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Unit 11:he Pursuit of Wisdom T 149 1. The Basis of Knowledge and Wisdom 150 2. Information and Data 153 3. Reading and Studying 155 4. The Pursuit of Truth 157. Introduction T his book is written for students studying Civics and Ethical Education in Grade 9. It will guide you through the 11 values with readings, case studies, questions and illustrations to support the text. Each unit begins ...

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11.2 Sources of Information and their Utilization 86 11.3 Backward Thinking and Boastful Sayings 87 11.4 Reading 89 Summary 91 Key Words 91 Unit Review Exercises 91. Civics and Ethical Education — Grade 7 Student Textbook n 1 By the end of this unit, students will be able to: I explain the major principles of the democratic system. I list collective and individual democratic and human rights ...

This book taps the best American thinkers to answer the essential American question: How do we sustain our experiment in government of, by, and for the people? To remain America, our country has to give its kids a civic identity, an understanding of our constitutional system, and some appreciation of the amazing achievement of American self-government. Yet schools often do no such thing. Young Americans know little about the founding fathers, the Bill of Rights, the structure of government, or the civilrights movement. Three of every four high-school seniors aren't proficient in civics, and the problem is aggravated by universities' disregard for civic education. This undermines healthy citizenship. It disenfranchises would-be voters-especially the poorand minorities-it weakens America's common culture, and it

poisons political discourse. That is the subject of this book, authored by an extraordinary and politically diverse roster of public officials, scholars, and educators. In these pages, they describe our nation's civic education problem, assess its causes, offer an agenda for reform, and explain the high stakes at risk if we fail.

This book examines the shifting portrayal of the nation in school textbooks in 14 countries during periods of rapid political, social, and economic change. Drawing on a range of analytic strategies, the authors examine history and civics textbooks, and the teaching of such texts, along with other prominent curricular materials—children's readers, a required text penned by the head of state, a holocaust curriculum, etc.. The authors analyze the uses of history and pedagogy in building, reinforcing and/or redefining the nation and state especially in the light of challenges to its legitimacy. The primary focus is on countries in developing or transitional contexts. Issues include the teaching of democratic civics in a multiethnic state with little history of democratic governance; shifts in teaching about the Khmer Rouge in post-conflict Cambodia; children's readers used to define national space in former republics of the Soviet Union; the development of Holocaust education in a context where citizens were both victims and perpetrators of violence; the creation of a national past in Turkmenistan; and so forth. The case studies are supplemented by commentary, an introduction and conclusion.

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On cover: Learning and living democracy

Based on a 5-year study of an elementary school with socioeconomic diversity, the authors provide an active model of civic engagement organized into three settings: Classroom, School, and Community. Each chapter includes an overview of what research has demonstrated about civic engagement in that particular space, offers detailed descriptions of activities, and closes with lessons for practice. This case study demonstrates how putting civics at the center of the curriculum gives purpose and motivation to traditional academic learning, including tested subjects such as reading, writing, and mathematics. As former elementary school teachers, the authors focus on what is possible in schools rather than a romantic vision of what schools could be. Classroom teachers, school principals, community members, and teacher educators can use this resource to foster a deeper, richer understanding of what is entailed in civic life.

This book examines the rise of China's global profile in the international higher education community, as indicated by its rise of human capital, visibility in academic publications, world university ranking, expanding international cultural influence, and becoming a study-abroad destination of international students. It identifies the diplomatic role of higher education in China's politico-economic development over a century, and how the role has been shaped by China's self-identity as a great power in the world. Higher Education and China's Global Rise provides an understanding of linkage between higher education and China's international influence, and a scholarly discussion of what Chinese higher education tells about China's international relations, especially the aims, means, and nature of China's rise as a global power. It will help to broaden perspectives surrounding debate about China's rise that is currently dominated by Western international relations theory and comparative higher education discourses.

This book focuses on multicultural curriculum transformation in social studies and civic education subject areas. The discussion of each area outlines critical considerations for multicultural curriculum transformation for the area by grade level and then by eight organizing tools, including content standards, relationships with and among students and their families, and evaluation of student learning and teaching effectiveness. The volume is designed to speak with PK-12 teachers as colleagues in the multicultural curriculum transformation work. Readers are exposed to "things to think about," but also given curricular examples to work with or from in going about the actual, concrete work of curriculum change. This work supports PK-12 teachers to independently multiculturally adapt existing curriculum, to create new multicultural curriculum differentiated by content areas and grade levels, and by providing ample examples of what such multicultural transformed social studies and civic education curricula looks like in practice.

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