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Master the practical aspects of the CFA Program curriculum with expert instruction for the 2019 exam The same official curricula that CFA Program candidates receive with program registration is now publicly available for purchase. CFA Program Curriculum 2019 Level II, Volumes 1-6 provides the complete Level II curriculum for the 2019 exam, with practical instruction on the Candidate Body of Knowledge (CBOK) and how it is applied, including expert guidance on

incorporating concepts into practice. Level II focuses on complex analysis with an emphasis on asset valuation, and is designed to help you use investment concepts appropriately in situations analysts commonly face. Coverage includes ethical and professional standards, quantitative analysis, economics, financial reporting and analysis, corporate finance, equities, fixed income, derivatives, alternative investments, and portfolio management organized into individual study sessions with clearly defined Learning Outcome Statements. Charts, graphs, figures, diagrams, and financial statements illustrate complex concepts to facilitate retention, and practice questions with answers allow you to gauge your understanding while reinforcing important concepts. While Level I introduced you to basic foundational investment skills, Level II requires more complex techniques and a strong grasp of valuation methods. This set dives deep into practical application, explaining complex topics to help you understand and retain critical concepts and processes. Incorporate analysis skills into case evaluations Master complex calculations and quantitative techniques Understand the international standards used for valuation and analysis Gauge your skills and understanding against each Learning Outcome Statement CFA Institute promotes the highest standards of ethics, education, and professional excellence among investment professionals. The CFA Program curriculum guides you through the breadth of knowledge required to uphold these standards. The three levels of the program build on each other. Level I provides foundational knowledge and teaches the use of investment tools; Level II focuses on application of concepts and analysis, particularly in the valuation of assets; and Level III builds toward synthesis across topics with an emphasis on portfolio management. The Classroom MiniEconomy is a hands-on form of instruction that prepares students to function in today's rapidly changing and interdependent world. This guide shows teachers how to implement the MiniEconomy in their classrooms with an advanced section dedicated to middle school classes. This book critically examines how the narrative of global economic competition was used to rationalize college preparatory curriculum for all high school students and promote charter schools in Detroit. Using mixed qualitative and quantitative methods, the study identifies neighborhood risk factors undermining students' academic success, along with the positive effects of churches and service centers as mitigating forces. The authors focus on a range of topics and issues including market competition, urban decline, community resources, testing and accountability, smaller schools, and engaged learning. The volume illustrates how action studies by engaged scholars working with community activists empowers students to overcome emerging barriers. Phenomenologists or Continental thinkers argue for the subject-object continuum. For phenomenology, subjectivity is of the object, and object is for the subject. This book applies that continuum to the holistic foundations of work or specialization. The author devotes a chapter to each of eight cultural applications of the subject-object continuum. Chapter One examines the specialist-generalist continuum meaning specialization for general education. That continuum comprises the framework for the remaining seven chapters. Those seven include production for community, design for user, automation for user, computing for society, taxation for society, information for manufacturing, and procedure for goal. These eight applications constitute the basis for a core curriculum. The core curriculum gives holistic meaning, order, or cosmos to all jobs and to all people. Cosmos is a Greek word meaning humanistic-scientific order, irreducible to physics. The core curriculum is fundamental cosmology. Each of the eight continuities follow in a logical, systematic manner from the analytic-subjective continuum meaning object for subjectivity. Phenomenology of education can become the human basis of a promising holistic logic, bringing together analytic and existential themes. Learning to make godly economic decisions is critical to a student's future success and security. With this high school curriculum, students will learn the history of money and the familiar fiscal pitfalls that empires have faced, and how to make wise financial choices based on Biblical principles. this one year, 1/2-credit economics course includes a weekly lesson schedule, student worksheets, quizzes and test, and answer keys. The Developmental Economic Education Program (DEEP) was launched in 1964 by the Joint Council on Economic Education as an experimental program in three school districts. By 1989 there were 1,836 school districts enrolled in DEEP, covering some 39 percent of the precollege student population. This book tells the story of DEEP, an effort to improve the economics education curriculum by involving teachers, administrators, universities, and businesses in a curriculum change partnership. This current look at the DEEP experience is divided into five major parts. Part I consists of four chapters that give a rationale for economic education and explain in more detail the features of the DEEP model. Part II focuses on the research and evaluation that have been conducted over the 25-year history of DEEP and on related studies of economic understanding among students in secondary and elementary grades. The next two parts offer case studies of how DEEP works. Part III looks at DEEP operations and issues in four diverse states. Part IV shows how the DEEP process works in six different school districts. In part V the focus shifts from the present to the future; these chapters discuss the future of DEEP in the context of educational reform, requirements for new curriculum materials, needs of school districts, and leadership from the Joint Council on Economic Education. (DB) Curriculum guide for economics education in grades 9-12 based on Economics America from the National Council on Economic Education. With the current conservative emphasis on cultural literacy, this revised paperback edition of a path breaking statement serves as a reminder that our educational practices and policies are never neutral. In response to the rapidly emerging environmental imperative that environmental awareness needs to be taught in the schools, the Organisation for Economic Co-operation and Development (OECD) through its Centre for Educational Research and Innovation (CERI) developed a project oriented toward grass-roots improvements by schools within environmental education initiatives. Based on the recognition that schools can provide a framework in which to gain experience in investigating, reflecting, and acting upon environmental issues, it was agreed that the participating OECD countries--Austria, Belgium, Denmark, Federal Republic of Germany, Finland, Italy, the Netherlands, Norway, Portugal, Sweden, and Switzerland--should identify those schools that were already developing the most innovative ways of teaching and learning about environmental issues ranging across a spectrum of scientific, economic, and cultural points of view. This report summarizes and gives examples of both the work carried out in these schools, as well as the main pedagogical and

strategic issues that provided the basis for this CERI project. Part I, Towards Environmental Awareness, deals with the basic pedagogical premises and provides an in-depth analysis of how these premises have emerged within the work of the selected school programs. Part II, Case Studies, is a series of descriptions and accounts of the 11 schools selected by each of the cooperating countries. Part III, Perspectives, considers environmental and school initiatives from four different perspectives, namely: educational, environmental, industrial, and governmental. An overview of the participating schools is also provided for easy reference and contact information. (JJK) Clear, concise instruction for all CFA Program Level I concepts and competencies for the 2019 exam The same official curricula that CFA Program candidates receive with program registration is now publicly available for purchase. CFA Program Curriculum 2019 Level I, Volumes 1-6 provides the complete Level I curriculum for the 2019 exam, delivering the Candidate Body of Knowledge (CBOK) with expert instruction on all 10 topic areas of the CFA Program. Fundamental concepts are explained in-depth with a heavily visual style, while cases and examples demonstrate how concepts apply in real-world scenarios. Coverage includes ethical and professional standards, quantitative analysis, economics, financial reporting and analysis, corporate finance, equities, fixed income, derivatives, alternative investments, and portfolio management, all organized into individual sessions with clearly defined Learning Outcome Statements. Charts, graphs, figures, diagrams, and financial statements illustrate concepts to facilitate retention, and practice questions provide the opportunity to gauge your understanding while reinforcing important concepts. Learning Outcome Statement checklists guide readers to important concepts to derive from the readings Embedded case studies and examples throughout demonstrate practical application of concepts Figures, diagrams, and additional commentary make difficult concepts accessible Practice problems support learning and retention CFA Institute promotes the highest standards of ethics, education, and professional excellence among investment professionals. The CFA Program curriculum guides you through the breadth of knowledge required to uphold these standards. The definition of economics education, reasons for studying it, ways of integrating it into the K-12 curriculum, approaches to teaching it, and criteria for evaluating it are the foci of this booklet. Economics education is helping young people learn to make economic choices, understand basic economic concepts, and apply important economic goals in their decision making. Students should study economics to develop the critical knowledge and skills they need as citizens to make intelligent decisions and to help shape economic policy. The economic concepts that can be taught at different grade levels are examined. The plan used by Minnesota for integrating economics into the K-12 curriculum is described. Approaches that have been used successfully to teach basic economic concepts, including the use of the local community, videotape/film, television, simulation games, and microcomputers, are described. Criteria that educators can use to assess materials sponsored by corporations, banks, government agencies, public utilities, trade associations, and labor unions are presented. Steps that a school district can take to improve economic education are suggested. The appendix contains listings of economic education organizations and selected teaching materials. (RM) Created as a supplement to existing middle school world geography and world history courses, the 5 units in this guide introduce students to the basics of global trade. This revised edition features simulations, role plays, smallgroup discussions and other activelearning instructional activities to help students explore economic concepts through reallife applications. Innovations in Economic Education addresses the growing issue of financial illiteracy by showing how economics can be successfully integrated into classrooms from kindergarten through higher education. Pre-service teachers, experienced educators, curriculum leaders, parents, and school administrators will find practical ideas to improve economic understanding. At the elementary level, the book provides creative ways of introducing young students to the basic concepts of economics, financial justice, and social action. For higher grade levels, the book offers ideas to integrate economics into current history, civics, and math curricula. The final portion of the book features recommendations by leading economic educators on how economics can play a greater role in teachers' professional development. The pedagogical tools presented in each chapter include lesson plans and practical insights, and are designed to meet the NCSS, C3 Framework, and Common Core State Standards for Social Studies. This book is a timely and valuable resource for all educators interested in improving their students' economic literacy and financial decision-making. This book addresses growing reservations about the relevance of educational systems to the economic and social needs of individuals by examining different aspects of transitions from school to work or further studies within formal and informal settings in Asia. Highlighting important issues such as selectiveness and inclusiveness, integration of transversal competencies, vocationalisation of secondary schooling, approaches to career guidance and emerging models of student support, it is of particular interest to educators, policymakers and other stakeholders who are concerned about the effectiveness of system-wide and institutional-based approaches. The first part of the book explores different models, mechanisms and approaches to policy and practice in the context of Asia, while the second part examines Hong Kong students' transitions to post-school life and provides an account of issues and challenges the government and individual schools experience in terms of structural support for both mainstream and special-needs students. Created as a supplement to existing middle school world geography and world history courses, the 5 units in this guide introduce students to the basics of global trade. This volume offers a new paradigm for global school systems. Education for global economic competition is the prevailing goal of most national school systems. Spring argues that recent international studies by economists, social psychologists, and others on the social factors that support subjective well-being and longevity should serve as a call to arms to change education policy; the current industrial-consumer paradigm is not supportive of either happiness or long life. This handbook provides valuable information for educators to use in developing a one-semester high school course on economics. The volume includes activity outlines, a model for assessment, and a list of resources to enhance instruction in economics. The handbook identifies methods to enrich instruction using the state-mandated economic component of the California high school curriculum. Chapter 1 reviews the basic components of microeconomics, macroeconomics, economic systems, and

international trade as part of the course content. Chapter 2 describes issues-oriented activities to enliven economic concepts. Ten modules provide opportunities to encourage students to study economics through the application of basic concepts. Chapter 3 identifies the conceptual, semantic, and attitudinal hurdles that can interfere with a student's learning of economics. Chapter 4 illustrates a model for the assessment of student learning in a high school economics course. An appendix identifies 53 resources and addresses for further information to enhance high school economics instruction. (CK)

This publication provides a systematic and comprehensive overview of major developments within and across the Organisation for Economic Co-Operation and Development countries in strategic approaches to curriculum planning and the principles governing the organization of learning in schools. The report concludes the initial phase of the Centre for Education Research and Innovation Project on Curriculum Reform and School Effectiveness. The study comprised national returns from a structured questionnaire, expert colloquia, and a selected literature review. The first three of eight chapters within this book address context, changes in administrative relationships and control, and general curriculum issues and pedagogic developments in the compulsory years of schooling. In chapter 4, the emphasis moves toward what are virtually universal concerns, namely the structure, content, and organization of the core curriculum. Chapters 5 and 6 focus on developments in curriculum and pedagogy that are characteristic of either the primary or the secondary stage of schooling, including those that are transitional between the two. Chapter 7 examines the process of curriculum development and pedagogic reform and the potential dichotomy between professional freedom and tightly drawn evaluation and assessment procedures. The appendixes provide a framework for the preparation of reports on curriculum reform in OECD countries (including questions), as well as a list of responding reports giving country, title, and author. (52 references) (KM)

Economics in Action combines 14 favorite NCEE simulations, roleplaying activities, group activities and classroom demonstrations in one volume. First Published in 1988. Routledge is an imprint of Taylor & Francis, an informa company. This teacher's guide puts the research and publications of United for a Fair Economy into 21 sequential, stand-alone high school lesson plans about economic inequality and the human implications of economic policies. In this disturbing but ultimately hopeful personal account, Jean Anyon provides compelling evidence that the economic and political devastation of America's inner cities has robbed schools and teachers of the capacity to successfully implement current strategies of educational reform. She argues that without fundamental change in government and business policies and the redirection of major resources back into the schools and the communities they serve, urban schools are consigned to failure, and no effort at raising standards, improving teaching, or boosting achievement can occur. Based on her participation in an intensive four-year school reform project in the Newark, New Jersey public schools, the author vividly captures the anguish and anger of students and teachers caught in the tangle of a failing school system. Ghetto Schooling offers a penetrating historical analysis of more than a century of government and business policies that have drained the economic, political, and human resources of urban populations. Provocative and controversial, this book reveals the historical roots of the current crisis in ghetto schools and what must be done to reverse the downward spiral. The Classroom MiniEconomy is a hands-on form of instruction that prepares students to function in today's rapidly changing and interdependent world. This guide shows teachers how to implement the MiniEconomy in their classrooms with an advanced section dedicated to middle school classes. This book is a collection of 16 papers that focus on what has been learned in two decades of developing and implementing large-scale national textbook programs. The seminar was designed to help participants make sound policy decisions about their own national textbook programs and to facilitate discourse among a wider audience of parties working to improve the quality of education in developing nations. Organized into four parts, the part headings include: (1) The Design and Implementation of Textbook Programs: An Overview; (2) Policy Issues in Textbook Program Development; (3) Provision of Textbooks: Developed Systems and Infant Industries; and (4) The Future: Will New Electronic Media Make the Textbook Obsolete? Many figures and tables are included and several of papers contain a list of references or a bibliography. (DB)

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