

[PDF] Place-Based Curriculum Design: Exceeding Standards Through Local Investigations



Place Based Curriculum Design Exceeding Standards Through Local Investigations

**Micki Evans, Charity Marcella
Moran, Erin Sanchez**



Place Based Curriculum Design Exceeding Standards Through Local Investigations:

Place-based Curriculum Design Amy B. Demarest, 2014-10-30 *Place based Curriculum Design* provides pre service and practicing teachers both the rationale and tools to create and integrate meaningful place based learning experiences for students Practical classroom based curricular examples illustrate how teachers can engage the local and still be accountable to the existing demands of federal state and district mandates Coverage includes connecting the curriculum to students outside of school lives using local phenomena or issues to enhance students understanding of discipline based questions engaging in in depth explorations of local issues and events to create cross disciplinary learning experiences and creating units or sustained learning experiences aimed at engendering social and environmental renewal An on line resource www.routledge.com/9781138013469 provides supplementary materials including curricular templates tools for reflective practice and additional materials for instructors and students

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Powerful Primary Geography Anne M. Dolan, 2020-04-16 *Powerful Primary Geography A Toolkit for 21st Century Learning* explores the need for children to understand the modern world and their place in it Dedicated to helping teachers inspire children s love of place nature and geographical adventures through facilitating children s voice and developing their agency this book explores the way playful opportunities can be created for children to learn how to think geographically to solve real life problems and to apply their learning in meaningful ways to the world around them Based on the very latest research *Powerful Primary Geography* helps children understand change conflict and contemporary issues influencing their current and future lives and covers topics such as Weather and climate change Sustainability Engaging in their local and global community Graphicacy map work and visual literacy Understanding geography through the arts Including several case studies from primary schools in Ireland this book will help aid teachers student teachers and education enthusiasts in preparing children for dealing with the complex nature of our contemporary world through artistic and thoughtful geography Facilitating children s engagement as local national and global citizens ensures geography can be taught in a powerful and meaningful manner

Bringing School to Life Sarah K. Anderson, 2017-11-08 *Place based education is on the rise Tired of*

teaching to the test educators are looking for authentic ways to connect their curriculum to real life The place based approach brings students into their communities to learn necessary content and skills by working to meet the needs of local agencies and organizations Students are more engaged because they know they are doing real work teachers are reinvigorated by creating exciting learning opportunities and the school takes on a more active role in the community At the heart of this process is the place itself the land the history and the culture Bringing School to Life Place Based Education across the Curriculum by Sarah Anderson offers insights into how to build a program across the K 8 grades Anderson addresses key elements such as mapping local history citizen science integrated curricula and more Additionally Anderson suggests strategies for building community partnerships and implementation for primary grades This book goes beyond theory to give concrete examples and advice in how to make place based education a real educational option in any school

Place-Based Learning Micki Evans,Charity Marcella Moran,Erin Sanchez,2024-06-11 Understand the impact a sense of place has on education culture and community The authors share seven place based learning design principles to help educators implement projects smoothly from start to finish With their project planning tools and community asset map teachers school coaches and leaders will be equipped to empower students and promote equity for all Grades 4 12 teachers Instructional designers and school leaders will Learn the seven place based learning design principles and apply them Understand what role maps and countermapping have in establishing a sense of place and how to map community s assets Build meaningful community partnerships with students using collaborative projects Empower students to confront inequitable societal structures Reflect on key takeaways and consider chapter ending questions to further their place based learning practice Contents Foreword by Lisa Delpit Introduction Part One Understand Place Based Learning Design Principles Chapter 1 Elevate Ways of Knowing Chapter 2 Facilitate Purpose Driven Inquiry Chapter 3 Build Authentic Community Partnerships Chapter 4 Empower Student Ownership Chapter 5 Engage in Feedback Revision and Reflection Chapter 6 Create an Authentic Community Product Chapter 7 Embed Culture in Teaching and Learning Part Two Designing Place Based Journeys Chapter 8 Liberate Teaching Practices and Decolonize Curricula Chapter 9 Unpack Biases and Assumptions and Uncover Community Assets Chapter 10 Pathways to Liberatory and Decolonized Assessment Practices Chapter 11 Plan Place Based Learning Projects Part 3 Supporting and Sustaining PBL Implementation With an Equity Lens Chapter 12 Sustain Place Based Learning Through the Practitioner s Round Chapter 13 Dismantle the Barriers to Place Based Learning Chapter 14 Monitor and Assess the Efficacy of Place Based Learning and Build Capacity Epilogue Appendix References and Resources Index **Third-Space Exploration in Education** Kaye, Candace,Haynes Writer, Jeanette,2023-08-07 The third space can simultaneously be a safe haven for experimentation and creativity and a risky space in which there is likely to be contestation and uncertainty Understanding the strategic role in examining and activating third spaces is necessary which applies not only to organizations that seek to apply the contemporary concept of third space in

either digital or face to face settings but also to individuals who exist as actors in third space environments These organizations and individuals often have to perform outside of the first space a dominant social or settler colonial identity group Third Space Exploration in Education investigates the knowledge relationships legitimacies and languages that problematize and accommodate the paradoxes tensions and possibilities at the heart of understanding education related third space environments The book is useful in providing insights and support for readers concerned with the creation management negotiation or reconceptualization of expertise knowledge information and organizational development within culturally diverse third space communities and environments This reference work is ideal for audiences in various disciplines centering on education as well as interdisciplinary areas or areas that can relate to education such as ethnic studies sociology psychology medicine technology and business *Place-Based Social Studies Education* Annie McMahon Whitlock,2024 Whitlock scrutinizes the Flint water crisis to drive critical inquiry in the classroom and to show how the curriculum can propel social change It offers key takeaways to help educators apply place based education in Pre K 16 classrooms *Shakespeare and Place-Based Learning* Claire Hansen,2023-12-07 Shakespeare and Place Based Learning explores the potential of place for enriching Shakespeare pedagogy Positioning place as a complex multiperspectival phenomenon with stories and voices of its own this Element considers place a partner in the learning process The opening section traces the development of place based education culminating in a conceptual framework for use in Shakespeare pedagogy Shakespeare and Place Based Learning then examines how regional Australian students understand place in the Shakespeare classroom and presents a new definition of place designed for literary studies This Element also investigates the challenges and potential of outdoor Shakespeare education through a case study of outdoor theatre workshops Shakespeare and Place Based Learning culminates with a pedagogical model and practical activities This model aims to develop a learner s sense of place in two ways through deepening their authentic engagement with and knowledge of Shakespeare s texts and by expanding critical awareness of their environmental responsibilities **Interdisciplinary Approaches to Pedagogy and Place-Based Education** Deric Shannon,Jeffery Galle,2017-06-05 This book brings together scholars from a wide range of disciplines to creatively engage with place in the context of pedagogy Beginning with an exploration of traditional place based forms of education such as outdoor education travel courses and courses on sustainability the authors go on to expand our popular notions of place including the classroom the campus our interior selves and our digital ecosystems This reconsideration of place based education represents not only an engagement of prior literature on pedagogy and place but also a re imagining of the role that place might play in education Authors stretch the notion of place arguing for a holistic approach to disciplines in the humanities social sciences and natural sciences bringing into focus an array of contentious issues in philosophies and methods of teaching for multiple academic disciplines and their many intersections *Community Engagement Program Implementation and Teacher Preparation for 21st Century Education* Crosby, Cathryn,Brockmeier,

Frederick,2016-08-26 Education in the 21st century has been tasked with preparing students to begin the journey towards a place in their communities in which they feel fulfilled and autonomous Service learning is one way to introduce students to careers and knowledge that will prepare them for a successful life Community Engagement Program Implementation and Teacher Preparation for 21st Century Education examines the many ways in which community engagement is carried out in all educational settings from K 12 to higher education This publication is unique in its mission to examine these topics from a holistic perspective From online education to volunteer organizations this book gives educators administrators community volunteers and students a window into the successful deployment of such programs to prepare students for a global society

The Worlds Educators Create Matthew A. Clay,2023-03-20 The connection between place and education has always been complicated and in recent decades has mostly been ignored during the standardization era of education This book provides a different lens to view this connection between place and education as one that is not optional but inherent to all education Furthermore place is looked at not as an ingredient in educational practice but as an outcome of education Instead of merely considering how communities and landscapes can be incorporated into teaching practices The Worlds Educators Create explores how educators can contribute toward the creation and meaning of the places themselves By incorporating lenses from many fields of study this book aims to create a unifying perspective of place beneficial for educators across content areas and grade levels In so doing educators are able to see the true impact of their work in shaping the places around them Ultimately The Worlds Educators Create calls for education to not merely occur in places but contribute toward making the places themselves more just and equitable

Curriculum and Teaching Dialogue Bradley Conrad,Crystal D. Howell,Cristy Sellers,2024-10-01 Curriculum and Teaching Dialogue is a peer reviewed journal sponsored by the American Association for Teaching and Curriculum AATC The purpose of the journal is to promote the scholarly study of teaching and curriculum The aim is to provide readers with knowledge and strategies of teaching and curriculum that can be used in educational settings The journal is published annually in two volumes and includes traditional research papers conceptual essays as well as research outtakes and book reviews Publication in CTD is always free to authors Information about the journal is located on the AATC website and can be found on the Journal tab

Leadership for Green Schools Lisa A. W. Kensler,Cynthia L. Uline,2016-08-25 Leadership for Green Schools provides aspiring and practicing leaders with the tools they need to facilitate the design leadership and management of greener more sustainable schools Framed by theory and research this text draws from the fields of sustainability science built learning environment and educational leadership to explain what green schools look like what role school buildings play in advancing sustainable organizational and instructional practices and why school leaders are greening their leadership Sustainability can often seem like an unreachable utopian set of goals but this important resource uses illustrative examples of successful schools and leaders to show how establishing and managing green schools aligns with the work they are already doing to restore engaged learning within their schools and

communities Leadership for Green Schools is a unique and important resource to help leaders reduce the environmental impact of school buildings and immerse students in purposeful meaningful learning for a sustainable just future Special Features Examples from award winning schools and leaders best practices and illustrative examples throughout make whole school sustainability come to life and show how green leadership is a real possibility for the reader Aligned with Professional Standards for Educational Leadership provides the tools necessary for leaders to advance sustainability goals while at the same time fulfilling the core purposes of their job End of chapter discussion questions valuable pedagogical tools invite personal reflection and conversation

Why Kids Love (and Hate) School Steven P. Jones, Eric C. Sheffield, 2018-11-19 Some students enter classrooms with an I dare you try to teach me look on their faces and others bounce into class excited to learn and anxious to please the teacher We know we can't automatically blame teachers or schools when students don't want to learn But we also know that sometimes teachers and schools don't always set students up for success and they don't always help them love what they're learning *Why Kids Love and Hate School* Reflections on Practice investigates some of the school and classroom practices that help students love school and some that send students in the opposite direction Intended for classroom teachers teacher education students and school administrators chapters in the book investigate a variety of topics how schools can build effective school cultures the struggle students encounter in learning practices of other countries that help students love school testing practices that cause students to hate school and much more Perfect for courses in Introduction to Education General Methods Management Assessment Educational Research Educational Administration Leadership Teacher Leadership Curriculum Theory Curriculum Development

Mobile Lenses on Learning Mark Pegrum, 2020-01-01 This book explores mobile learning as a form of learning particularly suited to our ever more mobile world presenting a new conceptualisation of the value of mobile devices in education through the metaphor of lenses on learning With a principal focus on mobile assisted language learning MALL it draws on insights derived from MALL language literacy and cultural projects to illustrate the possibilities inherent in all mobile learning In its broad sweep the book takes in new and emerging technologies and tools from robots to holograms virtual reality to augmented reality and smart glasses to embeddable chips considering their potential impact on education and indeed on human society and the planet as a whole While not shying away from discussing the risks it demonstrates that handled appropriately mobile context aware technologies allow educators to build on the personalised and collaborative learning facilitated by web 2.0 and social media but simultaneously to go much further in promoting authentic learning experiences grounded in real world encounters In this way teachers can better prepare students to face a global mobile future with all of its evolving possibilities and challenges

Handbook on Participatory Action Research and Community Development Stoecker, Randy, Falcón, Adrienne, 2022-04-08 This Handbook is a critical resource for carefully considering the possibilities and challenges of strategically integrating participatory action research PAR and community development CD Utilizing practical examples from

diverse contexts across five continents it looks at how communities are empowering themselves and bringing about systemic change

Teaching in a Globally-Connected World Ervin F. Sparapani, Pamela L. Ross McClain, 2016-07-29 This book examines the current social political economic and religious climate of the world makes projections for the future and then makes suggestions for what the contributors believe educators need to think about in order to adequately prepare young people to successfully navigate that future We live in a globally connected world and young people as they move into the future need to be prepared to live in that future Schools and teachers tend to focus on the present which is okay however schools and teachers must decide what is important to know in the present in order for young people to be successful in the future The responsibility of education today must be to prepare learners to live in an unknown future that is global and not be so focused on an uncertain present

The Role of Place and Play in Young Children's Language and Literacy Shelley Stagg Peterson, Nicola Friedrich, 2022-03-01 Dominant assumptions about place tend to be defined in relation to urban communities To assume a singular construction of urban places misrepresents the experiences perspectives and identities of urban children making their identities become invisible to researchers educators and curriculum developers Sharing a wide range of perspectives Role of Place and Play in Young Children's Language and Literacy sheds light on language and literacy learning in play based early childhood settings where place plays an important role in teaching and learning Drawing on geographic contexts including northern rural and Indigenous communities and giving voice to educational leaders in Indigenous professional learning contexts as well as speech language pathologists this book joins forces with literacy and early childhood education researchers to create an interdisciplinary collage of theory research and practice Bringing play and place together a concept Shelley Stagg Peterson and Nicola Friedrich call playce based learning this book provides new and compelling ways to think about equity and educational opportunity in the language and literacy development of young children and offers spaces for them to construct their own identities in positive ways

Lesson Planning with Purpose Christy McConnell, Bradley Conrad, P. Bruce Uhrmacher, 2020 When teachers and students are both engaged in the educational enterprise every day has the potential to be transformative Lesson Planning with Purpose takes readers on a journey through many pathways to engaging and meaningful educational experiences The text first discusses Perceptive Teaching the belief that teachers must know themselves and their students while cultivating culturally sensitive safe and inviting spaces for learning for all students Next five unique approaches to lesson planning are explored behaviorist constructivist aesthetic ecological and integrated social emotional learning Each chapter provides the rationale for the approach its theoretical background practical applications and critiques and considerations Chapters end with a sample lesson that can be compared across approaches Book Features A comprehensive examination of multiple approaches to lesson planning Guidance for teachers on when to choose various approaches as well as how they might mix and match and blend ideas User friendly lesson plan templates sample lessons and discussion questions An appendix with lesson plan

examples written by practicing teachers across content areas and age groups **Understanding and Teaching Primary Geography** Simon Catling, Tessa Willy, 2018-06-18 This book outlines how good teaching of primary geography can extend children's world awareness and help them make connections between their environmental and geographical experiences. Chapters offer guidance on important learning and teaching issues as well as the use and creation of resources from the school environment to the global context. It covers all the key topics in primary geography including understanding places, physical and human geography, environmental sustainability, learning outside the classroom, global issues, citizenship and social justice. Summaries, classroom examples and practical and reflective tasks are included throughout to foster understanding and support the effective teaching of primary geography.

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