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This book informs an international audience of teachers, scholars and policymakers about the development of learning progressions for primary and secondary geography education in various countries and regions of the world. The book represents an important contribution to learning progressions research and practice. The different chapters explore how curriculum standards and frameworks in different countries portray progress and sophistication in the learning of geography. The book compares educational systems and how teachers and

curriculum developers use the concept of “ learning progression ” to guide educational practices. As an approach to educational research, learning progressions offer considerable potential for understanding how children develop understanding of geographic concepts and practices across grade bands and in relation to national geography standards. The book analyzes the general conditions of learning progressions within the context of a globalized world. Important themes are addressed such as: knowledge acquisition in formal education; measuring learning progressions in informal settings; learning progressions for one curriculum standard or several standards; conditions to assess progression in the learning of facts, concepts, and skills; and multiple pathways for understanding or learning geography. The contributing authors are experienced scientists in the field from all around the world giving specific insights into the practices of their countries. The book appeals to K-12 teachers, school administrators, policymakers, researchers in geography education, professors and lecturers at universities around the world.

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 workshops and a special track were carefully reviewed and selected from 1167. 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 security.

This is an investigative approach to Cambridge IGCSE Geography, written in partnership with the Geographical Association. Encourage students to make links between case studies and their own local contexts as well as exploring the core themes and skills of the 0460 syllabus in the context of global case studies and processes. Prepare for exam success with full coverage of the core themes of Paper 1 (Population and Settlement, The Natural Environment, Economic Development, and the Use of Resources), as well as the geographical and fieldwork skill elements of Papers 2, 3, and 4. Help students focus on achieving the best grades with excellent exam support for each Paper, with exam-style questions, answers at different levels, and accompanying comments. Be confident in the content and approach--this resource is written by highly experienced Geography teachers, consulted edited by a CIE Principal Examiner, and produced in partnership with the UK Geographical Association--the home of best practice in Geography teaching.

The partisan and ideological polarization associated with federal government plagues states and localities too, bringing with it significant implications for public policy and intergovernmental relations. The trusted and proven Governing States and Localities guides students through these issues and continues its focus on the role economic and budget pressures play. With their engaging journalistic writing and crisp storytelling, Kevin B. Smith and Alan Greenblatt employ a comparative approach to explain how and why states and localities are both similar and different in institutional structure, culture, history, economy, geography, and demographics. A great blend of high-quality academic analysis and the latest scholarship, the Sixth Edition is thoroughly updated to account for such major developments as state vs. federal conflicts over immigration reform, gun control, and voter rights; health and education reforms aimed at improving the effectiveness of state and local government service delivery; and the lingering effects of the Great Recession.

This book uses a multimethod approach to examine local experience of contemporary mining development in the Peruvian Andes, creating an understanding of the transformations that rural societies experience in this context. Mining is a major component of economic growth in many resource endowed countries, whilst also causing mixed social, cultural, and environmental effects. Most current literature on contemporary mining in Peru is largely focussed on conflict; however, in this text, the author takes a differing approach by examining the experiences of families in the vicinity of Rio Tinto 's La Granja exploration copper project, Northern Peru, an area with great significance due to the mining investment and development, which has taken place over the past 25 years. The book first provides a critical discussion about production of space theories, and debates on spatial mobility, highlighting their relevance to understanding large-scale mining developments, especially in the Peruvian Andes. The following chapters analyze spatial transformations mining development has prompted, focusing on four axes: access to space, production, mobility, and representations of space. A comprehensive narrative is constructed drawing on diverse voices and perspectives, including those of family heads and their partners, local leaders, company employees, and social scientists. The book concludes by discussing how the findings challenge some of the current accounts of the social effects of mining development on rural communities and pose significant implications for sustainable development programs and place-based practices. By taking an interdisciplinary approach, this book will appeal to a wide audience including geographers, social anthropologists, and social scientists interested in the social effects of mining as well as researchers interested in current Latin American Studies and Rural Development.

In the United States, some populations 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 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, 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 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.

*Debates in Geography Education* encourages early career teachers, experienced teachers and teacher educators to engage with and reflect on key issues, concepts and debates. It aims to enable readers to reach their own informed judgements with deeper theoretical knowledge and understanding. The second edition is fully updated in light of the latest research, policy and practice in the field, as well as key changes to the curriculum and examination specifications. Expert contributors provide a range of perspectives on international, historical and policy contexts in order to deepen our understanding of significant debates in geography education. Key debates include: geography's identity as

an academic discipline; what constitutes knowledge in geography; places and regional geography; what it means to think geographically; constructing the curriculum; how we link assessment to making progress in geography; the contribution of fieldwork and outdoor experiences; technology and the use of Geographical Information; school geography and employability; understanding the gap between school and university geography; evidence-based practice and research in geography education. The comprehensive, rigorous coverage of these key issues, together with carefully annotated selected further reading, will help support and shape further research and writing. *Debates in Geography Education* is a key resource that is essential reading for all teachers and researchers who wish to extend their grasp of the place of geography in education. Mark Jones is Senior Lecturer in Education at the University of the West of England, Bristol, UK David Lambert is Professor of Geography Education at UCL Institute of Education, London, UK

An investigative approach to Cambridge IGCSE Geography, written in partnership with the Geographical Association. Encourage students to make links between case studies and their own local contexts as well as exploring the core themes and skills of the 0460 syllabus in the context of global case studies and processes. Prepare for exam success with full coverage of the core themes of Paper 1 (Population and Settlement, The Natural Environment, Economic Development and the Use of Resources) as well as the geographical and fieldwork skills elements of Papers 2, 3 and 4. Help students focus on achieving the best grades with excellent exam support for each Paper, with exam-style questions, answers at different levels and accompanying comments. Be confident in the content and approach - this resource is written by highly experienced Geography teachers, consulted edited by a CIE Principal Examiner, and produced in partnership with the UK Geographical Association - the home of best practice in Geography teaching.

How we produce and consume food has a bigger impact on Americans' well-being than any other human activity. The food industry is the largest sector of our economy; food touches everything from our health to the environment, climate change, economic inequality, and the federal budget. From the earliest developments of agriculture, a major goal has been to attain sufficient foods that provide the energy and the nutrients needed for a healthy, active life. Over time, food production, processing, marketing, and consumption have evolved and become highly complex. The challenges of improving the food system in the 21st century will require systemic approaches that take full account of social, economic, ecological, and evolutionary factors. Policy or business interventions involving a segment of the food system often have consequences beyond the original issue the intervention was meant to address. *A Framework for Assessing Effects of the Food System* develops an analytical framework for assessing effects associated with the ways in which food is grown, processed, distributed, marketed, retailed, and consumed in the United States. The framework will allow users to recognize effects across the full food system, consider all domains and dimensions of effects, account for systems dynamics and complexities, and choose appropriate methods for analysis. This report provides example applications of the framework based on complex questions that are currently under debate: consumption of a healthy and safe diet, food security, animal welfare, and preserving the environment and its resources. *A Framework for Assessing Effects of the Food System* describes the U.S. food system and provides a brief history of its evolution into the current system. This report identifies some of the real and potential implications of the current system in terms of its health, environmental, and socioeconomic effects along with a sense for the complexities of the system, potential metrics, and some of the data needs that are required to assess the effects. The overview of the food system and the framework described in this report will be an essential resource for decision

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makers, researchers, and others to examine the possible impacts of alternative policies or agricultural or food processing practices.

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