

| | |
|-------------------------|--|
| 1. Record Nr. | UNINA9910780217603321 |
| Titolo | Access to academics for all students : critical approaches to inclusive curriculum, instruction, and policy // edited by Paula Kluth, Diana M. Straut, Douglas P. Biklen |
| Pubbl/distr/stampa | Mahwah, N.J. : , : L. Erlbaum Associates, , 2003 |
| ISBN | 1-135-63673-7 1-135-63674-5 1-283-24131-5 9786613241313 1-4106-0762-3 |
| Descrizione fisica | 1 online resource (219 p.) |
| Altri autori (Persone) | BiklenDouglas KluthPaula StrautDiana M |
| Disciplina | 371.9/046 |
| Soggetti | Inclusive education Educational equalization |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Description based upon print version of record. |
| Nota di bibliografia | Includes bibliographical references and indexes. |
| Nota di contenuto | Access to academics for all students / Paula Kluth, Douglas P. Biklen, and Diana M. Straut -- Toward standards for diverse learners : examining assumptions / Paula Kluth and Diana M. Straut -- Academic access and the family / Tracy Knight -- Seeing all students as literate / Kelly Chandler-Olcott -- Equity for all learners of mathematics : is access enough? / Susana M. Davidenko and Patricia P. Tinto -- Accessing power through intentional social studies instruction : every day for every student / Diana M. Straut and Kevin Colleary -- Auto mechanics in the physics lab : science education for all / John W. Tillotson and Paula Kluth -- Providing access to arts education : an illustration through music / Katia Madsen -- In the pool, on the stage, and at the concert : access to academics beyond the classroom walls / Mara Sapon-Shevin and Paula Kluth -- Academics, access, and action / Douglas P. Biklen, Diana M. Straut, and Paula Kluth. |

Sommario/riassunto

The authors of this book join a growing number of voices calling for teachers in diverse, inclusive schools to move beyond facilitating social participation in classroom activities and consider ways to intellectually engage ALL learners. They draw on emerging work linking critical theory with disability issues; work being done in curriculum studies around issues of social justice teaching, authentic instruction, service learning, and critical pedagogy; and the movement in the field of special education away from a deficit-driven model of education to an orientation that values students' streng
