

Worldhistory Standardandhonors

National History StandardsImmigration PracticeLibrary JournalSearcherThe New Walford Guide to Reference ResourcesIstanbul, Open CityMicroform & Imaging ReviewThe EconomistSchool Library JournalChild Abuse, Betraying a TrustChild AbuseThe Publishers WeeklyInternet Marketing IntelligenceArborvitaeScope, Sequence, and CoordinationThe American Biology TeacherState Education Journal IndexLibrary Media ConnectionPublic health reportsFRBSF Economic Letter Linda Symcox Ray Lester A. Ipek Türeli Mei Ling Rein Edward Forrest National Science Teachers Association

National History Standards Immigration Practice Library Journal Searcher The New Walford Guide to Reference Resources Istanbul, Open City Microform & Imaging Review The Economist School Library Journal Child Abuse, Betraying a Trust Child Abuse The Publishers Weekly Internet Marketing Intelligence Arborvitae Scope, Sequence, and Coordination The American Biology Teacher State Education Journal Index Library Media Connection Public health reports FRBSF Economic Letter *Linda Symcox Ray Lester A. Ipek Türeli Mei Ling Rein Edward Forrest National Science Teachers Association*

as educators in the united states and europe develop national history standards for k 12 students the question of what to do with national history canons is a subject of growing concern should national canons still be the foundation for the teaching of history do national canons develop citizenship or should they be modified to accommodate the new realities of globalization or should they even be discarded outright these questions become blurred by the debates over preserving national heritages by so called history wars or culture wars and by debates over which pedagogical frameworks to use these canon and pedagogical debates often overlap creating even more confusion a misconceived skills vs content debate often results teaching students to think chronologically and historically is not the same as teaching a national heritage or a cosmopolitan outlook but what exactly is the difference policy makers and opinion leaders often confuse the pedagogical desirability of using a framework for studying history with their own efforts to reaffirm the centrality of national identity rooted in a vision of their nation s history as a way of inculcating citizenship and patriotism these are the issues discussed in this volume today s students are citizens of the world and must be taught to think in global supranational terms at the same time the traditionalists have a point when they argue that the ideal of the nation state is the cultural glue that has traditionally held society together and that social cohesion depends on creating and inculcating a common national culture in the schools from an educational perspective

the problem is how to teach chronological thinking at all how are we to reconcile the social political and intellectual realities of a globalizing world with the continuing need for individuals to function locally as citizens of a nation state who share a common past a common culture and a common political destiny is it a duty of history education to create a frame of reference and if so what kind of frame of reference should this be how does frame of reference knowledge relate to canonical knowledge and the body of knowledge of history as a whole

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table of contents

throughout the framework are brief numbered descriptions of the learning experiences that must occur at each grade level nine through twelve each of these descriptions corresponds to a micro unit a collection of carefully selected laboratory activities readings and assessment items designed to achieve the national science education standards a micro unit requires an average of three class periods to complete p xi

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