

A Curriculum Guide To Womens Studies For The Middle School Grades 5 9

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Discover an essential curriculum guide for implementing Women's Studies in middle school education. Designed specifically for grades 5-9, this comprehensive resource provides educators with valuable tools, lesson ideas, and strategies to explore topics of gender equality and historical contributions of women, fostering critical thinking among young learners.

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A Curriculum Guide to Women's Studies for the Middle School, Grades 5-9

Guide provides lessons and activities for teaching about women in history and society. Grades 5-9.

Managing the Social Studies Curriculum

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Women and Language in Transition

This collection of essays deals with the interplay of language and social change, asking the question: How can language and society be made gender equal? The contributors examine the critical role of language in the lives of white women and women of color in the United States. Since language pervades many dimensions of women's lives, this study takes a multi-disciplinary approach to the issues considered. The volume is divided into three sections. The first, "Liberating Language," focuses on the active role women had in altering the extent of linguistic sexism in English during the 1970s. A second section, "Identity Creation," deals with the alteration of that portion of language which serves to name women and their experiences. The final section, "Women of Color," offers a rare and timely look at the particular problems confronted by minority women. It argues that women of color have different problems and different links to language than white middle-class women.

Nonsexist Curriculum Development

This title, first published in 1988, provides a comprehensive compilation of resources to help teachers and policy makers locate the materials they need to create equitable curriculum and classroom environments. While its primary focus is on girls and women, Resources for Educational Equity takes

a comprehensive approach to equity encompassing concerns of gender, race, and disability. This title will be of interest to both students of education and to educators.

Resources in Education

Every 3rd issue is a quarterly cumulation.

Interracial Books for Children Bulletin

A substantial revision of Curriculum Books: The First Eighty Years, this new volume is a comprehensive presentation of curriculum books that have contributed to theoretical and practical discourse about curriculum throughout the twentieth century. Following an introduction that explains the book's purpose and how it was constructed, the authors present each decade in a chapter that provides contextual reminders about the social, political, and cultural events of the time period, discussion of salient events in curriculum discourse, and a comprehensive bibliography (by year) of curriculum books. More than 3,000 curriculum books are weaved into this presentation. The original and updated conclusions are offered to provide interpretative perspective on curricular trends, state of the field, and possibilities for the future of curriculum studies. --Publisher description.

Data Book of Social Studies Materials and Resources

A world list of books in the English language.

Curriculum Review

The editorial aim ... is to present ... condensations of ... articles taken from the leading professional and lay publications.

Selecting Instructional Media

The recent flood of new information on structuring human experience along gender lines and on the female component of human experience has profound implications for education. The new scholarship shows that much of what people once assumed to be innate gender difference is in fact produced by adults' different behavior toward boys and girls, of which adults may themselves be unaware. It also shows that the demands on women and men in workplace and family differ greatly from what they were even a generation ago and that gender-stereotypic responses to these demands are detrimental to both men and women. Schools may be promoting gender-stereotypic thinking and behavior by the courses that are offered; the manner in which students are expected to behave and perform; how students are taught, counseled, and coached; and what personnel policies and compensations are offered. This volume summarizes recent reliable information on cognitive and affective differences between girls and boys and looks at the effects of school and schooling on them. More important, it suggests ways to see whether assumptions often taken for granted about men and women are appropriate and, where they are not, how to work toward change. A 48-item annotated bibliography is divided into reference and interdisciplinary works, academic subject areas, and nonacademic areas of school life. Lists of 38 publishers' catalogs and 6 audiovisual distributors' catalogs of materials on women and gender are included. (JB)

Bibliographic Guide to Education

The over 1,100 works in this annotated bibliography cover a wide range of contemporary children's literature, both fiction and nonfiction, in which the protagonists are from four prominent ethnic groups: African Americans, Asian Americans, Hispanic Americans and Native Americans. Arranged first by ethnic group and then by appropriate grade level (K-3 or 4-8), each entry includes a one to three sentence annotation in addition to complete bibliographic information. A directory of children's publishers is also provided, along with selected bibliographies of curricular sources and informational reading and research sources for teachers.

Resources for Educational Equity

This guide contains listings for the most popular professions, covering over 13,000 programs in advertising, allied health, business, dentistry, education, health administration, human resources de-

velopment, law, medicine, nursing, optometry, pharmacy, podiatry, public health, social work, veterinary medicine, and more.

Subject Guide to Children's Books in Print

This book provides a practical, evidence-based guide to teaching introductory Women's and Gender Studies courses. Based on the findings of a Scholarship of Teaching and Learning project that analyzed 72 Intro students' written work, the authors equip instructors with key principles that can help them adapt their pedagogy to a range of classroom environments. By putting student learning at the center of course design, the authors invite readers to reflect on their own investments in and goals for the introductory course. The book also draws on the authors' combined decades of teaching experience, and aims to help instructors anticipate the emotional, intellectual, and interpersonal challenges and rewards of teaching and learning in the introductory WGS course. Chapters focus on course design, including identifying desired learning outcomes (in terms of course content, skills, and dispositions or habits of mind); choosing course materials; pedagogical activities; and assessing student learning. This book will be an invaluable resource for experienced WGS instructors and those seeking or planning to teach it for the first time, including graduate students and high school teachers.

Book Review Index

"A subject-author-institution index which provides titles and accession numbers to the document and report literature that was announced in the monthly issues of Resources in education" (earlier called Research in education).

Curriculum Books

Journal of Reading