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As more and more schools are developing concept//process curriculums, teachers find they need very specific strategies for curriculum design, instruction and evaluation. The author details how to develop curriculums in a single discipline, in interdisciplinary units, and across grade levels. She also discusses alignment with state and national standards, generating the `big ideas' topics, and performance assessments. Curriculum Development: Perspectives, Principles and Issues gives a broad overview of the various perspectives on the subject and acquaints the teachers and teacher educators with the principles of curriculum development. It begins by giving the account of historical developments, the philosophical and sociological basis and goes on to describe the processes and models in curriculum development. This book approaches students in a way to enhance their interest in curriculum research. Provides early childhood teachers a framework for collaborating with children to create a dynamic, emergent curriculum. Authentic test preparation materials from the people who make the Elementary Education Curriculum, Instruction, and Assessment test. The Oxford Handbook of Children's Musical Cultures is a compendium of perspectives on children and their musical engagements as singers, dancers, players, and avid listeners. Over the course of 35 chapters, contributors from around the world provide an interdisciplinary enquiry into the musical lives of children in a variety of cultures, and their role as both preservers and innovators of music. Drawing on a wide array of fields from ethnomusicology and folklore to education and developmental psychology, the chapters presented in this handbook provide windows into the musical enculturation, education, and training of children, and the ways in which they learn, express, invent, and preserve music. Offering an understanding of the nature, structures, and styles of music preferred and used by children from toddlerhood through childhood and into adolescence, The Oxford Handbook of Children's Musical Cultures is an important step forward in the study of children and music. Discover teaching with dragonflies! This curriculum guide includes 17 hands-on dragonfly activities with ready-to-go handouts incorporating science, art, language arts, math, and engineering. This guide is perfect for classroom teachers, naturalists, parents, and anyone who wants to bring kids outside! The activities were designed for elementary and middle school students. However, they are readily adaptable for all ages (including adults). Each lesson provides in-depth background information about dragonfly life history and gives step-by-step instructions for student activities. The activities were created to complement Minnesota state science standards and The Framework for K-12 Science Education. Ami Thompson has been a naturalist for 15 years working as a Wisconsin and Minnesota state naturalist and as a National Park Ranger. She started her own environmental education business in 2008. This is her first published curriculum guide. The Minnesota Dragonfly Society was instrumental in the creation of this guide. Its members dispensed valuable advice and guidance to the author as well as provided most of the amazing dragonfly photography. A portion of the profits from the sales of this guide will be donated back to the Society. Teachers are viewed as the major element in successful schooling and play a central role in educational improvement. It is argued that the single most important factor in improving the quality of education is linked to the increased general and professional education of teachers. A natural progression from the authors' widely known work on assessment and programming in early intervention, LINK is a revolutionary process that hurdles traditional obstacles to selecting and using authentic assessment-intervention-evaluation procedures for young children. Pulling the best properties from well-known assessment and curriculum models, LINK identifies critical markers for judging quality and effectiveness: authenticity, collaboration, convergence, equity, sensitivity, and congruence. The authors apply this unique six-standard index to more than 50 different curriculum-embedded and curriculum-compatible assessment and intervention systems, rating and analyzing each. In addition, they explain how early childhood professionals can perform their own quality reviews and then customize the system(s) of their choice to specific populations or programs. With this essential resource in hand, early intervention team members and administrators can ensure the individualized support opportunities every child needs for healthy development. Instrumental Music Education: Teaching with the Musical and Practical in Harmony, Third Edition, is intended for college instrumental music education majors studying to be band and orchestra directors at the elementary, middle school, and high school levels. This textbook presents a research-based look at the topics vital to running a successful instrumental music program, while balancing musical, theoretical, and practical approaches. A central theme is the compelling parallel between language and music, including "sound-to-symbol" pedagogies. Understanding this connection improves the teaching of melody, rhythm, composition, and improvisation. The companion website contains over 120 pedagogy videos for wind, string, and percussion instruments performed by professional players and teachers, over 50 rehearsal videos, rhythm flashcards, and two additional chapters: "The Rehearsal Toolkit" and "Job Search and Interview." It also includes over 50 tracks of acoustically pure drones and demonstration exercises for use in rehearsals, sectionals, and lessons. New to This Edition: A new chapter on teaching beginning band using sound-to-symbol pedagogies Expanded coverage for strings and orchestra, including a new chapter on teaching beginning strings A new chapter on conducting technique Expanded material on teaching students with disabilities Concert etiquette and the concert experience Expanded coverage on the science of learning, including the Dunning-Kruger effect and the effective use of repetition in rehearsal Techniques for improving students' practice habits Abstract: Precise guidelines for the design and development of individualized instruction curriculum materials from rigorously defined behavioral objectives are presented. With the guidelines an educator can identify all objectives appropriate for an instructional unit, define a procedure to order the objectives into an educational sequence, and determine how to communicate specifications to teachers and curriculum writers. The Drumheller Model is based on the Bloom Taxonomy of Educational Objectives. Exercises are included. "Applebee's central point, the need to teach 'knowledge in context,' is absolutely crucial for the hopes of any reformed curriculum. His experience and knowledge give his voice an authority that makes many of the current proposals on both the left and right seem shallow by comparison."—Gerald Graff, University of Chicago Advancing a unified, principled approach that aims for high quality/high equity educational outcomes, this book offers clear, realistic guidelines for the tasks of writing curriculum documents and designing official syllabi and professional development programs at system and school levels. This edited volume emanates from a Nordic research project which was conducted in Finland, Iceland, Norway and Sweden in 2013-2015. The main objective of the project was to draw lessons from success stories of individual immigrant students and whole school communities at different levels that have succeeded in developing learning contexts that are equitable and socially just, thus turning attention to good practices and what can be learnt from these. The book presents and discusses the main findings of the Learning Spaces project on the three school levels—pre-, compulsory and upper secondary—and contains chapters on research methodologies applied in the project, relevant educational policies, leadership and implementation of the project. While set in the Nordic context, this volume will serve to contribute to current global discussions around diversity and social justice in education. It will primarily appeal to educational practitioners and academics interested in issues of diversity in schools. Popular music has come to play a significant role in the political and cultural history of the Nordic countries. Research on the region's culture has largely followed national narratives created by political and economic institutions, even as cultural life in the region—which spans a large area of northern Europe and the North Atlantic—displays more complex geographies and evolving global dynamics. As the first of its kind, The Oxford Handbook of Popular Music in the Nordic Countries offers a series of exemplary studies of music in these transnational dynamics in the specific context of the region's cultures and natural environments, written by the foremost experts in the field. Chapters highlight and challenge music's place in exotic images of the North and in transnational environmentalism, tourism, racism, and media industries. The Handbook illustrates how transnational dynamics evolve and shape musical life and the institutional spheres of policy, education, and research. This book provides guidelines for using constructivist teaching methods with English language learners and includes classroom examples, grade-level connections, and strategies that promote educational equity. There is an increasing recognition today that young people need to have knowledge about religions and world views in order to live and work in diverse societies. What kind of 'maps' are they provided with through religious, values and ethics education? Does education address the challenging existential questions that children and adolescents ask about life and the world? This volume addresses different aspects of how existential questions have been dealt with in educational research. It especially draws attention to the Swedish research tradition of focusing on life questions and the interpretation of life in education, but with contemporary international research added. It also addresses issues of ethics education and discusses possible options for the future of existential questions as a resource for education. Designing and Assessing Courses and Curricula reflects the most current knowledge and practice in course and curriculum design and connects this knowledge with the critical task of assessing learning outcomes at both course and curricular levels. This thoroughly revised and expanded third edition of the best-selling book positions course design as a tool for educational change and contains a wealth of new material including new chapters, case examples, and resources. This text helps current and aspiring administrators, teachers, and curriculum directors successfully restructure, enhance, and implement school K–12 curriculum. Now in its Fifth Edition, this foundational book highlights 21st century educational ideas and advocacy, while also remaining focused on tried and true strategies for meeting state and national standards in today's diverse classrooms. With the support of this thought-provoking and extensively researched text, readers will develop a working and thorough foundation of curriculum to effectively implement in the classrooms of the future. This volume focuses on language planning in Cyprus, Iceland and Luxembourg, explaining the linguistic diversity, historical and political contexts and current language situation (including language-in-education planning), the role of the media, the role of religion and the roles of non-indigenous languages. The authors are indigenous to the situations described, and draw on their experience and extensive fieldwork there. The three extended case studies contained in this volume draw together the literature on each of the polities to present an overview of the existing research available, while also providing new research-based information. The purpose of this volume is to provide an up-to-date overview of the language situation in each polity based on a series of key questions, in the hope that this might facilitate the development of a richer theory to guide language policy and planning in other polities where similar issues may arise. This book comprises case studies originally published in the journal Current Issues in Language Planning. ?Without question, this book will be of great value to the profession of science teaching. Given today's educational landscape of standards and high-stakes testing, curriculum topic study is an essential piece of the puzzle? - Cary Sneider, Vice President for Educator Programs, Museum of Science, Boston Discover the "missing link" between science standards, teacher practice, and improved student achievement! Becoming an accomplished science teacher not only requires a thorough understanding of science content, but also a familiarity with science standards and research on student learning. However, a comprehensive strategy for translating standards and research into instructional, practice has been lacking since the advent of standards-based education reform. Science Curriculum Topic Study provides a systematic professional development strategy that links science standards and research to curriculum, instruction, and assessment. Developed by author Page Keeley of the Maine Mathematics and Science Alliance, the Curriculum Topic Study (CTS) process can help teachers align curriculum, instruction, and assessment with specific, research-based ideas and skills. The CTS process will help teachers: - Improve their understanding of science content - Clarify a hierarchy of content and skills in a learning goal from state or local standards - Define formative and summative assessment goals and strategies - Learn to recognize and address learning difficulties - Increase opportunities for students of all backgrounds to achieve science literacy - Design or utilize instructional materials effectively Containing 147 separate curriculum topic study guides arranged in eleven categories that represent the major domains of science, this book provides the tools to both positively impact student learning and develop the knowledge and skills that distinguish expert science teachers from novices. The SAGE Guide to Curriculum in Education integrates, summarizes, and explains, in highly accessible form, foundational knowledge and information about the field of curriculum with brief, simply written overviews for people outside of or new to the field of education. This Guide supports study, research, and instruction, with content that permits quick access to basic information, accompanied by references to more in-depth presentations in other published sources. This Guide lies between the sophistication of a handbook and the brevity of an encyclopedia. It addresses the ties between and controversies over public debate, policy making, university scholarship, and school practice. While tracing complex traditions, trajectories, and evolutions of curriculum scholarship, the Guide illuminates how curriculum ideas, issues, perspectives, and possibilities can be translated into public debate, school practice, policy making, and life of the general public focusing on the aims of education for a better human condition. 55 topical chapters are organized into four parts: Subject Matter as Curriculum, Teachers as Curriculum, Students as Curriculum, and Milieu as Curriculum based upon the conceptualization of curriculum commonplaces by Joseph J. Schwab: subject matter, teachers, learners, and milieu. The Guide highlights and explicates how the four commonplaces are interdependent and interconnected in the decision-making processes that involve local and state school boards and government agencies, educational institutions, and curriculum stakeholders at all levels that address the central curriculum questions: What is worthwhile? What is worth knowing, needing, experiencing, doing, being, becoming, overcoming, sharing, contributing, wondering, and imagining? The Guide benefits undergraduate and graduate students, curriculum professors, teachers, teacher educators, parents, educational leaders, policy makers, media writers, public intellectuals, and other educational workers. Key Features: Each chapter inspires readers to understand why the particular topic is a cutting edge curriculum topic; what are the pressing issues and contemporary concerns about the topic; what historical, social, political, economic, geographical, cultural, linguistic, ecological, etc. contexts surrounding the topic area; how the topic, relevant practical and policy ramifications, and contextual embodiment can be understood by theoretical perspectives; and how forms of inquiry and modes of representation or expression in the topic area are crucial to develop understanding for and make impact on practice, policy, context, and theory. Further readings and resources are provided for readers to explore topics in more details. Consists of a curriculum guide for an introductory, one-semester course in business and marketing for grade 10 students. This resource shows educators how to establish dynamic curriculum leadership and develop a curriculum that will transform an ordinary school into a school of excellence. This practical, step-by-step guide examines the stages of contemplating, planning, and implementing curriculum mapping initiatives that can improve student learning and create sustainable change. Resisting the notion that there is a single English language arts curriculum that all schools can or should follow, this book focuses on processes for designing, implementing, and evaluating curriculums suited to the needs of individual schools and students. Part 1 of the book (The English Language Arts Curriculum in the 1990s), provides the theoretical underpinnings for this approach to curriculum. It begins with a historical overview of the evolution of English language arts programs. It then describes the origins of a "new English" that has been emerging over the past 3 decades and outlines its most promising characteristics. Part 2 of the book (Successful Curriculum Development in the English Language Arts), presents current curriculums and patterns of development. One chapter reports a survey of national Centers of Excellence in English in which curriculum makers describe the processes that led to their successful programs. A second chapter presents first-person narratives by four curriculum leaders from around the United States, describing a range of curriculum problems. Part 3 of the book (A Curriculum Developer's Handbook), offers a variety of tasks that individual curriculum developers and curriculum teams can undertake. Chapters discuss an assessment base for English programs, the curriculum framework, development and implementation of an English language arts curriculum, and (re)assessment of the skills and standards of the English language arts program. A postscript discusses the English language arts curriculum of the future. Appendixes include: "The English Coalition Report" by the National Council of Teachers of English (NCTE) and the Modern Language Association (MLA); "Criteria for Planning and Evaluation English Language Arts Curriculum Guides" by the NCTE; "Evaluation Policy" by the Canadian Council of Teachers of English (CCTE); and a list of survey respondents. (SR) Sustainability is a global issue that urgently needs addressing, and for which the most serious consequences are for children and future generations. This insightful research text tackles one of the most significant contemporary issues of our times – the nexus between society and environment – and how early childhood education can contribute to sustainable living. By offering international and multidisciplinary research perspectives on Early Childhood Education for Sustainability, each chapter explores and investigates the complex topic of sustainability and its relationship to early childhood education. A particular emphasis that runs through this text is young children as empowered citizens, capable of both contributing to and creating change for sustainability. The chapter authors work from, or are aligned with, a transformative education paradigm that suggests the socio-constructivist frameworks currently underpinning Early Childhood Education require reframing in light of the social transformations necessary to address humanity's unsustainable, unjust and unhealthy living patterns. This research text is designed to be provocative and challenging; in so doing it seeks to encourage exploration of current understandings about Early Childhood Education for Sustainability, offers new dimensions for more deeply informed practice, and proposes avenues for further research in this field. This practical, step-by-step guide examines the stages of contemplating, planning, and implementing curriculum mapping initiatives that can improve student learning and create sustainable change. The second edition provides educators with an

updated perspective of current trends in curriculum and instruction. In this thoughtful "how-to" of curriculum design, educators will find practical structures and specific classroom examples of effective curriculum strategies. The project "Religious Education at Schools in Europe" (REL-EDU), which is divided up into six volumes (Central Europe, Western Europe, Northern Europe, Southern Europe, South-Eastern Europe, Eastern Europe), aims to research the situation with regard to religious education in Europe. The third volume outlines the organisational form of religious education in the countries of Northern Europe (Denmark, Sweden, Finland, Norway, Estonia, Lithuania, Latvia, Iceland). This is done on the basis of thirteen key issues, which allows specific points of comparison between different countries in Europe. Thereby the volume focusses the comparative approach and facilitates further research into specific aspects of the comparison. Note: This is the bound book only and does not include access to the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with a bound book, use ISBN 0134057236. For courses in Curriculum in Early Childhood (Early Childhood Education), Ages 3-8 Readers see clearly how children learn; what children can learn; and the specific concepts, ideas, and strategies that are developmentally appropriate for young children. Reader friendly and filled with examples, anecdotes, and practical hands-on strategies, activities, and lesson plans. A Practical Guide to Early Childhood Curriculum offers pre- and in-service teachers specific help for planning, designing, and implementing effective early childhood curriculum for ages three through eight. Here the authors emphasize how to teach, while providing a solid foundation for the theoretical basis of the concepts being applied. Teachers see clearly what can be taught to young children, why it is important, and how it can be accomplished. The emphasis is on the importance of a child-centered curriculum that encompasses the whole child-physical, social, emotional, creative, and cognitive-and the focus is on the developmental needs of the children in the classroom, the cognitive areas of the curriculum, and effective methods of curriculum implementation. Invigorate learning with the Enhanced Pearson eText The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content with embedded video and assessments. The Enhanced Pearson eText is also available with a loose-leaf version or without a print version. Instructors, visit pearsonhighered.com/etextbooks to register for your digital examination copy. Students, register for or purchase your eText at pearsonhighered.com/etextbooks. This indispensable guide to private schools in Fairfield and Westchester counties provides all the inside scoop that you need to know to select just the right school for your child if you are moving into the area or your child is changing schools. Where do you start? To answer that question School Choice International has produced this directory to private schools in Westchester County, NY, and Fairfield County, CT, to help families find the right school for their child. Each school has been asked: *What sort of child would thrive at this school? *What are parents looking for who send their child to this school? *What is the experience of children transferring to this school? *What are you most proud of? School Choice International is an educational consulting firm specializing in helping families relocating internationally and domestically find the right schools for their children. Established in 1998, School Choice has over 90 consultants in more than 40 locations worldwide with considerable knowledge and experience of the different educational systems and practices around the world. School Choice has 9 consultants working in Westchester County and Fairfield County, including two special needs educators. This report offers a broader view of teachers and school principals across all levels of compulsory education, and all the similarities and differences in the issues they are facing. Globalization and Education: Teaching, Learning and Leading in the World Schoolhouse explores the various ways educators' work is influenced by globalization. This book presents topics and contexts traditionally marginalized in mainstream education research discourses and shows how local and global education issues are intersecting and shaping the ways in which ideas and practices are shared around the world. Each chapter presents an educational issue in an understudied international context, such as Saudi Arabia, Guyana, Bangladesh, Malaysia, Indonesia, Brazil, and Nepal. Topics range from how the knowledge industry shapes education in schools to the impact of globalization on school leadership, teaching, and learning. We invite scholars and practitioners to join us in the world schoolhouse, a place where discussion about educational understanding and improvement is not bounded by national borders, school systems or language. This book will both challenge and expand thinking about the complexities of education during a time of globalization and change. Bursting with practical advice, suggestions and handy tips, providing readers with a positive starting point for sharing ideas and good practice, this is a key practical guide to making learning accessible for primary and secondary school pupils with visual impairment. This user-friendly book shows how, with appropriate support, pupils with visual impairment in mainstream schools can have as rewarding an experience of education as their sighted peers. The majority of contributors are qualified teachers for visual impairment, with many years' experience working with pupils in a variety of settings. Covering the curriculum and each subject area in detail, Teaching Pupils with Visual Impairment includes guidance on: activities within and outside the classroom making the school's physical environment accessible inclusion within the school's social environment. Teachers and support staff will have immediate access to a wealth of ideas, supported by invaluable resources on the accompanying CD/website, including a complete electronic version of the book in large print, allowing older pupils to take a more active role in the learning process. We learn often in life, but only once as a child. This popular book will help future teachers make the most of this special time. Here is complete coverage of how children learn, what they can learn, and how to teach them. The focus is on creating a child-centered curriculum that addresses children's needs in all developmental areas-- physical, social, emotional, creative, and cognitive. The authors provide a wealth of meaningful teaching strategies-- accompanied by lesson plans, activities, recipes, and more-- that will meet the needs and interests of children ages three to eight, all synchronized to these children's developmental skills and cognitive capabilities. For teachers and future teachers specializing in Early Childhood Education.

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