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In the United States, some populations

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suffer from far greater disparities in health than others. Those disparities are caused not only by fundamental differences in health status across segments of the population, but also because of inequities in factors that impact health status, so-called determinants of health. Only part of an individual's health status depends on his

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or her behavior and choice; community-wide problems like poverty, unemployment, poor education, inadequate housing, poor public transportation, interpersonal violence, and decaying neighborhoods also contribute to health inequities, as well as the historic and ongoing interplay of structures,

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policies, and norms that shape lives. When these factors are not optimal in a community, it does not mean they are intractable: such inequities can be mitigated by social policies that can shape health in powerful ways. Communities in Action: Pathways to Health Equity seeks to delineate the causes of and the solutions

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to health inequities in the United States. This report focuses on what communities can do to promote health equity, what actions are needed by the many and varied stakeholders that are part of communities or support them, as well as the root causes and structural barriers that need to be overcome.

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Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health,

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development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common

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knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the

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workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice

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environment for care and education

professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional

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learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress.

Transforming the Workforce for Children Birth Through Age 8 offers guidance on

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system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to

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improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

Educators know it's important to get students to engage in "higher-order thinking." But what does higher-order thinking actually look like? And how can

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K-12 classroom teachers assess it across the disciplines? Author, consultant, and former classroom teacher Susan M.

Brookhart answers these questions and more in this straightforward, practical guide to assessment that can help teachers determine if students are actually displaying the kind of complex thinking

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that current content standards emphasize.

Brookhart begins by laying out principles for assessment in general and for assessment of higher-order thinking in particular. She then defines and describes aspects of higher-order thinking according to the categories established in leading taxonomies, giving specific guidance on

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how to assess students in the following areas: * Analysis, evaluation, and creation * Logic and reasoning * Judgment * Problem solving * Creativity and creative thinking Examples drawn from the National Assessment of Educational Progress and from actual classroom teachers include multiple-choice items,

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constructed-response (essay) items, and performance assessment tasks. Readers will learn how to use formative assessment to improve student work and then use summative assessment for grading or scoring. Aimed at elementary, middle, and high school teachers in all subject areas,

How to Assess Higher-Order Thinking

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Skills in Your Classroom provides essential background, sound advice, and thoughtful insight into an area of increasing importance for the success of students in the classroom--and in life.

Physical inactivity is a key determinant of health across the lifespan. A lack of

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activity increases the risk of heart disease, colon and breast cancer, diabetes mellitus, hypertension, osteoporosis, anxiety and depression and others diseases. Emerging literature has suggested that in terms of mortality, the global population health burden of physical inactivity approaches that of cigarette smoking. The prevalence

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and substantial disease risk associated with physical inactivity has been described as a pandemic. The prevalence, health impact, and evidence of changeability all have resulted in calls for action to increase physical activity across the lifespan. In response to the need to find ways to make physical activity a health priority for

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youth, the Institute of Medicine's
Committee on Physical Activity and
Physical Education in the School

Environment was formed. Its purpose was to review the current status of physical activity and physical education in the school environment, including before, during, and after school, and examine the

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influences of physical activity and

physical education on the short and long term physical, cognitive and brain, and

psychosocial health and development of children and adolescents. Educating the

Student Body makes recommendations about approaches for strengthening and

improving programs and policies for

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physical activity and physical education in the school environment. This report lays out a set of guiding principles to guide its work on these tasks. These included: recognizing the benefits of instilling life-long physical activity habits in children; the value of using systems thinking in improving physical activity and physical

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education in the school environment; the recognition of current disparities in opportunities and the need to achieve equity in physical activity and physical education; the importance of considering all types of school environments; the need to take into consideration the diversity of students as recommendations are

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developed. This report will be of interest to local and national policymakers, school officials, teachers, and the education community, researchers, professional organizations, and parents interested in physical activity, physical education, and health for school-aged children and adolescents.

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The six-volume set LNCS 8579-8584 constitutes the refereed proceedings of the 14th International Conference on Computational Science and Its Applications, ICCSA 2014, held in Guimarães, Portugal, in June/July 2014. The 347 revised papers presented in 30

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workshops and a special track were carefully reviewed and selected from 1167 initial submissions. The 289 papers presented in the workshops cover various areas in computational science ranging from computational science technologies to specific areas of computational science such as computational geometry and

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security.

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The MSME2014 is hosted by Advanced Information Science Research Center (AISRC) and is sponsored by DEStech Publications, Inc., University of East Asia, University of Mysore and Reitaku University. MSME2014 aims to provide

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an excellent international academic forum for sharing knowledge and results in theory, methodology and applications in the aspects of material science and material engineering. This MSME2014 proceedings tends to collect the up-to-date, comprehensive and worldwide state-of-art knowledge on material science and

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material engineering, including material composites, ceramic, metal alloy material, polymer material, building materials, environmental friendly material, material performance, etc. All of accepted papers were subjected to strict peer- reviewing by 2–4 expert referees. The papers have been selected for this volume because of quality

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and the relevance to the conference. We hope this book will not only provide the readers a broad overview of the latest research results, but also provide the readers a valuable summary and reference in these fields.

The Journal on Advanced Studies in

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Theoretical and Experimental Physics,
including Related Themes from
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Physical movement has a positive effect on physical fitness, morbidity, and mortality in individuals with diabetes. Although exercise has long been

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considered a cornerstone of diabetes management, many health care providers fail to prescribe it. In addition, many fitness professionals may be unaware of the complexities of including physical activity in the management of diabetes. Giving patients or clients a full exercise prescription that take other chronic

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conditions commonly accompanying diabetes into account may be too time-consuming for or beyond the expertise of many health care and fitness professionals. The purpose of this book is to cover the recommended types and quantities of physical activities that can and should be undertaken by all individuals with any

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type of diabetes, along with precautions related to medication use and diabetes-related health complications. Medications used to control diabetes should augment lifestyle improvements like increased daily physical activity rather than replace them. Up until now, professional books with exercise information and prescriptions

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were not timely or interactive enough to easily provide busy professionals with access to the latest recommendations for each unique patient. However, simply instructing patients to “exercise more” is frequently not motivating or informative enough to get them regularly or safely active. This book is changing all that with

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its up-to-date and easy-to-prescribe
exercise and physical activity
recommendations and relevant case
studies. Read and learn to quickly
prescribe effective and appropriate
exercise to everyone.

Built around physical fitness components,

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this text shows how to assess each fitness component and then how to design exercise programs based on that assessment. It bridges the gap between research and practice for exercise science students and fitness professionals.

Historically, regulations governing

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chemical use have often focused on widely used chemicals and acute human health effects of exposure to them, as well as their potential to cause cancer and other adverse health effects. As scientific knowledge has expanded there has been an increased awareness of the mechanisms through which chemicals may exert

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harmful effects on human health, as well as their effects on other species and ecosystems. Identification of high-priority chemicals and other chemicals of concern has prompted a growing number of state and local governments, as well as major companies, to take steps beyond existing hazardous chemical federal legislation.

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Interest in approaches and policies that ensure that any new substances substituted for chemicals of concern are assessed as carefully and thoroughly as possible has also burgeoned. The overarching goal of these approaches is to avoid regrettable substitutions, which occur when a toxic chemical is replaced by another chemical

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that later proved unsuitable because of persistence, bioaccumulation, toxicity, or other concerns. Chemical alternative assessments are tools designed to facilitate consideration of these factors to assist stakeholders in identifying chemicals that may have the greatest likelihood of harm to human and ecological health, and to

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provide guidance on how the industry may develop and adopt safer alternatives. A Framework to Guide Selection of Chemical Alternatives develops and demonstrates a decision framework for evaluating potentially safer substitute chemicals as primarily determined by human health and ecological risks. This

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new framework is informed by previous efforts by regulatory agencies, academic institutions, and others to develop alternative assessment frameworks that could be operationalized. In addition to hazard assessments, the framework incorporates steps for life-cycle thinking - which considers possible impacts of a

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chemical at all stages including 11

production, use, and disposal - as well as steps for performance and economic

assessments. The report also highlights

how modern information sources such as computational modeling can supplement

traditional toxicology data in the

assessment process. This new framework

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allows the evaluation of the full range of benefits and shortcomings of substitutes, and examination of tradeoffs between these risks and factors such as product functionality, product efficacy, process safety, and resource use. Through case studies, this report demonstrates how different users in contrasting decision

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contexts with diverse priorities can apply the framework. This report will be an essential resource to the chemical industry, environmentalists, ecologists, and state and local governments.

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