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This open access book identifies the multiple ways that IEA studies of civic and citizenship education have contributed to national and international educational discourse, research, policymaking, and practice. The IEA International Civic and Citizenship Education Study (ICCS), first conducted in 2009, was followed by a second cycle in 2016. The project was linked to the earlier IEA Civic Education Study (CIVED 1999, 2000). IEA ICCS remains the only large-scale international study dedicated to formal and informal civic and citizenship education in school. It continues to make substantial contributions to understanding the nature of the acquired civic knowledge, attitudes, and participatory skills. It also discusses in-depth how a wide range of countries prepare their young people for citizenship in changing political, social, and economic circumstances. The next cycle of ICCS is planned for 2022. In this book, more than 20 national representatives and international scholars from Europe, Latin America, Asia, and North America assess how the processes and findings of the 2009 and 2016 cycles of ICCS and CIVED 1999/2000 have been used to improve nations' understanding of their students' civic knowledge, beliefs, attitudes, current civic-related behaviors, and intentions for future participation in a comparative context. There are also chapters summarizing the secondary analysis of those studies' results indicating their usefulness for educational improvement and reflecting on policy issues. The analyses and reflections in this book provide timely insight into international educational discourse, policy, practice, and research in an area of education that is becoming increasingly important for many societies.

This volume considers a range of ways in which bilingual programs can make a contribution to aspects of human and economic development in the global South. The authors examine the consequences of different policies, programs, and pedagogies for learners and local communities through recent ethnographic research on these topics. The revitalization of minority languages and local cultural practices, management of linguistic and cultural diversity, and promotion of equal opportunities (both social and economic) are all explored in this light.

Help your students navigate complex texts in history/social studies and English language arts! This book shows you how to use a key tool—text-based questions—to build students' literacy and critical thinking skills and meet the Common Core State Standards. You'll learn how to ask text-based questions about different types of nonfiction and visual texts, including primary and secondary sources, maps, charts, and paintings. You'll also get ideas for teaching students to examine point of view, write analytical responses, compare texts, cite textual evidence, and pose their own high-level questions. The book is filled with examples that you can use immediately or modify as needed. Each chapter ends with a reflection section to help you adapt the ideas to your own classroom. What's Inside: Helpful information on teaching different types of nonfiction texts, including literary nonfiction, informational texts, primary and secondary sources, and visual texts Ideas for locating primary sources Questions students should ask about every text Techniques for soliciting higher-order questions from students Ways to get students to think critically about the relationships between texts Strategies to help students integrate information from different types of sources, a skill that will help students respond to performance tasks on the PARCC and SBAC assessments and DBQs on AP exams Tips for teaching students to write good responses to text-based questions, including how to cite sources and incorporate point of view Ideas for using rubrics and peer grading to evaluate students' responses Connections to the informational reading standards of the Common Core State Standards for English Language Arts for grades 3-12 and of the Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Chapter wise introduction to enable quick revision Periodic test for better examination preparation Typology of question includes MCQs, VSA, SA and Long Answer Type for examination success Flowcharts included for clarity of concepts 'Mind maps' for improved learning Suggested online videos to aid in depth study

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