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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.



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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

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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.

These arts standards represent a consensus concerning what every young student should know and be able to do in the arts. The Consortium of National Arts Education Associations believes that every student at every level, pre-kindergarten through grade 12, should have access to a balanced, comprehensive, and sequential program of instruction in the arts, taught by qualified teachers. The opportunity-to-learn standards in this book include standards for: (1) curriculum and scheduling; (2) staffing; (3) materials and equipment; and (4) facilities. The book is divided into four sections: (1) dance; (2) music; (3) theater; and (4) visual arts. These sections function as semi-independent units with a reference list at the end of each section to provide further sources for consultation. (EH)

Follows the divergent paths of a rookie

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hitter for the Chicago Cubs and a hard-hitting Mets pitcher.

Revisiting “The Culture of the School and the Problem of Change” provocatively and seamlessly joins Seymour Sarason’s classic, landmark text on school change with his own insightful reflections on those same issues in the face of today’s crisis in public schools. This is an extensive, monograph-length revisiting. Part I of this book reproduces the second edition of Sarason’s ground-breaking work, *The Culture of the School and the Problem of Change*, in which he detailed how change can affect a school’s culturally diverse environment—either through the implementation of new programs or as a result of federally imposed regulations. Throughout, many of the major assumptions about change in institutions are challenged. Specific events and examples demonstrate that any attempt to implement change involves some existing regularity within the school. Dr. Sarason also takes a close look at government involvement in change efforts in schooling—and includes a detailed examination of current efforts to implement PL 94–142 into public schools. He presents compelling evidence that the federal effort to change and improve schools has largely been a failure. Also included are investigations into the purposes of schooling and how these purposes can be affected by change, and the process by which educators and administrators

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formulate intended outcomes of change efforts. In Part II, Dr. Sarason “revisits” the text and the issues 25 years after the original publication. As he explains in his preface, to him the word crisis means “a point in time when a dangerous situation contains conflicting forces of an intensity or seriousness that in the near term will be dramatically altered depending on which forces win out. When I wrote the book a quarter century ago, I did not regard our schools as in crisis...[though] my intuition . . . was that a crisis would come sooner or later. It has, in my opinion, come.”

Believing that “what happens in our cities and our schools will determine the fate of our society,” Dr. Sarason is deeply concerned that the reform arena is being manipulated by forces that are at best untroubled by and at worst intent on the dismantling of the public school system. That, coupled with his fear that even the system’s defenders are not focusing on the real issues, has infused Dr. Sarason’s return to the topic of educational change with a great sense of urgency. The important things he has to say will be welcomed by all who truly care about the state of the public schools that America’s children attend.

Presents a multifaceted model of understanding, which is based on the premise that people can demonstrate understanding in a variety of ways.

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How much of the world's water is found in the oceans? How many volcanoes erupt each year? How was the Grand Canyon formed? Read this book to find out! Part of World Book's Learning Ladders series, this book tells children about different kinds of landforms and how they shape Earth. Children also learn about bodies of water and their importance to people. Each spread includes introductory text, colorful illustrations with detailed captions, and photographs that show real-world examples of the featured topic. Puzzle pages, fun facts, and true/false quizzes appear at the end of each volume.

On Christmas morning, 1944, there was little reason to celebrate... As the Battle of the Bulge raged, a small force of American soldiers—including the famed 101st Airborne division, tank destroyer crews, engineers, and artillerymen—was completely surrounded by Hitler's armies in the Belgian town of Bastogne. Taking the town was imperative to Hitler's desperate plan to drive back the Allies and turn the tide of the war. The attack would come just before dawn. As the outnumbered, undersupplied Americans gathered in church for services or shivered in their snow-covered foxholes on the fringes of the front lines, freshly reinforced German forces of men and tanks attacked. The battle was up close and personal, with the cold, exhausted soldiers of both armies fighting for every

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square foot of frozen earth. In the end, the Allied forces would hold the town of Bastogne, with the hard-won victory boosting morale and sounding the death-knell for Hitler's Third Reich. After this battle, the Nazis would never go on the offensive again. Featuring interviews with the soldiers who were there, as well as never-before-seen or translated documents, *No Silent Night* is a compelling chronicle of one day that changed the course of the war—and the world. **INCLUDES NEVER-BEFORE-SEEN PHOTOS AND MAPS**

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