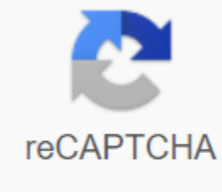




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Classroom objects in spanish pdf

Source: Apple.com Los Angeles Unified School District is looking to recoup the millions of dollars it has spent on iPads and the curriculum provided with them, according to Howard Blum reporting for the Los Angeles Times. The Board of Education has authorized its attorneys to explore possible lawsuits against Apple and Pearson, the company that developed the curriculum as an Apple subcontractor. David Holmquist, the school district attorney general, said millions of dollars could be at stake, and a letter sent to Apple said the district would not accept or compensate Apple for the new delivery of the curriculum. The \$1.3 billion iPad effort was a proprietary program for former Superintendent John Deasy, but the program faltered almost immediately after it was launched in the fall of 2013. Deasy framed the program as an initiative to provide low-income students with the same technology available to their wealthier peers, but resigned under pressure because of problems with the program last October. Ars Technica reports that shortly after the program's launch, students were found to disable the app and browser restrictions. Shortly thereafter, the district reported that a third of the 2,100 iPads distributed under the pilot program were missing. A year later, the investigation pointed to Diz's possible official actions in obtaining a contract with Apple and Pearson. After Deasy's resignation, the district first slowed down efforts and then abandoned the goal of providing the device to each student. Blume reports that the school district's contract with Apple was approved by the Board of Education in June 2013 as part of a deal that was expected to reach at least \$500 million; another \$800 million was allocated to improve school access to the Internet. Pearson was contracted to provide an English language and maths curriculum, although the district chose it after seeing only samples of the curriculum, as no other materials were provided. The district made a deal despite this because it wanted to tie the iPads and curriculum into a single price; A three-year license for the curriculum added about \$200 to the \$768 cost of each iPad. The district bought 43,261 iPads with a curriculum, and another 77,175 iPads with no curriculum to use, initially, for government standardized tests. Pearson was only able to offer a partial curriculum during the first year of the license, which was authorized by the contract, but teachers and principals never widely accepted the product. A March report by Bernadette Lucas, the project's director, found that only two of the 69 participating schools regularly use Pearson's curriculum. Any class usually experiences one problem or more daily. Teachers report that students are enjoying content when it's available. When this is not the case, teachers and students try to train and train as much as they can. The remaining schools and their more than 35,000 students have given up trying to use the app regularly because of their many shortcomings. Pearson's materials are reportedly not adaptable to students who do not speak English, and the only grades available are on paper, not online. Pearson also did not provide any data or tools to analyze how often the curriculum is used or how well it functions, and Lucas wrote that the materials require extraordinary, unsustainable and unscalable resources. But even if Pearson's materials worked without problems, they probably wouldn't provide a simple solution for teachers, students, and administrators. The educational community is far from reaching a consensus on whether the introduction of iPads and similar technologies in each class is a good idea or not. Peg Tyre recently reported for Bright that not only does research (and common sense) show that there is no magic device - even an iPad - that can help students learn more, but for the most part, education software is worse than you think. She explains that great learning is complex, and the software still doesn't match the ability of an excellent teacher. Technology through personalized learning has come a long way, but it's hard to get software to replicate what teachers are doing. And too often, it ends up being a simple lesson and an electronic sheet buried among some lightning-fast graphics. Not all students benefit from learning through technology, and in some cases, technology can even be a distraction rather than a tool to better engage students with what they need to learn. And Tyre argues that technical training does not reduce the need for the great teachers on whom the most successful programs still rely. Many have pointed to the deployment of iPads in Los Angeles and other school districts as a symptom of a universal approach to learning that goes against Apple's marketing of the iPad in the educational program as a way for teachers to create a customizable learning experience. But even the most sophisticated platforms that offer individual lessons and assessments have yet to be proven as a scalable solution. And many of the tablet or computer tools that schools have implemented so far have not lived up to their expectations and are not producing exceptional results. As Holmquist wrote in some of his letters to the Los Angeles School District, while Apple and Pearson promised a modern technological solution ... they still don't deliver it. More from Tech Cheat Sheet: How do you teach students to explore, understand and find joy in the world around them? Do you teach after-school club, elementary science class, chemistry high school, or marine biology at university if you have practical science lesson to share, then this contest is for you. Create An Instructable that demonstrates your super science lesson and how you teach it in class. To be eligible for the class science competition, Instructable must include: - the official lesson plan, or - a detailed description of how you use the project in the classroom Be sure to mark the level of the class and the scientific concepts of your project includes in the lesson plan or description. Show us how you make learning scientific concepts practical and fun for your students and you might be eligible to win an amazing Amazon gift card. That's right; We hand out Amazon gift cards to all science-savvy winners! In addition, we have a special prize judges Tinkercad for educators who include the use of Tinkercad in their project. 20 PRIZES One Tinkercad Judges Award Winner Will Receive: \$250 Amazon Gift Card Instructables Teacher Class Prize Pack One Grand Prix Winner Will Receive: \$1000 Amazon Gift Card Instructables Teacher Class Award Pack The top three prize winners will receive: \$250 Amazon Gift Card Instructables Teacher Class Pack Five Second Prize Winners Will Receive: \$100 Amazon Gift Card Instructables Teacher Class Prize Package Ten Runner Up Winners Will Receive : Instructables Teacher Class Award Pack HOW IT WORKS Group of boys learns at one table while a group of girls study at another in their school library. Boys in the first grade of veteran teacher Aba Wallace at South Kilborn Elementary School in Columbia, North Carolina, learn to write the word air. Let me hear you say that, she says. Wallace speaks in an authoritative, loud voice, a marked contrast to her delicate frame as she walks among the tables in a cold room on a clear day last December. While some limbs wave about for no obvious reason, every six-year-old's eyes are glued to it. I didn't hear you. Her voice rises. Use these books! All fifteen boys pick up their textbooks and kick their diminutive tables as they shout each letter in unison. A! I am! R! The volume is astounding. Stand up and stand behind these chairs, she commands, pointing her finger up. Now, stomp it! Boys stamp their feet, once for each letter. Now, clap your hands! They match. Run it! She shows off jogging on the spot. The boys jogs and spell at the same time. Gentlemen, take your seats. Well done. They're clambering into their seats. Saxophone music from the computer in the classroom, drowned out a minute ago by this call and response, suddenly seems loud. Down the hall, second-grade girls Carol Anderson sit in groups of three and four. The lights below, the thermostat toasted. Only a quiet whisper permeates the calmness. Anderson perches in a chair at the head of the class, writing on the LCD projector with a gap in the middle for girls to fill out a list of dictionary words. Her students push their colorful pencils topped with thick, spongy erasers through their tablets. Raise your hands when you have the answer, she says, almost monotonous. All the students put their hands in the air at once. Give me a suggestion using the word source. Hands waving, seeking recognition. Where you got your source for your project, says the pigtail girl, quietly confident. Very well. Calmly, almost melodically, Anderson announces that it's time to go away for more help in reading. A small group of girls stands and shuffles out of the room. Aside from scrapping chairs, they make little noise feeding into the hall. Others resume the vocabulary lesson without missing a beat. Anderson's voice never oscillates more than a few decibels. The sound of the pages flipping in the reporter's notebook seems like a disturbance of calm. Same-sex classes like these two are popping up all over the country - in public schools. They appear to be violating all modern public education norms, perhaps even violating anti-discrimination laws. But little noticed change in the U.S. Department of Education's rules occurred in 2006, written precisely to give local school districts flexibility in the same gender education. The new rules allow state school districts to offer same-sex classes or entire schools as long as they continue to offer parents and students a choice. These provisions were written in connection with the new provision that Congress added to the Child Care Act. Its authors, Senator Kay Bailey Hutchison and Senator Hillary Clinton among them, intended to legalize same-sex education in public schools, and he did just that. Schools from Maine to Washington state jumped on board, creating about 442 same-sex programs, an astronomical increase from a decade ago when only three such programs existed in the nation's public schools. And no state has embraced this concept with more enthusiasm than South Carolina. I took a trip there last year when many of the schools started offering these classes to see the idea in action. Their grandiose experiment began in 2006, the same year that the new federal rules came into force. In November of that year, South Carolina voters, frustrated by the underutilization of their public schools, elected educator Jim Rex, who is committed to reform, as the state's superintendent of education. Rex promised during his campaign to give parents and students more opportunities in public education, including Montessori reading programs, art-intensive curricula, and immersion of a foreign language. His authority to carry out The missions included an unusually expansive resume: he was not only a high school English teacher and football coach, Rex Rex has also been an administrator at several institutions of higher education. As president of Columbia College for Women, Rex has seen the value of the same-sex format first hand and wanted to incorporate it into his menu. Today, South Carolina has 199 single-code programs - classes in co-educational schools, entire academies in schools and entire schools dedicated to this method of learning, and another 190 in the works. This grandiose experiment is overseen by David Chadwell, the county's first and only coordinator of single gender education. The former high school teacher was running a boys' academy at a Columbia public high school when Rex patted him for work. Just as he explained to hundreds of parents and teachers across the state, Chadwell patiently walks the Manning crowd through how boys and girls perceive the world. (See what he says) At the time, Chadwell used mostly science to make his case that division by gender contributed to learning, though a handful of schools that informed him. Each of them brought a significant blow in the scores on standardized test scores. In fact, in the all-male third grade at Manning Primary, where Gamble and Garneau teach, most boys scored major and higher on state standardized tests, a definite improvement over the previous year when classes were mixed. But now, thanks to Chadwell's findings from a voluntary survey he sent out to all parents, students and teachers participating in same-sex classes, he believes he has more evidence that gender separation at school is increasing. The survey asked participants to weigh whether the new format increased or improved students' self-confidence, desire to succeed in school, interest in trying new ways of learning, independence, participation, ability to succeed, attitude, behavior, and evaluation. Two-thirds of the students who responded said gender separation helped them at school. Eighty percent of teachers agreed, as did 75 percent of parents. The same percentage of parents will keep their children in same-sex classes if an option exists. Girls, it turns out, were slightly more fans of single-core classes than boys. About three-quarters of the women surveyed said that these classes increased their confidence, independence and participation, as well as their desire and ability to succeed. Caitlin Swanson and Sidney Thompson, fifth graders at the Dent Girls' Academy at Columbia High School, help explain the numbers. Boys are disrupting class, Caitlyn said. With girls, there are fewer breaks. It's easier to focus. I kind of forgot about the boys. When I get up and imagine, I'm not that nervous or scared, Says Sidney. All girls can be comfortable with each other. I can concentrate. Both say that their assessments are estimated Another wing in Dent's all-boy sixth grade math class, Jonathan Smith doesn't stop when asked if he likes the arrangement. Girls say more. It makes us move slower. It's a lot more fun without them. One Monday night in December, we visited a primary school in Manning, a small town 65 miles east of Columbia, to talk to parents who have the opportunity to enroll their seven- and eight-year-olds in same-sex classes. Two second-grade teachers, Holly Garneau and Anna Lynn Gamble, heard Chadwell talk about physical and cognitive differences in raising children a few months ago and strategies they could use to accommodate them. Curiously, they learned they started experimenting right away, dividing the boys and girls in their classrooms, and were amazed by the results. There's a lot less tattling, says Gamble right away. Children love to be with the same gender for projects and group work. They seem to know how to help each other better. Leaving aside the teaching methodology for a moment, same-sex education contrasts two powerful trends in American public life. First, there is an increasing demand that the country's public schools should be better educated for the country's youth, especially those most at risk of falling behind. This requires reform, risk and challenge to the status quo. That's why the No Child Behind Act, which teachers unions oppose, enjoyed broad bipartisan support when Congress passed it by an overwhelming majority in 2001. Another prevailing wind is the centuries-old struggle to dismantle barriers long associated with sexism in American society. Some of those at the forefront of this struggle believe that same-sex education sends a confusing message, moves in the wrong direction and simply codifies sexual stereotypes rather than challenges them. Same-sex programs brutally characterize all girls and all boys and do not take into account differences in personality, said Lenora Lapidus, director of the Women's Rights Project at the American Civil Liberties Union. Lapidus believes that the public fund could have been better spent on teacher training and small classrooms. It is not conclusive that these programs lead to the successes they are touted for, Lapidus adds: Boys classes will be very dynamic. Girls will miss out. That's not right. Michigan offers fifteen single gender programs across the state. The Detroit International Academy, a high school for girls located in the heart of the city, has lured students from the suburbs and doubled enrollment since it began three years ago. Felic Ali sees stark difference in her 15-year-old daughter since she moved from sharing ed school to being with all the girls. There was a struggle at the beginning, for she was not used to But now I'm watching her bloom, she says. She's more outgoing, she's not worried about her hair, nails, appearance. It focuses on scientists, not boys. She adds that the format has been such a hit with her daughter that the 15-year-old now says she wants to attend all women's colleges. The Detroit example keeps a good company. Similarly, a structured school, the Young Women's Leadership School in Harlem, New York, opened its doors in 1996 before the legality of public same-sex schools in the United States was abundantly clear. Most of the girls, from grades 7 to 12, were from poor families. Many attended correctional classes. However, attendance - more than 95% - is higher than at any other school in the district. Of the seven graduating classes, all were accepted to college, many received full scholarships. More than 90% of these graduates were the first in their family to go to college. Back in South Kilborn, where Carol Anderson and Aba Wallace are taught, principal Sarah Smith says her school had serious discipline problems with first- and second-grade first graders last year. The kids were so talkative and disruptive, they kept getting time outs. But this year, since she introduced same-sex classes in these classes, they haven't had a problem with discipline. Scratch. Smith sees it as a huge win. How can they learn to read if they are constantly out of class? She asks. Leonard Sachs is a pediatrician and psychologist in suburban Maryland who noticed an influx of second- and third-grade boys parading through his office to evaluate THE ADD. He found that many of them did not need medication. They needed, he wrote in his first book Why Gender Issues, a teacher who understood the hard-wired differences in how girls and boys learn, drawing on studies showing that boys don't hear, and girls, Sachs thought that perhaps the reason was more to do with them, sitting in the back of the room and gently telling the teacher, than any learning disability or behavioral disorders. Intrigued, Sachs began to explore how physical differences in girls and boys can affect children's learning. In the end, Sachs came to believe that educators could address these differences if they wanted to - and obviously many did - but was concerned about the fact that most boys and all school girls were private. So six years ago, he helped create a nonprofit organization to train, among others, public educators to maximize same-sex education. There are benefits in every age, for both sexes, but the benefits are most dramatic for boys in kindergarten through grade 8, and for girls in grades 6 to 12. According to Sachs, girls' educational horizons are narrowed in middle school years. I've seen it, who were really interested in computers or math in fifth grade but three or four years later the same girl girl tell you: computers are for guys. But if they attend girls' school in these crucial years, the odds are much higher, they will retain that interest or develop even more. Boys also win, but very differently, Says Sachs. In schools together, it is common for kindergarten teachers to ask students to sit still and keep quiet for an hour or longer. It's just not appropriate for development, especially for boys, says Sachs. In a boys' classroom where their needs can be accommodated, boys can get off to a much better start. Sachs is fully aware of concerns that state-funded same-sex classes will discourage social equality and fuel gender stereotypes. He even shares some of these worries himself. Just putting girls in one room and boys in another performing very little if teachers don't have any training in how to lead same-sex classes, he says. Sachs says that schools that prepare for a gender-separate format, seeing that teachers are properly trained and engage parents in the process, have been a huge success, both academically and otherwise. Boys are more willing to show emotions, read poetry aloud, share their feelings. Girls are showing more interest in disassembling computers and building bridges, he says. Both girls and boys are more interested in a wider range of educational opportunities. The second, perhaps more substantial, critique of Sachs's work focuses on questions about whether science itself actually shows the kind of physical differences that require same-sex programs. Mark Liberman, a phonetic and computational linguist at the University of Pennsylvania, analyzed the data that Sachs and other social scientists relied on and went off skeptically. Distortion can be found time and time again in the literature of the current movement for same-sex education, Lieberman says. If you look at the full range of cognitive and perceptive tests in school-age children, you'll find some where there is no significant difference between boys and girls, and others where there is a difference in the average group that a small fraction of the variation. These minor differences should not be used as a justification for gender separation, argues Lieberman, not appearing that a number of other individual scholars agree with him. Even if science doesn't ultimately prove it, David Chadwell still believes in his mission to provide one sex options for each of the children in South Carolina, and is very pleased to see that, for the most part, his approach seems to be successful. We'll probably never be able to say for sure if each strategy responds to differences in the brain, but the bottom line is that the issues are, he says. When teachers use these methods, it makes a difference in the child. Child. classroom objects in spanish worksheet. classroom objects in spanish quietlet. classroom objects in spanish list. classroom objects in spanish pdf. classroom objects in spanish song. classroom objects in spanish and english. classroom objects in spanish purposegames.

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