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**Hands-On Social Studies for Ontario, Grade 1** Jennifer E. Lawson,2021-06-30 Filled with a year s worth of classroom tested hands on minds on activities this resource conveniently includes everything both teachers and students need The grade 1 book is divided into two units Our Changing Roles and Responsibilities The Local Community STAND OUT FEATURES focuses on the goals of the Ontario Social Studies curriculum adheres to the Growing Success document for assessment evaluating and reporting in Ontario schools builds understanding of Indigenous knowledge and perspectives TIME SAVING COST EFFECTIVE FEATURES includes the five components of the inquiry model opportunities for self reflection and activating prior knowledge authentic assessment for as and of learning social studies thinking concepts guided inquiry questions and learning goals support for developing historical thinking skills access to digital image banks and digital reproducibles Find download instructions in the Appendix of the book

**Exemplars of Curriculum Theory** Arthur K. Ellis,2014-01-09 This book crosses the divide between theoreticians and practitioners by demonstrating how curriculum theories and models are applied in classrooms today It ties together broad educational theories such as progressivism essentialism perennialism etc curriculum models characterized as learner centered society centered or knowledge centered and exemplars of curriculum theories and models such as Reggio Emilia Core Knowledge the International Baccalaureate etc

**Teacher's Guide to Using the Next Generation Science Standards With Gifted and Advanced Learners** Cheryll M. Adams,Alicia Cotabish,Debbie Dailey,2021-09-23 A Teacher s

Guide to Using the Next Generation Science Standards With Gifted and Advanced Learners provides teachers and administrators with practical examples of ways to build comprehensive coherent and rigorous science learning experiences for gifted and advanced students from kindergarten to high school. It provides an array of examples across the four domains of science: physical sciences, Earth and space sciences, life sciences, and engineering technology and applications of science. Each learning experience indicates the performance expectation addressed and includes a sequence of activities, implementation examples, connections to the CCSS Math and CCSS ELA, and formative assessments. Chapters on specific instructional and management strategies, assessment, and professional development suggestions for implementing the standards within the classroom will be helpful for both teachers and administrators. Innovations in Teaching and Learning: International Approaches in Developing Teacher Education and Curriculum for The Future Marco

Ferreira, Lawrence Meda, Markus Talvio, 2024-04-16 During the last few years, teachers across cultures have faced a lot of unprecedented demands in developing their methods in instruction. Population mobility, unstable labour market, and globalisation change society around us rapidly. In addition, education per se is constantly changing and redefining, and modifying learning and teaching environments are an ongoing process. For example, modern educational psychology, including positive psychology movements emphasizing collaborative knowledge creation, calls teachers to facilitate their students' learning and wellbeing and to create a positive learning environment instead of using traditional frontal teaching and other teacher-centered methods. Digital revolution has challenged teachers to adapt new educational settings and to update their pedagogical approaches into more use of digital solutions. Indeed, the COVID-19 pandemic propelled the teachers to offer new optimal learning experiences. Transparency in Assessment - Exploring the Influence of Explicit Assessment Criteria

Anders Jönsson, Frans Prins, 2019-04-03 In many schools and higher education institutions, it has become common practice to share assessment criteria with students. Sometimes it is required for accountability purposes; at other times, criteria are used as a means to communicate expectations to students. However, the idea that explicit assessment criteria should be shared with students has been contested. On the one hand, research has shown that explicit criteria may positively affect student performance, reduce their anxiety, as well as support students' use of self-regulated learning strategies. On the other hand, there are fears that explicit criteria may have a restraining influence on students' learning, as well as limiting their autonomy and creativity. There are also indications of students becoming more performance-oriented as opposed to learning-oriented when being provided with explicit assessment criteria. Taken together, it is not fully understood under which circumstances it is productive for student learning to share explicit assessment criteria, and under which circumstances it is not. In particular, empirical research on the proposed negative effects of sharing criteria with learners is limited, and most fears voiced in the literature are based on individual experiences and anecdotal evidence. In this book, we therefore bring different perspectives on transparency in assessment together in order to further our understanding of how students are influenced by the use of

explicit assessment criteria A deeper understanding of the influence of explicit assessment criteria on students understanding of criteria motivation and learning is equally imperative for future research and educational practice both of which need to go beyond individual opinions and convictions

### **Teaching the Canon in 21st Century Classrooms**

Michael Macaluso,Kati Macaluso,2018-11-01 The canon as much an ideology as it is a body of texts perceived to be intrinsic to the high school English classroom has come under scrutiny for maintaining status quo narratives about whiteness

masculinity heterosexuality ability and even those associated with American ideals of self reliance the good life and the self made man Teaching practices around these texts may also reinforce harmful practices and ways of thinking including those

connected to notions of culture literary merit and methods of reading teaching and learning Teaching the Canon in 21st Century Classrooms offers innovative critical ways of reading thinking about and teaching canonical texts in 21st century

classrooms Responding to the increasingly pluralized digitized global 21st century English classroom chapter authors make explicit the ideologies of a canonical text of focus while also elaborating a pedagogical approach that de centers the canon

bridges past and present applies critical theory and celebrates the rich identities of 21st century readers In using this book teachers will be especially poised to take on the canon in their classroom and thus to open up their curricula to ideas values

concerns and narratives beyond those embedded in the canonical texts

### **Argumentative Writing in a Second Language**

Alan R. Hirvela,Diane Belcher,2021-12-13 Argumentative Writing in a Second Language is a collection on teaching argumentative writing offering multiple vantage points drawn from the contributors own teaching and research experiences

The value of learning how to compose argumentative texts cannot be overstated and yet very little attention has been allocated to the equally important topic of how argumentation is or can be taught in the L2 context Thus this volume shifts

attention to teachers and argumentative writing instruction especially within increasingly common multimodal and digital literacy settings While doing so it provides a comprehensive wide ranging view of the L2 argumentative writing landscape

within an instructional lens Part I of the volume is topic oriented and focuses on explorations of important issues and perspectives while Part II features several chapters reporting classroom based studies of a variety of instructional

approaches that expand our understanding of how argumentative writing can be taught The book will be of value to pre service and in service teachers in varying instructional contexts as well as teacher educators and L2 writing scholars

researchers

### **Evaluation Theory, Models, and Applications**

Daniel L. Stufflebeam,Chris L. S. Coryn,2014-09-26 The golden standard evaluation reference text Now in its second edition Evaluation Theory Models and Applications is the vital text on evaluation models perfect for classroom use as a textbook and as a professional evaluation reference The book begins with an

overview of the evaluation field and program evaluation standards and proceeds to cover the most widely used evaluation approaches With new evaluation designs and the inclusion of the latest literature from the field this Second Edition is an

essential update for professionals and students who want to stay current Understanding and choosing evaluation approaches

is critical to many professions and Evaluation Theory Models and Applications Second Edition is the benchmark evaluation guide Authors Daniel L Stufflebeam and Chris L S Coryn widely considered experts in the evaluation field introduce and describe 23 program evaluation approaches including new to this edition transformative evaluation participatory evaluation consumer feedback and meta analysis Evaluation Theory Models and Applications Second Edition facilitates the process of planning conducting and assessing program evaluations The highlighted evaluation approaches include Experimental and quasi experimental design evaluations Daniel L Stufflebeam s CIPP Model Michael Scriven s Consumer Oriented Evaluation Michael Patton s Utilization Focused Evaluation Robert Stake s Responsive Stakeholder Centered Evaluation Case Study Evaluation Key readings listed at the end of each chapter direct readers to the most important references for each topic Learning objectives review questions student exercises and instructor support materials complete the collection of tools Choosing from evaluation approaches can be an overwhelming process but Evaluation Theory Models and Applications Second Edition updates the core evaluation concepts with the latest research making this complex field accessible in just one book

Reading, Writing, and Rigor Nancy Boyles, 2018-04-12 What does rigor a word that frequently pops up in conversations about education really mean More specifically what does it mean for literacy instruction and how does it relate to challenging standards based assessments In this informative and practical guide literacy expert Nancy Boyles uses the framework from Webb s Depth of Knowledge DOK to answer these questions offering experience based advice along with specific examples of K 8 assessment items Boyles defines rigor and shows how it relates to literacy at each DOK level and explains the kind of thinking students will be expected to demonstrate She then tackles the essence of what teachers need to know about how DOK and its associated rigors are measured on standards based assessments Specifically readers learn how each DOK rigor aligns with standards text complexity close reading student interaction the reading writing connection and formative assessment Teachers coaches and administrators will find clear guidance easy to implement strategies dozens of useful teaching tools and resources and encouragement to help students achieve and demonstrate true rigor in reading and writing

*Assessing Foreign Language Students' Spoken Proficiency* Martin East, 2016-02-02 This book presents an in depth study of assessment innovation and its impact on teaching and learning The context is New Zealand and the focus is additional languages other than English and the recent introduction of a radical new assessment of students spoken proficiency called interact The book crosses the traditional theoretical and methodological boundaries associated with language testing research which focuses on assessment performance and presents an alternative approach where stakeholders become the centre of interest It advances our understanding of how assessment innovation impacts on two key groups teachers and students in schools based on data collected from a substantial two year research project It presents an account of these stakeholders perceptions of the validity and usefulness of the new assessment in comparison with the more traditional test that it has replaced *Assessing Foreign Language Students Spoken Proficiency* makes an outstanding and

original contribution to the field of second and foreign language teaching providing a theory and research based account of the development of a learner centred approach to oral proficiency assessment It is an important resource for teachers and teacher educators as well as assessment and curriculum specialists worldwide It deserves to be widely read

**International Practices to Promote Budget Literacy** Harika Masud, Helene Pfeil, Sanjay Agarwal, Alfredo Gonzalez Briseno, 2017-08-09 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 Student-Led Assessment Starr

Sackstein, 2024-01-03 The single greatest authority on student learning is the student doing the learning but the right structures must be in place for students voices to be clearly heard and truly valued Conventional formative and summative assessment are most often conducted through one size fits all quizzes and tests that yield narrow predetermined categories of data about students academic progress But if we want a truly accurate look at what how and to what extent students are learning who better to consult than the obvious experts on the matter the students themselves In this lively and comprehensive guide veteran teacher and author Starr Sackstein provides the tools needed to help students compile and present evidence of learning through portfolios and student led conferences from templates and rubrics to personal testimonials reflection questions and activities The book features Forms applicable across grade levels and content areas for unpacking standards co constructing success criteria with students evaluating current classroom practices and more Real life perspectives and scenarios from educators in the field who have embraced portfolios and student led conferences over



standardized tests and letter grades Practical experience based guidance for building classroom and schoolwide learning cultures that promote both learner agency and academic achievement The resources recommendations and reflections in Student Led Assessment allow educators at all levels to develop systems and protocols for ensuring student ownership of and pride in their own hard won achievement

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