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Secondary Schools 5th Edition by Eugene L. Chiapetta and Thomas R. Koballa, Jr.; Merrill/Prentice Hall; © 2002, 337 pages softcover. This is a continuation of this title since its first edition in 1959, and the last edition before the imposition of No Child Left Behind standardization begun in 2001

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begins with an appeal to use the latest research on “learning science” but

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that supposed science ephemeral, lacks a paradigm, and has a track record of failure. Indeed, education is rightly accused of having amnesia, forgetting what does work and repeating what did not work.

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science reform and then supporting
their efforts.

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The Next Generation Science
Standards (NGSS) are K–12 science
content standards. Standards set the

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expectations for what students should know and be able to do. The NGSS were developed by states to improve science education for all students. A goal for developing the NGSS was to create a set of research-based, up-to-date K–12 science standards.

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A middle school life science curriculum teaches students a number of important concepts pertaining to cells and heredity, the five kingdoms, human body systems, and ecology. Students will start the year by going over various principles crucial to any

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Middle School Life Science Curriculum

| Time4Learning

NSTA recommends the curriculum of
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middle level science programs. be

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aligned with the disciplinary core ideas, crosscutting concepts, and science and engineering practices outlined in A Framework for K–12 Science Education; nurture curiosity about the natural world and include opportunities to engage in science and engineering practices;

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Students | NSTA

Project-based science is also
discussed here amidst STS issues, but
has since grown into another cure-all
for science teaching, an attempt to
make science relevant today. STS

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rest of the chapter steps through the
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