

Civic Education Syllabus For Senior Secondary Schools

Computer Studies for Senior Secondary Schools
 Handbook of Research on Teacher Education and Professional Development
 University of California Syllabus Series
 Bulletin - Bureau of Education
 Teaching History and the Changing Nation State
 Themes in Civic Education (Book 1)
 Ethical Models and Applications of Globalization: Cultural, Socio-Political and Economic Perspectives
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[Computer Studies for Senior Secondary Schools](#) LIT Verlag Münster

Educating for Critical Democratic Literacy educates pre and in-service elementary school teachers in teaching four key civics concepts through social studies and literacy integration. Written together by both literacy and social studies experts, it is based on a conceptual revision of the notions of civic education and critical literacy called "Critical Democratic Literacy" (CDL). The authors' dual expertise allows them to effectively detail the applications of their knowledge for teachers, from lesson conception to implementation to assessment. Part I explains the theory and basic principles of CDL and provides background information on the role of democracy in education. Part II consists of four sample lessons designed using the National Council for the Social Studies (NCSS) C3 Framework and the Common Core State Standards for English/Language Arts (CSS ELA) standards. Part III includes a primer explaining the four civic concepts that frame the book. Fully aligned to both the CCSS ELA and NCSS C3 Framework, this timely resource provides future and current teachers with specific lessons and tools, as well as the skills to develop their own rigorous, integrated units of study.

Handbook of Research on Teacher Education and Professional Development IGI Global

With the ever-changing climate of education around the globe, it is essential that educators stay abreast of the most updated teaching methods and applications. To do this, fostering teacher education programs that include innovative practices and initiatives within the field is imperative. The Handbook of Research on Teacher Education and Professional Development investigates current initiatives and approaches in educational programs. Focusing on research studies and theoretical concepts on innovative projects related to teacher education and professional development programs, this book is a pivotal reference source for academics, professionals, students, practitioners, and researchers.

University of California Syllabus Series Routledge

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.

[Bulletin - Bureau of Education](#) Routledge

Inspired by the author's observations of the language curriculum as a practising teacher for the past 20 years, this book addresses

how the high school Chinese language and literacy (Yuwen) curriculum in China was controlled and directed in the post-Mao era. Examining the social and political domination from 1980 to 2010, the book offers insights into how teachers and schools responded to the top-down curriculum change in their teaching practice. This book discusses some of the most important questions concerning China and its education system: What changes have occurred in the Chinese language and literacy curricula; how and why the changes have occurred; who has been in control of the process and outcome; and what impacts the curriculum changes may bring not only to China but to the international sectors that "export" education and degrees to China and Chinese students. The author provides answers to these questions crucial to both the contemporary Chinese society and the students who come out of that system. This critical inquiry of the Yuwen curriculum and its implementation provides a valuable and timely showcase for understanding the ideology of China's future generation and the social and political transformation in the past three decades. In addition to researchers, this book is expected to have impact on policymakers in China and beyond, where Chinese migrants and international students constitute a substantial learning population.

Teaching History and the Changing Nation State Guilford Publications

There is a flourishing literature on citizenship education in China that is mostly unknown in the West. Liberal political theorists often assume that only in democracy should citizens be prepared for their future responsibilities, yet citizenship education in China has undergone a number of transformations as the political system has sought to cope with market reforms, globalization and pressures both externally and within the country for broader political reforms. Over the past decade, Chinese scholars have been struggling for official recognition of citizenship education as a key component of the school curriculum in these changing contexts. This book analyzes the citizenship education issues under discussion within China, and aims to provide a voice for its scholars at a time when China's international role is becoming increasingly important.

Themes in Civic Education (Book 1) World Bank Publications

The burgeoning multidisciplinary field of social and emotional learning (SEL) now has a comprehensive and definitive handbook covering all aspects of research, practice, and policy. The prominent editors and contributors describe state-of-the-art intervention and prevention programs designed to build students' skills for managing emotions, showing concern for others, making responsible decisions, and forming positive relationships. Conceptual and scientific underpinnings of SEL are explored and

its relationship to children's and adolescents' academic success and mental health examined. Issues in implementing and assessing SEL programs in diverse educational settings are analyzed in depth, including the roles of school- and district-level leadership, teacher training, and school-family partnerships.

Ethical Models and Applications of Globalization: Cultural, Socio-Political and Economic Perspectives Springer Science & Business Media

This volume brings together a range of theoretical responses to issues in Irish politics. Its organising ideas: recognition, equality, and democracy set the terms of political debate within both jurisdictions. For some, there are significant tensions between the grammar of recognition, concerned with esteem, respect and the symbolic aspects of social life, and the logic of equality, which is primarily concerned with the distribution of material resources and formal opportunities, while for others, tensions are produced rather by certain interpretations of these ideas while alternative readings may, by contrast, serve as the basis for a systematic account of social and political inequality. The essays in this collection will explore these interconnections with reference to the politics of Northern Ireland and the Republic. The Republic has gone through a period in which its constitution was the focus for a liberal politics aimed at securing personal autonomy, while Northern Ireland's political landscape has been shaped by the problem of securing political autonomy and democratic legitimacy. While the papers address key questions facing each particular polity, the issues themselves have resonances for politics on each side of the border.

The Denationalization and Depoliticization of Education in Hong Kong, 1945-92 IGI Global

Based on case studies of 11 societies in the world's most dynamic region, this book signals a new direction of study at the intersection of citizenship education and the curriculum. Following their successful volume, *Citizenship Education in Asia and the Pacific: Concepts and Issues* (published as No. 14 in this series), the editors, widely regarded as leaders in the field in the Asia-Pacific region, have gone beyond broad citizenship education frameworks to examine the realities, tensions and pressures that influence the formation of the citizenship curriculum. Chapter authors from different societies have addressed two fundamental questions: (1) how is citizenship education featured in the current curriculum reform agenda in terms of both policy contexts and values; and (2) to what extent do the reforms in citizenship education reflect current debates within the society? From comparative analysis of these 11 case studies the editors have found a complex picture of curriculum reform that indicates deep tensions between global and local agendas. On one hand, there is substantial evidence of an increasingly common policy rhetoric in

the debates about citizenship education. On the other, it is evident that this discourse does not necessarily extend to citizenship curriculum, which in most places continues to be constructed according to distinctive social, political and cultural contexts. Whether the focus is on Islamic values in Pakistan, an emerging discourse about Chinese 'democracy', a nostalgic conservatism in Australia, or a continuing nation-building project in Malaysia – the cases show that distinctive social values and ideologies construct national citizenship curricula in Asian contexts even in this increasingly globalized era. This impressive collection of case studies of a diverse group of societies informs and enriches understanding of the complex relationship between citizenship education and the curriculum both regionally and globally.

A Practical Guide for Integrating Civic Responsibility Into the Curriculum World Bank Publications

The book explores the state of social studies education within selected East Asian societies and provides some insights into distinctive classroom practices. In an increasingly volatile and unpredictable world, the education of young people who both understand the contexts in which they are growing up and see the need for engaging with them is a top priority. This task falls to social studies education which carries the responsibility for inducting young people into their social world and helping them to see the role they can play within it. This is particularly important in East Asia where strong economic growth, long held cultural values and diverse political systems create an environment that challenges young people on multiple fronts. This book, with its team of regional authors, shows how different societies in the region are dealing with these challenges and what can be expected from future citizens. The book will appeal to policy makers, researchers and teachers interested in the current state of social studies education in East Asian societies.

Young People and Active Citizenship in Post-Soviet Times Amer. Assn. of Community Col

Continued growth of the global market necessitates research that establishes norms and practices and ensures the appropriate level of ethical concern for those who contribute to the process of globalization and are being affected by globalization. Ethical Models and Applications of Globalization: Cultural, Socio-Political and Economic Perspectives presents the work of researchers who seek to advance the understanding of both the ethical impact of globalization and the influence of globalization on ethical practices from various cultural, socio-political, economic, and religious perspectives. The aim of this reference work is to put forward empirically grounded methods for understanding both the effect that the process of globalization has on ethical practices in organizations and how this research can shape the course of economic globalization.

Citizenship Education 10-11-12 Springer Science & Business Media

The aim of this book is to provide an easily accessible, practical yet scholarly source of information about the international concern for the nature, theory and practices of the ideas of values education and lifelong learning. Each chapter in this book is written in an accessible style by an international expert in the field. The book tackles the task of identifying, analyzing and addressing the key problems, topics and issues relevant to education and Lifelong Learning.

Bulletin John Wiley & Sons

Capitalizing on the current movement in history education to nurture a set of shared methodologies and perspectives, this text looks to break down some of the obstacles to transnational understanding in history, focusing on pedagogy to embed democratic principles of inclusion, inquiry, multiple interpretations and freedom of expression. Four themes which are influencing the broadening of history education to a globalized community of practice run throughout Teaching History and the Changing Nation State: · pedagogy, democracy and dialogue · the nation – politics and transnational dimensions · landmarks with questions · shared histories, shared commemorations and re-evaluating past denials The contributors use the same pedagogical language in a global debate about history teaching and learning to break down barriers to search for shared histories and mutual understanding. They explore contemporary topics, including The Gallipoli Campaign in World War I, transformative approaches to a school history curriculum and the nature of federation.

In Search of an Identity Springer Science & Business Media

This book draws theoretically and methodologically from the sociology of curriculum, educational policy, and comparative education to meta-analyze the findings of nine separate studies exploring constructions of "Europe" in the secondary school curricula of Social Studies from a number of countries: Germany,

Greece, France, Poland, Cyprus, Sweden, Ireland, and Northern Ireland, as well as the Autonomous Community of the Basque Country (Spain). The objectives of the book are threefold: first, to explore constructions of "Europe" and "European identity-citizenship" in these countries' curricula; second, to explore whether, and, if so, how these findings indicate a "Europeanization" of national curricula; and third, to discuss the similarities, differences, continuities, discontinuities, and tensions identified when comparing these curricula. (Series: Europa lernen. Perspektiven für eine Didaktik europäischer Kulturstudien - Vol. 2) **Annual Summary** Routledge

This book uses international collaboration between nine European countries to explore how teacher education systems across Europe perceive and act upon devolving democracy and democratic citizenship. Understanding these countries' cultural approaches to individual and national priorities in education is essential in perceiving similarities and differences in the meaning of 'democracy'. The book offers debate on the prospects for teacher education and the development of democratic citizenship in Europe based on historical, political, economic and cultural contexts and the Council of Europe's (CoE) competences for democratic citizenship. With critical analysis and evaluation around the common theme of teacher education and its role in developing democratic citizenship, the book provides awareness and understanding of how teacher education responds to the Council of Europe's (CoE) conceptual model of competences for democratic culture. 20 competences categorized as Values, Attitudes, Skills, and Knowledge and Critical Understanding are defined so they can be taught to enable learners to practice them in their daily lives as democratic citizens. This book will be of key interest to academics, researchers and post-graduate students in the fields of teacher education, educational policy and politics, and citizenship education.

Charting the Future: social and political education in senior cycle of post primary schools Combat Poverty Agency

Hong Kong and Macao have much in common. The dominant populations in both territories are Cantonese-speaking Chinese; both are small in area; both are urban societies; both have been colonies of European powers; and both have undergone political transition to reunification with China. Yet in education, for reasons that are analysed in this book, they are very different. The patterns of similarities and differences in the two territories make a fascinating basis for comparative study. The overarching theme of the book, on continuity and change is particularly pertinent following the transition of the two societies of the postcolonial era. This thoroughly-revised and expanded second edition builds on the widely-acclaimed first edition. The work has been recognised as a significant contribution to the broad field of comparative education as well as to study of the specific societies which are its main focus.

Values Education and Lifelong Learning Routledge

This book explores the role of education in the formation of the Singapore developmental state. The book provides a historical study of citizenship education in Singapore, whereby a comparative study of history, civics and social studies curricula, and the politics and policies that underpin them are examined.

Education and Society in Hong Kong and Macao Springer

This curriculum guide is intended to provide practical, easy-to-use applications for the widest range of faculty who would like to develop their students' citizenship skills by integrating civic responsibility concepts and practices into their college courses. The authors recognize that community college faculty teach courses that reflect varying levels of student development, so they have incorporated ideas that can be applied to a large number of courses, from developmental to honors. Similarly, because some faculty may have more flexibility than others in course content or structure, they present activities that can work at several levels of involvement. The authors have also taken into account the various disciplines and certificate and degree programs offered at community colleges, so that faculty members from liberal arts, social sciences, physical sciences, mathematics, and vocational and technical programs all may find this guide useful and appropriate for their classes. This guide contains 5 chapters. Chapter 1 looks at the need for service learning and civic responsibility in the curriculum, as a response to larger changes and trends in society and the mission of higher education. In this chapter the authors also ask teachers to consider their own classroom practices as related to civic responsibility. Chapter 2 examines the meaning and implications of civic responsibility--how it can be defined, how teaching civic skills is highly compatible with the larger mission of higher education, and how civic responsibility is related to service. Chapter 3 focuses on the practice of civic responsibility. Here they explore strategies that classroom teachers can use to integrate

civic responsibility concepts and activities into their courses so that students come away with a greater understanding of what is expected of them as citizens in their society. These strategies, all of which can be used with service learning, range from one-time experiences or activities to multi-class or semester-long involvement. Chapter 4 addresses assessment. Although it may prove difficult to assess the level of civic responsibility acquired by students because the goals of a civic curriculum are not as easily quantifiable as many other learning objectives, several strategies are offered that have been used successfully in community colleges. Chapter 5 poses closing questions about the mission of teachers' courses and their college and the challenges they may face as they integrate civic responsibility into their curriculum. Six appendices are included: (1) Films, Quotations, and Articles; (2) Reflection Resources; (3) Reflection Exercises; (4) Bibliography; (5) Organizations and Web Sites; and (6) Supplemental Materials. (Contains 3 tables.) [This document is based upon work supported by the Corporation for National and Community Service.

Development Education in Policy and Practice Routledge

Situated within the context of "post-soviet times", this book explores young people's citizenship activities and values in three distinct environments: post-soviet union countries, post-soviet union satellites, and countries that were independent of the soviet-union. Its purpose is to investigate the influence of these contexts on the ways young people see their citizenship in what are now emerging democracies. The future of nations depends to a large extent on whether citizens will continue to support existing values and will engage in activities to support those values. Using a framework designed by Kennedy (2006) and further developed by Zalewska, Krzywosz-Rynkiewicz (2011) the study examined the citizenship values of 3794 students aged 11-14-18 from 11 European countries. The main themes of this book include exploring similarities and differences in citizenship activities within countries and across countries; advancing explanations for these similarities and differences; highlighting the importance of contexts that influence citizenship activities and values; and assessing the extent to which democratic values are reflected in young people's citizenship activities.

The Link Between Health, Social Issues, and Secondary Education Springer

Budget literacy is defined as 'the ability to read, decipher, and understand public budgets to enable and enhance meaningful citizen participation in the budget process'. It is comprised of two main parts - (i) a technical understanding of public budgets, including familiarity with government spending, tax rates and public debt and; (ii) the ability to engage in the budget process, comprising of practical knowledge on day-to-day issues, as well as an elementary understanding of the economic, social and political implications of budget policies, the stakeholders involved and when and how to provide inputs during the annual budget cycle. Given that no international standards or guidelines have been established for budget literacy education to date, this book seeks to address this gap by taking stock of illustrative initiatives promoting budget literacy for youth in selected countries. The underlying presumption is that when supply-side actors in the budget process -- governments -- simplify and disseminate budget information for demand-side actors -- citizens -- this information will then be used by citizens to provide feedback on the budget. However, since citizens are often insufficiently informed about public budgets to constructively participate in budget processes one way to empower them and to remedy the problem of "budget illiteracy" is to provide budget-literacy education in schools to youth, helping them evolve into civic-minded adults with the essential knowledge needed for analyzing their government's fiscal policy objectives and measures, and the confidence and sense of social responsibility to participate in the oversight of public resources. This book elaborates on approaches, learning outcomes, pedagogical strategies and assessment approaches for budget literacy education, and presents lessons that are relevant for the development, improvement, or scaling up of budget literacy initiatives.

Recognition, Equality and Democracy Routledge

The Link between Health, Social Issues and Secondary Education is based on country studies in six Sub-Saharan African countries - Eritrea, Mali, Namibia, Senegal, South Africa and Tanzania, and a literature review. It looks at the role of secondary education and training in promoting health, civics and life skills among the African youth. Specifically, this study focuses on examining which schooling programs are effective in equipping young people with life skills, which programs reduce drop-out and increase participation and how schools can become agents in tackling health and social issues.