

Curriculum Foundations Principles And Issues

The Fourth Edition of Principles and Foundations connects you to research, resources and practitioners in health education while providing a solid foundation in the history, philosophy, theory, and ethics of health education. A Background for the Profession, The History of Health and Health Education, Philosophical Foundations, Theoretical Foundations, Ethics and Health Education, The Health Educator: Roles, Responsibilities, Certifications, Advanced Study, The Settings for Health Education, Agencies/Associations/Organizations Associated with Health Education, The Literature of Health Education, Future Trends in Health Education. Intended for those interested in learning the basics of health promotion & education. This work has been selected by scholars as being culturally important and is part of the knowledge base of civilization as we know it. This work is in the public domain in the United States of America, and possibly other nations. Within the United States, you may freely copy and distribute this work, as no entity (individual or corporate) has a copyright on the body of the work. Scholars believe, and we concur, that this work is important enough to be preserved, reproduced, and made generally available to the public. To ensure a quality reading experience, this

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work has been proofread and republished using a format that seamlessly blends the original graphical elements with text in an easy-to-read typeface. We appreciate your support of the preservation process, and thank you for being an important part of keeping this knowledge alive and relevant.

This book explores the rules and patterns that govern complex systems that, when properly understood and applied, result in more effective leadership than what is offered from traditional leadership models.

Published in partnership with the American Association of School Administrators.

Curriculum Leadership: Strategies for Development and Implementation, Third Edition is a one-of-a-kind resource written for educational leaders, teachers, and administrators. Responding to the need for globally connected classrooms and innovative leadership, this unique text provides a rich and inclusive foundation of curriculum. The authors draw upon a wide range of research and experience to provide readers with creative, up-to-date curriculum strategies and ideas. In sharing innovative programs, learning experiences, and new approaches, they build a solid connection for curriculum development from theory to practice, helping future leaders in education meet the global challenges of our time. A textbook for courses in curriculum planning, development, implementation and evaluation A

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resource for researchers, theoreticians, and practitioners of curriculum A reference for teachers, supervisors, and administrators who participate in curriculum making A comprehensive, thoroughly documented, balanced overview of the foundations, principles, and issues of curriculum While many texts focus on either theory or practice, or advance a particular political or social position, or approach the field of curriculum as an administrative challenge, this authoritative text provides readers with a balanced, comprehensive view of the entire field of curriculum. Through this approach the authors encourage readers to consider choices and formulate their own views on curriculum foundations, principles, and issues. As in previous editions, the text thoroughly explores the historical, philosophical, psychological, and social context for the field; addresses the curriculum process and issues that influence it; and encourages readers to consider how new thinking impacts curriculum deliberations, development, and implementation.

"What year are you preparing your students for? 1973? 1995? Can you honestly say that your school's curriculum and the program you use are preparing your students for 2015 or 2020? Are you even preparing them for today?" With those provocative questions, author and educator Heidi Hayes Jacobs launches a powerful case for overhauling, updating, and injecting life into the K-12

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curriculum. Sharing her expertise as a world-renowned curriculum designer and calling upon the collective wisdom of 10 education thought leaders, Jacobs provides insight and inspiration in the following key areas: * Content and assessment--How to identify what to keep, what to cut, and what to create, and where portfolios and other new kinds of assessment fit into the picture. * Program structures--How to improve our use of time and space and groupings of students and staff. * Technology--How it's transforming teaching, and how to take advantage of students' natural facility with technology. * Media literacy--The essential issues to address, and the best resources for helping students become informed users of multiple forms of media. * Globalization--What steps to take to help students gain a global perspective. * Sustainability--How to instill enduring values and beliefs that will lead to healthier local, national, and global communities. * Habits of mind--The thinking habits that students, teachers, and administrators need to develop and practice to succeed in school, work, and life. The answers to these questions and many more make Curriculum 21 the ideal guide for transforming our schools into what they must become: learning organizations that match the times in which we live.

School Law and the Public Schools is a practical, easy to read, comprehensive guide to the legal

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issues facing public schools in the U.S. today. An essential reference for all teachers, educational leaders, and policymakers at all levels, the book is organized and written in a style that is accessible to all, even those with little or no knowledge of the legal issues in education.

The New Imperatives of Educational Change is a clarion call to move beyond the standardized testing and marketplace competition that have become pervasive in school systems to focus instead on creating the conditions that will encourage all students to become critical and independent thinkers.

Dennis Shirley presents five new imperatives to guide educators and policymakers towards a re-thinking of what it means to teach effectively and to learn in depth. The evidentiary imperative requires educators to attain a better grasp of what data actually reveal about international trends in student learning. The interpretive imperative encourages mindful deliberation before acting on evidence in order to promote the integrity of a school community. The professional imperative describes new international research findings on promising pedagogies and curricula that propel learning in new directions. The global imperative argues that we all must look beyond our national boundaries to improve the flourishing of all young people, wherever they may be found. Finally, the existential imperative reminds us that students look to their teachers as role models who can dignify learning with meaning and embellish life with joy. Visionary in its scope and practical in its details, The New Imperatives of Educational Change is an indispensable road map for all teachers, principals, and system leaders.

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may not be included, may be incorrect, or may be previously redeemed. Check with the seller before completing your purchase. This package includes the Enhanced Pearson eText and the bound book. This balanced, comprehensive view of the entire field of curriculum encourages readers to consider choices and formulate their own views on curriculum foundations, principles, and issues. Rather than focusing on either theory or practice, or advancing a particular political or social position, or approaching the field of curriculum as an administrative challenge, this book gives readers the information they need to develop their own opinions on curriculum today as well as their outlooks for the future. Curriculum: Foundations, Principles, and Issues covers the latest topics in education that impact the curriculum and features Learning Outcomes, Discussion Questions, and Curriculum Tips to enhance understanding of the material. The Enhanced Pearson eText features embedded video. Improve mastery and retention with the Enhanced Pearson eText* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad® and Android® tablet.* Affordable. The Enhanced Pearson eText may be purchased stand-alone for 50-60% less than a print bound book. * The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. *The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7" or 10" tablet, or iPad iOS 5.0 or later. 0134290208 / 9780134290201 Curriculum:

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This book discusses the changes taking place in higher education, especially in the UK, in which curricula are being reframed to enable students to acquire skills that have market value.

Foundations of Education incorporates relevant interdisciplinary perspectives and emphasizes coverage of key issues in education, with up-to-date research, primary resources, and documentation. This text provides comprehensive and substantive coverage of all "foundational" areas—including social, philosophical, historical, political, economic, curricular, and legal—for students who are preparing for a career in teaching and for those who simply wish to learn more about significant contemporary issues in education. The authors have included strong, thought-provoking pedagogy, and have emphasized the growing role of technology in education. This Teaching in Action Edition is packaged with a special guide that correlates text material with the HM Video Cases. In This Case boxed features contain brief, fictional case scenarios that describe situations in which new teachers might find themselves. Readers are asked to think critically about concepts discussed in each chapter. Expanded topical overview charts in each chapter summarize and compare key developments and topics in education. Information about standards addresses the growing emphasis on holding students, teachers, and schools accountable for performing at levels specified by local, state, and national standards. Legal issues, including the No Child Left Behind act, are addressed. Technology@School, a

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popular feature in every chapter, updates students on relevant developments in educational technology and provides information that may prove useful in their teaching careers. Additional features include Focus Questions at the beginning of each chapter, Refocus Questions after major text sections, and Taking issue charts, offering arguments on both sides of a question. Houghton Mifflin Video Cases, four- to six-minute video modules presenting real classroom scenarios, enable students to observe the day-to-day challenges and rewards of teaching from the convenience of their computers. Available on the Online Teaching and Study Centers, HM Video Cases are enhanced by classroom artifacts, Viewing Questions, Interview Transcripts, Key Terms, and bonus video footage.

Recent government publications like "Benchmarks for Scientific Literacy" and "Science for all Americans" have given teachers a mandate for improving science education in America. What we know about how learners construct meaning--particularly in the natural sciences--has undergone a virtual revolution in the past 25 years. Teachers, as well as researchers, are now grappling with how to better teach science, as well as how to assess whether students are learning. *Assessing Science Understanding* is a companion volume to *Teaching Science for Understanding*, and explores how to assess whether learning has taken place. The book discusses a range of promising new and practical tools for assessment including concept maps, vee diagrams, clinical interviews, problem sets, performance-based assessments, computer-based methods, visual and observational testing, portfolios, explanatory models, and national examinations. 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. Geared for graduate and doctoral level students specializing

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in curriculum supervision and administration and educational leadership. May also be appropriate for some upper level undergraduate and graduate level introductory education courses. A comprehensive, thoroughly documented, balanced overview of the foundations, principles, and issues of curriculum-from leaders in the field. This balanced, comprehensive view of the entire field of curriculum encourages readers to consider choices and formulate their own views on curriculum foundations, principles, and issues. Rather than focusing on either theory or practice, or advancing a particular political or social position, or approaching the field of curriculum as an administrative challenge, this book gives readers the information they need to develop their own opinions on curriculum today as well as their outlooks for the future. Curriculum: Foundations, Principles, and Issues covers the latest topics in education that impact the curriculum and features Learning Outcomes, Discussion Questions, and Curriculum Tips to enhance understanding of the material.

Successful reforms need coherent approaches in which a range of stakeholders are willing to share responsibilities and resources in order to achieve the ultimate outcome of poverty reduction in developing countries. This book provides a framework to access intended outcomes generated by decentralization measures implemented in Asian and African countries. It is based on comparative analyses of different experiences of decentralization measures in six developing countries.

This book takes a fresh look at programs for advanced studies for high school students in the United States, with a particular focus on the Advanced Placement and the International Baccalaureate programs, and asks how advanced

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studies can be significantly improved in general. It also examines two of the core issues surrounding these programs: they can have a profound impact on other components of the education system and participation in the programs has become key to admission at selective institutions of higher education. By looking at what could enhance the quality of high school advanced study programs as well as what precedes and comes after these programs, this report provides teachers, parents, curriculum developers, administrators, college science and mathematics faculty, and the educational research community with a detailed assessment that can be used to guide change within advanced study programs.

NEW YORK TIMES BESTSELLER • Over a million copies sold! “An eminently practical guide to an emotionally intelligent—and long-lasting—marriage.”—Daniel Goleman, author of *Emotional Intelligence The Seven Principles for Making Marriage Work* has revolutionized the way we understand, repair, and strengthen marriages. John Gottman’s unprecedented study of couples over a period of years has allowed him to observe the habits that can make—and break—a marriage. Here is the culmination of that work: the seven principles that guide couples on a path toward a harmonious and long-lasting relationship. Straightforward yet profound, these principles teach

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partners new approaches for resolving conflicts, creating new common ground, and achieving greater levels of intimacy. Gottman offers strategies and resources to help couples collaborate more effectively to resolve any problem, whether dealing with issues related to sex, money, religion, work, family, or anything else. Packed with new exercises and the latest research out of the esteemed Gottman Institute, this revised edition of *The Seven Principles for Making Marriage Work* is the definitive guide for anyone who wants their relationship to attain its highest potential.

Foundations for Community Health Workers

Foundations for Community Health Workers is a training resource for client- and community-centered public health practitioners, with an emphasis on promoting health equality. Based on City College of San Francisco's CHW Certificate Program, it begins with an overview of the historic and political context informing the practice of community health workers. The second section of the book addresses core competencies for working with individual clients, such as behavior change counseling and case management, and practitioner development topics such as ethics, stress management, and conflict resolution. The book's final section covers skills for practice at the group and community levels, such as conducting health outreach and facilitating community organizing and advocacy. Praise for

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Foundations for Community Health Workers "This book is the first of its kind: a manual of core competencies and curricula for training community health workers. Covering topics from health inequalities to patient-centered counseling, this book is a tremendous resource for both scholars of and practitioners in the field of community-based medicine. It also marks a great step forward in any setting, rich or poor, in which it is imperative to reduce health disparities and promote genuine health and well-being." —Paul E. Farmer, MD., PhD, Maude and Lillian Presley Professor of Social Medicine in the Department of Global Health and Social Medicine at Harvard Medical School; founding director, Partners In Health. "This book is based on the contributions of experienced CHWs and advocates of the field. I am confident that it will serve as an inspiration for many CHW training programs." —Yvonne Lacey, CHW, former coordinator, Black Infant Health Program, City of Berkeley Health Department; former chair, CHW Special Interest Group for the APHA. "This book masterfully integrates the knowledge, skills, and abilities required of a CHW through storytelling and real life case examples. This simple and elegant approach brings to life the intricacies of the work and espouses the spirit of the role that is so critical to eliminating disparities—a true model educational approach to emulate." —Gayle Tang, MSN, RN., director, National

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Linguistic and Cultural Programs, National Diversity, Kaiser Permanente "Finally, we have a competency-based textbook for community health worker education—well informed by seasoned CHWs themselves as well as expert contributors." —Donald E. Proulx, CHW National Education Collaborative, University of Arizona

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 ‘bad people’ (Claudia Rankine).

Referring to the defensive moves that white 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.

In 1949, a small book had a big impact on education. In just over one hundred pages, Ralph W. Tyler presented the concept that curriculum should be

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dynamic, a program under constant evaluation and revision. Curriculum had always been thought of as a static, set program, and in an era preoccupied with student testing, he offered the innovative idea that teachers and administrators should spend as much time evaluating their plans as they do assessing their students. Since then, *Basic Principles of Curriculum and Instruction* has been a standard reference for anyone working with curriculum development. Although not a strict how-to guide, the book shows how educators can critically approach curriculum planning, studying progress and retooling when needed. Its four sections focus on setting objectives, selecting learning experiences, organizing instruction, and evaluating progress. Readers will come away with a firm understanding of how to formulate educational objectives and how to analyze and adjust their plans so that students meet the objectives. Tyler also explains that curriculum planning is a continuous, cyclical process, an instrument of education that needs to be fine-tuned. This emphasis on thoughtful evaluation has kept *Basic Principles of Curriculum and Instruction* a relevant, trusted companion for over sixty years. And with school districts across the nation working feverishly to align their curriculum with Common Core standards, Tyler's straightforward recommendations are sound and effective tools for educators working to create a curriculum that

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integrates national objectives with their students' needs.

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

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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. The ADHD label had been rampantly overused on children with completely different problems when the controversial first edition of ADHD was praised by practitioners and parents alike as a timely book whose message was long overdue. This new edition includes a complete revision of the chapter on medication, detailing when to use certain drugs and the side effects that can be expected, and including a thorough review and update of older medications. Special problems for teenagers with ADHD are addressed, including sexual relationships, pregnancy, substance abuse, driving, and general teen attitudes. Material has been added to help parents find their way through the legal maze of public education where children are often wrongly first stigmatized with the ADHD label.

As a field, education has largely failed to learn from experience. Time after time, promising education reforms fall short of their goals and are abandoned as other promising ideas take their place. In *Learning to Improve*, the authors argue for a new approach. Rather than “implementing fast and learning slow,” they believe educators should adopt a more rigorous approach to improvement that allows the field to “learn fast to implement well.”

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Using ideas borrowed from improvement science, the authors show how a process of disciplined inquiry can be combined with the use of networks to identify, adapt, and successfully scale up promising interventions in education. Organized around six core principles, the book shows how “networked improvement communities” can bring together researchers and practitioners to accelerate learning in key areas of education. Examples include efforts to address the high rates of failure among students in community college remedial math courses and strategies for improving feedback to novice teachers. Learning to Improve offers a new paradigm for research and development in education that promises to be a powerful driver of improvement for the nation’s schools and colleges.

This workbook will serve as your guide to incorporating the data-driven decision making process into your organization’s culture and behavior. O’Neal leads you through setting up teams; warehousing, accessing, and examining data; and finally reflecting on your process. Understand what’s happening in your school environment and how you can make better decisions that will keep you on a path to success.

Curriculum--foundations, Principles, and Issues
CurriculumFoundations, Principles, and Issues
Pearson Educacion

Geared for graduate and doctoral level students

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specializing in curriculum supervision and administration and educational leadership. May also be appropriate for some upper level undergraduate and graduate level introductory education courses. A comprehensive, thoroughly documented, balanced overview of the foundations, principles, and issues of curriculum—from leaders in the field. This balanced, comprehensive view of the entire field of curriculum encourages readers to consider choices and formulate their own views on curriculum foundations, principles, and issues. Rather than focusing on either theory or practice, or advancing a particular political or social position, or approaching the field of curriculum as an administrative challenge, this book gives readers the information they need to develop their own opinions on curriculum today as well as their outlooks for the future. Curriculum:

Foundations, Principles, and Issues covers the latest topics in education that impact the curriculum and features Learning Outcomes, Discussion Questions, and Curriculum Tips to enhance understanding of the material.

In this much needed resource, Maryellen Weimer—one of the nation's most highly regarded authorities on effective college teaching—offers a comprehensive work on the topic of learner-centered teaching in the college and university classroom. As the author explains, learner-centered teaching focuses attention on what the student is learning, how the student is

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learning, the conditions under which the student is learning, whether the student is retaining and applying the learning, and how current learning positions the student for future learning. To help educators accomplish the goals of learner-centered teaching, this important book presents the meaning, practice, and ramifications of the learner-centered approach, and how this approach transforms the college classroom environment. *Learner-Centered Teaching* shows how to tie teaching and curriculum to the process and objectives of learning rather than to the content delivery alone.

Now available in paperback, the sixth edition of this definitive text provides students a strong background in the conceptual, theoretical, and philosophical issues in multicultural education from a leading authority and scholarly leader of the field---James A. Banks. In the opening chapter author Banks presents his well-known and widely used concept of *Dimensions of Multicultural Education* to help build an understanding of how the various components of multicultural education are interrelated. He then provides an overview on preparing students to function as effective citizens in a global world; discusses the dimensions, history, and goals of multicultural education; presents the conceptual, philosophical, and research issues related to education and diversity; examines the issues involved in curriculum and teaching; looks at gender

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equity, disability, giftedness, and language diversity; and focuses on intergroup relations and principles for teaching and learning. This new edition incorporates new concepts, theories, research, and developments in the field of multicultural education and features: A new Chapter 5, "Increasing Student Academic Achievement: Paradigms and Explanations" provides important explanations for the achievement gap and suggests ways that educators can work to close it. A new Chapter 7, "Researching Race, Culture, and Difference," explains the unique characteristics of multicultural research and how it differs from mainstream research in education and social science. A new Chapter 14, "Principles for Teaching and Learning in a Multicultural Society" contains research-based guidelines for reforming teaching and the school in order to increase the academic achievement and social development of students from diverse racial, ethnic, cultural, language, and gender groups. A new Appendix—"Essential Principles Checklist"—designed to help educators determine the extent to which practices within their schools, colleges, and universities are consistent with the research-based findings described in the book.

Education has fought long and hard to gain acceptance as a profession and, since professionals by definition use data to shape the decisions they make, education has little choice but to continue

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moving in this direction. This 3-part handbook represents a major contribution to the literature of education. It is a unique compendium of the most original work currently available on how, when and why evidence should be used to ground practice. It is a comprehensive, cross-disciplinary, research-based, and practice-based resource that all educators can turn to as a guide to data-based decision making. The Handbook of Data-Based Decision Making in Education is a must read for researchers who are just beginning to explore the scientifically based nature of educational practice. It is also appropriate for policy makers and practitioners who are confronted with young people who need to be in classrooms where "best practices" are the norm and not the exception.

How do you bring research findings into the classroom and how do you find the time to research the research? In this valuable resource, the authors have examined decades of research findings to distill the results into nine categories of teaching strategies that have positive effects on student learning.

Gives current and future administrators a balanced, comprehensive view of the entire field of curriculum, which encourages readers to consider choices and formulate their own views on curriculum foundations, principles, and issues. **KEY TOPICS:** Education, teaching, curriculum, instruction, supervision, goals, objectives, foundations, social emotional learning,

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career and technical education, digital literacy, noncognitive skills, high-stakes testing, executive function, international tests, PISA, TIMSS, PIAAC, PIRLS, inequality, accountability, Common Core, evaluation, international, development, design MARKET: Researchers, theoreticians, and curriculum practitioners. Teachers, supervisors, and administrators who participate in curriculum making. The bestselling Educational Administration: Concepts and Practices has been considered the standard for all educational administration textbooks for three decades. A thorough and comprehensive revision, the Seventh Edition continues to balance theory and research with practical application for prospective and practicing school administrators.

Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence provides a rationale for focal points for each grade level, prekindergarten - 8.

The ideal resource for researchers, theoreticians, and practitioners of curriculum; a ready reference for teachers, supervisors, and administrators who participate in curriculum making; and a widely popular text for courses in curriculum planning, development, implementation, and evaluation, this book presents a comprehensive, thoroughly documented, balanced overview of the foundations, principles, and issues of curriculum today. The information presented encourages readers to consider choices and then formulate their own views on curriculum.

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Argues for the development of classrooms based on constructivist pedagogy.

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