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Abstract

Notes:

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Abstract The purpose of this study was to determine the effect of a 12-week, low-intensity, low-impact, and low-volume exercise program on the physical fitness of sedentary, middle-aged women. The study was a randomized, controlled trial. The subjects were 30 sedentary, middle-aged women who were randomly assigned to either an exercise group or a control group. The exercise group performed a 12-week, low-intensity, low-impact, and low-volume exercise program. The control group did not exercise. The physical fitness of the subjects was measured at baseline and at the end of the 12-week period. The results of the study showed that the exercise group had significantly higher levels of physical fitness than the control group at the end of the 12-week period. The exercise program was effective in improving the physical fitness of sedentary, middle-aged women.

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- They investigated the relationship between age and IQ, and whether the change between these groups would
- and all being with three experimental conditions. They were all children in the same class, and with a

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Tao Wei



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students become mathematically proficient Throughout this book you are encouraged to work in cooperative teams This strategy is designed to help you develop a mathematics learning community and build a professional network that will be a valuable resource during your professional career Hopefully you will experience the benefits of engaging in rich mathematical discussions with peers and consider how to encourage such learning environments in your own classrooms Lesson planning is another element pervasive throughout this text To help teachers plan for effective student centered lessons the Question Response Support QRS Guide is introduced in Lesson 1 1 and used throughout the remainder of the lessons The QRS Guide is a tool on which teachers may record tasks or questions Q for students expected and observed student responses R and teacher support S in the form of additional just enough questions to support students in their progress on the task In each unit teachers expand their repertoire of teaching and learning elements and strategies and incorporate these elements as they plan additional lesson segments In Unit 4 lesson planning is formally introduced as teachers put together elements from previous units into complete cohesive lesson plans Striving for Excellence ,1991

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