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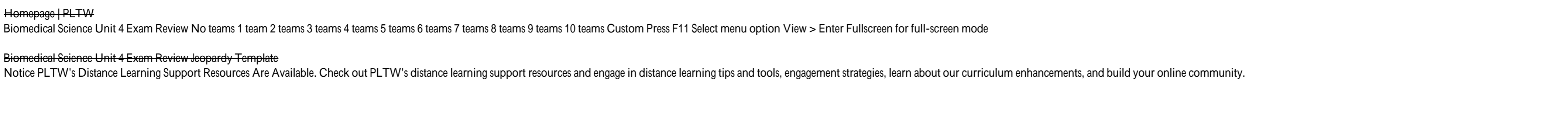
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Science, engineering, and technology permeate nearly every facet of modern life and hold the key to solving many of humanity's most pressing current and future challenges. The United States' position in the global economy is declining, in part because U.S. workers lack fundamental knowledge in these fields. To address the critical issues of U.S. competitiveness and to better prepare the workforce, A Framework for K-12 Science Education proposes a new approach to K-12 science education that will capture students' interest and provide them with the necessary foundational knowledge in the field. A Framework for K-12 Science Education outlines a broad set of expectations for students in science and engineering in grades K-12. These expectations will inform the development of new standards for K-12 science education and, subsequently, revisions to curriculum, instruction, assessment, and professional development for educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built. These three dimensions are: crosscutting concepts that unify the study of science through their common application across science and engineering; scientific and engineering practices; and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science. The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice. A Framework for K-12 Science Education is the first step in a process that can inform state-level decisions and achieve a research-grounded basis for improving science instruction and learning across the country. The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who teach science in informal environments.

In the late 1980s, the National Cancer Institute initiated an investigation of cancer risks in populations near 52 commercial nuclear power plants and 10 Department of Energy nuclear facilities (including research and nuclear weapons production facilities and one reprocessing plant) in the United States. The results of the NCI investigation were used a primary resource for communicating with the public about the cancer risks near the nuclear facilities. However, this study is now over 20 years old. The U.S. Nuclear Regulatory Commission requested that the National Academy of Sciences provide an updated assessment of cancer risks in populations near USNRC-licensed nuclear facilities that utilize or process uranium for the production of electricity. Analysis of Cancer Risks in Populations near Nuclear Facilities: Phase 1 focuses on identifying scientifically sound approaches for carrying out an assessment of cancer risks associated with living near a nuclear facility, judgments about the strengths and weaknesses of various statistical power, ability to assess potential confounding factors, possible biases, and required effort. The results from this Phase 1 study will be used to inform the design of cancer risk assessment, which will be carried out in Phase 2. This report is beneficial for the general public, communities near nuclear facilities, stakeholders, healthcare providers, policy makers, state and local officials, community leaders, and the media.

Before new interventions can be used in disease control programmes, it is essential that they are carefully evaluated in "field trials", which may be complex and expensive undertakings. Descriptions of the detailed procedures and methods used in trials that have been conducted in the past have generally not been published. As a consequence, those planning such trials have few guidelines available and little access to previously accumulated knowledge. In this book the practical issues of trial design and conduct are discussed fully and in sufficient detail for the text to be used as a "toolbox" by field investigators. The toolbox has now been extensively tested through use of the first two editions and this third edition is a comprehensive revision, incorporating the many developments that have taken place with respect to trials since 1996 and involving more than 30 contributors. Most of the chapters have been extensively revised and 7 new chapters have been added.

The ability to see deeply affects how human beings perceive and interpret the world around them. For most people, eyesight is part of everyday communication, social activities, educational and professional pursuits, the care of others, and the maintenance of personal health, independence, and mobility. Functioning eyes and vision system can reduce an adult's risk of chronic health conditions, death, falls and injuries, social isolation, depression, and other psychological problems. In children, properly maintained eye and vision health contributes to a child's social development, academic achievement, and better health across the lifespan. The public generally recognizes its reliance on sight and fears its loss, but emphasis on eye and vision health, in general, has not been integrated into daily life to the same extent as other health promotion activities, such as teeth brushing; hand washing; physical and mental exercise; and various injury prevention behaviors. A larger population health approach is needed to engage a wide range of stakeholders in coordinated efforts that can sustain the scope of behavior change. The shaping of socioeconomic environments can eventually lead to new social norms that promote eye and vision health. Making Eye Health a Population Health Imperative: Vision for Tomorrow proposes a new population-centered framework to guide action and coordination among various, and sometimes competing, stakeholders in pursuit of improved eye and vision health and health equity in the United States. Building on the momentum of previous public health efforts, this report also introduces a model for action that highlights different levels of prevention activities across a range of stakeholders and provides specific examples of how population health strategies can be translated into cohesive areas for action at federal, state, and local levels.

A physician, NASA consultant, and expert on the extreme conditions that confront the human body journeys into six inhospitable environments to examine the reaction of the body to heat, cold, pressure, starvation, and exhaustion and its own innate survival strategies.

Orbital Mechanics for Engineering Students, Second Edition, provides an introduction to the basic concepts of space mechanics. These include vector kinematics in three dimensions; Newton's laws of motion and gravitation; relative motion; the vector-based solution of the classical two-body problem; derivation of Kepler's equations; orbits in three dimensions; preliminary orbit determination; and orbital maneuvers. The book also covers relative motion and the two-impulse rendezvous problem; interplanetary mission design using patched conics; rigid-body dynamics used to characterize the attitude of a space vehicle; satellite attitude dynamics; and the characteristics and design of multi-stage launch vehicles. Each chapter begins with an outline of key concepts and concludes with problems that are based on the material covered. This text is written for undergraduates who are studying orbital mechanics for the first time and have completed courses in physics, dynamics, and mathematics, including differential equations and applied linear algebra. Graduate students, researchers, and experienced practitioners will also find useful review materials in the book. NEW: Reorganized and improved discussions of coordinate systems, new discussion on perturbations and quaternions NEW: Increased coverage of attitude dynamics, including new Matlab algorithms and examples in chapter 10 New examples and homework problems

"Crammed with provocative insights, raw emotion, and heartbreaking dilemmas," (The New York Times) First, Do No Harm is a powerful examination of how life and death decisions are made at a major metropolitan hospital in Houston, as told through the stories of doctors, patients, families, and hospital administrators facing unthinkable choices. What is life worth? And when is a life worth living? Journalist Lisa Belkin examines how these questions are asked and answered over one dramatic summer at Hermann Hospital in Houston, Texas. In an account that is fascinating, revealing, and almost novelistic in its immediacy, Belkin takes us inside a major hospital and introduces us to the people who must make life and death decisions every day. As we walk through the hallways of the hospital we meet a young pediatrician who must decide whether to perform a risky last-ditch surgery on a teenager who has spent most of his fifteen years in a hospital; we watch as new parents battle with doctors over whether to disconnect their fragile, premature twins from the machine that keeps them breathing; we are in the operating room as a poor immigrant, paralyzed from a gunshot in the neck, is asked by doctors whether or not he wishes to stay alive; we witness the worry of a kidney specialist as he decides whether or not to transfer an uninsured baby to the county hospital down the road. We experience critical moments in the lives of these real people as Belkin explores challenging issues and questions involving medical ethics, human suffering, modern technology, legal liability, and financial reality. As medical technology advances, the choices grow more complicated. How far should we go to save a life? Who decides? And who pays?

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