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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!

This book is written for all science or engineering faculty who have ever found themselves baffled and frustrated by their undergraduate students' lack of engagement and learning. The author, an experienced scientist, faculty member, and educational consultant,

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addresses these issues with the knowledge of faculty interests, constraints, and day-to-day concerns in mind. Drawing from the research on learning, she offers faculty new ways to think about the struggles their science students face. She then provides a range of evidence-based teaching strategies that can make the time faculty spend in the classroom more productive and satisfying. Linda Hodges reviews the various learning problems endemic to teaching science, explains why they are so common and persistent, and presents a digest of key ideas and strategies to address them, based on the research she has undertaken into the literature on the cognitive sciences and education. Recognizing that faculty have different views about teaching, different comfort levels with alternative teaching approaches, and are often pressed for time, Linda Hodges takes these constraints into account by first offering a framework for thinking purposefully about course design and teaching choices, and then providing a range of strategies to address very specific teaching barriers – whether it be students' motivation, engagement in class, ability to problem solve, their reading comprehension, or laboratory, research or writing skills. Except for the first and last chapters, the other chapters in this book stand on their own (i.e., can be read in any order) and address a specific challenge students have in learning and doing science. Each chapter summarizes the research explaining why students struggle and concludes by offering several teaching options categorized by how easy or difficult they are to implement. Some, for example, can work in a large lecture class without a great expenditure of time; others may require more preparation and a more adventurous approach to teaching. Each strategy is

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accompanied by a table categorizing its likely impact, how much time it will take in class or out, and how difficult it will be to implement. Like scientific research, teaching works best when faculty start with a goal in mind, plan an approach building on the literature, use well-tested methodologies, and analyze results for future trials. Linda Hodges' message is that with such intentional thought and a bit of effort faculty can succeed in helping many more students gain exciting new skills and abilities, whether those students are potential scientists or physicians or entrepreneurs. Her book serves as a mini compendium of current research as well as a protocol manual: a readily accessible guide to the literature, the best practices known to date, and a framework for thinking about teaching.

Designed for students in Nebo School District, this text covers the Utah State Core Curriculum for chemistry with few additional topics.

The Bulletin of the Atomic Scientists is the premier public resource on scientific and technological developments that impact global security. Founded by Manhattan Project Scientists, the Bulletin's iconic "Doomsday Clock" stimulates solutions for a safer world.

PRE-GED Satellite Program - Subject-area basics that move students up to GED preparation. Developmental content-area instruction targets essential skills and builds in-depth student knowledge in the content areas. Pre- and Post-tests help students decide which skills

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need the most work, and allow them to assess mastery of each subject area. Controlled reading levels 5-8 encourage further learning and comprehension. Complete answer key supplies answers and explanations for all the questions in the book. Extensive visual aids offer instruction in interpreting maps, charts, tables, cartoons, and graphs, and applying information. Writing skills strengthens essential grammar, usage, and writing skills: sentence basics, using verbs, modifiers, sentence structure, capitalization and punctuation, patterns of organization, the process of writing, spelling, and journal writing. Social studies builds the critical-thinking skills necessary to comprehend, apply, analyze, and evaluate social studies materials--including passages, graphs, charts, and maps--in the areas of U.S. history, political science, behavioral sciences, geography, and economics. Science sharpens students' ability to apply critical-thinking skills--comprehension, application, analysis, and evaluation--to passages and graphics about biology, earth science, chemistry, and physics. Literature and the Arts focuses on the comprehension, application, analysis, and evaluation skills needed to successfully understand literature and arts materials: fiction and nonfiction prose, poetry, drama, and commentaries on the arts. Mathematics increases students' mastery and confidence in their ability to perform operations and solve problems involving whole numbers, decimals, fractions and mixed numbers, measurement and geometry, ratios, proportions, and percents, data analysis and probability, basic algebra concepts.

This book covers the synthesis, reactions, and

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properties of elements and inorganic compounds for courses in descriptive inorganic chemistry. It is suitable for the one-semester (ACS-recommended) course or as a supplement in general chemistry courses. Ideal for major and non-majors, the book incorporates rich graphs and diagrams to enhance the content and maximize learning. Includes expanded coverage of chemical bonding and enhanced treatment of Buckminster Fullerenes Incorporates new industrial applications matched to key topics in the text

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