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When we think of Napoleon, we think of massive military conquest comparable to the Roman Empire.

However, there are also the numerous reforms he made to domestic policy during his reign of 1799 to 1815. There are three main viewpoints relating to his domestic policy. The first is by Godechot who believed Napoleon “ changed the history of France and the world”. He thought that Napoleon’s policies truly benefited France. However, a contrary viewpoint is made by Seward who thought Napoleon was a demagogue who had an “ obsession with power”.

In September 1989, President Bush and the nation’s governors called an Education Summit in Charlottesville, Virginia. At this summit, President Bush and the nation’s governors, including then-governor Bill Clinton, agreed on six broad goals for education to be reached by the year 2000. Two of those goals (3 and 4) related specifically to academic achievement: \* Goal 3: By the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our \* Goal 4: By the year 2000, U. S.

students will be first in the world in science Soon after the summit, two groups were established to implement the new educational goals: the National Education Goals Panel (NEGP) and the National Council on Education Standards and Testing (NCEST). Together, these two groups were charged

with addressing unprecedented questions regarding American education such as: What is the subject matter to be addressed? What types of assessments should be used? What standards of performance should be set? The summit and its aftermath engendered a flurry of activity from national subject matter organizations to establish standards in their respective areas. Many of these groups looked for guidance from the National Council of Teachers of Mathematics who publishing the Curriculum and Evaluation Standards for School Mathematics in 1989. The NCTM standards “ redefined the study of math so that topics and concepts would be introduced at an earlier age, and students would view math as a relevant problem-solving discipline rather than as a set of obscure formulas to be memorized.

” The National Science Teachers Association and the American Association for the Advancement of Science quickly launched independent attempts to identify standards in science. Efforts soon followed in the fields of civics, dance, theater, music, art, language arts, history, and The decade of the 80s brought numerous education reforms, but few of them were a dramatic shift from what has gone on before. Outcome-based education (OBE) is one of those that is new, even revolutionary, and is now being promoted as the panacea for America’s educational woes. This reform has been driven by educators in response to demands for greater accountability by taxpayers and as a vehicle for breaking with traditional ideas about how we teach our children.

If implemented, this approach to curriculum development could change our schools more than any other reform proposal in the last thirty The focus of past and present curriculum has been on content, on the knowledge to be <https://assignbuster.com/when-it-was-used-to-promote-industry-as-the-on-results-or-outcomes-in-september-1989/>

acquired by each student. Our language, literature, history, customs, traditions, and morals, often called Western civilization, dominated the learning process through secondary school. If students