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Nota di contenuto	Front matter -- Contents -- Acknowledgements -- Introduction -- 1. Ebonics: Background to the Policy Debate -- 2. Using the Vernacular to Teach the Standard -- 3. Educational Implications of Ebonics -- 4. Black Language and the Education of Black Children: One Mo Once -- 5. Ebonics and Education in the Context of Culture: Meeting the Language and Cultural Needs of English Learning African American Students -- 6. Language Varieties in the School Curriculum: Where Do They Belong and How Will They Get There? -- Introduction -- A. ORIGINAL OAKLAND UNIFIED SCHOOL DISTRICT RESOLUTION ON EBONICS -- B. CONGRESSIONAL RESPONSE -- C. MARTIN LUTHER KING JUNIOR ELEMENTARY SCHOOL CHILDREN ET AL. V. ANN ARBOR SCHOOL DISTRICT BOARD -- D. A Linguist Looks At the Ebonics Debate -- E. POLICY STATEMENT OF THE TESOL BOARD ON AFRICAN AMERICAN VERNACULAR ENGLISH1 -- Scholarly References and News Titles
Sommario/riassunto	Controversy erupted in 1996 when the Oakland Unified School District's 'Ebonics Resolution' proposed an approach to teaching Standard

English that recognized the variety of English spoken by African American students. With new demands for accountability driven by the No Child Left Behind policy and its emphasis on high-stakes testing in Standard English, this debate will no doubt rise again. This book seeks to better inform this next episode. In Part 1, leading scholars place the debate within its historical and contemporary context, provide clear explanations of what Ebonics is and is not, and offer practical approaches schools can and should follow to address the linguistic needs of African American students. Part 2 provides original documents that accompanied the debate, including the original resolutions, legislation, organization position papers, and commentary/analyses from leading linguists. This book is written for all those whose work impacts the lives of Ebonics speakers in our public schools.

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