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2015-utgaven av bestselgeren Targets dekker læreplanen i engelsk for videregående trinn 1, studieforberevende utdanningsprogram. Endringene er i tråd med læreplanjusteringene fra 2013 med økt fokus på ferdigheter og strategier i språklæring og muntlig og skriftlig kommunikasjon.

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A lot of people have made up their minds about Rachel Doležal. But none of them know her real story. In June 2015, the media

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"outed" Rachel Doležal as a white woman who had knowingly been "passing" as Black. When asked if she were African American during an interview about the hate crimes directed at her and her family, she hesitated before ending the interview and walking away. Some interpreted her reluctance to respond and hasty departure as dishonesty, while others assumed she lacked a reasonable explanation for the almost unprecedented way she identified herself. What determines your race? Is it your DNA? The community in which you were raised? The way others see you or the way you see yourself? With *In Full Color*, Rachel Doležal describes the path that led her from being a child of white evangelical parents to an NAACP chapter president and respected educator and activist who identifies as Black. Along the way, she recounts the deep emotional bond she formed with her four adopted Black siblings, the sense of

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belonging she felt while living in Black communities in Jackson, Mississippi, and Washington, DC, and the experiences that have shaped her along the way. Her story is nuanced and complex, and in the process of telling it, she forces us to consider race in an entirely new light—not as a biological imperative, but as a function of the experiences we have, the culture we embrace, and, ultimately, the identity we choose.

Trapped. For eleven-year-old Gopal and his family, life in their rural Indian village is over: We stay, we starve, his baba has warned. They flee to the big city of Mumbai in hopes of finding work and a brighter future. Gopal is eager to help support his struggling family, so when a stranger approaches him with the promise of a factory job, he jumps at the offer. ?But there is no

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factory, just a stuffy sweatshop where he and five other boys are forced to work for no money and little food. The boys are forbidden to talk or even to call one another by their real names. Locked away in a rundown building, Gopal despairs of ever seeing his family again. But late one night, when Gopal decides to share kahanis, or stories, he realizes that storytelling might be the boys' key to survival. If he can make them feel more like brothers than enemies, their lives will be more bearable in the shop—and they might even find a way to escape.

"This book combines practical and effective classroom practices with the latest technological research findings utilized in literacy instruction"--Provided by publisher.

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In *Language Online*, David Barton and Carmen Lee investigate the impact of the online world on the study of language. The effects of language use in the digital world can be seen in every aspect of language study, and new ways of researching the field are needed. In this book the authors look at language online from a variety of perspectives, providing a solid theoretical grounding, an outline of key concepts, and practical guidance on doing research. Chapters cover topical issues including the relation between online language and multilingualism, identity, education and multimodality, then conclude by looking at how to carry out research into online language use. Throughout the book many examples are given, from a variety of digital platforms, and a number of different languages, including Chinese and English. Written in a clear and accessible style, this is a vital read for anyone new to studying online language

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and an essential textbook for undergraduates and postgraduates working in the areas of new media, literacy and multimodality within language and linguistics courses.

Focusing on reader response in the classroom, the works collected in this book represent the results of a five-week summer institute in which 25 middle school, high school, and college teachers studied the principles and applications of literature instruction. The following essays are included: an introduction by G. Garber; "An Overview of the Method" (P. Hansbury); "Reader Response: Theory and Practice" (P. Hansbury); "Formalist Criticism in the Secondary Classroom" (R. DeFabio); "A Formalist Lesson Plan for Salinger's 'A Perfect Day for Bananafish' Used with Advanced Seventh Grades" (M. McKay); "A Formalist Lesson: 'The Death of the Ball

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Turret Gunner" (C. Forman); "Introduction to Historical/Cultural Methods of Literary Inquiry and Instruction" (M. Kelley); "An Historical-Cultural Approach to 'The Whole Town's Sleeping'" (J. Butterfield); "Introduction to Psychological Criticism" (B. A. Boyce); "A Psychoanalytic Approach to Joseph Conrad's 'The Secret Sharer'" (G. B. Kamm); "A Psychological Critic Looks at 'A Narrow Fellow in the Grass'" (D. J. Marhafer); "Overview of Mythological Criticism" (D. M. Quick); "The Application of Archetypal Criticism to John Knowles 'A Separate Peace'" (D. M. Quick); "A Feminist Archetypal Approach to 'Jane Eyre'" (R. Y. DeFabio); "Multiple Critical Approaches to 'A Rose for Emily'" (C. Reynolds); "Multiple Critical Approaches to 'One Flew Over the Cuckoo's Nest'" (C. Forman); and "Yes, But Does It Work?" (D. M. Quick). (JD)

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Introduction; Part I. Educational Technology Beyond Learning; Educational Technology – Expectations and Experiences: An Introductory Overview; ICT and Education Beyond Learning: A Framework for Analysis, Development and Critique; Part II. Educational Technology in Schools; Educational Technology in Schools: Policymaking and Policy Enactment; What Explains Pupils' Perceived Motivational Conflict between Academic Work and Off-Task Behaviour in Technology-Rich Classrooms?; Why Is There a Wedge between the Promise of Educational Technology and the Experiences in a Technology-Rich Pioneer School?; On the Life of ICT and School Leadership in a Large-Scale Reform

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Movement: A Case Study; A Small Step Strategy to Boost Integration of Digital Technology in Learning and Teaching at an Upper-Secondary School; Part III. Social Networking Sites, Social Media, and Internet: Challenging Issues for Schools; Social Networking Sites, Social Media, and Internet: Challenging Issues for Schools; The Social Media Natives: The Relationship between Young Peoples' Media User Type and Their Media Use at School; Cyber Harassment and Quality of Life; The Impact of Cyberbullying and Cyber Harassment on Academic Achievement; Ninth Graders' Use of and Trust in Wikipedia, Textbooks, and Digital Resources from Textbook Publishers; Examining Gender Differences in ICT Literacy, Interest, and Use: Norwegian Results from the ICILS 2013; Part IV. Coda; Backwards and Forwards: Reflections on Teaching in a Digital Age.

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Foucault and Social Dialogue; Beyond Fragmentation is a compelling yet extremely clear investigation of these options and offers a new way forward. Christopher Falzon argues that the proper alternative to foundationalism is not fragmentation but dialogue and that such a dialogical picture can be found in the work of Michel Foucault. Such a reading of Foucault allows us to see, for the first time, the ethical and political position implicit in Foucault's work and how his work contributes to the larger debate concerning the death of man.

Two star high school basketball players, one black and one white, experience the justice system differently after committing a crime together and getting caught. An ALA Best Book for Young Adults.

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