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Part II Curricular CulturesChapter 5 Constructing Understanding; Visions; History; Beliefs and Practices: Learners and Teachers; Beliefs and Practices: Content and Context; Beliefs and Practices: Curriculum Planning and Evaluation; Dilemmas of Practice; Critique; References; Chapter 6 Developing Self and Spirit; Visions; History; Belief and Practices: Learners and Teachers; Beliefs and Practices: Content and Context; Beliefs and Practices: Curriculum Planning and Evaluation; Dilemmas of Practice; Critique; References; Chapter 7 Educating Through Occupations; Visions; History Beliefs and Practices: Learners and TeachersBeliefs and Practices: Content and Context; Beliefs and Practices: Curriculum Planning and Evaluation; Dilemmas of Practice; Critique; References; Chapter 8 Connecting to the Canon; Visions; History; Beliefs and Practices: Learners and Teachers; Beliefs and Practices: Content and Context; Beliefs and Practices: Curriculum Planning and Evaluation; Dilemmas of Practice; Critique; References; Chapter 9 Sustaining Indigenous Traditions; Visions; History; Beliefs and Practices: Learners and Teachers; Beliefs and Practices: Content and Context Beliefs & Practices: Curriculum Planning and EvaluationDilemmas of Practice; Critique; References; Chapter 10 Deliberating Democracy; Visions; History; Beliefs and Practices: Learners and Teachers; Beliefs and Practices: Content and Context; Beliefs and Practices: Curriculum Planning and Evaluation; Dilemmas of Practice; Critique; References; Chapter 11 Confronting the Dominant Order; Visions; History; Beliefs and Practices: Learners and Teachers; Beliefs and Practices: Content and Context; Beliefs and Practices: Curriculum Planning and Evaluation; Dilemmas of Practice; Critique; References Chapter 12 Envisioning Peace

Sommario/riassunto

Using ""cultures of curriculum"" as a lens, this clear, compelling text reveals and critically examines the belief systems and classroom practices of curricular orientations in contemporary American society. It is designed to foster awareness, examination, and deliberation about the curricula planned for and carried out in classrooms and schools; to inspire conversations about theory and practice as well as political, social, and moral issues; and to expand critical consciousness about approaches to curriculum and practice. Readers are encouraged to give serious attention to the issues this
