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Unstoppable is a word defined as "difficult or impossible to preclude or stop." As a human quality, it is something that we associate with people such as sports superstars, those who do whatever it takes to inspire others and lead teams to the greatest of victories. Sometimes, an idea or person can become unstoppable. Unstoppable, like Charles Lindbergh crossing the Atlantic in a solo flight when no one had thought it was possible, or track star Roger Bannister breaking the four-minute mile barrier. Not everyone can be an explorer or a great athlete, but anyone can be unstoppable in their chosen endeavors in life. If you are willing to possess an unwavering determination to succeed and a consistent willingness to learn and evolve, you can become unstoppable and triumph too. This book is about a personal struggle, one in which the author awoke from a coma after a terrible accident and faced a life of permanent paralysis. A long battle of driven determination resulted in Yanni Raz regaining his health and becoming a self-made millionaire after migrating from his native Israel to the United States. Through careers as a musician, a Starbucks barista, a salesman, a real estate whiz, a professional poker player and a hard money lender, Yanni learned reliable principles and the skills necessary for success. Unstoppable covers many topics including controlling your life, making the best decisions, creating new opportunities, properly assessing signals, expertly negotiating, and succeeding by storytelling across the media landscape. You'll learn about integrity in business, asset diversification, and many other life tips that thousands of people learn from Yanni on a daily basis. It is time to become fearless and lead a powerful life. With Yanni's new book Unstoppable, you can do just that.

This volume presents a mix of translations of classical and modern papers from the German Didaktik tradition, newly prepared essays by German scholars and practitioners writing from within the tradition, and interpretive essays by U.S. scholars. It brings this tradition, which virtually dominated German curricular thought and teacher education until the 1960s when American curriculum theory entered Germany--and which is now experiencing a renaissance--to the English-speaking world, where it has been essentially unknown. The intent is to capture in one volume the core (at least) of the tradition of Didaktik and to communicate its potential relevance to English-language curricularists and teacher educators. It introduces a theoretical tradition which, although very different in almost every respect from those we know, offers a set of approaches that suggest ways of thinking about problems of reflection on curricular and teaching praxis (the core focus of the tradition) which the editors believe are accessible to North American readers--with appropriate "translation." These ways of thinking and related praxis are very relevant to notions such as reflective teaching and the discourse on teachers as professionals. By raising the possibility that the "new" tradition of Didaktik can be

highly suggestive for thinking through issues related to a number of central ideas within contemporary discourse--and for exploring the implications of these ideas for both teacher education and for a curriculum theory appropriate to these new contexts for theorizing, this book opens up a gold mine of theoretical and practical possibilities.

Written by the winner of the 1987 BAAL book prize, this book deals with the acquisition of understanding of foreign cultures and peoples. It is also a study of the philosophy and purpose of language teaching in all its facets, in the context of foreign language teaching in secondary education. The book is written for language teachers and, though it draws on disciplines not usually included in their education and professional training, it does so from within the profession's own perspective. It is an attempt to raise teachers' and learners' awareness of the full educational value of foreign language learning

In this 10th Anniversary Edition of her popular text, Sonia Nieto reviews where we have been and where we should be going in our pursuit of creating multicultural learning communities in our schools. With a new Introductory Chapter and a new Epilogue, Nieto addresses some of the changes we have experienced during the past decade that help explain the current sociopolitical environment—our increasing diversity, the altering conditions in schools and in society, the influence of poverty on learning, and the impact of NCLB on classrooms and schools. This updated edition of *The Light in Their Eyes*: Focuses on the significant role of teachers in transforming students' lives. Considers recent theories, policies, and practices about the variability in student learning and culturally responsive pedagogy. Examines the importance of student and teacher voice in research and practice. Provides an update, in their own words, on former students whose journal entries were included in the first edition. "In search of a critical community, Sonia Nieto combines respect for what children bring to school with a desire to awaken each one and tap into their passion for learning. This classic work radiates with the sensitivity Sonia Nieto is known for in all her work." —Maxine Greene, Professor Emerita, Teachers College, Columbia University Praise for the First Edition! "A spirited, provocative defense of multicultural education." —Choice "In this important and thought-provoking book, Sonia Nieto reaffirms her reputation as one of the leading theorists in multicultural education." —Rethinking Schools "Perhaps once every 5 years, one is fortunate enough to read a scholarly book that is as hard to put down as a good novel, yet is brimming with profound insights on virtually every page. Nieto has written such a book." —TESOL Quarterly "Offers a comprehensive and convincing argument for multicultural education." —Harvard Education Review "For educators in a multicultural program, and for veteran and novice teachers, Nieto's book would be invaluable." —Childhood Education Sonia Nieto is Professor Emerita at the University of Massachusetts, Amherst. She is the author of the bestselling books *Why We Teach* and *What Keeps Teachers Going?*

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