

# Lower-track Classrooms: A Curricular and Cultural Perspective

Page, Reba Neukom

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# Lower Track Classrooms A Curricular And Cultural Perspective

**Boni Wozolek**



### **Lower Track Classrooms A Curricular And Cultural Perspective:**

*Lower-track Classrooms* Reba Neukom Page,1991-01-01      **Lower-Track Classrooms** Reba N. Page,      *Encyclopedia of Curriculum Studies* Craig Kridel,2010-02-16 The Encyclopedia of Curriculum Studies provides a comprehensive introduction to the academic field of curriculum studies for the scholar student teacher and administrator The study of curriculum beginning in the early 20th century served primarily the areas of school administration and teaching and was seen as a method to design and develop programs of study The field subsequently expanded to draw upon disciplines from the arts humanities and social sciences and to examine larger educational forces and their effects upon the individual society and conceptions of knowledge Curriculum studies has now emerged to embrace an expansive and contested conception of academic scholarship while focusing upon a diverse and complex dynamic among educational experiences practices settings actions and theories in relation to personal and institutional needs and interests The Encyclopedia of Curriculum Studies serves to inform and to introduce terms events documents biographies and concepts to assist the reader in understanding aspects of this rapidly changing field of study Representative topics include Origins definitions dimensions and variations on Curriculum Studies Curriculum development and design for schools Curricular purpose implementation and evaluation Contemporary issues e g standards tests and accountability Curricular dimensions of teaching and teacher education Interdisciplinary perspectives on institutionalized curriculum Informal curricula of homes mass media workplaces organizations and relationships Impact of race class gender health belief appearance place ethnicity language Relationships of curriculum and poverty wealth and related factors Modes of curriculum inquiry and research Curriculum as cultural studies exploring the formation of identities and possibilities Corporate state church and military influence as curriculum Global and international perspectives on curriculum Curriculum organizations journals and resources Summaries of books and articles on curriculum studies Biographic vignettes of key persons in curriculum studies Relevant photographs

**Inside Japanese Classrooms** Nancy Sato,2003-12-16 This detailed ethnographic study of fifth and sixth grade classrooms offers new insights into Japanese culture as many aspects of daily social life are embedded in the educational system Additionally this book provides new perspectives on educational reform in the U S since many current issues and programs focus on notions of community collaboration and systemic reform all of which are central to understanding Japanese teaching learning processes in schools      *The Quality of Vocational Education* Adam Gamoran,1998      **Ability Grouping in Education** Judith Ireson,Susan Hallam,2001-09-11 Ability Grouping in Education will provide very useful and timely background for psychologists working with schools where setting or streaming is a major issue Educational Psychology in Practice With an anticipated audience of teachers and policymakers this book is user friendly incorporating detailed research findings illustrated by graphs and tables A summary is provided at the end of each chapter offering an overview for the time conscious wishing to skip through the engaging but largely illustrative statistics and quotations

However a close reading has its rewards as the extracts from teachers and students offer poignant insight into the enormous complexity and far reaching implications of ability grouping Cath Lambert Educational Review In this book the authors provide an overview of ability grouping in education They consider selective schooling and ability grouping within schools such as streaming banding setting and within class grouping Selection by ability is a controversial issue linked with conflicting ideological positions and reflected in strong differences of opinion about the merits of selective schooling Educational systems under pressure to produce an educated workforce have led governments to look for ways of raising attainment and grouping by ability is sometimes seen as an organizational solution Drawing on their own and others research in primary and secondary schools the authors provide an accessible analysis of the issues and latest research on ability grouping as well as the implications of ability grouping for teachers managers in education and the wider community This book is for students and practitioners taking courses in school effectiveness education management as well as educational psychologists and local authority professionals Judy Ireson is Senior Lecturer in Psychology and Special Needs at the Institute of Education University of London and Susan Hallam is in the Department of Psychology Special Needs

*International Handbook of Student Experience in Elementary and Secondary School* D. Thiessen, Alison Cook-Sather, 2007-06-03 The International Handbook of Student Experience in Elementary and Secondary School brings together in a single volume the groundbreaking work of scholars who have conducted studies of student experiences of school in Afghanistan Australia Canada England Ghana Ireland Pakistan and the United States Drawing extensively on students interpretations of their experiences in school as expressed in their own words chapter authors offer insight into how students conceptualize and approach school understand and address the ongoing social opportunities for and challenges in working with other students and teachers and the multiple ways in which they shape and contribute to school improvement The individual chapters are framed by an opening chapter which provides background on bases of and trends in research on students experiences of school and a final chapter which uses the interpretive framework translation provided to explore how researching students experiences of school challenges those involved to translate their qualitative research methods the terms they evoke to describe and define students experiences of schools and in fact themselves as researchers

**Producing Success** Peter Demerath, 2009-12-15 Middle and upper middle class students continue to outpace those from less privileged backgrounds Most attempts to redress this inequality focus on the issue of access to financial resources but as Producing Success makes clear the problem goes beyond mere economics In this eye opening study Peter Demerath examines a typical suburban American high school to explain how some students get ahead Demerath undertook four years of research at a Midwestern high school to examine the mercilessly competitive culture that drives students to advance Producing Success reveals the many ways the community's ideology of achievement plays out students hone their work ethics and employ various strategies to succeed from negotiating with teachers to cheating parents relentlessly push their

children while manipulating school policies to help them get ahead and administrators aid high performers in myriad ways even naming over forty students valedictorians Yet as Demerath shows this unswerving commitment to individual advancement takes its toll leading to student stress and fatigue incivility and vandalism and the alienation of the less successful Insightful and candid Producing Success is an often troubling account of the educationally and morally questionable results of the American culture of success      Conceptions of Culture Thomas E. Wren, 2012-07-16 The concept of culture stands clearly but unsteadily at the heart of multicultural education This book provides a systematic in depth understanding of the role that culture plays in the massive literature of multicultural education as multiple and antithetical definitions of culture exist The book also shows multicultural educators how to discern the definition used in any particular book or article Thomas Wren deploys methods and concepts from philosophy and the social sciences to provide an analytic framework within which the history and current state of culture theory can be understood both for its own sake and for its educational significance Although the book is full of theory it is not a theoretical book in the usual sense It is a road map accompanied by the related theoretical information and tools that graduate students and faculty need to 1 navigate the complex terrain of multicultural education literature 2 apply the book's analytical framework to that literature and to their own future practice and 3 anticipate the social changes and accompanying conceptual changes in our notions of culture that are now occurring as part of the cultural hybridity of today's students      *Differentiation for Gifted and Talented Students* Carol Ann Tomlinson, Sally M. Reis, Series Editor, 2004-03-06 The expert guide to the differentiation of curriculum and instruction for the gifted and talented Drawing many comparisons and contrasts between gifted and general education best practices the articles in this volume highlight the many benefits of flexible instruction and curriculum discuss impediments to the successful adoption of differentiation in classrooms and school districts and show how educators can overcome these obstacles collaboratively Key features include Overview and thought provoking commentary by Carol Ann Tomlinson a national leader in differentiation strategies A view of differentiation through multiple lenses and the actual and potential benefits gifted and general education derive from its implementation Eleven influential articles from leading researchers and educators in the field of differentiation Within this valuable reference guide readers will also find specific models general curriculum guidelines specific instructional strategies and other tools and methods that will help them monitor learner needs and adapt curriculum accordingly The ERGE Series The National Association for Gifted Children series Essential Readings in Gifted Education is a 12 volume collection of seminal articles from Gifted Child Quarterly Put the knowledge and power of more than 25 years of research on giftedness and talent into your hands with the leading theories studies and findings the experts in the field have to offer      *The Charged Classroom* Judith L. Pace, 2015-02-11 At a time when debate over school reform commands unprecedented attention Judith L Pace argues we must grapple with the underlying challenges of classroom teaching and at the same time strive to realize the ideals of democratic education Building on three qualitative

studies in grades four through twelve *The Charged Classroom* examines the deeply embedded tensions escalating pressures and exciting possibilities of the contemporary American public school classroom Through detailed descriptions and analyses of social studies and English language arts classrooms Pace disentangles how teachers and students navigate three charged arenas academic expectations discussion of provocative topics and curricular demands In each domain democratic learning opportunities such as promotion of positive student identity dialogue across differences and exploration of conflict are both opened up and closed down A passionate and persuasive call for education reform the book offers crucial insights about the realities of teaching and key recommendations for advancing democratic education in a multicultural society

*Encyclopedia of Educational Psychology* Neil J. Salkind, Kristin Rasmussen, 2008-01-17 The field of educational psychology draws from a variety of diverse disciplines including human development across the life span measurement and statistics learning and motivation and teaching And within these different disciplines many other fields are featured including psychology anthropology education sociology public health school psychology counseling history and philosophy In fact when taught at the college or university level educational psychology is an ambitious course that undertakes the presentation of many different topics all tied together by the theme of how the individual can best function in an educational setting loosely defined as anything from pre school through adult education Educational psychology can be defined as the application of what we know about learning and motivation development and measurement and statistics to educational settings both school and community based

*Black Lives Matter in US Schools* Boni Wozolek, 2022-07-01 Winner of the 2023 Outstanding Book Award presented by the Division B of the American Educational Research Association *Black Lives Matter in US Schools* critically examines the relationship between schooling and sociocultural abolitionist movements such as BlackLivesMatter Aligning with a long history of education scholars who have insisted on the enmeshed nature of schools and society the book addresses the role of various forms of curricula that perpetuate anti Blackness while simultaneously shaping Black ways of being knowing and doing While its focus tends toward issues of normalized violence *Black Lives Matter in US Schools* is equally concerned with possibilities for justice stemming from curricular change and affects like hope and love that are central to radical acts of resistance to oppression Themes range from critical literacies to IQ tests from Afro surrealism to historiography as the book strategically tacks between traditional forms of qualitative and quantitative research and more personal narratives *Black Lives Matter in US Schools* speaks powerfully against the continued onslaught of inequities in schools and their communities working to create space for forms of learning that are responsible to and for Black lives

*The Productive High School* Joseph Murphy, 2001-02-20 Murphy and his colleagues discuss how reform based on empirical evidence and a robust set of theories can create productive high schools for all students Focus is on core technologies of learning and teaching organizational systems and institutional linkages between schools and their environments Using current research and case studies from successful schools they show how to construct models of

learning driven school communities that encourage excellence Key concepts cover defining the learning imperative developing humanized and intellectual relationships for learning laying the groundwork for dynamic adaptive change and building linkages with home and family      *Becoming a High Expectation Teacher* Christine Rubie-Davies,2014-08-13 We constantly hear cries from politicians for teachers to have high expectations But what this means in practical terms is never spelled out Simply deciding that as a teacher you will expect all your students to achieve more than other classes you have taught in the same school is not going to translate automatically into enhanced achievement for students *Becoming a High Expectation Teacher* is a book that every education student training or practising teacher should read It details the beliefs and practices of high expectation teachers teachers who have high expectations for all their students and provides practical examples for teachers of how to change classrooms into ones in which all students are expected to learn at much higher levels than teachers may previously have thought possible It shows how student achievement can be raised by providing both research evidence and practical examples This book is based on the first ever intervention study in the teacher expectation area designed to change teachers expectations through introducing them to the beliefs and practices of high expectation teachers A holistic view of the classroom is emphasised whereby both the instructional and socio emotional aspects of the classroom are considered if teachers are to increase student achievement There is a focus on high expectation teachers those who have high expectations for all students and a close examination of what it is that these teachers do in their classrooms that mean that their students make very large learning gains each year *Becoming a High Expectation Teacher* explores three key areas in which what high expectation teachers do differs substantially from what other teachers do the way they group students for learning the way they create a caring classroom community and the way in which they use goalsetting to motivate students to promote student autonomy and to promote mastery learning Areas covered include Formation of teacher expectations Teacher personality and expectation Ability grouping and goal setting Enhancing class climate Sustaining high expectations for students *Becoming a High Expectation Teacher* is an essential read for any researcher student trainee or practicing teacher who cares passionately about the teacher student relationship and about raising expectations and student achievement      *Mindful Learning* Linda Campbell,2003 An ideal resource for any classroom teacher who wants an answer to the question How can I make my teaching more effective With a focus on activating students prior knowledge facilitating active learning through varied instructional practice and meeting the needs of diverse learners the author offers 101 teaching strategies that are grounded in research from the cognitive sciences and best classroom practices Each strategy provides all the checklists and forms necessary for immediate classroom use      *Critical Issues in Social Studies Teacher Education* Susan Adler,2006-03-01 Taken together these authors explore the many and varied challenges faced by teacher educators generally and social studies teacher educators specifically Their analyses and recommendations provide a starting point for ongoing deliberations about the nature and challenges of the field There are no

easy answers but continuing the discussion is crucial

**Fundamentals of Curriculum** Decker F. Walker, 2002-12-18

Graduate students and teachers of introductory graduate courses in curriculum have many textbooks to choose from. What is special about *Fundamentals of Curriculum: Passion and Professionalism*, Second Edition? Content and approach: Clear, focused, and tightly structured. This text provides essential information and resources education professionals need to effectively deal with the urgent and important curriculum problems they face in schools today. Part I: Perspectives looks at curriculum from five fundamental perspectives: curriculum work, traditions of curriculum practice, curriculum theories, curriculum reforms, and curriculum studies. Part II: Practice applies these perspectives to important curriculum challenges that arise when people try to improve curriculums in schools and classrooms. Chapter features: Each chapter opens with a thought-provoking quotation and a set of guiding questions and ends with Questions and Projects and Further Studies essays that recommend readings. Web resources and other ways to study more about the topic. Distinctive qualities: Comprehensive. Readers are acquainted with the major schools of thought, value systems, lines of activity, and forms of inquiry in the field. Rigorous. The most rigorous research and scholarship on curriculum questions is cited and described; research and scholarship are used to ground discussions of curriculum questions. Readers are introduced to the considerations involved in doing rigorous studies of curriculum questions. Practical. First, the focus is on curriculum practice. Theory, research, and other important facets of curriculum studies are presented as vitally important to practice, but the primary subject is what teachers and others do that students experience. Second, the text is practical in a more philosophical sense, taking the fundamental questions of curriculum studies to be practical questions and the primary task of curriculum inquiry to be informing decisions about what to do. Professional. Curriculum matters are approached professionally, both in the sense that the text is designed to prepare readers for professional roles doing curriculum work and also in the moral and ethical sense that attention is paid throughout the book to the responsibility of curriculum professionals in the public schools to serve the public interest. New in the Second Edition: The essential message and basic structure of the first edition is preserved, but the text has been significantly reworked to be leaner and simpler. The number of chapters is reduced from 13 to nine, and the number of pages reduced almost as much. More tightly focused on the ideas, arguments, and examples that are essential learning for anyone entering the study of curriculum. Chapters less central to the primary concerns of curriculum professionals and scholars have been cut. Thoroughly updated and strengthened as an introduction to research and scholarship in curriculum studies. Many new excellent studies have been integrated, and examples, references, and recommended readings included. More direct the practical professional message that is the book's main message is more clearly articulated.

[Lines of Inquiry in Mathematical Modelling Research in Education](#) Gloria Ann Stillman, Jill P. Brown, 2019-05-16. This open access book is based on selected presentations from Topic Study Group 21: Mathematical Applications and Modelling in the Teaching and Learning of Mathematics at the 13th International Congress on Mathematical Education (ICME 13) held in Hamburg, Germany, on July



24 31 2016 It contributes to the theory research and teaching practice concerning this key topic by taking into account the importance of relations between mathematics and the real world Further the book addresses the balancing act between developing students modelling skills on the one hand and using modelling to help them learn mathematics on the other which arises from the integration of modelling into classrooms The contributions prepared by authors from 9 countries reflect the spectrum of international debates on the topic and the examples presented span schooling from years 1 to 12 teacher education and teaching modelling at the tertiary level In addition the book highlights professional learning and development for in service teachers particularly in systems where the introduction of modelling into curricula means reassessing how mathematics is taught Given its scope the book will appeal to researchers and teacher educators in mathematics education as well as pre service teachers and school and university educators      *Assemblages of Violence in Education* Boni

Wozolek,2020-12-29 *Assemblages of Violence* Everyday Trajectories of Oppression brings together fields including new materialisms anthropology curriculum theory and educational foundations to examine how violence is intertwined with everyday events and ideas Artfully weaving participant narratives in two contexts that exist a literal world apart queer middle school youth of color in an urban context and Indian women who have survived domestic violence *Assemblages of Violence* conceptualizes how social justice functions in opposition to normalized aggressions Often overlooked these deeply significant connections document how multiplicities of aggression operate as business as usual in a variety of spaces and places including those that are often thought of as helpful To these ends this book introduces pathologies to theoretically and methodologically trace affects in order to more clearly perceive both where and how violence is embedded in and between sociopolitical and cultural ways of being knowing and doing In so doing *Assemblages of Violence* argues that pathologizing trajectories of violence can provide theoretical and methodological tools for those seeking to engage in a pedagogy of equity access and care to help people and communities in ways they wish to be helped 2021 Winner of the AESA Critics Choice Book Award

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