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This handbook provides valuable information for educators to use in developing a one-semester high school course on economics. The volume includes activity outlines, a model for assessment, and a list of resources to enhance instruction in economics. The handbook identifies methods to enrich instruction using the state-mandated economic component of the California high school curriculum. Chapter 1 reviews the basic components of microeconomics, macroeconomics, economic systems, and international trade as part of the course content. Chapter 2 describes issues-oriented activities to enliven economic concepts. Ten modules provide opportunities to encourage students to study economics through the application of basic concepts. Chapter 3 identifies the conceptual, semantic, and attitudinal hurdles that can interfere with a student's learning of economics. Chapter 4 illustrates a model for the assessment of student learning in a high school economics course. An appendix identifies 53 resources and addresses for further information to enhance high school economics instruction. (CK)

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"Vocabulary Power Plus Levels Six through Eight combine classroom-tested vocabulary drills with reading exercises designed to prepare students for both secondary school and the revised Scholastic Assessment Test"--Introduction.

This accessible autobiography is the true story of one girl's determination to hold her family together during one of the most terrifying eras of the twentieth century. It's 1966, and twelve-year-old Ji-li Jiang has everything a girl could want: brains, friends, and a bright future in Communist China. But it's also the year that China's leader, Mao Ze-dong, launches the Cultural Revolution--and Ji-li's world begins to fall apart. Over the next few years, people who were once her friends and neighbors turn on her and her family, forcing them to live in constant terror of arrest. When Ji-li's father is finally imprisoned, she faces the most difficult dilemma of her life. A personal and painful memoir--a page-turner as well as excellent material for social studies curricula--*Red Scarf Girl* also includes a thorough glossary and pronunciation guide. Supports the Common Core State Standards

Old habits die hard, particularly when they are part of the unexamined norms of schooling. In *Why Are We Still Doing That?*, the best-selling authors of *Total Participation Techniques* lead a teacher-positive, empathetic inquiry into 16 common educational practices that can undermine student learning: \* Round robin reading \* Teaching to

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learning styles \* Homework as the default \* Using interim assessments as "formative assessments" \* Asking, "Does everybody understand?" \* Traditional Q&A \* Data-driven everything \* Publicly displayed data walls \* Content breadth over depth \* Adhering to rigid pacing guides \* Teaching to test samplers \* An analysis-only approach to reading \* Elevating English language arts and mathematics over all other subjects \* Ignoring curriculum experts \* Using behavior charts \* Withholding recess

Pérsida Himmele and William Himmele provide straightforward, research-informed accounts of what makes each of these practices problematic. And they share easy-to-implement instructional, assessment, and classroom management strategies you can use to meet the goals those problematic practices are intended to achieve . . . without the downsides or the damage. This book is for K-12 teachers at all stages of their career, including preservice teachers who will be educating the next generation of students. Read it and reflect on it with colleagues. Use it to focus your own inquiry into what is and is not working for your students and to replace ineffective and potentially harmful habits with more positive and effective ones.

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