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ENERGY AND WATER FOR SUSTAINABLE LIVING

A COMPENDIUM OF ENERGY AND WATER SUCCESS STORIES

ENERGY AND WATER FOR SUSTAINABLE LIVING

A COMPENDIUM OF ENERGY AND WATER SUCCESS STORIES

This report grew out of an April 2001 study on energy prepared by the U.S. Agency for International Development (USAID) for the ninth session of the United Nations Commission on Sustainable Development. That study, called Energy for Life, A Case Study Compendium, contained 35 examples demonstrating the variety of ways that energy technologies can improve quality of life and showing the dramatic impact these technologies can have on economic development. This report presents case studies of energy and water technology applications to illustrate how sustainable development can flourish in developing countries when principles of good governance are present. It also illustrates that funding from both the private and the public sectors flows to areas where principles of good governance are operating.

LANGUAGE POWER: GRADES 6-8 LEVEL C TEACHER'S GUIDE

Teacher Created Materials

RESOURCES IN EDUCATION

ULTRASLOW SPREADING PROCESSES

A MICROSEISMICITY STUDY OF THE KNIPOVICH RIDGE

Along the global mid-ocean ridge system, new seafloor is constantly formed as tectonic plates drift apart. When spreading rate is reduced to less than 20 mm/yr the spreading dynamics change drastically and thereby the entire appearance of these ultraslow spreading ridges differs from faster spreading ridges. Melt is unevenly distributed such that volcanic centers receive more melt than the ridge on average does. Amagmatic segments in between are the melt-poor counterpart. The process of melt focusing is suggested to guide melt along the lithosphere - asthenosphere boundary from amagmatic segments towards volcanic centers. Until now, the processes acting at ultraslow spreading ridges are not completely understood. Key questions are the scale of melt focusing and how melt is extracted at the volcanic centers, the role of detachment faults and the extent of rock alteration. With a microseismicity study on the scale of an entire segment, spanning from one volcanic center to another, these questions could be addressed. The unique microseismicity study was conducted at the Knipovich Ridge, that is a very oblique, ultraslow spreading ridge and part of the Arctic Ridge System. The ocean bottom seismometer network of in total 30 stations was deployed for around one year along 160 km of the rift axis. It covered the Logachev volcanic center, which is the major volcanic center of the Knipovich Ridge, and a second volcanic center south of it. For the recorded data I used automatic earthquake detection and picking of P- and S-phases with a subsequent manual pick check. In this way I extracted in total 14401 earthquakes from the recorded data in the study area. The earthquakes in this comprehensive earthquake catalog were located with different algorithms. 8435 earthquakes with a maximum depth error and S_{major} of 5 km and a RMS of 0.4 s were classified as reliably located and used for further interpretations. I determined fault plane solutions for 44 events. Furthermore, I used the earthquakes for a local earthquake tomography of the Logachev area and the entire area covered by the network. From this extensive, unique dataset I found a varying segment-scale pattern of seismicity. The maximum depth of seismicity marks an undulating boundary of the mechanical lithosphere. It is shallowest at the Logachev volcanic center and deepens away from it for 70 km. Thus, I find new evidence that melt focusing may act over distances of 70 km to accumulate the above average melt volumes at volcanic centers. It can therefore be considered an essential mechanism shaping ultraslow spreading ridges. The different spreading styles, magmatic and amagmatic, caused by the uneven melt supply, can be distinguished by their characteristic microseismicity patterns. Magmatic sections are, besides shallower maximum depth of faulting, characterized by shallow seismicity, that is absent in suggested amagmatic sections. At these amagmatic sections, I infer from yield strength envelopes rock alteration reaching 9 km below the seafloor. The differing magmatic section hosts a partial melt area with its top at around 10 km below the sea level underneath the Logachev volcanic center. This is indicated by high V_p/V_s -ratios and low S-velocities from the local earthquake tomography. Elevated temperatures around the partial melt area lead to more ductile behavior resulting in a gap in the seismicity. Directly above the partial melt area high earthquake swarm activity maps the ascent path of melt to the surface. Lateral feeding as observed at orthogonal spreading segments is prevented by the obliquity of the Knipovich Ridge. Hence, I conclude that melt is redistributed and extracted depending on the crustal structure of the ridge. The obliquity of the Knipovich Ridge also affects the transform motion that seems to be hosted on small fault planes producing too small seismicity to be recorded by the KNIPAS network. Additionally, seismicity patterns of active detachment faults are not observed. This stands in contrast to the Southwest Indian Ridge, where detachment faults are a common feature. Consequently, I find that detachment faults are not ubiquitous at ultraslow spreading ridges. With the first ocean bottom seismometer survey on ultraslow spreading ridges, that covers entire spreading segments, this study yields an important contribution in understanding spreading processes and dynamics. It gives insights how melt is distributed along the melt poorest endmembers of the mid-ocean ridge system and how the interplay of magmatic and tectonic activity shapes the lithospheric structure.

BIOLOGY

HANDBOOK OF SEAFLOOR SONAR IMAGERY

John Wiley & Son Limited Most of the ocean floor remains unmapped but with the introduction of acoustic remote sensing and deep submersible dives this is now achievable. The major use of this book is interpretation of sonar images through worked examples.

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PROCEEDINGS

INVESTIGATING SEAFLOORS AND OCEANS

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DISCIPLINARY AND CONTENT LITERACY FOR TODAY'S ADOLESCENTS, SIXTH EDITION

HONORING DIVERSITY AND BUILDING COMPETENCE

Guilford Publications Well established as a clear, comprehensive course text in five prior editions, this book has now been extensively revised, with a focus on disciplinary literacy. It offers a research-based framework for helping students in grades 6-12 learn to read, write, and communicate academic content and to develop the unique literacy, language, and problem-solving skills required by the different disciplines. In an engaging, conversational style, William G. Brozo presents effective instruction and assessment practices, illustrated with extended case studies and sample forms. Special attention is given to adaptations to support diverse populations, including English language learners. (Prior edition title: Content Literacy for Today's Adolescents, Fifth Edition.) New to This Edition: *Shift in focus to disciplinary literacy as well as general content-area learning. *Chapter on culturally and linguistically diverse learners. *Incorporates a decade of research and the goals of the Common Core State Standards. *Increased attention to academic vocabulary, English language learners, the use of technology, and multiple text sources, such as graphic novels and digital texts. *Pedagogical features: chapter-opening questions plus new case studies, classroom dialogues, practical examples, sample forms, and more.

DEEP SEABED MINING IN THE INDIAN OCEAN: ECONOMIC AND STRATEGIC DIMENSIONS

National Maritime Foundation The book looks at the need of minerals for humanity, how and what the oceans offer as minerals in general, the technological developments achieved and the insight into future technologies and designs in this field before finally focusing on the mineral wealth of the Indian Ocean. It eventually poses some tough questions that need answers if deep seabed mining is to become a success in the future. In addition, it discusses the efforts of the key players in this field operating in the Indian ocean that has rejuvenated the deep seabed mining both economically and strategically. Since, commercial profitability of marine minerals occurs only if the demand is greater than the supply, at times, the decision gets governed by strategic reasoning. Hence, the book aims to give an idea of the driving forces that guide such decision-making and the development of deep seabed mining.

DISCOVERING THE DEEP

Cambridge University Press A beautifully illustrated reference providing fascinating insights into the hidden world of the seafloor using the latest deep-sea imaging.

ELECTRICITY AND MAGNETISM

UNIT RESOURCE BOOK

DRAWDOWN

THE MOST COMPREHENSIVE PLAN EVER PROPOSED TO REVERSE GLOBAL WARMING

Penguin UK NEW YORK TIMES BESTSELLER For the first time ever, an international coalition of leading researchers, scientists and policymakers has come together to offer a set of realistic and bold solutions to climate change. All of the techniques described here - some well-known, some you may have never heard of - are economically viable, and communities throughout the world are already enacting them. From revolutionizing how we produce and consume food to educating girls in lower-income countries, these are all solutions which, if deployed collectively on a global scale over the next thirty years, could not just slow the earth's warming, but reach drawdown: the point when greenhouse gasses in the atmosphere peak and begin to decline. So what are we waiting for?

TEACHER'S GUIDE TO USING THE NEXT GENERATION SCIENCE STANDARDS WITH GIFTED AND ADVANCED LEARNERS

Routledge A Teacher's Guide to Using the Next Generation Science Standards With Gifted and Advanced Learners provides teachers and administrators with practical examples of ways to build comprehensive, coherent, and rigorous science learning experiences for gifted and advanced students from kindergarten to high school. It provides an array of examples across the four domains of science: physical sciences; Earth and space sciences; life sciences; and engineering, technology, and applications of science. Each learning experience indicates the performance expectation addressed and includes a sequence of activities, implementation examples, connections to the CCSS-Math and CCSS-ELA, and formative assessments. Chapters on specific instructional and management strategies, assessment, and professional development suggestions for implementing the standards within the classroom will be helpful for both teachers and administrators.

CHEMICAL INTERACTIONS

UNIT RESOURCE BOOK

RESOURCES FOR TEACHING MIDDLE SCHOOL SCIENCE

National Academies Press With age-appropriate, inquiry-centered curriculum materials and sound teaching practices, middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them. Resources for Teaching Middle School Science, developed by the National Science Resources Center (NSRC), is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8. The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards. This completely new guide follows on the success of Resources for Teaching Elementary School Science, the first in the NSRC series of annotated guides to hands-on, inquiry-centered curriculum materials and other resources for science teachers. The curriculum materials in the new guide are grouped in five chapters by scientific area-Physical Science, Life Science, Environmental Science, Earth and Space Science, and Multidisciplinary and Applied Science. They are also grouped by type-core materials, supplementary units, and science activity books. Each annotation of curriculum material includes a recommended grade level, a description of the activities involved and of what students can be expected to learn, a list of accompanying materials, a reading level, and ordering information. The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide. The criteria reflect and incorporate goals and principles of the National Science Education Standards. The annotations designate the specific content standards on which these curriculum pieces focus. In addition to the curriculum chapters, the guide contains six chapters of diverse resources that are directly relevant to middle school science. Among these is a chapter on educational software and multimedia programs, chapters on books about science and teaching, directories and guides to science trade books, and periodicals for teachers and students. Another section features institutional resources. One chapter lists about 600 science centers, museums, and zoos where teachers can take middle school students for interactive science experiences. Another chapter describes nearly 140 professional associations and U.S. government agencies that offer resources and assistance. Authoritative, extensive, and

thoroughly indexed-and the only guide of its kind-Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers, school administrators, teacher trainers, science curriculum specialists, advocates of hands-on science teaching, and concerned parents.

PROGRESS IN GEOGRAPHY: KEY STAGE 3

MOTIVATE, ENGAGE AND PREPARE PUPILS

Hachette UK Motivate pupils to develop their geographical skills, knowledge and understanding as they become engaged and accomplished geographers, ready for the demands of GCSE. Specifically designed to provide a solid foundation for the 2016 GCSE specifications, this Student Book takes an enquiry-based approach to learning within each unit and lesson. - Easily and cost-effectively implement a new KS3 scheme of work: this coherent single-book course covers the latest National Curriculum content, providing 150 ready-made lessons that can be used flexibly for a two or three-year KS3 - Build and improve the geographical knowledge and skills that pupils need: every double-page spread represents a lesson, with rich geographical data and place contexts for pupils to interpret, analyse and evaluate - Lay firm foundations for GCSE: key vocabulary, command words and concepts are introduced gradually, preparing pupils for the content and question types they will encounter at GCSE, with a particular focus on analysis and evaluation questions - Effectively assess, measure and demonstrate progress: formative assessments throughout each lesson and summative end-of-unit reviews include questions that show whether pupils are 'working towards', 'meeting' or 'exceeding' expectations - Encourage pupils to check and drive their own progress: learning objectives and end-of-unit learning outcomes help pupils reflect on their learning and make connections between key concepts and skills throughout the course

SEAFLOOR MAPPING OF THE ATLANTIC OCEAN

Frontiers Media SA

AN ASTROBIOLOGY STRATEGY FOR THE SEARCH FOR LIFE IN THE UNIVERSE

National Academies Press Astrobiology is the study of the origin, evolution, distribution, and future of life in the universe. It is an inherently interdisciplinary field that encompasses astronomy, biology, geology, heliophysics, and planetary science, including complementary laboratory activities and field studies conducted in a wide range of terrestrial environments. Combining inherent scientific interest and public appeal, the search for life in the solar system and beyond provides a scientific rationale for many current and future activities carried out by the National Aeronautics and Space Administration (NASA) and other national and international agencies and organizations. Requested by NASA, this study offers a science strategy for astrobiology that outlines key scientific questions, identifies the most promising research in the field, and indicates the extent to which the mission priorities in existing decadal surveys address the search for life's origin, evolution, distribution, and future in the universe. This report makes recommendations for advancing the research, obtaining the measurements, and realizing NASA's goal to search for signs of life in the universe.