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TAXONOMY OF EDUCATIONAL OBJECTIVES

(1996). Schermerhorn, John: Management and Organizational Behavior New York: John Wiley and Sons, Inc. 1996, ISBN 0471133086, \$33.95. Journal of Education for ...

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In educational research a major consideration with sample size is concluding that a study with a relatively small sample that found no difference or no relationship is true. For example, suppose that you are studying the relationship between creativity and intelligence and, with a sample of 20 students, found that there was no relationship.

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Celebrate the thirtieth anniversary of the Newbery Honor-winning survival novel Hatchet with a pocket-sized edition perfect for travelers to take along on their own adventures. This special anniversary edition includes a new introduction and commentary by author Gary Paulsen, pen-and-ink illustrations by Drew Willis, and a water resistant cover. Hatchet has also been nominated as one of America's best-loved novels by PBS's The Great American Read. Thirteen-year-old Brian Robeson, haunted by his secret knowledge of his mother's infidelity, is traveling by single-engine plane to visit his father for the first time since the divorce. When the plane crashes, killing the pilot, the sole survivor is Brian. He is alone in the Canadian wilderness with nothing but his clothing, a tattered windbreaker, and the hatchet his mother had given him as a present. At first consumed by despair and self-pity, Brian slowly learns survival skills—how to make a shelter for himself, how to hunt and fish and forage for food, how to make a fire—and even finds the courage to start over from scratch when a tornado ravages his campsite. When Brian is finally rescued after fifty-four days in the wild, he emerges from his ordeal with new patience and maturity, and a greater understanding of himself and his parents.

An annotated listing of activities books for use with social studies curriculums, focusing on elementary and middle school grades, arranged by curriculum area, topic, and grade level. Includes contact information for publishers and distributors of appropriate books, and an index.

Brain research has provided a tremendous opportunity to develop instructional techniques that facilitate the brain's innate learning capacity. As educators, we can take this knowledge and apply it to the strategies we use in our classrooms. This essential resource, based on David A. Sousa's best-seller How the Brain Learns, Third Edition, provides ready-to-use, brain-

compatible activities that feature some of the following strategies: □ Graphic organizers □ Mnemonic devices □ Cooperative learning □ Movement to enhance retention □ Music to stimulate brain activity and creativity These activities, correlated with national standards, cover all the content areas in grades 3–5 and include topics such as word selection, poetry, reading fluency, geometry, negative numbers, modes of exchange, animal habits, clouds, and much more! The more we understand how the brain learns, the more instructional options we have. This unique resource helps you make the most of the brain's learning potential and transform your teaching practices to engage every student in your classroom.

"This book will help you understand what is happening to your mom or dad who goes to jail..." Ideal for use with children aged 6-11, this is an invaluable resource for supporting the wellbeing of children whose parent is incarcerated. It explains what jail is like and why some people have to go there, while reassuring children that their parent loves them, is safe, and is working hard to come home again. Included are activities to help children manage their feelings, tips for parents and professionals on how best to support them, and a list of resources for additional help and information.

"Is it easy to come home after being in jail?" Ideal for use with children aged 6-11, this is a vital resource for supporting the wellbeing of children whose parent is coming home after spending time in prison. Using plain language and photographs, it reassures children and guides them through adjusting to their parent's homecoming. It explains which feelings the child and both parents might experience and the different challenges that everyone in the family might face, while suggesting ways to build new bonds with the parent. Included are activities to help children manage their feelings, tips for parents and professionals on how best to support them, and a list of resources for additional help and information.

HOW HAD MRS. OLINSKI CHOSEN her sixth-grade Academic Bowl team? She had a number of answers. But were any of them true? How had she really chosen Noah and Nadia and Ethan and Julian? And why did they make such a good team? It was a surprise to a lot of people when Mrs. Olinski's team won the sixth-grade Academic Bowl contest at Epiphany Middle School. It was an even bigger surprise when they beat the seventh grade and the eighth grade, too. And when they went on to even greater victories, everyone began to ask: How did it happen? It happened at least partly because Noah had been the best man (quite by accident) at the wedding of Ethan's grandmother and Nadia's grandfather. It happened because Nadia discovered that she could not let a lot of baby turtles die. It happened when Ethan could not let Julian face disaster alone. And it happened because Julian valued something important in himself and saw in the other three something he also valued. Mrs. Olinski, returning to teaching after having been injured in an automobile accident, found that her Academic Bowl team became her answer to finding confidence and success. What she did not know, at least at first, was that her team knew more than she did the answer to why they had been chosen. This is a tale about a team, a class, a school, a series of contests and, set in the midst of this, four jewel-like short stories -- one for each of the team members -- that ask questions and demonstrate surprising answers.

"Students will be able to analyze several systems during the course of the unit. These include the archaeological "problem system", historic systems, and culture systems.

This book explores four interrelated themes: rethinking civic education in light of the diversity of U.S. society; re-examining these notions in an increasingly interconnected global context; re-considering the ways that civic education is researched and practiced; and taking stock of where we are currently through use of an historical understanding of civic education. There is a gap between theory and practice in social studies education: while social studies researchers call for teachers to nurture skills of analysis, decision-making, and participatory citizenship, students in social studies classrooms are often found participating in passive tasks (e.g., quiz and test-taking, worksheet completion, listening to lectures) rather than engaging critically with the curriculum. Civic Education for Diverse Citizens in Global Times, directed at students, researchers and practitioners of social studies education, seeks to engage this divide by offering a collection of work that puts practice at the center of research and theory.

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