

Contemporary Issues

Course Description and Syllabus

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Course Overview: This semester long elective course is designed to provide students an opportunity to learn about and examine modern-day local, national, and global issues, problems, and current events. The desired outcome is that students will 1) become better informed and, therefore, more engaged, active citizens, and 2) recognize that many of these issues have historical and cultural origins rooted in the recent and ancient past. In this course, students will analyze a variety of primary and secondary texts to explore not just media bias but also the various other factors that influence how news is reported and consumed in the 21st century. In addition, students will examine timely contemporary, often controversial, issues and current events, often exploring themes such as:

- Foreign Policy, International Relations, and Nationalism
- War, Conflict, and Terrorism
- Global Economy and Trade
- Diversity, Culture and Human Rights
- Sustainability and Environment

Students will construct arguments and debate topics as well as develop research, evaluative, and analytical skills which they will use to illustrate analysis and synthesis of the curricula.

Grading:

1. Homework- 15% . This practice is used to prepare for class discussions or reflect and apply information we have discovered and discussed in class. This includes readings, marking text as well as Its Learning Homework Activities. ****No homework will be accepted that is not 100% Completed. Partial work is not accepted and will be considered late.****
2. Weekly Current Event Assignments- 10%.
3. Quizzes-25%. Quizzes will be vocabulary quizzes, weekly quizzes and unscheduled pop Quizzes.
4. Tests/Performance Assessments-50%. All tests will be announced and scheduled with at least 2 days notice. (The vast majority will be Performance Assessments based on student research and/or presentations)

Homework and Testing Policy:

All homework is due by time the bell rings for your class. After the bell rings any submitted homework is late. (If you have internet issues or your computer dies, it is not excused from being late.) You should never wait until the last minute to submit work. Any work that is submitted after the deadline will only be worth 50% credit max. If you would have scored an 80%, it will be a 40%. If you would have scored a 75% it will be a 38%, a 4 on homework will be a 2, a 3 on homework will be a 1.5, and a 2 on homework will be a 1 and so on. After two **calendar** days, your work will not be accepted and will be a permanent zero.

- Work due Monday must be completed by the same time Wednesday or it will be a permanent zero.
- Work due Tuesday must be completed by the same time Thursday or it will be permanent zero.
- Work due Wednesday must be completed by the same time Friday or it will be permanent zero.
- Work due Thursday must be completed by the same time Saturday* or it will be permanent zero.

Contemporary Issues Syllabus High School

Shasha Hu



Contemporary Issues Syllabus High School:

Resources in Education ,1997 *Contemporary Readings in Curriculum* Barbara Slater Stern,Marcella L.

Kysilka,2008-03-20 This book of readings provides readers with an historical context of the curriculum field Contemporary Readings in Curriculum focuses on how curriculum may be organized and what is happening in the academic and co curriculum of schools The readings also address the political nature and current debates of curriculum and how we must be attentive to the increasingly diverse populations found in our schools **The Mathematical Education of Teachers II**

Conference Board of the Mathematical Sciences,2012 This report is a resource for those who teach mathematics and statistics to PreK 12 mathematics teachers both future teachers and those who already teach in our nation s schools The report makes recommendations for the mathematics that teachers should know and how they should come to know that mathematics It urges greater involvement of mathematicians and statisticians in teacher education so that the nation s mathematics teachers have the knowledge skills and dispositions needed to provide students with a mathematics education that ensures high school graduates are college and career ready as envisioned by the Common Core State Standards This report draws on the experience and knowledge of the past decade to Update the 2001 Mathematical Education of Teachers report s recommendations for the mathematical preparation of teachers at all grade levels elementary middle and high school Address the professional development of teachers of mathematics Discuss the mathematical knowledge needed by teachers at different grade levels and by others who teach mathematics such as elementary mathematics specialists special education teachers and early childhood educators Each of the MET II writers is a mathematician statistician or mathematics educator with substantial expertise and experience in mathematics education Among them are principal investigators for Math Science Partnerships as well as past presidents and chairs of the American Statistical Association Association of Mathematics Teacher Educators Association of State Supervisors of Mathematics Conference Board of the Mathematical Sciences and National Council of Teachers of Mathematics The audience for this report includes all who teach mathematics to teachers mathematicians statisticians and mathematics educators and all who are responsible for the mathematical education of teachers department chairs educational administrators and policy makers at the national state school district and collegiate levels *School Moms* Laura Pappano,2024-01-30 An investigative study of the far right s attack on education and an on the ground look at the parent activist battle on either side of the debate to control the future of public schools For well over a century public schools have been a non partisan gathering place and vital center of civic life in America but something has changed In *School Moms* journalist Laura Pappano explores the on the ground story of how public schools across the country have become ground zero in a cultural and political war as the far right have made efforts to seek power over school boards Pappano argues that the rise of parent activism is actually the culmination of efforts that began in the 1990s after campaigns to stop sex education largely fizzled Recent efforts to make public schools more responsive and

inclusive as well as the pandemic have offered openings the far right have been waiting for to organize and sway parents who are frustrated and exhausted by remote learning objections by teachers unions and shifting directives from school leaders Groups like Moms for Liberty and Parents Defending Education are organizing against revised history curricula they have dubbed as CRT banning books pressing for Don t Say Gay laws and asserting parental rights to gain control over the review of classroom materials On the other side progressive groups like Support Our Schools and Red Wine Blue are mobilizing parents to counter such moves Combining on the ground reporting with research and expert interviews School Moms will take a hard look at where these battles are happening what is at stake and why it matters for the future of our schools

High Points in the Work of the High Schools of New York City ,1921 **The Johns Hopkins University Circular** ,1924

Includes University catalogues President s report Financial report registers announcement material etc **Announcement**
Johns Hopkins University. Summer Session,1911 Johns Hopkins University Circulars Johns Hopkins University,1924

The Modern Language Journal ,1929 Includes section Reviews **Current Problems in Higher Education** ,1982

Current Issues in Second/Foreign Language Teaching and Teacher Development Thomai Alexiou,Christina Gitsaki,2016-01-14 Current Issues in Second Foreign Language Teaching and Teacher Development Research and Practice represents a collection of selected papers from the 17th World Congress of the International Association of Applied Linguistics AILA which was held in August 2014 in Brisbane Australia The volume comprises 18 chapters presenting current research projects and discussing issues related to second language acquisition teaching and teacher education in a variety of contexts from around the world This collection of research papers will be of use to both new and seasoned researchers in the field of applied linguistics Teacher educators language teachers and language policy makers will find this volume equally useful as the papers address current issues in language education **Disaster Risk Reduction in Indonesia** Riyanti

Djalante,Matthias Garschagen,Frank Thomalla,Rajib Shaw,2017-05-02 This book is a unique transdisciplinary summary of the state of the art of disaster risk reduction DRR in Indonesia It provides a comprehensive overview of disaster risk governance across all levels and multiple actors including diverse perspectives from practitioners and researchers on the challenges and progress of DRR in Indonesia The book includes novel and emerging topics such as the role of culture religion psychology and the media in DRR It is essential reading for students researchers and policy makers seeking to understand the nature and variety of environmental hazards and risk patterns affecting Indonesia Following the introduction the book has four main parts of key discussions Part I presents disaster risk governance from national to local level and its integration into development sectors Part II focuses on the roles of different actors for DRR Part III discusses emerging issues in DRR research and practice and Part IV puts forward variety of methods and studies to measure hazards risks and community resilience Transforming America's Schools John Murphy,Jeffrey Schiller,1995 The main theme of this text is that school improvement is difficult but with appropriate knowledge and firm leadership school administrators can make the difference It

should be of interest to principals students in education administration and concerned members of the public

Curriculum, Syllabus Design and Equity Allan Luke,Annette Woods,Katie Weir,2012-08-21 Curriculum scholars and teachers working for social justice and equity have been caught up in acrimonious and polarizing political debates over content ideology and disciplinary knowledge At the forefront in cutting through these debates and addressing the practical questions involved this book is distinctive in looking to the technical form of the curriculum rather than its content for solutions The editors and contributors all leading international scholars advance a unified principled approach to the design of curriculum and syllabus documents that aims for high quality high equity educational outcomes and enhances teacher professionalism with appropriate system prescription Stressing local curriculum development capacity and teacher professional responses to specific community and student contexts this useful practical primer introduces and unpacks definitions of curriculum syllabus the school subject and informed professionalism presents key principles of design discusses a range of approaches and offers clear realistic guidelines for the tasks of writing curriculum documents and designing official syllabi and professional development programs at system and school levels Providing a foundational structure for syllabus design work Curriculum Syllabus Design and Equity is relevant for teachers teacher educators and curriculum policy workers everywhere who are engaged in the real work of curriculum writing and implementation *Current Problems in*

the Supervision of Instruction Hubert Wilbur Nutt,1928 *Black African Literature in English, 1997-1999* Bernth Lindfors,2003 This volume lists the work produced on anglophone black African literature between 1997 and 1999 This bibliographic work is a continuation of the highly acclaimed earlier volumes compiled by Bernth Lindfors Containing about 10 000 entries some of which are annotated to identify the authors discussed it covers books periodical articles papers in edited collections and selective coverage of other relevant sources *Early European History* Hutton Webster,1924

Current Issues in the Teaching of English Australian Council for Educational Research,1973 *The SAGE Handbook of Research in International Education* Mary Hayden,Jeff Thompson,Jack Levy,2007-01-03 The editors of the SAGE Handbook of Research in International Education have brought together an impressive array of scholars whose cutting edge research addresses the growing field of international education from the experiences of K 12 schools around the world to the field of teacher education This book raises important questions and should be read by a broad audience Kenneth Cushner Executive Director of International Affairs and Professor of Education Kent State University The editors of this admirable handbook have set out to produce a report on international education Their consummate success in doing so gives those of us working in the field a new and invaluable resource The editors may be academics but this is a book largely written by about and for those whose job it is to teach internationally No one working in international education will fail to be provoked challenged or inspired by the compelling arguments advanced within this authoritative volume Peter MacKenzie Principal Hiroshima International School The book is well organized in carefully integrated sections and chapters and the references alone are a

valuable bibliographical tool An indispensable work highly recommended for education reference collections and the libraries of individual researchers J B Thomas Emeritus Professor of Educational Studies Loughborough University Interest in the field of international education has never been more intense than at present There are a rapidly increasing number of schools worldwide set up specifically to meet the demands of those parents who through their own professional activities wish to have their sons and daughters educated in schools that offer programmes based on international values Such schools have embraced the promotion of international education as one of their major goals and consequently an increasing number of organisations currently offer curricula that claim to be international in nature Such global movements have created a parallel increase in the incorporation of forms of international education within national school systems throughout the world This has resulted in wider forms of collaboration between schools in the public and private sectors nationally and internationally generating a much more substantial base of professional experience in the implementation of schemes for international education than had previously existed This book analyses the origins contributions and interpretations of international education The authors identify approaches to research that will progress our knowledge and understanding of the field and extend and even redraw it on the basis of the research evidence presented Content includes A historical overview of the ways in which the term international education has been interpreted The theoretical interpretation of international education in its current context International education in practice exploration of the issues in terms of students curricula pedagogies and organising formal institutions Conceptual challenges for international education in the future This handbook is an essential resource for those who are involved in the practice and academic study of international education It will be of particular interest to researchers and teachers in universities governmental and private curriculum development agencies examination authorities administrators and teachers in schools This volume is another valuable SAGE contribution to the expanding literature on international education Not all handbooks are described as essential reading but this one will be and will become an indispensable work of reference highly recommended for education libraries both academic and governmental and for the bookshelves of individual researchers and all involved in international education the three editors and their fellow authors can take a collective pride in having given us an excellent volume which very successfully completes a chronological and theoretical journey through the issues practices and future questions presented by international research and practice in international education Journal of Research in International Education *The Social Studies* ,1928

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