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Test

MULTIPLE CHOICE

DIRECTIONS Select the letter of the best answer.

247

- 1 Which process formed the Great Lakes thousands of years ago?
- A the spreading of prairies
 - B the moving and melting of glaciers
 - C the meeting of warm and cold air masses
 - D the flooding of the Mississippi River system

247

- 2 Which is a landform covered mostly with grasses and flowers?
- A a mountain
 - B a glacier
 - C a prairie
 - D a township

Use the boxed information to answer question 3.

During the 1930s, the worst drought in the history of the United States destroyed many farms in the Midwest.

249

- 3 What does the term drought mean in the sentence above?
- A a long period of little or no rain
 - B a funnel-shaped, spinning windstorm
 - C a fast-spreading disease
 - D a time when rivers overflow their banks

- 4 Which mineral is plentiful in the Midwest region?

250

- A gold
- B iron ore
- C sulfur
- D coal

- 5 What was one way that the Sioux adapted to living on the Great Plains?

250

- A They settled in permanent villages and farms.
- B They traveled in canoes instead of on horses.
- C They used sod to build their homes.
- D They moved from place to place, following herds of buffalo.

(Continued)

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N Noddings



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Resources in Education ,1996 The Opposite of Cheating Tricia Bertram Gallant,David A. Rettinger,2025-03-11 In these days of an ever expanding internet generative AI and term paper mills students may find it too easy and tempting to cheat and teachers may think they can t keep up What s needed and what Tricia Bertram Gallant and David A Rettinger offer in this timely book is a new approach one that works with the realities of the twenty first century not just to protect academic integrity but also to maximize opportunities for students to learn The Opposite of Cheating presents a positive forward looking research backed vision for what classroom integrity can look like in the GenAI era both in cyberspace and on campus Accordingly the book outlines workable measures teachers can use to better understand why students cheat and to prevent cheating while aiming to enhance learning and integrity Bertram Gallant and Rettinger provide practical suggestions to help faculty revise the conversation around integrity refocus classes and students on learning reconsider the structure and goals of assessment and generally reframe our response to cheating At the core of this strategy is a call for teachers academic staff institutional leaders and administrators to rethink how we show up for students and to reinforce and fully support quality teaching learning and assessment With its evidentiary basis and its useful tips for instructors across disciplines levels of experience and modes of instruction this book offers a much needed chance to pause rethink our purpose and refocus on what matters creating classes that center human interactions that foster the personal and professional growth of our students **Education in Texas** Charles W. Funkhouser,1996 **Handbook on Measurement, Assessment, and Evaluation in Higher Education** Charles Secolsky,D. Brian Denison,2017-07-31 In this valuable resource well known scholars present a detailed understanding of contemporary theories and practices in the fields of measurement assessment and evaluation with guidance on how to apply these ideas for the benefit of students and institutions Bringing together terminology analytical perspectives and methodological advances this second edition facilitates informed decision making while connecting the latest thinking in these methodological areas with actual practice in higher education This research handbook provides higher education administrators student affairs personnel institutional researchers and faculty with an integrated volume of theory method and application **Leading Equity-Focused Inquiry for Continuous School Improvement** Margaret Terry Orr, This book offers a roadmap for conducting continuous school improvement work illustrating the common stages of the process Using improvement science principles and an equity perspective this book demonstrates how schools and districts can increase their efficacy and how teachers and leaders can improve their practice for the benefit of all students Through eight case studies representing a variety of K 12 school and community settings the authors address a range of critical student needs in literacy math special education and social learning Each case describes how the leaders and their staff engaged in careful exploration of specific problems and their causes as well as their thoughtful development and testing of solutions The text analyzes how the leaders their teachers and other staff gained

collaborative inquiry capacities and reduced inequities to improve student outcomes particularly for those most challenged Each case concludes with leaders reflections and discussion questions to prompt others engaging in similar work A summative chapter reflects on the leadership lessons for equity focused improvement efforts Book Features Explains how school leaders used improvement science informed processes to address common problems of practice Offers a roadmap for conducting continuous school improvement work illustrating the common stages of the process Provides cases from a diverse range of school and district settings including urban and suburban schools elementary middle and high schools and specialized schools Illustrates each case study with fishbone and driver diagrams and Plan Do Study Act PDSA cycles Includes reflection and discussion questions appropriate for individual readers education courses and book study groups

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