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History. REA's comprehensive course review, frequently cited as the best on the bookshelf, and our six practice exams are based on the format of the latest AP U.S. History Exam. Each of our practice exams includes every type

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of question that you can expect to encounter when you take the AP exam. Following each REA practice exam is an answer key complete with detailed explanations. Our explanations are designed to contextualize the material so that it will stick with you and thus

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boost your command of the subject matter and the ins and outs of the AP itself. Our printed practice exams 4, 5, and 6 are also on CD-ROM are part of our interactive AP U.S. History TESTware. Taking the exams on the computer will afford you additional

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study features and the benefits of enforced timed conditions, individual diagnostic analysis of what subjects need extra study, and instant scoring. For your convenience, our TESTware has been provided for you in both Windows and Macintosh formats.

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Many features are included that you will find helpful as you prepare for the AP U.S. History Test. See page ix for our study schedule and guidance on how to gain maximum benefits from this book and software package. (For instructions on how to install and

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use our software, please refer to the appendix at the back of the book.) By studying our review section, completing all six practice exams, and carefully checking the answer explanations, students can discover their strengths and weaknesses and

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prepare themselves effectively for the actual AP U.S. History Examination. Teachers of AP U.S. History courses will also find REA's book and software to be an excellent resource in the classroom. In fact, many AP instructors use it as a supplementary

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text because it so comprehensively supports and addresses specific curriculum objectives for the course and exam. Our interactive TESTware software is an outstanding tool to help boost your students' test-taking confidence. For TESTware site-license

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*information, point your Web browser to www.rea.com and click on Teachers' Corner. ABOUT THE TEST*The Advanced Placement Program is designed to allow high school students to pursue college-level studies while attending high school. The three-hour

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five-minute AP U.S. History exam is usually given to high school students who have completed a year's study in a college-level U.S. History course. The test results are then used to determine the awarding of course credit and/or advanced course placement in college.

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According to the College Board, students taking this exam are called upon to demonstrate systematic factual knowledge and bring to bear critical, persuasive analysis of the full sweep of U.S. history. This is why we make every effort to establish and build

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upon context for you, rather than encouraging rote memorization of disconnected facts. The AP U.S. History Exam is divided into two sections: 1) Multiple-Choice: This section is composed of 80 multiple-choice questions designed to gauge

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your ability to understand and analyze U.S. history from the Colonial period to the present. The majority of the questions, however, are based on 19th- and 20th-century history. This section tests factual knowledge, scope of preparation, and knowledge-based

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analytical skills. You'll have 55 minutes to complete this section, which accounts for 50 percent of your final grade. 2) Free-Response: This section is composed of three essay questions designed to measure your ability to write coherent, intelligent, well-

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organized essays on historical topics. The essays require you to demonstrate mastery of historical interpretation and the ability to express views and knowledge in writing. The essays may relate documents to different areas, analyze common themes of different

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time periods, or compare individual and group experiences which reflect socioeconomic, racial, gender, and ethnic differences. Part A consists of a mandatory 15-minute reading period, followed by 45 minutes during which you must answer a document-

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*topics are broken down into thirds: -
Political Institutions (1/3rd)- Social
and Economic Change (1/3rd)-
Behavior and Public Policy,
Diplomacy and International
Relations, Intellectual and Cultural
Development (1/3rd) The time periods*

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*covered are as follows: - Pre-Colonial through 1789 (1/6th of exam)-
1790-1914 (1/2 of exam)-
1915-present (1/3rd of exam) ABOUT
THE REVIEW SECTION This book
begins with REA's concise yet
thorough 230-page review of U.S.*

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history designed to acquaint you with the exam's scope of coverage. Our review covers these topics and historical time periods: - The Colonial Period (1500-1763)- The American Revolution (1763-1787)- The United States Constitution (1787-1789)- The

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New National (1789-1824)-

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*Frontier, Vietnam, and Social
Upheaval (1960-1972)- Watergate,
Carter, and the New Conservatism
(1972-2001) SCORING THE
EXAM*The multiple-choice section of
the exam is scored by crediting each
correct answer with one point and

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deducting one-fourth of a point for each incorrect answer. You will neither receive a credit nor suffer a deduction for unanswered questions. The free-response essays are graded by instructors and professors from across the country who come together each

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June for a week of non-stop AP essay grading. Each essay booklet is read and scored by several graders. Each grader provides a score for the individual essays. The DBQ is scored on a scale from 0 to 15, 0 being the lowest and 15 the highest. Each topic-

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based essay receives a score from 0 to 9. These scores are concealed so that each grader is unaware of the previous graders' assessments. When the essays have been graded completely, the scores are averaged-one score for each essay-so that the free-response section

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generates three scores. The total weight of the free-response section is 50 percent of the total score. Your work in the multiple-choice section counts for the other 50 percent. Each year, grades fluctuate slightly because the grading scale is adjusted to take into

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account the performance of the total AP U.S. History test-taker population. When used with the corresponding chart, the scoring method we present here will strongly approximate the score you would receive if you were sitting for the actual AP U.S. History

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exam. SCORING THE MULTIPLE-CHOICE SECTION For the multiple-choice section, use this formula to calculate your raw score: $\text{Number right} - (\text{number wrong} \times 1/4) = \text{raw score}$ (round to the nearest whole number) *SCORING THE FREE-*

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RESPONSE SECTION For the free-response section, use this formula to calculate your raw score: $DBQ + \text{Essay \#1} + \text{Essay \#2} + = \text{raw score}$ (round to the nearest whole number) You may want to give your essays three different grades, such as a 13, 10, and

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an 8, and then calculate your score three ways: as if you did well, average, and poorly. This will give you a safe estimate of how you will do on the actual exam. Try to be objective about grading your own essays. If possible, have a friend, teacher, or parent grade

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them for you. Make sure your essays follow all of the AP requirements before you assess the score. The statistical formulations used by the AP Program preclude our REA practice-test scoring system from precisely replicating the procedures and

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determinations of the AP Program. Bear in mind that the cut-off point between each of the five AP grades typically shifts slightly from year to year. This occurs both because one year's exam cannot be expected to be exactly as difficult as another year's

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and because no two test-taker groups can be expected to be equally strong.

THE COMPOSITE SCORE To obtain your composite score, use this method:

1.13 x multiple choice raw score = weighted multiple-choice score (do not round)
2.73 x free response raw score =

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weighted free response score (do not round) Now, add the two weighted sections together and round to the nearest whole number. The result is your total composite score. See the range within which your score falls on this table to approximate your final

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*grade: AP Grade / Composite Score
Range 5 / 114-1804 / 91-1133 / 74-902
/ 49-731 / 0-48 These overall scores
are interpreted as follows: 5-extremely
well qualified; 4-well qualified;
3-qualified, 2-possibly qualified; and
1-no recommendation. Most colleges*

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grant students who earn a 3 or better either college credit or advanced placement. Check with your high school's guidance office about specific requirements. CONTACTING THE AP PROGRAM Prospective examinees should download from the

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*College Entrance Examination
Board's Website or request by phone
the free bulletin offering a general
description of the AP Program,
including policies and procedures as
well as instructions on how to register
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the College Board: Advanced
Placement Program Dept. E-22 P.O.
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771-7300 Website: [http:
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room and beyond. This book begins with proven test-taking strategies for students and provides an overview of common pitfalls for exam takers. It features question styles and content material from both the American Association of Critical-Care Nurses (AACN®) and American Nurses Credentialing Center (ANCC)

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your needs - Packed with proven key exam tips, insights and advice - 6 full-length practice exams. All exam answers are fully detailed with easy-to-follow, easy-to-grasp explanations. TABLE OF CONTENTS ABOUT RESEARCH & EDUCATION ASSOCIATION ABOUT THE BOOK ABOUT THE TEST

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Era (1877-1912) 9 Wilson and World

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(1960-1972) 14 Watergate, Carter, and

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each exam you'll find an answer key complete with detailed explanations that tell you not just what's correct but why. By studying our review section, completing all six practice exams, and carefully checking the answer explanations, you'll be able to completely inventory your strengths and weaknesses.

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Follow our study schedule (see page x) and when test day rolls around, you'll have everything you need to be completely at ease with the material. Teachers, too, will find this book an excellent resource for the Advanced Placement course in U.S. History. In fact, many AP instructors use it as a

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supplementary text because it so comprehensively supports and addresses specific curriculum objectives for the course and exam. ABOUT THE TEST The Advanced Placement Program is designed to allow high school students to pursue college-level studies while attending high school. The three-hour

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AP U.S. History Exam is divided into two sections: 1) Multiple-Choice: This section is composed of 80 multiple-choice questions designed to gauge your ability to understand and analyze U.S. history from the Colonial period to the present. The majority of the questions, however, are based on 19th- and 20th-century

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periods, or compare individual and group experiences which reflect socioeconomic, racial, gender, and ethnic differences.

Part A consists of a mandatory 15-minute reading period, followed by 45 minutes during which you must answer a document-based question (DBQ), which changes from year to year. In Part B the

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student chooses to answer on two of the topics that are given. You will have 70 minutes to write these essays. The free-response section counts for 50 percent of your final grade. These topics are broken down into thirds: - Political Institutions (1/3rd) - Social and Economic Change (1/3rd) - Behavior and Public Policy,

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Diplomacy and International Relations,
Intellectual and Cultural Development
(1/3rd) The time periods covered are as
follows: - Pre-Colonial through 1789
(1/6th of exam) - 1790-1914 (1/2 of
exam) - 1915-present (1/3rd of exam)
ABOUT THE REVIEW SECTION This
book begins with REA"s concise yet

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thorough 230-page review of U.S. history designed to acquaint you with the exam's scope of coverage. Our review covers these topics and historical time periods: - The Colonial Period (1500-1763) - The American Revolution (1763-1787) - The United States Constitution (1787-1789) - The New National (1789-1824) -

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and Economic Collapse (1920-1929) -
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War Era (1941-1960) - The New
Frontier, Vietnam, and Social Upheaval
(1960-1972) - Watergate, Carter, and the
New Conservatism (1972-2001)
SCORING THE EXAM The multiple-

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choice section of the exam is scored by crediting each correct answer with one point and deducting one-fourth of a point for each incorrect answer. You will neither receive a credit nor suffer a deduction for unanswered questions. The free-response essays are graded by instructors and professors from across

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the country who come together each June for a week of non-stop AP essay grading. Each essay booklet is read and scored by several graders. Each grader provides a score for the individual essays. The DBQ is scored on a scale from 0 to 15, 0 being the lowest and 15 the highest. Each topic-based essay receives a score from 0 to 9.

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These scores are concealed so that each grader is unaware of the previous graders' assessments. When the essays have been graded completely, the scores are averaged—one score for each essay—so that the free-response section generates three scores. The total weight of the free-response section is 50 percent of the total

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score. Your work in the multiple-choice section counts for the other 50 percent. Each year, grades fluctuate slightly because the grading scale is adjusted to take into account the performance of the total AP U.S. History test-taker population. When used with the corresponding chart, the scoring method

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we present here will strongly approximate the score you would receive if you were sitting for the actual AP U.S. History exam. SCORING THE MULTIPLE-CHOICE SECTION For the multiple-choice section, use this formula to calculate your raw score: Number right - (number wrong x 1/4) = raw score (round

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to the nearest whole number) SCORING
THE FREE-RESPONSE SECTION For
the free-response section, use this
formula to calculate your raw score:
DBQ + Essay #1 + Essay #2 + = raw
score (round to the nearest whole
number) You may want to give your
essays three different grades, such as a

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13, 10, and an 8, and then calculate your score three ways: as if you di

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students and is based on lessons from the School for Champions educational website (www.school-for-champions.com).

There are 15 GCSE Mathematics higher papers and answers in

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this book. These are 5 sets of papers 1, 2 & 3 written as practice papers for GCSE Mathematics Higher Examination in May / June 2021. Papers are mainly focusing on Edexcel, AQA & OCR GCSE examinations

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needs New York City public schools participated in the Schoolwide Performance Bonus Program, whose broad objective was to improve student performance through school-based financial incentives. An

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independent analysis of test scores, surveys, and interviews found that the program did not improve student achievement, perhaps because it did not motivate change in educator behavior.

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A Bibliography

Soweto

Exam Board: AQA, Edexcel, OCR

B and WJEC Eduqas Level: GCSE

9-1 Subject: British History First

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establishing safe, nurturing classroom communities, (b) efficiently managing classroom time, (c) fostering cooperative relationships and healthy productive interactions, (d) effectively communicating with

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students and their parents, (e) establishing and enforcing standards of conduct and procedures for classroom routines, (f) collaborating in the development and implementation of schoolwide safety and discipline policies, (g)

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working with individual differences among students, (h) accommodating students' exceptionalities, (i) utilizing the diversity among students to build strong, productive classroom communities, (j) teaching students

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to productively manage conflict, (k) motivating students to engage in learning activities, (l) conducting engaging learning activities, (m) effectively teaching students to supplant off-task behaviors with on-task behaviors, and (n) effectively

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dealing with misbehaviors - both nonviolent and violent.

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crime and violent confrontation were all to take their toll on the people of the township before the era of reform promised that long-awaited freedom - for both the people of Soweto and the rest of the nation.

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This handbook covers 170 competitions, criteria for selecting events that match students' strengths/weaknesses, strategies for maximizing the benefits of competitions, and ways to avoid potential problems.

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Edition)

LMC.

Extending Intelligence

Prentice-Hall Grammar and

Composition [grade 9]

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IGCSE Mathematics examination for higher level. These papers are written according to the new 9 to 1 syllabus mainly for Edexcel, however they can still be used as practice for other exam boards as well. Each section contains 2 exam papers labelled as paper 1 & paper 2 similar to the actual exam.

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The book provides new insights into written corrective feedback by describing students' expectations as well as mediating factors that influence their engagement with it. The book draws on an extensive dataset to illustrate secondary school students' behavioural, cognitive and emotional engagement with

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written corrective feedback and the extent to which mediating factors, such as teachers, peers, feedback options, attitudes and emotions, foster or hinder it. It shows why teachers need to provide students with the purpose of the corrective feedback they provide, explain how such feedback works and introduce

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strategies that can be employed to engage with it. Based on the finding that a combination of several feedback types is essential to ensure learner engagement, the book also provides an extensive description and multiple authentic examples of the Engagement-Feedback-Mediator Model that was developed in the

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context of this study.

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*Grace Woodbridge Roys suffered from bi-
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understood. Her daughter feared that her
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This annotation of Grace's diary opens the early 1900s missionary world in China and the personality of Grace to the reader. In December 1910 Grace married Harvey Curtis Roys, who was teaching physics at Kiang Nan government school in Nanking, under the sponsorship of the YMCA. Grace had had a mental

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breakdown weeks earlier when her missionary father forbade the marriage. The diary records their early married life, the births of their first two children, their social life with other missionaries in China, many of whom made major contributions to Nanking life and education: medical doctors and nurses,

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theology professors, agricultural innovators, and founders of universities, hospitals, nursing schools, and schools for young Chinese women and men. Included is their experience evacuating during the Sun Yat-sen Revolution of 1911. Well-known missionaries of that time came to tea and taught at the

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Hillcrest School that the mothers began for foreign children. The Nanyang Exposition took place in 1910, too, as China was in the throes of entering the modern era, with trains, electricity, telegraphs, and a new interest in democracy.

Resources in Education

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Exam Board: AQA Level: GCSE 9-1

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September 2015, First Exams: June
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How efficient is Title I, the largest federal educational program in elementary and secondary schools? What is the quality of the Title I services? Has Title I promoted equity in schools among our nation ' s low-income areas?

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To address these important issues, this volume draws on the proceedings of two national invitational conferences, sponsored by the mid-Atlantic regional educational laboratory, the Laboratory for Student Success

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(LSS) at Temple University Center for Research in Human Development and Education in 1999 and 2000. These conferences aim to provide research-based information on how Title I schoolwide programs affect

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teaching, learning, and student outcomes and to strengthen cost-benefits in Title I program implementation to assist students in high-poverty schools. The focus of the conferences is particularly timely in view of the upcoming

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Title I reauthorization and the recently enacted federal Comprehensive School Reform Demonstration (CSRD) initiative. Discussion at the conferences focused on enhancing our understanding of accountability,

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efficiency, and equity issues in Title I. More specifically, researchers at the two conferences: (a) highlighted findings from the National Study of Effective Title I Schoolwide Programs; (b) examined the effects of research-

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based comprehensive reform models in high-poverty schools; and (c) addressed cross-cutting issues such as the productivity of Title I programs, the use of technologies in the classroom, the role of the state in strengthening

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Title I programs, cost effectiveness of whole school reform, professional development, reading instruction, and parental involvement, which are important parts of the national educational reform agenda. Leading

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researchers, policymakers, and practitioners were commissioned to develop preconference papers to serve as a springboard for discussion at the conferences.

These papers included an overview of the research base and patterns

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of governance and conditions that lead to effective implementation of Title I schoolwide programs. The papers were reviewed by conference participants before the conferences and were used to develop next-step

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new directions in enhancement. Three
key issues are addressed: First,
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research on intelligence has

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concerned what it is, this volume attends to the consequential societal and economic issue concerns of whether it can be increased, and how. Second, intellectual enhancement is particularly important when targeted to minorities and the poor, groups that have typically performed relatively less

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well on intelligence and achievement measures. This volume reflects the education community's ongoing interest in understanding, and attempting to close, achievement or test score gaps. Third, most of the attention to examining intellectual enhancement, and in accounting for

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and closing the test-score gap, has focused on general cognitive ability. In line with the current emphasis on considering intelligence from a wider perspective, this volume includes constructs such as emotional and practical intelligence in definitions of intellectual functioning. Extending

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Rosemary Horrox surveys contemporary attempts to explain the plague, which was universally regarded as an expression of divine**

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**vengeance for the sins of
humankind. Moralists all had their
particular targets for criticism.
However, this emphasis on divine
chastisement did not preclude
attempts to explain the plague in
medical or scientific terms. Also,**

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there was a widespread belief that human agencies had been involved, and such scapegoats as foreigners, the poor and Jews were all accused of poisoning wells. The final section of the book charts the social and psychological impact of the plague,

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**and its effect on the late-medieval
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