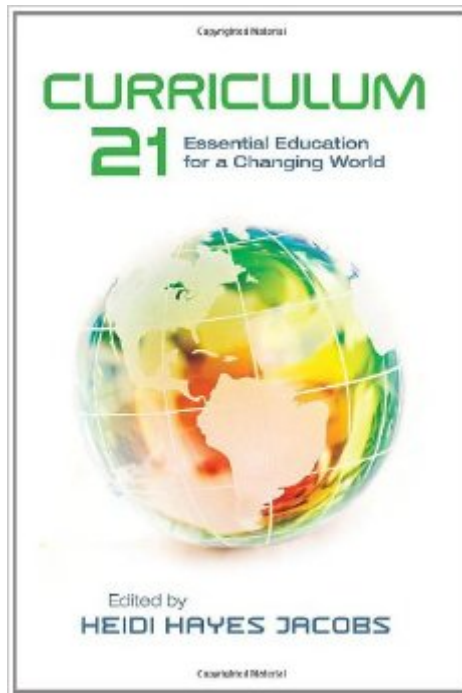


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Curriculum 21: Essential Education For A Changing World (Professional Development)



Synopsis

What year are you preparing your students for? 1973? 1995? Can you honestly say that your school's curriculum and the program you use are preparing your students for 2015 or 2020? Are you even preparing them for today? With those provocative questions, author and educator Heidi Hayes Jacobs launches a powerful case for overhauling, updating, and injecting life into the K-12 curriculum.

Book Information

Series: Professional Development

Paperback: 251 pages

Publisher: ASCD; 1 edition (January 15, 2010)

Language: English

ISBN-10: 1416609407

ISBN-13: 978-1416609407

Product Dimensions: 5.9 x 0.7 x 8.9 inches

Shipping Weight: 12 ounces (View shipping rates and policies)

Average Customer Review: 4.3 out of 5 stars Â Â See all reviews Â (42 customer reviews)

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Customer Reviews

Heidi Hayes Jacobs neither pulls punches nor minces words in the opening of her 2010 book Curriculum 21: Essential Education for a Changing World, or her talk at this year's ASCD Conference in San Francisco. She begins, "What year are you preparing your students for? 1973? 1995?" I could feel a virtual finger alternately pointing at me and another wagging in disapproval. I've been interested in the future of public education for ages. Working with the Center for Teaching Quality and the Teacher Leaders Network this past year and a half has added fuel to my fire. Punctuated through our group discussions about teacher retention, training, and retention has been the idea that public education is standing at the edge of a epoch, the end of over a century of analog teaching and the dawn of an age of digital learning. I actively sought out Jacobs book, and I was taken aback by the tone I assumed lay behind that opening question. I felt a sense of guilt and shame that presumed what an honest answer from me must be. Even as I work to update and

digitize my students' learning experiences and environments, I know I am still moving at a snails pace. I can only imagine what some of my less-forward-looking colleagues might offer Jacobs as an answer, "I preparing my students for 20go-f&%k-yourself!" If other readers are turned off by the opening question, I hope they will persevere like I did, because Curriculum 21 is asking exactly the right questions all educators should be asking themselves and one another as we navigate this period of education reform and reinvention. In chapter three, Jacobs puts these questions two ways, "What content should be kept? What content should be cut? What content should be created," or, "What is essential and timeless?"

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