

# HIV and AIDS

## **HIV (Human Immunodeficiency Virus):**

- **What it is:** A virus that attacks the body's immune system, specifically the **CD4 cells (T cells)**, which help fight off infections.
- **Transmission:** Spread through contact with certain body fluids—**blood, semen, vaginal fluids, rectal fluids, and breast milk**—usually via unprotected sex, sharing needles, or from mother to child during birth or breastfeeding.
- **What it does:** Over time, HIV weakens the immune system, making it harder to fight off infections and diseases.

## **AIDS (Acquired Immunodeficiency Syndrome):**

- **What it is:** The most advanced stage of HIV infection, when the immune system is badly damaged.
- **Diagnosis:** A person is diagnosed with AIDS when their CD4 cell count drops below 200 cells/mm<sup>3</sup> or they develop certain serious infections or cancers that occur when the immune system is very weak (called opportunistic infections).

# Education In The 80s Social Studies

**Katrin Zwirglmaier**



## **Education In The 80s Social Studies:**

**Education in the 80's--social Studies** Jack Allen, 1981 The document contains a collection of 13 articles on the problems and challenges facing social studies educators in the 1980s The objective is to offer the classroom teacher direction for evaluating the rationale and content of social studies education Chapter one defines the purpose and nature of social studies Chapter two discusses the importance of citizenship education as a role of social studies while social studies contribution to the humanistic experience is examined in Chapter three Chapters four through eight consider the range of knowledge and understanding in the social studies including history geography cultural pluralism urbanization and a global perspective as well as law related education and career education Chapters nine and ten focus on basic and societal skills such as reading writing and decision making while chapter eleven discusses values education as a major objective of the social studies Chapter twelve examines the roles societal forces play in social education and the importance of educators recognizing and understanding these forces The final chapter discusses social studies teachers in relation to an unpredictable future and emphasizes the need for ongoing teacher education CK *Science & Engineering Education for the 1980's & Beyond*, 1980 Resources in Education, 1991-10 The 1980 Guide to the Evaluation of Educational Experiences in the Armed Services: Army American Council on Education, 1980 **Social Studies in the 1980s** Irving Morrisett, 1982 Selected and condensed portions of five reports prepared by Project SPAN Social Studies Priorities Practices and Needs are presented The purpose of Project SPAN was to describe and assess the current and recent state of social studies social science education designate desired states to which social studies might or should aspire and shape recommendations as to how those desired states might be approached There are four sections The first section drawn mostly from the conclusion of an extensive report written by Hazel Whitman Hertzberg as historical background for the project describes efforts to reform social studies during the period 1880 1980 The second section focuses on the current state of five critical elements in social studies programming and instruction rationales goals and objectives curriculum patterns curriculum materials teachers and instructional practices The third section The Future of Social Studies describes in some detail the six major problems that SPAN staff and consultants believe need to be faced in the 1980s the desired states toward which social studies educators might strive and recommendations flowing from a comparison of current states and the problems associated with the desired states The fourth section describes one of the several major alternatives to the current pattern of social studies considered by the SPAN staff and consultants The alternative is a social roles approach to social studies Author RM *The 1980 Guide to the Evaluation of Educational Experiences in the Armed Services: Coast Guard, Marine Corps, Navy, Dept. of Defense* American Council on Education, 1980 Social Studies Reform, 1880-1980 Hazel W. Hertzberg, 1981 The purposes methodologies and curricula of the social studies over the past 100 years are examined in this paper This history was written to provide a useful background for current efforts to reform the social studies The paper

which consists of nine chapters begins with a discussion of the meanings definitions and beginnings of social studies The three factors that set the stage for the development of the social studies are examined the rise of the public high school the growth of the universities and the emergence of professional societies Chapter two examines the 1916 report and the 1920s The American Historical Association AHA Commission on the social studies and the 1930s are treated in chapter three Chapter four examines the effect that World War II had on the social studies The New Social Studies movement is the topic of chapters five six and seven What happened in the 1970s is discussed in chapter eight Following the summary and comments of chapter nine there are name and subject indexes Author RM     National Assessment of Educational Progress, 1969-1983 Theodore B. Pratt,1983     Thesaurus of ERIC Descriptors ,1990 4th 7th eds contain a special chapter on The role and function of the thesaurus in education by Frederick Goodman     *Bulletin* ,1936     Courses of Study in Junior and Senior High Schools. Social Studies, 1928 Missouri. Department of Education,1928     Inquiry in Education, Volume II Bruce M. Shore,Mark W. Aulls,Marcia A. B. Delcourt,2017-09-25 A companion to Inquiry in Education Volume I The Conceptual Foundations for Research as a Curricular Imperative Volume I presents the arguments for the necessary inclusion of inquiry driven learning and instructional experiences in any modern school curriculum Volume II illustrates how educators in a range of settings have dealt with obstacles to successful implementation of inquiry based approaches Each chapter focuses on a particular barrier or barriers and has a primary focus on learners teachers or the curriculum The stories reflect highly varied learning contexts ranging from infancy to university from the classroom to a range of out out school contexts     *Handbook of Research on Curriculum* Philip Wesley Jackson,American Educational Research Association,1992 Provides information about a wide range of curricular issues affecting elementary and high school education exploring methodological and conceptual issues looking at the forces that shape the curriculum studying the impact of the curriculum on special groups of students and discussing conventional subjects like reading and math     The Canadian Anthology of Social Studies Roland Case,Penney Clark,1999     **Today's Education** ,1982     The Social Studies ,1928     **Social Studies for the Eighties, in Elementary and Middle Schools** Leonard Stout Kenworthy,1981-01-01     The African Book Publishing Record ,1981 Historical Abstracts ,1992     *Readings in New Developments in Nigerian Education* Clement Chukwueloka Okam,2002

## Unveiling the Magic of Words: A Report on "**Education In The 80s Social Studies**"

In a world defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their power to kindle emotions, provoke contemplation, and ignite transformative change is truly awe-inspiring. Enter the realm of "**Education In The 80s Social Studies**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve into the book's central themes, examine its distinctive writing style, and assess its profound effect on the souls of its readers.

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