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This book gives an answer to the U.S. pre-kindergarten through grade 12 academic crises which are undermining our "American" values, our academic excellence and our U.S. global positioning in the worlds of business, industry, science, technology, and finance. It begins with a chronological examination of the U.S. American education system from 1635 to today, explaining the benefits, limitations, and damages of new and numerous educational trends, fashions, fads, and dogmas that were supposed to have corrected the education system's deficiencies. It highlights a few of the major critics who exposed the catastrophically declining results, bringing attention to the U.S. student lack of reading, math, and reasoning skills ... thus resulting in millions of children (and adults) being left behind ... lost ... without adequate, life-functioning skills! This has not only put these students individually at risk, but has put our nation at risk ... in global business, science, technology, and financial competition. Synergistic Academics (a curriculum that not only provides individualized, tailored, basic skills curriculum but also weaves together world history with American History, mathematics, language arts, introductions to 5 foreign languages, biology, chemistry, earth science, physics, music appreciation, hands-on art, research and composition, technology, engineering and robotics ... all woven together into one tapestry ... for all students (pre-kindergarten through grade 12). It offers a living-breathing, patriotic curriculum (proven by 35 years of nationally-standardized test results) that not only corrects the U.S. educational deficiencies but provides the tools students need to aspire to American exceptionalism.

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For too many students, mathematics consists of facts in a vacuum, to be memorized because the instructor says so, and to be forgotten when the course of study is completed. In this all-too-common scenario, young learners often miss the chance to develop skills—specifically, reasoning skills—that can serve them for a lifetime. The elegant pages of Teaching Mathematical Reasoning in Secondary School Classrooms propose a more positive solution by presenting a reasoning- and discussion-based approach to teaching mathematics, emphasizing the connections between ideas, or why math works. The teachers whose work forms the basis of the book create a powerful record of methods, interactions, and decisions (including dealing with challenges and impasses) involving this elusive topic. And because this approach shifts the locus of authority from the instructor to mathematics itself, students gain a system of knowledge that they can apply not only to discrete tasks relating to numbers, but also to the larger world of people and the humanities. A sampling of the topics covered: Whole-class discussion methods for teaching mathematics reasoning. Learning mathematical reasoning through tasks. Teaching mathematics using the five strands. Classroom strategies for promoting mathematical reasoning. Maximizing student contributions in the classroom. Overcoming student resistance to mathematical conversations. Teaching Mathematical Reasoning in Secondary School Classrooms makes a wealth of cutting-edge strategies available to mathematics teachers and teacher educators. This book is an invaluable resource for researchers in mathematics and curriculum reform and of great interest to teacher educators and teachers.

This landmark volume offers an introduction to the field of teaching Arabic as a foreign or second language. Recent growth in student numbers and the demand for new and more diverse Arabic language programs of instruction have created a need that has outpaced the ability of teacher preparation programs to provide sufficient numbers of well-qualified professional teachers at the level of skill required. Arabic language program administrators anticipate that the increases in enrollment will continue into the next decades. More resources and more varied materials are seriously needed in Arabic teacher education and training. The goal of this Handbook is to address that need. The most significant feature of this volume is its pioneer role in approaching the field of Arabic language teaching from many different perspectives. It offers readers the opportunity to consider the role, status, and content of Arabic language teaching in the world today. The Handbook is intended as a resource to be used in building Arabic language and teacher education programs and in guiding future

academic research. Thirty-four chapters authored by leaders in the field are organized around nine themes: *Background of Arabic Language Teaching; *Contexts of Arabic Language Teaching; *Communicative Competence in Arabic; *The Learners; *Assessment; *Technology Applications; *Curriculum Development, Design, and Models; *Arabic Language Program Administration and Management; and *Planning for the Future of Arabic Language Learning and Teaching. The Handbook for Arabic Language Teaching Professionals in the 21st Century will benefit and be welcomed by Arabic language teacher educators and trainers, administrators, graduate students, and scholars around the world. It is intended to create dialogue among scholars and professionals in the field and in related fields--dialogue that will contribute to creating new models for curriculum and course design, materials and assessment tools, and ultimately, better instructional effectiveness for all Arabic learners everywhere, in both Arabic-speaking and non-Arabic speaking countries.

This book is an exposition of how political, cultural, historical, and economic structures and processes shape the nature and character of curriculum landscapes globally. By developing theoretical connections and providing contextual background, Kumar explores how colonialism and imperialism, state-led ideological control, and the wave of neoliberalism and capitalism insidiously impact the process of curriculum development in different parts of the world. Kumar also underscores how intellectual movements such as Marxism and postmodernism have shaped curriculum theory in varied political and economic settings. By emphasizing the connections between and among diverse cultural and political conceptualizations of curriculum, this volume contributes to the internationalization of curriculum studies discourses.

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