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676 Chapter 26 Noncommunicable Diseases and Disabilities HS_HEALTH_U08_C26_L1 12/18/02 9:14 AM Page 676. Lesson 1 Cardiovascular Diseases 677 ANGINA PECTORIS Angina pectoris(an-JY-nuh PEK-tuh-ruhs) is chest pain that results when the heart does not get enough oxygen. This pain, which

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Chapter 19 Section 3 The War At Home Reteaching Activity

24 Unit 5, Chapter 17 Name Date RETEACHING ACTIVITY The Cold War Divides the World Section 4 ____ 1. During the Cold War, the Third World consisted of a. developing nations not aligned with either the United States or the Soviet Union.

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This remarkable anthology introduces the short fiction of fourteen writers, major figures in the literary movements of three generations, who represent a range of class, ethnic, age, and political perspectives. It is filled with "unexpected gems", writes Scarlet Cheng in *Belles Lettres*, including Lin Hai-yin's story of a woman suffering under a feudal system that dominated Old China; Chiang Hsiao-yun's optimistic solutions to problems of the elderly in the rapidly changing Taiwan of the 1980; and in between, a dozen richly diverse stories of aristocrats, comrades, wives, concubines, children, mothers, sexuality, rape, female initiation, and the tensions between traditional and modern life. "This is not western feminism with an Asian accent", says *Bloomsbury Review*, "but a description of one culture's reality... The woman protagonists survive both despite and because of their existence in a changing Taiwan." This book includes biographical headnotes, an introduction that addresses the literary movements represented, and an extensive bibliography.

Published by OpenStax College, *U.S. History* covers the breadth of the chronological history of the United States and also provides the necessary depth to ensure the course is manageable for instructors and students alike. *U.S. History* is designed to meet the scope and sequence requirements of most courses. The authors introduce key forces and major developments that together form the American experience, with particular attention paid to considering issues of race, class and gender. The text provides a balanced approach to U.S. history, considering the people, events and ideas that have shaped the United States from both the top down (politics, economics, diplomacy) and bottom up (eyewitness accounts, lived experience).

Effective science teaching requires creativity, imagination, and innovation. In light of concerns about American science literacy, scientists and educators have struggled to teach this discipline more effectively. *Science Teaching Reconsidered* provides undergraduate science educators with a path to understanding students, accommodating their individual differences, and helping them grasp the methods--and the wonder--of science. What impact does teaching style have? How do I plan a course curriculum? How do I make lectures, classes, and laboratories more effective? How can I tell what students are thinking? Why don't they understand? This handbook provides productive approaches to these and other questions. Written by scientists who are also educators, the handbook offers suggestions for having a greater impact in the classroom and provides resources for further research.

A history of the United States in the twentieth century, featuring sociological and cultural events, as well as strictly historical, and using many pertinent literary excerpts.

Each unit includes guided reading, vocabulary building, skillbuilder practice, geography applications, primary sources, literature selections, reteaching activities, enrichment activities for gifted and talented students, history workshop resources and answer key.

Thanks to initiatives like the Common Core and Race to the Top, accountability requirements continue to be a reality for educators. Yet many are still unsure of how to use data to make well-informed instructional decisions. *The Data-Driven Classroom* comes to the rescue with a systematic, universal process that shows teachers how to: examine student assessment results to identify a curricular or skill area to target for individual intervention or large-group instructional revision; develop, implement, and assess the effectiveness of the intervention or revision; and develop an action plan for future

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instructional cycles. Author Craig A. Mertler sheds light on how teachers can make sense of overwhelming standardized test reports while avoiding pitfalls like over-interpreting data. In these pages you will also find practical classroom examples and templates designed to guide teachers of all grade levels and subject areas through the comprehensive decision-making framework.

A teacher presents a lesson, and at the end asks students if they understand the material. The students nod and say they get it. Later, the teacher is dismayed when many of the students fail a test on the material. Why aren't students getting it? And, just as important, why didn't the teacher recognize the problem? In *Checking for Understanding*, Douglas Fisher and Nancy Frey show how to increase students' understanding with the help of creative formative assessments. When used regularly, formative assessments enable every teacher to determine what students know and what they still need to learn. Fisher and Frey explore a variety of engaging activities that check for and increase understanding, including interactive writing, portfolios, multimedia presentations, audience response systems, and much more. This new 2nd edition of *Checking for Understanding* has been updated to reflect the latest thinking in formative assessment and to show how the concepts apply in the context of Fisher and Frey's work on gradual release of responsibility, guided instruction, formative assessment systems, data analysis, and quality instruction. Douglas Fisher and Nancy Frey are the creators of the Framework for Intentional and Targeted (FIT) Teaching™. They are also the authors of numerous ASCD books, including *The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning* and the best-selling *Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention*.

During the last 40 years, the number of women studying science and engineering (S&E) has increased dramatically. Nevertheless, women do not hold academic faculty positions in numbers that commensurate with their increasing share of the S&E talent pool. The discrepancy exists at both the junior and senior faculty levels. In December 2005, the National Research Council held a workshop to explore these issues. Experts in a number of disciplines met to address what sex-differences research tells us about capability, behavior, career decisions, and achievement; the role of organizational structures and institutional policy; cross-cutting issues of race and ethnicity; key research needs and experimental paradigms and tools; and the ramifications of their research for policy, particularly for evaluating current and potential academic faculty. *Biological, Social, and Organizational Components of Success for Women in Academic Science and Engineering* consists of three elements: an introduction, summaries of panel discussions including public comment sessions, and poster abstracts.

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