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9.5, 9.6, 9.7 Global Climate Change Part 1

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Biology for AP® courses covers the scope and sequence requirements of a typical two-semester Advanced Placement® biology course. The text provides comprehensive coverage of foundational research and core biology concepts through an evolutionary lens. Biology for

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AP® Courses was designed to meet and exceed the requirements of the College Board's AP® Biology framework while allowing significant flexibility for instructors. Each section of the book includes an introduction based on the AP® curriculum and includes rich features that engage students in scientific practice and

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AP® test preparation; it also highlights careers and research opportunities in biological sciences.

What is climate? Climate is commonly thought of as the expected weather conditions at a given location over time. People know when they go to New York

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City in winter, they should take a heavy coat. When they visit the Pacific Northwest, they should take an umbrella. Climate can be measured as many geographic scales - for example, cities, countries, or the entire globe - by such statistics as average temperatures, average number of rainy days, and the frequency

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of droughts. Climate change refers to changes in these statistics over years, decades, or even centuries. Enormous progress has been made in increasing our understanding of climate change and its causes, and a clearer picture of current and future impacts is emerging. Research is also shedding light on actions that might

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be taken to limit the magnitude of climate change and adapt to its impacts. Climate Change: Evidence, Impacts, and Choices is intended to help people understand what is known about climate change. First, it lays out the evidence that human activities, especially the burning of fossil fuels, are responsible for much of the

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warming and related changes being observed around the world. Second, it summarizes projections of future climate changes and impacts expected in this century and beyond. Finally, the booklet examines how science can help inform choice about managing and reducing the risks posed by climate change. The

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information is based on a number of National Research Council reports, each of which represents the consensus of experts who have reviewed hundreds of studies describing many years of accumulating evidence.

National Book Award Finalist:

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“Wickersham has journeyed into the dark underworld inside her father and herself and emerged with a powerful, gripping story.” —The Boston Globe One winter morning in 1991, Joan Wickersham’s father shot himself in the head. The father she loved would never have killed himself, and yet he had. His death made a mystery

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of his entire life. Who was he? Why did he do it? And what was the impact of his death on the people who loved him? Using an index—the most formal and orderly of structures—Wickersham explores this chaotic and incomprehensible reality. Every bit of family history, every encounter with friends, doctors, and other

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survivors, exposes another facet of elusive truth. Dark, funny, sad, and gripping, at once a philosophical and a deeply personal exploration, *The Suicide Index* is, finally, a daughter's anguished, loving elegy to her father.

An essential reference work on climate

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change and the effect of greenhouse gases.

This book discusses the importance of identifying and addressing misconceptions for the successful teaching and learning of science across all levels of science education from elementary school to high school. It suggests teaching approaches

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based on research data to address students' common misconceptions. Detailed descriptions of how these instructional approaches can be incorporated into teaching and learning science are also included. The science education literature extensively documents the findings of studies about students'

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misconceptions or alternative conceptions about various science concepts.

Furthermore, some of the studies involve systematic approaches to not only creating but also implementing instructional programs to reduce the incidence of these misconceptions among high school science students. These studies, however,

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are largely unavailable to classroom practitioners, partly because they are usually found in various science education journals that teachers have no time to refer to or are not readily available to them. In response, this book offers an essential and easily accessible guide.

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The volume begins with an overview of POGIL and a discussion of the science education reform context in which it was developed. Next, cognitive models that serve as the basis for POGIL are presented, including Johnstone's Information Processing Model and a novel extension of it. Adoption, facilitation and

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implementation of POGIL are addressed next. Faculty who have made the transformation from a traditional approach to a POGIL student-centered approach discuss their motivations and implementation processes. Issues related to implementing POGIL in large classes are discussed and possible solutions are

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provided. Behaviors of a quality facilitator are presented and steps to create a facilitation plan are outlined. Succeeding chapters describe how POGIL has been successfully implemented in diverse academic settings, including high school and college classrooms, with both science and non-science majors. The challenges

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for implementation of POGIL are presented, classroom practice is described, and topic selection is addressed.

Successful POGIL instruction can incorporate a variety of instructional techniques. Tablet PC's have been used in a POGIL classroom to allow extensive communication between students and

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instructor. In a POGIL laboratory section, students work in groups to carry out experiments rather than merely verifying previously taught principles. Instructors need to know if students are benefiting from POGIL practices. In the final chapters, assessment of student performance is discussed. The concept of

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a feedback loop, which can consist of self-analysis, student and peer assessments, and input from other instructors, and its importance in assessment is detailed. Data is provided on POGIL instruction in organic and general chemistry courses at several institutions. POGIL is shown to reduce attrition, improve student learning,

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and enhance process skills.

The Global Carbon Cycle is a short introduction to this essential geochemical driver of the Earth's climate system, written by one of the world's leading climate-science experts. In this one-of-a-kind primer, David Archer engages

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readers in clear and simple terms about the many ways the global carbon cycle is woven into our climate system. He begins with a concise overview of the subject, and then looks at the carbon cycle on three different time scales, describing how the cycle interacts with climate in very distinct ways in each. On million-year time scales,

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feedbacks in the carbon cycle stabilize Earth's climate and oxygen concentrations. Archer explains how on hundred-thousand-year glacial/interglacial time scales, the carbon cycle in the ocean amplifies climate change, and how, on the human time scale of decades, the carbon cycle has been dampening climate change by

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absorbing fossil-fuel carbon dioxide into the oceans and land biosphere. A central question of the book is whether the carbon cycle could once again act to amplify climate change in centuries to come, for example through melting permafrost peatlands and methane hydrates. The Global Carbon Cycle features a glossary

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of terms, suggestions for further reading, and explanations of equations, as well as a forward-looking discussion of open questions about the global carbon cycle.

Climate Change: Evidence and Causes is a jointly produced publication of The US National Academy of Sciences and The

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Royal Society. Written by a UK-US team of leading climate scientists and reviewed by climate scientists and others, the publication is intended as a brief, readable reference document for decision makers, policy makers, educators, and other individuals seeking authoritative information on the some of the questions

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that continue to be asked. Climate Change makes clear what is well-established and where understanding is still developing. It echoes and builds upon the long history of climate-related work from both national academies, as well as on the newest climate-change assessment from the United Nations' Intergovernmental Panel

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on Climate Change. It touches on current areas of active debate and ongoing research, such as the link between ocean heat content and the rate of warming.

Looks at the how's and why's behind the planet's most devastating natural events, including hurricanes, floods, tidal waves,

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tornadoes, and heat waves.

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