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Transports students beyond the classroom on an exciting journey through the diverse Spanish-speaking world. The perfect blend of culture, instruction and interaction enables and motivates students to succeed. Units are built around countries and cities. Relevant instruction is based on multi-tiered differentiation in presentation, practice, and assessments.

A modern classic from the Booker-shortlisted author of *This Mournable Body* The groundbreaking first novel in Tsitsi Dangarembga's award-winning trilogy, *Nervous Conditions*, won the Commonwealth Writers Prize and has been "hailed as one of the 20th century's most significant works of African literature" (The New York Times). Two decades before Zimbabwe would win independence and ended white minority rule, thirteen-year-old Tambudzai Sigauke embarks on her education. On her shoulders rest the economic hopes of her parents, siblings, and extended family, and within her burns the desire for independence. She yearns to be free of the constraints of her rural village and thinks she's found her way out when her wealthy uncle offers to sponsor her schooling. But she soon learns that the education she receives at his mission school comes with a price.

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From a look at classics like *Psycho* and *Double Indemnity* to recent films like *Traffic* and *Thelma & Louise*, Nicole Rafter and Michelle Brown show that criminological theory is produced not only in the academy, through scholarly research, but also in popular culture, through film. *Criminology Goes to the Movies* connects with ways in which students are already thinking criminologically through engagements with popular culture, encouraging them to use the everyday world as a vehicle for theorizing and understanding both crime and perceptions of criminality. The first work to bring a systematic and sophisticated criminological perspective to bear on crime films, Rafter and Brown's book provides a fresh way of looking at cinema, using the concepts and analytical tools of criminology to uncover previously unnoticed meanings in film, ultimately making the study of criminological theory more engaging and effective for students while simultaneously demonstrating how theories of crime circulate in our mass-mediated worlds. The result is an illuminating new way of seeing movies and a delightful way of learning about criminology. Instructor's Guide

This highly regarded work brings together prominent authorities on vocabulary teaching and learning to provide a comprehensive yet concise guide to effective instruction. The book showcases practical ways to teach specific vocabulary words and word-learning strategies and create engaging, word-rich classrooms. Instructional activities and games for diverse learners are brought to life with detailed examples. Drawing on the most rigorous research available, the editors and contributors distill what PreK-8 teachers need to know and do to support all students' ongoing vocabulary growth and enjoyment of reading. New to This Edition*Reflects the latest research and instructional practices.*New section (five chapters) on pressing current issues in the field: assessment, authentic reading experiences, English

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language learners, uses of multimedia tools, and the vocabularies of narrative and informational texts.*Contributor panel expanded with additional leading researchers.

En espanol is a multi-level Spanish program for middle school and high school that provides a balanced approach to proficiency and grammar along with interdisciplinary features and projects to build confident communicators.

This highly acclaimed criminology text presents an up-to-date review and analysis of criminological theories. It incorporates current examples of deterrence research regarding crimes such as domestic violence, drunk driving, and capital punishment, and features thought-provoking discussion of the relativity of crime. The authors explore the crime problem, its context, and the causes of crime. Extensive discussion of evolving laws is included, and while the prevalence of the scientific method in the field of criminology is highlighted, the impact of ideology on explanations of crime is the cornerstone of the book. This new edition includes extensive revision of Chapter 6, now titled "Biosocial Theories of Crime," retaining much of the thoughtful historical discussion of earlier editions, but incorporating a substantial expansion of current biological research integrated with both social and biological variables. In addition, Chapter 10, "Recent Developments in Criminological Theory," offers an expanded treatment of life-course criminology.

In late 1988, on the occasion of its 25th anniversary celebration, the International Institute for

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Educational Planning organized an international workshop to review the major problems faced by education today and to consider the future of educational planning worldwide. The workshop brought together researchers, planners, and specialists from all ideological, political, and geographical horizons to tackle topics such as the influence of economic and social change on education, educational finance difficulties, declining educational quality, preparation for employment, educational management issues, and educational planning prospects. This volume includes a selection of workshop papers, including a "Synthesis Report of the Workshop" (Francoise Caillods); "The Economic and Socio-Cultural Situation in Socialist Countries with Particular Emphasis on the USSR" (George Skorov); "The Financing of Education: Impact of the Crisis and the Adjustment Process" (Claude Tibi); "Teaching and Learning Conditions in Developing Countries" (Francoise Caillods and T. Neville Postlethwaite); "Universities and Development in Africa: Problems and Challenges for Planning" (Miala Diambomba); "Education, Work, and Employment: Present Issues and Future Challenges in Developed Countries" (Henry M. Levin and Russell W. Rumberger); "The Economics of Education: A More Than Slightly Jaundiced View of Where We Are Now" (Steven J. Klees); "The Role of the State in Education" (Juan Carlos Tedesco); and "Does Education Need Strategic Planning?" (Sylvain Lourie). Each chapter is followed by numerous bibliographic references. Appendices contain lists of participants and of 25th anniversary booklets. (MLH)

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