

Junior Scholastic®

Answer Key for the January 8, 2018, issue

Here are the answers for all the activities that appear in your print edition and online.

PRINT EDITION

STUDENT EDITION

A GLOBAL GIANT, P. 11

1. Beijing
2. Harbin
3. Gobi Desert
4. Huang He (Yellow River) and Chang Jiang (Yangtze River)
5. Tumen
6. India, Nepal, Bhutan, and Myanmar
7. Tian Shan
8. 40°N, 97°E
9. Heng River
10. about 800 miles

SPEAKING HER MIND, P. 24

1. The young woman is in a schoolyard or on a campus. We can tell because she is depicted as a student, with a backpack, textbooks, and a notebook.
2. She's probably in the United States, given the American flag on her shirt.
3. The text and footnote imply that schools are allowed to restrict students' free speech rights on campus. Other answers are acceptable.
4. Answers will vary.

TEACHER'S GUIDE

KNOW THE NEWS: CHINA'S INTERNET CRACKDOWN, P. T-8

- | | |
|------|-------|
| 1. A | 6. D |
| 2. C | 7. B |
| 3. D | 8. C |
| 4. B | 9. A |
| 5. D | 10. A |

CENSORING THE WEB, P. T-9

1. The Chinese government fears that unfettered information from the Internet can lead to challenges to its one-party Communist system.
2. The Chinese government allows some access to the Internet.
3. Chinese citizens discovered that they could use virtual private networks to gain access to blocked websites.
4. The government blocked images of and comments about Winnie the Pooh on the Internet.
5. People began getting around Chinese censors on social media by sending pictures and videos instead of text.

KNOW THE NEWS: FIRST AMENDMENT 101, P. T-10

- | | |
|------|-------|
| 1. C | 6. D |
| 2. D | 7. C |
| 3. B | 8. C |
| 4. D | 9. A |
| 5. A | 10. B |

PUNKER V. DIES MOYNES, P. T-11

1. According to Justice Alito Fortas, public school officials are allowed to censor students' speech if it "materially and substantially" interferes with normal school activities or violates the rights of others.
2. Fortas explains that the courts need to respect the authority of the states and school officials to keep order in school.
3. There was no evidence that the wearing of armbands interfered

with the work of the school. According to Fortas, the students "ceased discussion outside of the classrooms, but no interference with work and no disorder."

4. The Court ruled that students have the constitutional right to freedom of speech and expression at school—up to a point. Students are allowed to express themselves at school as long as their actions do not disrupt learning or interfere with the rights of others. The justices noted that schools must balance students' First Amendment rights with the need to maintain order.
5. Answers will vary but may include racism or threats of violence, because those types of expression could interfere with other students' safety or ability to learn.

A FIGHT FOR SURVIVAL, P. T-12

1. **Answer:** The Rohingya are a Muslim minority group in Myanmar that has long been persecuted by the majority population, which is Buddhist.
Location: p. 10, column 2
2. **Answer:** Myanmar's military and Buddhist monks are attacking the Rohingya, burning their villages and killing civilians.
Location: p. 16, column 1; p. 17, column 1
3. **Answer:** The conflict dates back to World War II, when the Rohingya sided with the Allies, while the Buddhists sided with the occupying Japanese. After the war, Myanmar's Buddhist

Answers For December 8 2014 Junior Scholastic

**Lois M. Davis, Jennifer L. Steele, Robert
Bozick, Malcolm V. Williams, Susan
Turner, Jeremy Miles, Jessica
Saunders, Paul S. Steinberg**

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How Effective Is Correctional Education, and Where Do We Go from Here? The Results of a Comprehensive Evaluation Lois M. Davis, Jennifer L. Steele, Robert Bozick, Malcolm V. Williams, Susan Turner, Jeremy Miles, Jessica Saunders, Paul S. Steinberg, 2014-02-28 Assesses the effectiveness of correctional education for both incarcerated adults and juveniles presents the results of a survey of U S state correctional education directors and offers recommendations for improving correctional education

Restorative Literacies Deborah L. Wolter, 2021 Through eight compelling stories of restorative literacies Wolter explores the complex relationships among cognition metacognition identity behavior in schools and literacies Based on the principles of restorative justice restorative literacies are designed to help educators repair harm restore relationships and expand the concept of literacy for some of our most disenfranchised and disengaged students Restorative literacies are not just about growing readers and writers per se They are about creating a community of care that involves students teachers administrators and families so that all students experience racially culturally linguistically and economically responsive instruction in multiple forms of literacies Drawing on the author s rich experiences cultivating a love of reading among her students and studying the practices of other educators Restorative Literacies advances a provocative set of examples about centering the voice and stories of people in our quest to humanize and reimagine how we care for about and with others

Book Features Presents a literacy model of restorative justice that includes participation from teachers principals administrators and parents Contains engaging narratives from elementary and secondary schools to illustrate concepts and strategies Explores compassionate listening as a conscious process of assuring that all involved are fully heard a skill that requires removing assumptions judgement and bias Identifies practices that take a positive view of learners as opposed to referring students to special education Uses restoration as an alternative to pushout practices that are designed to control students and often prevent them from reaching their capacity Restorative Literacies offers a refreshing perspective on the power of story in cultivating emancipatory restorative and transformative contexts of learning teaching and development During these times of civil and civic unrest this is the book we need in education From the Foreword by H Richard Milner IV Cornelius Vanderbilt Chair of Education Vanderbilt University

Everything for Everyone Nathan Schneider, 2018-09-11 The origins of the next radical economy is rooted in a tradition that has empowered people for centuries and is now making a comeback A new feudalism is on the rise While monopolistic corporations feed their spoils to the rich more and more of us are expected to live gig to gig But as Nathan Schneider shows an alternative to the robber baron economy is hiding in plain sight we just need to know where to look Cooperatives are jointly owned democratically controlled enterprises that advance the economic social and cultural interests of their members They often emerge during moments of crisis not unlike our own putting people in charge of the workplaces credit unions grocery stores healthcare and utilities they depend on Everything for Everyone chronicles this revolution from taxi cooperatives keeping Uber at bay to an outspoken mayor transforming his

city in the Deep South to a fugitive building a fairer version of Bitcoin to the rural electric co op members who are propelling an aging system into the future As these pioneers show co ops are helping us rediscover our capacity for creative powerful and fair democracy The Education Invasion Joy Pullmann,2017-03-14 Most Americans had no idea what Common Core was in 2013 according to polls But it had been creeping into schools nationwide over the previous three years and children were feeling its effects They cried over math homework so mystifying their parents could not help them even in elementary school They read motley assortments of informational text instead of classic literature They dreaded the high stakes tests in unfamiliar formats that were increasingly controlling their classrooms How did this latest and most sweeping reform of American education come in mostly under the radar Joy Pullmann started tugging on a thread of reports from worried parents and frustrated teachers and it led to a big tangle of history and politics intrigue and arrogance She unwound it to discover how a cabal of private foundation honchos and unelected public officials cooked up a set of rules for what American children must learn in core K 12 classes and how the Obama administration pressured states to adopt them Thus a federalized education scheme took root despite legal prohibitions against federal involvement in curriculum Common Core and its testing regime were touted as an absolute game changer in public education yet the evidence so far suggests that kids are actually learning less under it Why then was such a costly and disruptive agenda imposed on the nation s schools Who benefits And how can citizens regain local self governance in education so their children s minds will be fed a more nourishing intellectual diet and be protected from the experiments of emboldened bureaucrats The Education Invasion offers answers and remedies **Learning to Teach in the Secondary School** Susan Capel,Marilyn Leask,Sarah

Younie,2019-04-11 For all undergraduate postgraduate and school based routes to qualified teacher status Learning to Teach in the Secondary School is an essential introduction to the key skills and knowledge needed to become a secondary teacher Underpinned by evidence informed practice and focussing on what you need to know to thrive in the classroom the eighth edition is fully updated in light of changes in the field covers new topics and provides additional guidance on topics such as developing your resilience using digital technologies closing the achievement gap and using data to inform your teaching and pupil learning The text includes a wealth of examples and tasks to demonstrate how to successfully apply theory to practice and how to critically reflect on and analyse your practice to maximise pupil learning The wide range of pedagogical features supports both school and university based work up to Masters level Written by experts in the field the 37 concise units create unit by unit coverage that can be dipped into offering guidance on all aspects of learning to teach including Managing your workload Lesson planning Curriculum Motivating pupils Promoting behaviour for learning Assessment marking and feedback Special educational needs and disabilities SEND Applying for jobs developing as a professional and networking Learning to Teach in the Secondary School provides practical help and guidance for many of the situations and potential challenges you are faced with in school The text is extended by a companion website that includes additional information as well as specific

units covering England Northern Ireland Scotland and Wales Supported by the subject specific titles in the Learning to Teach Subjects in the Secondary School Series it is an essential purchase for every aspiring secondary school teacher

After the Education Wars Andrea Gabor, 2018-06-12 The education wars have been demoralizing for teachers After the Education Wars helps us to see a better way forward Cathy N Davidson The New York Times Book Review After the Education Wars is an important book that points the way to genuine reform Diane Ravitch author of Reign of Error and The Death and Life of the Great American School System A bestselling business journalist critiques the top down approach of popular education reforms and profiles the unexpected success of schools embracing a nimbler more democratic entrepreneurialism In an entirely fresh take on school reform business journalist and bestselling author Andrea Gabor argues that Bill Gates Eli Broad and other leaders of the prevailing education reform movement have borrowed all the wrong lessons from the business world After the Education Wars explains how the market based measures and carrot and stick incentives informing today's reforms are out of sync with the nurturing culture that good schools foster and contrary to popular belief at odds with the best practices of thriving twenty first century companies as well These rich detailed stories of real reform in action illustrate how enduring change must be deeply collaborative and relentlessly focused on improvement from the grass roots up lessons also learned from both the open source software and quality movements The good news is that solutions born of this philosophy are all around us from Brockton Massachusetts where the state's once failing largest high school now sends most graduates to college to Leander Texas a large district where school improvement spurred by the ideas of quality guru W Edwards Deming has become a way of life A welcome exception to the doom and gloom canon of education reform After the Education Wars makes clear that what's needed is not more grand ideas but practical and informed ways to grow the best ones that are already transforming schools

El-Hi Textbooks and Serials in Print, 1995 R R Bowker Publishing, 1995-02

Forthcoming Books Rose Arny, 1988-09 **International Books in Print**, 1997 **Books in Print Supplement**, 2002

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