

1. Record Nr.	UNISA996386617003316
Autore	Hakewill George <1578-1649.>
Titolo	A comparison betweene the dayes of Purim and that of the Powder treason [[electronic resource]] : for the better continuance of the memory of it, and the stirring vp of mens affections to a more zealous observation thereof. Written by G.H. D.D
Pubbl/distr/stampa	Oxford, : Printed by Iohn Lichfield & William Turner printers to the famous Vniuersity, ann. Dom. 1626
Descrizione fisica	36 p
Soggetti	Gunpowder Plot, 1605 Purim
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	G.H. = George Hakewill. Reproduction of the original in the Harvard University. Library.
Sommario/riassunto	eebo-0062

2. Record Nr.	UNINA9910707266303321
Autore	Donnell Eric T.
Titolo	Safety evaluation of continuous green T intersections / / author(s), Eric Donnell, Jonathan Wood, and Kimberly Eccles
Pubbl/distr/stampa	Washington, DC : , : U.S. Department of Transportation, Federal Highway Administration, , April 2016
Descrizione fisica	1 online resource (vii, 73 pages) : illustrations (some color)
Soggetti	Electronic traffic controls - Evaluation Signalized intersections - United States - Safety measures - Evaluation Traffic safety - United States - Evaluation
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from title screen (viewed June 15, 2016). "Publication no. FHWA-HRT-16-036." "April 2016."
Nota di bibliografia	Includes bibliographical references (pages 71-73).

3. Record Nr.	UNINA9910791880603321
Titolo	Teaching economics in troubled times : theory and practice for secondary social studies / / edited by Mark C. Schug and William C. Wood
Pubbl/distr/stampa	New York : , : Routledge, , 2011
ISBN	1-136-88067-4 1-136-88068-2 1-283-04327-0 9786613043276 0-203-83887-4
Descrizione fisica	1 online resource (367 p.)
Altri autori (Persone)	SchugMark C WoodWilliam C. <1952->
Disciplina	330.071/2
Soggetti	Economics - Study and teaching Social sciences - Study and teaching
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Contents; INTRODUCTION; Overview of the Chapters; Part I: The Changing Economic Scene; Part II: Making Economics Cool in School; Part III: Research Findings in Economic Education; PART I THE CHANGING ECONOMIC SCENE; 1 WHAT EVERY HIGH SCHOOL STUDENT AND TEACHER NEEDS TO KNOW ABOUT ECONOMICS; 1 Incentives Matter; 2 There Is No Such Thing as a Free Lunch; 3 Decisions Are Made at the Margin; 4 Trade Promotes Economic Progress; 5 Transaction Costs Are an Obstacle to Trade; 6 Profits Direct Businesses Toward Activities That Increase Wealth; 7 People Earn Income by Helping Others 8 Economic Progress Comes Primarily Through Trade, Investment, Better Ways of Doing Things, and Sound Economic Institutions9 The "Invisible Hand" of Market Prices Directs Buyers and Sellers Toward Activities That Promote the General Welfare; 10 Too Often Long-Term Consequences, or the Secondary Effects, of an Action Are Ignored; Conclusion; Acknowledgements; References; 2 JOHN MAYNARD KEYNES; Introduction; Monetary Policy Defined; Open Market

Operations; Reserve Requirements; Discount Policy; The Fed and the Financial Crisis; The Fed and the Great Depression; Fiscal Policy Defined The Fiscal Policy Revival of 2008 Fiscal Policy Challenges; The Supply Side; Conclusion; References; 3 FREE TRADE; The Economic Case for Free Trade; Two Implications of Scarcity; Opportunity Cost and Comparative Advantage; Some Unanswered Questions; Conclusion; References; 4 PUBLIC CHOICE AND BEHAVIORAL ECONOMICS; Public Choice; Behavioral Economics; Conclusion; References; 5 MORALITY OF MARKETS; Morality of Markets for the Classroom: Opportunity Cost and Marginal Analysis; Myths about Economics Values; The Absence of Markets and Immoral Behavior; Morality of Markets for the Conscience Private Property and Values Implications for Teaching Economics; Conclusion; References; PART II MAKING ECONOMICS COOL IN SCHOOL; 6 A CHALLENGING ASSIGNMENT IN TROUBLED TIMES; Twelve Suggestions for First-Year High School Economics Teachers; Conclusion; Acknowledgments; Note; References; Teaching the Content; Methodology for Teaching High School Economics; Materials for Teaching High School Economics; Professional Development, Formal and Informal; 7 A JEWEL FOR YOUR SCHOOL'S CURRICULUM IN UNCERTAIN ECONOMIC TIMES; What Exactly Is Advanced Placement Economics? Should Your School Offer AP Economics? 1. AP Economics Prepares Students for College; 2. AP Students Learn the Subject at a Higher Level than Students in Regular Classes; 3. Students in Regular Economics Courses Might Benefit from the AP Economics Program; 4. AP Economics Provides Feedback on School Success; 5. AP Credit Saves Students Money and Makes College More Affordable; Getting Going: Preparing to Teach an Effective AP Economics Course; 1. Decide Whether to Teach Macroeconomics, Microeconomics, or Both; 2. Spend Time on The College Board's AP Central Website 3. Write Your Syllabus and Submit It to The College Board for an Audit

Sommario/riassunto

In the Great Recession of 2007-2010, Americans watched their retirement savings erode and the value of their homes decline while the unemployment rate increased and GDP sank. New demands emerged for unprecedented government intervention into the economy. While these changes have a dramatic impact on society at large, they also have serious implications for the content and teaching of economics. Teaching Economics in a Time of Unprecedented Change is a one-stop collection that helps pre- and in-service social studies teachers to foster an understanding of classic conte
