISCUSS THE FUTURE OF SOCIAL STUDIES EDUCATION AND THE POTENTIAL IMPACT OF DIGITAL RESOURCES.

- IMPORTANCE OF HIGH SCHOOL SOCIAL STUDIES TEXTBOOKS
- TYPES OF SOCIAL STUDIES TEXTBOOKS
- KEY FEATURES OF HIGH SCHOOL SOCIAL STUDIES TEXTBOOKS
- DIGITAL RESOURCES AND THEIR IMPACT
- CONCLUSION

## IMPORTANCE OF HIGH SCHOOL SOCIAL STUDIES TEXTBOOKS

HIGH SCHOOL SOCIAL STUDIES TEXTBOOKS SERVE AS FOUNDATIONAL TOOLS FOR STUDENTS, PROVIDING THEM WITH THE KNOWLEDGE NECESSARY TO UNDERSTAND COMPLEX SOCIAL DYNAMICS AND HISTORICAL CONTEXTS. THEY ARE INSTRUMENTAL IN FOSTERING CIVIC AWARENESS AND ENCOURAGING INFORMED PARTICIPATION IN DEMOCRATIC PROCESSES. FURTHERMORE, THESE TEXTBOOKS HELP TO CULTIVATE A SENSE OF IDENTITY AND CULTURAL UNDERSTANDING BY PRESENTING DIVERSE PERSPECTIVES ON HISTORY AND SOCIETY.

IN ADDITION TO CONTENT KNOWLEDGE, HIGH SCHOOL SOCIAL STUDIES TEXTBOOKS PROMOTE CRITICAL THINKING SKILLS. THROUGH ANALYZING PRIMARY SOURCES, ENGAGING WITH HISTORICAL NARRATIVES, AND EVALUATING DIFFERENT VIEWPOINTS, STUDENTS LEARN TO ASSESS INFORMATION CRITICALLY—A SKILL THAT IS INVALUABLE IN TODAY'S INFORMATION-RICH SOCIETY. MOREOVER, SOCIAL STUDIES CLASSES OFTEN ENCOURAGE DISCUSSIONS AND DEBATES, ENHANCING COMMUNICATION AND COLLABORATION SKILLS.

## TYPES OF SOCIAL STUDIES TEXTBOOKS

HIGH SCHOOL SOCIAL STUDIES TEXTBOOKS VARY IN CONTENT AND APPROACH, CATERING TO DIFFERENT EDUCATIONAL FRAMEWORKS AND STUDENT NEEDS. THE FOLLOWING ARE THE PRIMARY TYPES OF SOCIAL STUDIES TEXTBOOKS COMMONLY USED IN HIGH SCHOOLS:

- **WORLD HISTORY TEXTBOOKS:** THESE TEXTBOOKS COVER GLOBAL EVENTS AND THEMES, HELPING STUDENTS UNDERSTAND HISTORICAL CONNECTIONS ACROSS DIFFERENT CULTURES AND TIME PERIODS.
- **U.S. HISTORY TEXTBOOKS:** FOCUSED ON THE HISTORY OF THE UNITED STATES, THESE TEXTBOOKS DELVE INTO SIGNIFICANT EVENTS, MOVEMENTS, AND FIGURES THAT SHAPED THE NATION.
- **CIVICS AND GOVERNMENT TEXTBOOKS:** THESE RESOURCES EDUCATE STUDENTS ABOUT THE STRUCTURE AND FUNCTIONS OF GOVERNMENT, CIVIC RESPONSIBILITY, AND THE RIGHTS OF CITIZENS.
- **GEOGRAPHY TEXTBOOKS:** GEOGRAPHY TEXTBOOKS HELP STUDENTS EXPLORE PHYSICAL AND HUMAN GEOGRAPHY, EMPHASIZING THE RELATIONSHIP BETWEEN PEOPLE AND THEIR ENVIRONMENTS.

- **SOCIOLOGY AND ANTHROPOLOGY TEXTBOOKS:** THESE BOOKS INTRODUCE STUDENTS TO SOCIAL THEORIES, CULTURAL PRACTICES, AND THE STUDY OF HUMAN BEHAVIOR IN SOCIAL CONTEXTS.

EACH TYPE OF TEXTBOOK PLAYS A UNIQUE ROLE IN THE SOCIAL STUDIES CURRICULUM, PROVIDING STUDENTS WITH A WELL-ROUNDED UNDERSTANDING OF VARIOUS ASPECTS OF SOCIETY AND HISTORY.

## KEY FEATURES OF HIGH SCHOOL SOCIAL STUDIES TEXTBOOKS

WHEN SELECTING HIGH SCHOOL SOCIAL STUDIES TEXTBOOKS, SEVERAL KEY FEATURES SHOULD BE CONSIDERED TO ENSURE THEY MEET EDUCATIONAL STANDARDS AND STUDENT NEEDS. UNDERSTANDING THESE FEATURES CAN GUIDE EDUCATORS AND INSTITUTIONS IN MAKING INFORMED CHOICES.

### CONTENT ACCURACY AND RELEVANCE

THE PRIMARY CONCERN WHEN CHOOSING A SOCIAL STUDIES TEXTBOOK IS THE ACCURACY OF THE CONTENT PRESENTED. TEXTBOOKS SHOULD BE UP-TO-DATE AND RELEVANT TO CURRENT SOCIETAL ISSUES AND HISTORICAL INTERPRETATIONS. THIS ENSURES THAT STUDENTS ARE LEARNING FROM RELIABLE SOURCES AND ARE EXPOSED TO CONTEMPORARY PERSPECTIVES.

### USER-FRIENDLY LAYOUT AND DESIGN

A WELL-STRUCTURED LAYOUT ENHANCES STUDENT ENGAGEMENT AND COMPREHENSION. TEXTBOOKS SHOULD INCLUDE CLEAR HEADINGS, SUBHEADINGS, AND VISUAL AIDS SUCH AS MAPS, CHARTS, AND PHOTOGRAPHS. THESE ELEMENTS NOT ONLY BREAK UP TEXT BUT ALSO PROVIDE VISUAL CONTEXT TO THE MATERIAL BEING STUDIED.

### DIVERSE PERSPECTIVES

TO FOSTER CRITICAL THINKING AND EMPATHY, TEXTBOOKS SHOULD PRESENT MULTIPLE VIEWPOINTS ON HISTORICAL EVENTS AND SOCIAL ISSUES. INCLUDING DIVERSE NARRATIVES ALLOWS STUDENTS TO UNDERSTAND THE COMPLEXITY OF SOCIAL STUDIES AND ENCOURAGES THEM TO ENGAGE WITH DIFFERENT PERSPECTIVES.

### SUPPLEMENTARY RESOURCES

MANY MODERN TEXTBOOKS COME WITH SUPPLEMENTARY RESOURCES SUCH AS ONLINE MATERIALS, INTERACTIVE ACTIVITIES, AND ASSESSMENT TOOLS. THESE EXTRAS CAN ENHANCE THE LEARNING EXPERIENCE AND PROVIDE TEACHERS WITH ADDITIONAL SUPPORT IN DELIVERING CONTENT EFFECTIVELY.

## DIGITAL RESOURCES AND THEIR IMPACT

THE RISE OF DIGITAL TECHNOLOGY HAS TRANSFORMED THE LANDSCAPE OF EDUCATION, INCLUDING SOCIAL STUDIES. DIGITAL TEXTBOOKS AND ONLINE RESOURCES OFFER A RANGE OF BENEFITS FOR HIGH SCHOOL STUDENTS AND EDUCATORS ALIKE.

### ACCESSIBILITY AND ENGAGEMENT

DIGITAL RESOURCES CAN MAKE LEARNING MORE ACCESSIBLE FOR STUDENTS WITH DIVERSE LEARNING NEEDS. FEATURES SUCH AS ADJUSTABLE TEXT SIZES, AUDIO NARRATION, AND INTERACTIVE ELEMENTS CATER TO VARIOUS LEARNING STYLES. THIS ADAPTABILITY CAN ENHANCE STUDENT ENGAGEMENT AND COMPREHENSION OF SOCIAL STUDIES CONTENT.

## UP-TO-DATE INFORMATION

UNLIKE TRADITIONAL TEXTBOOKS, WHICH MAY BECOME OUTDATED, DIGITAL RESOURCES CAN BE UPDATED REGULARLY TO REFLECT NEW INFORMATION, RESEARCH, AND EDUCATIONAL STANDARDS. THIS ENSURES THAT STUDENTS HAVE ACCESS TO THE LATEST DEVELOPMENTS IN SOCIAL STUDIES.

## INTERACTIVE LEARNING EXPERIENCES

DIGITAL TEXTBOOKS OFTEN INCLUDE INTERACTIVE FEATURES SUCH AS QUIZZES, VIDEOS, AND DISCUSSION FORUMS, WHICH CAN FACILITATE A MORE DYNAMIC LEARNING ENVIRONMENT. THESE INTERACTIVE ELEMENTS ENCOURAGE COLLABORATION AMONG STUDENTS AND ENHANCE THEIR UNDERSTANDING OF COMPLEX SOCIAL ISSUES.

## CONCLUSION

HIGH SCHOOL SOCIAL STUDIES TEXTBOOKS ARE ESSENTIAL COMPONENTS OF A WELL-ROUNDED EDUCATION. THEY PROVIDE STUDENTS WITH THE HISTORICAL KNOWLEDGE AND CRITICAL THINKING SKILLS NECESSARY FOR INFORMED CITIZENSHIP AND ENGAGEMENT IN SOCIETY. AS EDUCATIONAL RESOURCES CONTINUE TO EVOLVE, THE INTEGRATION OF DIGITAL TOOLS AND DIVERSE PERSPECTIVES WILL FURTHER ENRICH THE LEARNING EXPERIENCE. BY UNDERSTANDING THE IMPORTANCE, TYPES, AND KEY FEATURES OF SOCIAL STUDIES TEXTBOOKS, EDUCATORS CAN MAKE INFORMED CHOICES THAT BENEFIT THEIR STUDENTS AND ENHANCE SOCIAL STUDIES EDUCATION AS A WHOLE.

### Q: WHAT ARE THE MAIN SUBJECTS COVERED IN HIGH SCHOOL SOCIAL STUDIES TEXTBOOKS?

A: HIGH SCHOOL SOCIAL STUDIES TEXTBOOKS TYPICALLY COVER A RANGE OF SUBJECTS, INCLUDING HISTORY (U.S. AND WORLD), CIVICS AND GOVERNMENT, GEOGRAPHY, SOCIOLOGY, AND ANTHROPOLOGY. EACH SUBJECT PROVIDES STUDENTS WITH INSIGHTS INTO DIFFERENT ASPECTS OF SOCIETY AND HUMAN BEHAVIOR.

### Q: HOW CAN TEACHERS CHOOSE THE BEST SOCIAL STUDIES TEXTBOOKS FOR THEIR CLASSES?

A: TEACHERS SHOULD CONSIDER SEVERAL FACTORS WHEN SELECTING SOCIAL STUDIES TEXTBOOKS, SUCH AS CONTENT ACCURACY, ALIGNMENT WITH CURRICULUM STANDARDS, DIVERSITY OF PERSPECTIVES, USER-FRIENDLY LAYOUTS, AND AVAILABLE SUPPLEMENTARY RESOURCES. CONDUCTING REVIEWS AND GATHERING FEEDBACK FROM COLLEAGUES CAN ALSO AID IN THE DECISION-MAKING PROCESS.

### Q: ARE DIGITAL SOCIAL STUDIES TEXTBOOKS MORE BENEFICIAL THAN TRADITIONAL ONES?

A: DIGITAL SOCIAL STUDIES TEXTBOOKS OFFER ADVANTAGES SUCH AS ACCESSIBILITY, UP-TO-DATE INFORMATION, AND INTERACTIVE LEARNING EXPERIENCES. HOWEVER, THE EFFECTIVENESS OF DIGITAL VERSUS TRADITIONAL TEXTBOOKS MAY VARY BASED ON INDIVIDUAL LEARNING PREFERENCES AND CLASSROOM SETTINGS. A BLENDED APPROACH THAT INCORPORATES BOTH FORMATS CAN BE BENEFICIAL.

### Q: HOW DO SOCIAL STUDIES TEXTBOOKS PROMOTE CRITICAL THINKING SKILLS IN STUDENTS?

A: SOCIAL STUDIES TEXTBOOKS PROMOTE CRITICAL THINKING BY ENCOURAGING STUDENTS TO ANALYZE VARIOUS VIEWPOINTS,

EVALUATE SOURCES, AND ENGAGE IN DISCUSSIONS ABOUT COMPLEX SOCIAL ISSUES. THESE ACTIVITIES HELP STUDENTS DEVELOP THE ABILITY TO THINK CRITICALLY AND FORM WELL-REASONED ARGUMENTS.

### **Q: WHAT ROLE DO SUPPLEMENTARY RESOURCES PLAY IN SOCIAL STUDIES EDUCATION?**

A: SUPPLEMENTARY RESOURCES, SUCH AS ONLINE MATERIALS, QUIZZES, AND INTERACTIVE ACTIVITIES, ENHANCE THE LEARNING EXPERIENCE BY PROVIDING ADDITIONAL SUPPORT FOR TEACHERS AND ENGAGING STUDENTS FURTHER IN THE CONTENT. THEY CAN ALSO OFFER DIFFERENTIATED INSTRUCTION TO ACCOMMODATE DIVERSE LEARNING STYLES.

### **Q: HOW CAN HIGH SCHOOL SOCIAL STUDIES TEXTBOOKS HELP STUDENTS UNDERSTAND CURRENT EVENTS?**

A: HIGH SCHOOL SOCIAL STUDIES TEXTBOOKS PROVIDE HISTORICAL CONTEXT AND FOUNDATIONAL KNOWLEDGE THAT HELP STUDENTS MAKE SENSE OF CURRENT EVENTS. BY ANALYZING PAST EVENTS AND SOCIETAL TRENDS, STUDENTS CAN BETTER UNDERSTAND CONTEMPORARY ISSUES AND THEIR IMPLICATIONS FOR SOCIETY.

### **Q: WHAT IS THE IMPORTANCE OF DIVERSITY IN SOCIAL STUDIES TEXTBOOKS?**

A: DIVERSITY IN SOCIAL STUDIES TEXTBOOKS IS CRUCIAL AS IT EXPOSES STUDENTS TO MULTIPLE PERSPECTIVES AND NARRATIVES. THIS INCLUSIVITY FOSTERS EMPATHY, UNDERSTANDING, AND CRITICAL ENGAGEMENT WITH DIFFERENT CULTURES AND HISTORIES, WHICH IS ESSENTIAL IN A MULTICULTURAL SOCIETY.

### **Q: CAN HIGH SCHOOL SOCIAL STUDIES TEXTBOOKS BE USED FOR SELF-STUDY?**

A: YES, HIGH SCHOOL SOCIAL STUDIES TEXTBOOKS CAN BE VALUABLE RESOURCES FOR SELF-STUDY. THEY PROVIDE COMPREHENSIVE INFORMATION ON VARIOUS TOPICS, ENABLING INDIVIDUALS TO LEARN AT THEIR OWN PACE AND EXPLORE SUBJECTS OF INTEREST IN DEPTH.

### **Q: WHAT TRENDS ARE CURRENTLY SHAPING THE FUTURE OF SOCIAL STUDIES EDUCATION?**

A: CURRENT TRENDS SHAPING SOCIAL STUDIES EDUCATION INCLUDE THE INTEGRATION OF TECHNOLOGY AND DIGITAL RESOURCES, AN INCREASING EMPHASIS ON CRITICAL THINKING AND CIVIC EDUCATION, AND A FOCUS ON SOCIAL JUSTICE AND GLOBAL PERSPECTIVES. THESE TRENDS AIM TO PREPARE STUDENTS FOR ACTIVE PARTICIPATION IN A RAPIDLY CHANGING WORLD.

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**high school social studies textbooks:** Social Studies for Secondary Schools Alan J. Singer, 2003-04-02 Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach, Second Edition integrates discussions of educational goals and the nature of history and social studies with practical ideas for organizing social studies curricula, units, lessons, projects, and activities. A major theme woven throughout the text is that what we choose to teach and the way we teach reflect our broader understanding of society, history, and the purposes of social studies education. Each chapter opens with a broad question about social studies education; provides many examples of lessons, including lesson ideas developed by new and experienced middle school and high school social studies teachers; features a rich variety of teaching, learning, and classroom activities designed to provoke discussion and illustrate different approaches to teaching social studies; and concludes with essays about related social studies topics. Part I focuses on philosophical issues, social studies goals and standards, and the design of social studies curricula. Part II examines and offers examples of strategies for planning units and lessons. Part III explores topics, such as thematic and interdisciplinary teaching, a project approach to social studies, as well as assesses student learning and one's own performance as a teacher, and provides a guide to social studies resource materials and organizations. New in the Second Edition: \*Every chapter has been updated and includes a number of new lesson ideas. \*The lesson ideas are designed especially to help beginning teachers address learning standards; work in inclusive settings; and promote literacy and the use of technology in social studies classrooms. \*Sample activities developed with members of the Hofstra New Teachers Network reflect the current focus on document-based instruction and assessment, and can serve as tools for assessing student learning. \*Increased attention is given to project-based social studies instruction and to multicultural education. Intended as a text for undergraduate and graduate preservice social studies methods courses, this text is also useful for in-service training programs, as a reference for new social studies teachers, and as a resource for experienced social studies educators who are engaged in rethinking their teaching practice.

**high school social studies textbooks:** Research Bulletin National Council for the Social Studies, 1964

**high school social studies textbooks:** Making Connections in Elementary and Middle School Social Studies Andrew P. Johnson, 2009-10-15 A practical, holistic approach to integrating social studies with language arts and other content areas This comprehensive, reader-friendly text demonstrates how personal connections can be incorporated into social studies education while meeting standards of the National Council for the Social Studies. Praised for its wealth of strategies that go beyond social studies content teaching—including classroom strategies, pedagogical techniques, activities, and lesson plan ideas—this book presents a variety of methods for new and experienced teachers. Key Features Thinking Ahead invites readers to link their own experiences with the chapter content before reading How Do I? boxes give explicit, step-by-step instruction that demonstrates how to implement and apply the strategies, techniques, and activities described in the chapter Making Connections activities help readers make personal connections with the material New to This Edition The Second Edition has been significantly refined to incorporate new topic coverage and strategies needed by elementary and middle school social studies teachers New sections divide and organize the text into six thematic sections: foundational concepts, planning and assessment, instructional strategies, literacy, teaching subject area content, and enhancing democracy Differentiating instruction provides an additional focus on students with special needs and differentiating instruction Additional lesson plans and examples are offered throughout the text

**high school social studies textbooks:** Africa in Social Studies Textbooks Astair Zekiros, 1978

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**high school social studies textbooks:** The Social Studies Curriculum, Fifth Edition E. Wayne Ross, 2024-09-01 The Social Studies Curriculum, Fifth Edition updates the definitive overview of the issues teachers face when creating learning experiences for students in social

studies. Renowned for connecting diverse elements of the social studies curriculum—from history to cultural studies to contemporary social issues—the book offers a unique and critical perspective that continues to separate it from other texts. The social studies curriculum is contested terrain both epistemologically and politically. Completely updated and revised, the fifth edition includes fourteen new chapters and covers the politics of the social studies curriculum, questions of historical perspective, Black education and critical race theory, whiteness and anti-racism, decolonial literacy and decolonizing the curriculum, gender and sexuality, Islamophobia, critical media literacy, evil in social studies, economics education, anarchism, children's rights and Earth democracy, and citizenship education. Readers are encouraged to reconsider their assumptions and understandings of the purposes, nature, and possibilities of the social studies curriculum.

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**high school social studies textbooks: *Handbook of Research in Social Studies Education*** Linda S. Levstik, Cynthia A. Tyson, 2010-04-15 This Handbook outlines the current state of research in social studies education – a complex, dynamic, challenging field with competing perspectives about appropriate goals, and on-going conflict over the content of the curriculum. Equally important, it encourages new research in order to advance the field and foster civic competence; long maintained by advocates for the social studies as a fundamental goal. In considering how to organize the Handbook, the editors searched out definitions of social studies, statements of purpose, and themes that linked (or divided) theory, research, and practices and established criteria for topics to include. Each chapter meets one or more of these criteria: research activity since the last Handbook that warrants a new analysis, topics representing a major emphasis in the NCSS standards, and topics reflecting an emerging or reemerging field within the social studies. The volume is organized around seven themes: Change and Continuity in Social Studies Civic Competence in Pluralist Democracies Social Justice and the Social Studies Assessment and Accountability Teaching and Learning in the Disciplines Information Ecologies: Technology in the Social Studies Teacher Preparation and Development The Handbook of Research in Social Studies is a must-have resource

for all beginning and experienced researchers in the field.

**high school social studies textbooks: Loyola Educational Index** Austin Guildford Schmidt, 1928

**high school social studies textbooks: A Selected and Annotated Bibliography of Recent Air Age Education Textbooks** United States. Civil Aeronautics Administration, 1950

**high school social studies textbooks: Resources in Education** , 2001-04

**high school social studies textbooks: 21st Century Education: A Reference Handbook** Thomas L Good, 2008-10-01 21st Century Education: A Reference Handbook offers 100 chapters written by leading experts in the field that highlight the most important topics, issues, questions, and debates facing educators today. This comprehensive and authoritative two-volume work provides undergraduate education majors with insight into the rich array of issues inherent in education—issues informing debates that involve all Americans. Key Features: · Provides undergraduate majors with an authoritative reference source ideal for their classroom research needs, preparation for GREs, and research into directions to take in pursuing a graduate degree or career · Offers more detailed information than encyclopedia entries, but not as much jargon, detail, or density as journal articles or research handbook chapters · Explores educational policy and reform, teacher education and certification, educational administration, curriculum, and instruction · Offers a reader-friendly common format: Theory, Methods, Applications, Comparison, Future Directions, Summary, References and Further Readings 21st Century Education: A Reference Handbook is designed to prepare teachers, professors, and administrators for their future careers, informing the debates and preparing them to address the questions and meet the challenges of education today.

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**high school social studies textbooks: Teaching of Social Studies** Y.K. Singh,

**high school social studies textbooks: The Social Studies** , 1928

**high school social studies textbooks: Research in Education** , 1974

**high school social studies textbooks: Cinematic Social Studies** William B. Russell, Stewart Waters, 2017-01-01 Action! Film is a common and powerful element in the social studies classroom and Cinematic Social Studies explores teaching and learning social studies with film. Teaching with film is a prominent teaching strategy utilized by many teachers on a regular basis. Cinematic Social Studies moves readers beyond the traditional perceptions of teaching film and explores the vast array of ideas and strategies related to teaching social studies with film. The contributing authors of this volume seek to explain, through an array of ideas and visions, what cinematic social studies can/should look like, while providing research and rationales for why teaching social studies with film is valuable and important. This volume includes twenty-four scholarly chapters discussing relevant topics of importance to cinematic social studies. The twenty four chapters are divided into three sections. This stellar collection of writings includes contributions from noteworthy scholars like Keith Barton, Wayne Journell, James Damico, Cynthia Tyson, and many more.

**high school social studies textbooks:** Curriculum Studies in the Social Sciences and Citizenship Earle Underwood Rugg, 1928

**high school social studies textbooks:** *Social Education in Asia* David L. Grossman, Joe Tin-Yau Lo, 2007-10-01 This book aims to fill this gap in the scholarship on social education by drawing on the research findings and/or experiences from scholars in eight East and Southeast Asian societies. In this regard the editors of this book hope that it will be a significant addition to the literature, and will shed light on how the social education curricula are constructed and implemented across these societies in response to both internal and external forces. At the same time this book is not a comprehensive survey of social education in the region. Rather it is a selective set of case studies examining contested and compelling issues in the debates about social education in eight diverse societies in East and Southeast Asia. The book will be intellectually stimulating and inspiring, not only to the social educators and comparativists who can see more about social science education from non-western perspectives, but also to curriculum developers, policy makers, social educators and front-line teachers who can enrich their professional experiences through learning from other countries/regions.

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