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Reading Essentials, student edition provides an interactive reading experience to improve student comprehension of science content. It makes lesson content more accessible to struggling students and supports goals for differentiated instruction. Students can highlight text and take notes right in the book!

Effective science teaching requires creativity, imagination, and innovation. In light of concerns about American science literacy, scientists and educators have struggled to teach this discipline more effectively. *Science Teaching Reconsidered* provides undergraduate science educators with a path to understanding students, accommodating their individual differences, and helping them grasp the methods--and the wonder--of science. What impact does teaching style have? How do I plan a course curriculum? How do I make lectures, classes, and laboratories more effective? How can I tell what students are thinking? Why don't they understand? This handbook provides productive approaches to these and other questions. Written by scientists who are also educators, the handbook offers suggestions for having a greater impact in the classroom and provides resources for further research.

Prentice Hall Physical Science: Concepts in Action helps students make the important connection between the science they read and what they experience every day. Relevant content, lively explorations, and a wealth of hands-on activities take students' understanding of science beyond the page and into the world around them. Now includes even more technology, tools and activities to support differentiated instruction!

In this fresh new offering to the Intro Psychology course, authors John Cacioppo and Laura Freberg portray psychology as being an integrative science in two ways. First, they have written a text that reflects psychology's rightful place as a hub science that draws from and is cited by research in many other fields. Second, this text presents psychology as a unified science that seeks a complete understanding of the human mind, rather than as a loosely organized set of autonomous subspecialties. As psychology moves rapidly toward maturity as an integrative, multidisciplinary field, the introductory course offers an opportunity to teach all of psychology in one place and at one time. This text reflects that evolution--and the authors' excitement about it. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

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.

How do tiny bugs get into oatmeal? What makes children look like--or different from--their parents? Where do rotten apples go after they fall off the tree? By presenting everyday mysteries like these, this book will motivate your students to carry out hands-on science investigations and actually care about the results. These 20 open-ended mysteries focus exclusively on biological science, including botany, human physiology, zoology, and health. The stories come with lists of science concepts to explore, grade-appropriate strategies for using them, and explanations of how the lessons align with national standards. They also relieve you of the tiring work of designing inquiry lessons from scratch.

Informal science is a burgeoning field that operates across a broad range of venues and envisages learning outcomes for individuals, schools, families, and society. The evidence base that describes informal science, its promise, and effects is informed by a range of disciplines and perspectives, including field-based research, visitor studies, and psychological and anthropological studies of learning. *Learning Science in Informal Environments* draws together disparate literatures, synthesizes the state of knowledge, and articulates a common framework for the next generation of research on learning science in informal environments across a life span. Contributors include recognized experts in a range of disciplines--research and evaluation, exhibit designers, program developers, and educators. They also have experience in a range of settings--museums, after-school programs, science and technology centers, media enterprises, aquariums, zoos, state parks, and botanical gardens. *Learning Science in Informal Environments* is an invaluable guide for program and exhibit designers, evaluators, staff of science-rich informal learning institutions and community-based organizations, scientists interested in educational outreach, federal science agency education staff, and K-12 science educators.