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Learn how to increase rigor so that all students can reach higher levels of learning! With this new edition of a teacher-tested best seller, you get practical ideas for increasing text complexity, providing scaffolding during reading instruction, creating open-ended projects, and much more. The enhanced second edition provides important connections to the Common Core State Standards, plus new sections on problem-based learning, implementation of high standards, and working with special-needs students.

This book deals with a topical issue relating to the use of script in Japan, one which has the potential to reshape future script policy through the mediation of both orthographic practices and social relations. It tells the story of the impact of one of the most significant technological breakthroughs in Japan in the latter part of this century: the invention and rapid adoption of word-processing technology capable of handling Japanese script in a society where the nature of that script had previously mandated handwriting as the norm. The ramifications of this technology in both the business and personal spheres have been wide-ranging, extending from changes to business practices, work profiles, orthography and social attitudes to writing through to Japan's ability to construct a substantial presence on the Internet in recent years.

Cases Materials on the Carriage of Goods by Sea includes a collection of legislative material, standard form contracts and up-to-date coverage of English case law. It covers the major areas of chartering and bills of lading, as well as matters such as exclusion and limitation of liability. This edition has been comprehensively updated and adds the latest cases to its strong coverage of classic authorities. Notable additions in the chapters dealing with bills of lading include The Starsin, The Rafaela S, Motis Exports and The David Agmashenebeli. On the Carriage of Goods by Sea Act 1992, the important decisions of The Berge Sisar and East West Corp are incorporated, while key recent decisions on chartering, such as The Hill Harmony, The Happy Day and The Stolt Spur are fully treated. This book provides an up-to-date collection of materials relating to the carriage of goods by sea which will be of value to both students of law and legal practitioners.

CHRISTIAN ETHICS CHRISTIAN ETHICS AN INTRODUCTORY READER " The selection of readings is excellent and I'd happily have my students devour them" Esther Reed, University of Exeter " Clear, sharply focused, and precisely what is needed. This book is enlightening and potentially transformative. It presents Christian ethics as an exciting theological enterprise and offers a rich, deep, and accessible way of practicing ethics." John Swinton, University of Aberdeen " Wells and Quash have put together a wonderfully comprehensive survey of Christian ethics while at the same time offering a distinctive and fresh perspective … With the array of primary texts and judicious and very well-informed commentary that the two volumes represent, they have succeeded in constructing an extremely valuable resource for teachers and students of Christian ethics." Michael S. Northcott, University of Edinburgh (of Introducing Christian Ethics and Christian Ethics: An Introductory Reader) Christian Ethics: An Introductory Reader provides a comprehensive anthology of primary documents and materials relating to the emergence and study of key approaches to Christian ethics. The volume seeks to encompass the entire canon of Christian ethics, including first-hand accounts from major figures in the theological and ecclesial tradition. Readers are introduced to foundational figures such as Augustine, Aquinas, Luther, Calvin, and Barth, as well as contemporary voices including Rosemary Radford Ruether, James Cone, Jürgen Moltmann, Stanley Hauerwas, Oliver O'Donovan, Wendell Berry, and many others. Other notable figures not usually associated with the study of formal theoretical ethics, such as Gandhi and Martin Luther King, Jr., are also represented. The significance of each extract is summarized through useful introductory sections, placing the author or text in the context of broader developments in Christian ethical theory. Whether it is used independently or alongside the accompanying textbook, Introducing Christian Ethics, this engaging and informative volume offers students a window into the fascinating evolution of Christian ethical thought.

This volume explores higher level, critical, and creative thinking, as well as reflective decision making and problem solving -- what teachers should emphasize when teaching literacy across the curriculum. Focusing on how to encourage learners to become independent thinking, learning, and communicating participants in home, school, and community environments, this book is concerned with integrated learning in a curriculum of inclusion. It emphasizes how to provide a curriculum for students where they are socially interactive, personally reflective, and academically informed. Contributors are authorities on such topics as cognition and learning, classroom climates, knowledge bases of the curriculum, the use of technology, strategic reading and learning, imagery and analogy as a source of creative thinking, the nature of motivation, the affective domain in learning, cognitive apprenticeships, conceptual development across the disciplines, thinking through the use of literature, the impact of the media on thinking, the nature of the new classroom, developing the ability to read words, the bilingual, multicultural learner, crosscultural literacy, and reaching the special learner. The applications of higher level thought to classroom contexts and materials are provided, so that experienced teacher educators, and psychologists are able to implement some of the abstractions that are frequently dealt with in texts on cognition. Theoretical constructs are grounded in educational experience, giving the volume a practical dimension. Finally, appropriate concerns regarding the new media, hypertext, bilingualism, and multiculturalism as they reflect variation in cognitive experience within the contexts of learning are presented.

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