

Why Knowledge Matters Rescuing Our Children From Failed Educational Theories

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in why knowledge matters e d hirsch jr presents evidence from cognitive science sociology

and education history to further the argument for a knowledge based elementary curriculum influential scholar hirsch author of the knowledge deficit asserts that a carefully planned curriculum that imparts communal knowledge is essential in achieving one of the most fundamental aims and objectives of education preparing students for lifelong success hirsch examines historical and contemporary evidence from the united states and other nations including france and affirms that a knowledge based approach has improved both achievement and equity in schools where it has been instituted in contrast educational change of the past several decades in the united states has endorsed a skills based approach founded on hirsch points out many incorrect assumptions about child development and how children learn he recommends new policies that are better aligned with our current understanding of neuroscience developmental psychology and social science the book focuses on six persistent problems that merit the attention of contemporary education reform the over testing of students in the name of educational accountability the scapegoating of teachers the fadeout of preschool gains the narrowing of the curriculum to crowd out history geography science literature and the arts the achievement gap between demographic groups and the reliance on standards such as the common core state standards that are not linked to a rigorous curriculum why knowledge matters makes a clear case for educational innovation and introduces a new generation of american educators to hirsch s astute and passionate analysis

educator e d hirsch jr addresses critical issues in contemporary education reform over testing teacher blaming preschool fadeout and the persistence of achievement gaps over time in each case he shows how cherished truisms about education and child development have led to unintended and negative consequences drawing on findings in neuroscience and data from france he provides evidence for the argument that a coherent knowledge based elementary curriculum is essential to providing the foundations for children s life success and ensuring equal opportunity for students of all backgrounds

have we really overcome racism or have our institutions found a new way to keep us divided in this provocative and meticulously argued book institutionalizing division traces how america moved from the colorblind ideal of the civil rights movement to a culture obsessed with race guilt and group identity shawn armstrong shows how critical race theory and equity

initiatives migrated from elite universities into k 12 classrooms corporate boardrooms and even music and arts education reshaping policy curriculum and everyday language along the way from affirmative action and supreme court battles to racial affinity groups identity based hiring and dei trainings that demand collective guilt armstrong argues that a new racial orthodoxy has taken hold one that sorts children into oppressors and oppressed expands victim categories without limit and punishes anyone who dares to question the script the result isn t justice or unity but hardened resentment academic decline and a generation taught to see fellow citizens as political abstractions instead of human beings the second edition deepens the analysis with expanded chapters on intersectionality parental pushback and the growing conflict between families and institutions that believe they not parents should shape children s beliefs about race sex and gender institutionalizing division offers not just a critique but an alternative a return to equal treatment under the law genuine intellectual rigor and a shared civic identity that refuses to reduce people to the color of their skin

this open access book discusses why the seemingly straightforward strategy of teaching children how to think deeply does not work and offers an alternative way forward for the curriculum to achieve these objectives over the years the role of knowledge in the curriculum has like a pendulum shifted between two extremes from highly visible to virtually invisible knowledge elements insights from cognitive and educational psychology sociology and curriculum studies are used to underpin the current knowledge revival that is widely being observed in education a knowledge rich curriculum is proposed by the authors as not only the soundest way forward to both effectively acquire knowledge and complex cognitive skills in school but also as a crucial lever to achieve equitable opportunities for all students in understanding how a knowledge rich curriculum can enhance learning three overarching principles are discussed 1 content richness 2 coherence and 3 clarity these principles are illustrated through practical examples from schools and educators who have effectively integrated knowledge rich curricula

the fascist painting is a serious rich and deeply intelligent piece of work that will radically alter the way we view culture in schools and will be a key text for anyone designing a curriculum the ofsted inspection framework states that cultural capital is the essential knowledge that pupils need to be educated citizens and that schools should be introducing students to the

best that has been thought and said and helping to engender an appreciation of human creativity and achievement they are now considering the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life but what does this term mean and how are schools to respond to this in this densely argued and wide ranging text phil beadle answers those questions and many more by using the work of pierre bourdieu to prompt a discussion of how we improve the provision of cultural capital in our schools where does the best that has been thought and said come from why is the government importing the unexamined language of the private school into the state sector what is the real purpose behind character education does sport as is reputed teach resilience and why would anyone think it was appropriate to teach children a quality they already have is cultural capital just ruling class culture chiefly does using a term originated by a french intellectual and radical sociologist to instate the culture of the rich as being superior prove anything other more than a complete absence of thought or have they accidentally given us a radical tool to change education for the better

volume contains 984 ad 244 matter of parker v amer society of mech engineers 985 ad 244 matter of van schaick 986 ad 244 matter of van schaick 987 ad 244 menschel v taylor 988 ad 244 metro life ins co v rosenfield

mexico s economic political and societal issues have become major points of interest to countries all over the globe mexico is the second leading market for u s exports after canada and is the third most important source of u s imports after canada and china the united states is mexico s most important customer by far receiving about 80 per cent of mexico s exports including petroleum automobiles auto parts and winter vegetables and providing about 50 per cent of mexico s imports the united states is the source of over 60 per cent of foreign investment in mexico and the primary source of important tourism earnings mexico is also the leading country in latin america in terms of u s investment with the total stock of u s investment being about 85 billion in 2006 this book presents in depth analyses of such issues as foreign policy political reform and overall economic developments

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