

Correct	Possible
	10

- _____ 1. Which of these went bankrupt, trying to meet financial obligations placed on them by the Treaty of Versailles, 1919?
- A. Soviet Union B. France C. United States D. Germany
- _____ 2. Which of the following countries did not join the League of Nations?
- A. Great Britain B. China C. Italy D. United States
- _____ 3. What was the reason that the United States never joined the League of Nations?
- A. the US was already a member of the United Nations C. the US was distracted by World War II
- B. the US Senate did not ratify the Treaty of Versailles D. President Wilson was never associated
- _____ 4. The United States, Great Britain, and the USSR were collectively known as the _____
- A. Triple Alliance B. Triple Alliance C. Axis Powers D. Grand Alliance
- _____ 5. Germany, Italy, and Japan were collectively known as the _____
- A. Triple Alliance C. Triple Alliance C. Axis Powers D. Grand Alliance
- _____ 6. Great Britain's pre-war policy of _____ toward Germany was based on the belief that the satisfaction of reasonable demands would maintain peace in Europe.
- A. appeasement B. détente C. appeasement D. appeasement
- _____ 7. Great Britain and the USSR joined together to oppose Hitler's invasion of Poland because _____
- A. they were both afraid of Communism C. they were both Communist
- B. they each hated Hitler D. they each adored Hitler
- _____ 8. Benito Mussolini took an aggressive military stance and allied himself with Hitler in order to create a new powerful _____ Empire.
- A. Western B. Byzantine C. Reich D. Roman
- _____ 9. Germany and Japan became allies because both nations hated _____
- A. Communism B. Capitalism C. Socialism D. Nazism
- _____ 10. Which of the following members of the Grand Alliance was a Communist nation?
- A. United States B. USSR C. Great Britain D. none of the above

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Middle School Robert Rubinstein, 1994-11-15 Rubinstein's stimulating ideas are accompanied by practical classroom tested strategies and suggestions for new ways of thinking and teaching The emphases are on understanding young people and instilling in them the burning desire to learn both in the classroom and in life Sections of the book discuss who you are as a teacher multicultural awareness teaching approaches teen and student life today interpersonal communication skills creative thinking testing and assessment dealing with parents staff issues and teamwork public relations stress reduction and changes in colleges of education Grades 5-8 *AFHRL-TR.*, 1968 Grading Smarter, Not Harder Myron Dueck, 2014-07-15 All the talk of closing the achievement gap in schools obscures a more fundamental issue do the grades we assign to students truly reflect the extent of their learning In this lively and eye opening book educator Myron Dueck reveals how many of the assessment policies that teachers adopt can actually prove detrimental to student motivation and achievement and shows how we can tailor policies to address what really matters student understanding of content In sharing lessons anecdotes and cautionary tales from his own experiences revamping assessment procedures in the classroom Dueck offers a variety of practical strategies for ensuring that grades measure what students know without punishing them for factors outside their control critically examining the fairness and effectiveness of grading homework assignments designing and distributing unit plans that make assessment criteria crystal clear to students creating a flexible and modular retesting system so that students can improve their scores on individual sections of important tests Grading Smarter Not Harder is brimming with reproducible forms templates and real life examples of grading solutions developed to allow

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A Sabbatical year in Ecuador found BJ writing and producing Christian International radio programs for HCJB Touched by human need she found BJ returned to the University to become a social worker serving until retired in inter country adoptions An unexpected release of non identifying information resulted in a bittersweet reunion with her birthmother just in time

Understanding Teacher Education in Contentious Times Catherine Cornbleth, 2013-10-30 Understanding Teacher Education in Contentious Times examines how public professional and private or corporate agencies operate to shape teacher education and possibilities for its improvement Teacher education programs particularly those leading to state certification or licensure are influenced not only by state regulations but also by required review and accreditation by an outside agency such as the National Council for the Accreditation of Teacher Education and are subject to various contextual pressures such as the cultures of the institutions that host them and their surrounding communities their potential student and employer markets strong individuals professional organizations history or tradition and increasingly external usually privately funded special interest corporations such as the National Council on Teacher Quality Unique among books on teacher education this volume interweaves in historical context including emerging trends the complex contexts in which practice and reform efforts take place and are supported or impeded

Educational Measurement Robert L. Brennan, 2023-10-03 Educational Measurement has been the bible in its field since the first edition was published by ACE in 1951 The importance of this fourth edition of Educational Measurement is to extensively update and extend the topics treated in the previous three editions As such the fourth edition documents progress in the field and provides critical guidance to the efforts of new generations of researchers and practitioners Edited by Robert Brennan and jointly sponsored by the American Council on Education ACE and the National Council on Measurement in Education the fourth edition provides in depth treatments of critical measurement topics and the chapter authors are acknowledged experts in their respective fields Educational measurement researchers and practitioners will find this text essential and those interested in statistics psychology business and economics should also find this work to be of very strong interest Topics covered are divided into three subject areas theory and general principles construction administration and scoring and applications The first part of the book covers the topics of validation reliability item response theory scaling and norming linking and equating test fairness and cognitive psychology Part two includes chapters on test development test administration performance assessment setting performance standards and technology in testing The final section includes chapters on second language testing testing for accountability in K 12 schools standardized assessment of individual achievement in K 12 schools higher education admissions testing monitoring educational progress licensure and certification testing and legal and ethical issues

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