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**Redefining General Education
IN SECONDARY SCHOOLS**

Redefining General Education In The American High School

Robert S. Griffin



Redefining General Education In The American High School:

Redefining General Education in the American High School Arthur D. Roberts, Gordon Cawelti, 1984 In the 1980 s the Association for Supervision and Curriculum Development issued a call for interested high schools to participate in a project for two years during which they would be part of a network of schools designated to receive help in reconceptualizing their existing general education programs 17 high schools were selected Ames Senior High School Ann Arbor Huron High School Ann Arbor Pioneer High School Buena High School Ventural CA Carlsbad High School New Mexico Central High School St Louis Colville High School Colville WA East High School Denver CO O Perry Walker High School New Orleans LA Oak Park and River Forest H S Oak Park IL Page High School Page AZ Pinellas Park H S Largo FL San Rafael H S San Rafael CA Scarsdale H S Scarsdale NY Ventural H S Ventural CA Will Rogers H S Tulsa OK Woodlawn Sen H S Baltimore MD

Underachievers in Secondary Schools Robert S. Griffin, 2012-11-12 Underachievement is approached from a broad integrated perspective in this insightful look at the talented adolescent who always performs below his or her optimum level of achievement Professor Griffin examines the psychological social and scholastic reasons behind the phenomenon of the distracted and disengaged high school student The result of this in depth study A unique volume describing effective student learning behavior providing curricular and instructional proposals for motivating underachievers and offering a construct that provides the basis for understanding the various factors that account for academic achievement *American Education*, 1984 Underachievers in Secondary School Robert S. Griffin, 1988 First Published in 1988 Routledge is an imprint of Taylor Francis an informa company **The SAGE Handbook of Critical Pedagogies** Shirley R. Steinberg, Barry Down, 2020-03-06 Winner of a 2022 American Educational Studies Association Critics Choice Book Award This extensive Handbook brings together different aspects of critical pedagogy in order to open up a clear international conversation on the subject as well as pushing the boundaries of current understanding by extending the notion of a pedagogy to multiple pedagogies and perspectives Bringing together contributing authors from around the globe chapters provide a unique approach and insight to the discipline by crossing a range of disciplines and articulating common philosophical and social themes Chapters are organised across three volumes and twelve core thematic sections Part 1 Social Theories of Critical Pedagogy Part 2 Seminal Figures in Critical Pedagogy Part 3 Transnational Perspectives and Critical Pedagogy Part 4 Indigenous Perspectives and Critical Pedagogy Part 5 On Education Part 6 In Classrooms Part 7 Critical Community Praxis Part 8 Reading Critical Pedagogy Reading Paulo Freire Part 9 Communication Media and Popular Culture Part 10 Arts and Aesthetics Part 11 Critical Youth Pedagogies Part 12 Technoscience Ecology and Wellness The SAGE Handbook of Critical Pedagogies is an essential benchmark publication for advanced students researchers and practitioners across a wide range of disciplines including education health sociology anthropology and development studies **Resources in Education**, 1999-10 Rethinking Liberal Education Nicholas H. Farnham, Adam Yarmolinsky, 1996 Drawn from a symposium jointly

sponsored by the Educational Leadership Program and the American Council of Learned Societies this work looks at the requirements of liberal education for the next century and the strategies of getting there **Rethinking Liberal Education** proposes better ways of connecting the curriculum and organization of liberal art colleges with today's challenging economic and social realities The authors push for greater flexibility in the organizational structure of academic departments and argue that faculty should play a greater role in the hard discussions that shape their institutions **The Effective Schools and Even Start Act** United States. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education, 1987 **Rethinking the History of American Education** W. Reese, J.

Rury, 2007-12-25 This collection of original essays examines the history of American education as it has developed as a field since the 1970s and moves into a post revisionist era and looks forward to possible new directions for the future Contributors take a comprehensive approach beginning with colonial education and spanning to modern day while also looking at various aspects of education from higher education to curriculum to the manifestation of social inequality in education The essays speak to historians educational researchers policy makers and others seeking fresh perspectives on questions related to the historical development of schooling in the United States **Progressive Education** Theodore Michael Christou, 2012-09-17 Over the course of the twentieth century North American public school curricula moved away from the classics and the humanities and towards progressive subjects such as health and social studies This book delves into how progressivist thinking transformed the rhetoric and the structure of schooling during the first half of the twentieth century with echoes that reverberate strongly today and investigates historical meanings of progressive education Theodore Michael Christou closely examines the case of interwar Ontario where the entire landscape of public education including curricula and avenues to post secondary study were radically transformed over just twenty years Christou contextualizes this reformist thinking in light of a social political and economic climate of change which seemed to demand schools that could actively relate learning to the real world Through its examination of educational journals published throughout the interwar period and previously unexplored archival sources this book illuminates how the present structure of curricula and schooling were achieved

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