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school's philosophy
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experience for me,
especially since for a
long time I was very

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My Philosophy of
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latest research, this
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Education, by Glen
Schultz provides
parents, church
leaders, and Christian
educators with
biblical principles on
raising their children
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In Teaching with

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**Poverty in Mind:
What Being Poor
Does to Kids' Brains
and What Schools
Can Do About It,**
veteran educator and
brain expert Eric
Jensen takes an
unflinching look at
how poverty hurts
children, families,
and communities
across the United
States and

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demonstrates how schools can improve the academic achievement and life readiness of economically disadvantaged students. Jensen argues that although chronic exposure to poverty can result in detrimental changes to the brain, the brain's very ability to

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adapt from
experience means
that poor children
can also experience
emotional, social, and
academic success. A
brain that is
susceptible to
adverse
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effects is equally
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positive effects of
rich, balanced

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environments and caring relationships that build students' resilience, self-esteem, and character. Drawing from research, experience, and real school success stories, *Teaching with Poverty in Mind* reveals * What poverty is and how it

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affects students in school; * What drives change both at the macro level (within schools and districts) and at the micro level (inside a student's brain); * Effective strategies from those who have succeeded and ways to replicate those best practices at your own school; and * How to engage

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the resources
necessary to make
change happen. Too
often, we talk about
change while
maintaining a culture
of excuses. We can do
better. Although no
magic bullet can
offset the grave
challenges faced
daily by
disadvantaged
children, this timely

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One of the hallmarks of a kingdom-focused school is that all of the school's administration and faculty understand and practice true biblical worldview integration in every classroom.

The Christian School represents a break with humanistic

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education, but, too often in leaving the state school, the Christian educator has carried the state's humanism with him. A curriculum is not neutral: it is either a course in humanism or training in a God-centered faith and life. The liberal arts curriculum means literally that course

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which trains students in the arts of freedom. This raises the key question: is freedom in and of man or Christ? The Christian art of freedom, that is, the Christian liberal arts curriculum, is emphatically not the same as the humanistic one. It is urgently necessary

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Philosophy
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for Christian
educators to rethink
the meaning and
nature of the
curriculum. It should
be clear then that
whether history,
science,
mathematics,
grammar, literature,
ecology, civic duty, or
law, every aspect of
curriculum must be
reconstructed along

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Biblical lines. The overall objective is for Christian families to prepare and equip themselves for service in the Kingdom of God, and this cannot be done without a rethinking of the philosophy of the Christian curriculum. In this study, Rousas John Rushdoony develops

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the philosophy of the
Christian curriculum.
It is the pioneering
study in this field,
and it is important
reading for all
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In this galvanizing
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students. Drawing
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content. * The (until-

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now) unwritten rules for engagement that are essential for increasing student achievement. * How automating engagement in the classroom can help teachers use instructional time more effectively and empower students to take ownership of their learning. * Steps

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to engage them. It's
time to set the bar
higher. Until we
make school the best
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student's day, we will struggle with attendance, achievement, and graduation rates. This timely resource will help you take immediate action to revitalize and enrich your practice so that all your students may thrive in school and beyond.

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