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An assessment of Oregon personal finance teachers' beliefs and recommendations for secondary personal finance curriculum was the major purpose of this survey. A questionnaire based on the concepts and subconcepts in the Oregon Personal Finance Education Guide was used for data collection. All Oregon personal finance teachers who taught the personal finance requirement during 1975-1976 and 1976-1977 comprised the sample for this study. Four hundred questionnaires were sent and 182 questionnaires were returned, representing 45.5 percent of the population. The findings of this survey were based on these responses. Teachers responded from all school sizes and geographic areas of Oregon. The major disciplines represented were business education, home economics, mathematics, and social studies. Information received by the researcher was organized in three sections. In the first section, the best combination of the two semesters required for the personal finance course was identified. With a choice of grades nine through 12, any combination of semesters at grades 11 and 12 received the support of 72.8 percent of the teachers. In the second section, the five major concepts and 29 subconcepts of the Personal Finance Education Guide were discussed. More specifically, the researcher sought answers to the following questions: 1. What concepts and subconcepts are taught in the personal finance curriculum? 2. What concepts and subconcepts are needed in the personal finance curriculum? The five major concepts are: I. Employment and Income II. Money Management III. Credit IV. Purchase of Goods and Services V. Rights and Responsibilities in the Marketplace All major concepts were taught and perceived as needed by more than 85 percent of the personal finance teachers except Concept I, Employment and Income. Forty two percent of the respondents stated this concept was not taught, while 33 percent felt it was not needed. While these teachers saw a need for this information in the high school curriculum, they stated that it was or should be taught in the career education course. Comments concerning the concepts, the subconcepts, and the Guide as a whole were also included in this discussion. These remarks covered addition, deletions and organization of the material. The most requested addition was taxation, with 44 separate comments. Suggestions included federal, state, and local taxes; income, property, and inheritance taxes; appropriate methods of tax reporting; consequences of improper records; and uses of tax money at all levels. Fifty nine percent of the respondents requested a more definitive approach to Concept IV, Purchase of Goods and Services with specific units to include housing, transportation, and food. In section III of the survey the researcher hoped to find the most popular curriculum sequence for the two semester course. Only 62 percent of all respondents completed this section. Those teachers who did respond suggested Concept I, Employment and Income, and Concept II, Money Management, be taught in the first semester. Concept III, Credit, and Concept V, Rights and Responsibilities in the Marketplace, belonged in the second semester, with Concept IV, Purchase of Goods and Services, appropriate for either semester. Those teachers who did not respond to this section gave two explanations: 1. If both semesters of the personal finance requirement were taught in the same year, the curriculum sequence was unimportant. 2. Schools using the "unit topic" approach were able to separate concepts and subconcepts by semesters, but "process oriented" programs, where concepts and subconcepts overlapped, made semester divisions irrelevant. The Oregon Personal Finance Education Guide is scheduled for revision during 1978. The suggestions and recommendations of the secondary personal finance teachers, as presented in this survey, will be used in this revision.

This revision of Bloom's taxonomy is designed to help teachers understand and implement standards-based curriculums. Cognitive psychologists, curriculum

specialists, teacher educators, and researchers have developed a two-dimensional framework, focusing on knowledge and cognitive processes. In combination, these two define what students are expected to learn in school. It explores curriculums from three unique perspectives-cognitive psychologists (learning emphasis), curriculum specialists and teacher educators (C & I emphasis), and measurement and assessment experts (assessment emphasis). This revisited framework allows you to connect learning in all areas of curriculum. Educators, or others interested in educational psychology or educational methods for grades K-12.

The Magna Carta, Latin for "Great Charter" (literally "Great Paper"), also known as 'Magna Carta Libertatum, is an English 1215 charter which limited the power of English Monarchs, specifically King John, from absolute rule. The Magna Carta was the result of disagreements between the Pope and King John and his barons over the rights of the king: Magna Carta required the king to accept that the will of the king could be bound by law. The Code of Hammurabi was a Mesopotamian legal code that laid a foundation for later Hebraic and European law. The Magna Carta is widely considered to be the first step in a long historical process leading to the rule of constitutional law and is one of the most famous documents in the world. Originally issued by King John of England (r.1199-1216) as a practical solution to the political crisis he faced in 1215, Magna Carta established for the first time the principle that everybody, including the king, was subject to the law. Although nearly a third of the text was deleted or substantially rewritten within ten years, and almost all the clauses have been repealed in modern times, Magna Carta remains a cornerstone of the British constitution. Most of the 63 clauses granted by King John dealt with specific grievances relating to his rule. However, buried within them were a number of fundamental values that both challenged the autocracy of the king and proved highly adaptable in future centuries. Most famously, the 39th clause gave all 'free men' the right to justice and a fair trial. Some of Magna Carta's core principles are echoed in the United States Bill of Rights (1791) and in many other constitutional documents around the world, as well as in the Universal Declaration of Human Rights (1948) and the European Convention on Human Rights (1950). This translation is considered to be the best and an excellent reference document for your library. This is book 10 in the series of 150 books entitled " The Trail to Liberty. " The following is a partial list (20 of 150) of books in this series on the development of constitutional law. 1. Laws of the town Eshnunna (ca. 1800 BC), the laws of King Lipit-Ishtar of Isin (ca. 1930 BC), and Old Babylonian copies (ca. 1900-1700 BC) of the Ur-Nammu law code 2. Code of Hammurabi (1760 BCE) - Early Mesopotamian legal code 3. Ancient Greek and Latin Library - Selected works on ancient history, customs and laws. 4. The Civil Law, tr. & ed. Samuel Parsons Scott (1932) - Includes the classics of ancient Roman law: the Law of the Twelve Tables (450 BCE) 5. "Constitution" of Medina (Dustur al-Madinah), Mohammed (622) 6. Policraticus, John of Salisbury (1159), various translations - Argued that citizens have the right to depose and kill tyrannical rulers. 7. Constitutions of Clarendon (1164) - Established rights of laymen and the church in England. 8. Assize of Clarendon (1166) - Defined rights and duties of courts and people in criminal cases. 9. Assize of Arms (1181) - Defined rights and duties of people and militias. 10. Magna Carta (1215) - Established the principle that no one, not even the king or a lawmaker, is above the law. 11. Britton, (written 1290, printed 1530) 12. Confirmatio Cartarum (1297) - United Magna Carta to the common law 13. The Declaration of Arbroath (1320) - Scotland's declaration of independence from England. 14. The Prince, Niccolò Machiavelli (1513) - Practical advice on governance and statecraft 15. Utopia, Thomas More (1516) 16. Discourses on Livy, Niccolò Machiavelli (1517 tr. Henry Neville 1675) 17. Relectiones, Franciscus de Victoria (lect. 1532, first pub. 1557) - Provided the basis for the law of nations doctrine. 18. Discourse on Voluntary Servitude, Étienne De La Boétie (1548, tr.) 19. De Republica Anglorum, Thomas Smith (1565, 1583) - describes the constitution of England under Elizabeth I 20. Vindiciae Contra Tyrannos (Defense of Liberty Against Tyrants)

Introductory Statistics is designed for the one-semester, introduction to statistics course and is geared toward students majoring in fields other than math or engineering. This text assumes students have been exposed to intermediate algebra, and it focuses on the applications of statistical knowledge rather than the theory behind it. The foundation of this textbook is Collaborative Statistics, by Barbara Illowsky and Susan Dean. Additional topics, examples, and ample opportunities for practice have been added to each chapter. The development choices for this textbook were made with the guidance of many faculty members who are deeply involved in teaching this course. These choices led to innovations in art, terminology, and practical applications, all with a goal of increasing relevance and accessibility for students. We strove to make the discipline meaningful, so that students can draw from it a working knowledge that will enrich their future studies and help them make sense of the world around them. Coverage and Scope Chapter 1 Sampling and Data Chapter 2 Descriptive Statistics Chapter 3 Probability Topics Chapter 4 Discrete Random Variables Chapter 5 Continuous Random Variables Chapter 6 The Normal Distribution Chapter 7 The Central Limit Theorem Chapter 8 Confidence Intervals Chapter 9 Hypothesis Testing with One Sample Chapter 10 Hypothesis Testing with Two Samples Chapter 11 The Chi-Square Distribution Chapter 12 Linear Regression and Correlation Chapter 13 F Distribution and One-Way ANOVA

The popular author of Classroom Instruction That Works discusses 10 questions that can help teachers sharpen their craft and do what really works for the particular students in their classroom.

The world's most popular spreadsheet program is now more powerful than ever, but it's also more complex. That's where this Missing Manual comes in. With crystal-clear explanations and hands-on examples, Excel 2013: The Missing Manual shows you how to master Excel so you can easily track, analyze, and chart your data. You'll be using new features like PowerPivot and Flash Fill in no time. The important stuff you need to know: Go from novice to ace. Learn how to analyze your data, from writing your first formula to charting your results. Illustrate trends. Discover the clearest way to present your data using Excel's new Quick Analysis feature. Broaden your analysis. Use pivot tables, slicers, and timelines to examine your data from different perspectives. Import data. Pull data from a variety of sources, including website data feeds and corporate databases. Work from the Web. Launch and manage your workbooks on the road, using the new Excel Web App. Share your worksheets. Store Excel files on SkyDrive and collaborate with colleagues on Facebook, Twitter, and LinkedIn. Master the new data model. Use PowerPivot to work with millions of rows of data. Make calculations. Review financial data, use math and scientific formulas, and perform statistical analyses.

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