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MATH AND SCIENCE FOR YOUNG CHILDREN, Eighth Edition, introduces readers to engaging math and science experiences for early childhood and early elementary education programs, and provides an organized, sequential approach to creating a developmentally appropriate math and science curriculum. The content aligns with key guidelines and standards: The National Association for the Education of Young Children's (NAEYC) Professional Preparation Standards (2010); Developmentally Appropriate Practice (DAP) guidelines; Common Core Mathematics Standards; and Next Generation Science Standards (NGSS). The book also addresses STEM/STEAM and the essential domains of child growth and development during the crucial birth-through-eight age range. A valuable resource for the student/future teacher, working professional, or involved parent, MATH AND SCIENCE FOR YOUNG CHILDREN emphasizes the interrelatedness of math and science and how they can be integrated into all other curriculum areas. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

This book addresses the expectations toward the science standards of various stakeholders including students, parents, teachers, administrators, higher education science and science education faculty members, politicians, governmental and professional agencies, and the business community. This book also investigates how the science standards have been translated into practice at the K-12 school district level, addressing issues around professional development, curriculum, assessment/evaluation, and accountability. The fundamental questions to be addressed are: (1) What is the response in terms of trends and patterns, of the educational system to the introduction of the national and state science standards since the late 1980's? and (2) What is the impact of the introduction of the science standards on teachers, classrooms, and students?

This book is based on recent ethnographic research, which records, interprets and analyses actual occurrences in the science classroom. In addition, the researchers place their syntheses in a theoretical framework. Individually, they record and interpret observations; collectively, they validate assertions and interpretations in order to build a theoretical base.

Supported collaborative teacher inquiry (SCTI) describes the process of professional development in which teacher teams build collaborative structures for the purpose of inquiring into aspects of their own instructional practice. Professional development performed collaboratively and grounded in "the work teachers do" is a highly effective forum for challenging existing beliefs about content, learners, and teaching and using data and research to reflect on, and possibly change, instructional practice. The contributors to this volume describe supported collaborative inquiry as a framework for teacher professional development and provide specific empirical evidence found in examples of SCTI. The chapters focus on the building of collaborative support structures, nurturing an inquiry stance, progressing through an inquiry process, and the various kinds of support mechanisms necessary to engage in SCTI. This seminal work in teacher research will be of interest to scholars, students, teachers, and administrators seeking insight into teacher education, teacher leadership, and teacher inquiry.

One of the educationist's major concerns today is to find effective ways of translating new goals for the curriculum into classroom practices. American and British contributions analyse curriculum change as it actually occurs, with people, institutions and constraints of time and money acknowledged and accepted as a necessary and rightful part of the whole process. Detailed accounts are given of curriculum change in a wide variety of settings: American and English school systems, a college of education, an art curriculum project, Scottish classrooms. Analytic perspectives are employed that help to clarify the underlying forces at work. The contributors probe the adequacy of current theorizing about curriculum development, and suggest new ways of thinking about the problems involved in bringing about change.

The Congressional Record is the official record of the proceedings and debates of the United States Congress. It is published daily when Congress is in session. The Congressional Record began publication in 1873. Debates for sessions prior to 1873 are recorded in The Debates and Proceedings in the Congress of the United States (1789-1824), the Register of Debates in Congress (1824-1837), and the Congressional Globe (1833-1873)

This book explores the impact of the socio-historical, political, and economic environment in South Africa, both during and after Apartheid. During this time, the South African education system demonstrated an interest in a specific type of knowledge, which Koopman refers to as 'a science of government'. This 'science of government' leaves the learners with a blurred understanding of science that is disconnected from external nature and human nature, and is presented as a series of abstract concepts and definitions. The book also investigates the dialectical tensions between the science curriculum and the role of the teacher as an active implementer of the curriculum. The book draws on the work of various phenomenological scholars, namely Edmund Husserl, Martin Heidegger, Merleau-Ponty, and Max van Manen to discuss these tensions.

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