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The authors, who have more than two decades of combined experience teaching an atoms-first course, have gone beyond reorganizing the topics. They emphasize the particulate nature of matter throughout the book in the text, art, and problems, while placing the chemistry in a biological, environmental, or geological context. The authors use a consistent problem-solving model and provide students with ample opportunities to practice.

This book is ideal for use in a one-semester introductory course in physical chemistry for students of life sciences. The author's aim is to emphasize the Page 21/27

understanding of physical concepts rather than focus on precise mathematical development or on actual experimental details. Subsequently, only basic skills of differential and integral calculus are required for understanding the equations. The end-of-chapter problems have both physiochemical and biological applications.

Many teachers in regular classrooms feel unprepared to teach students with learning disabilities. Fortunately, brain research has confirmed that strategies benefiting learners with special challenges are suited for engaging and stimulating all learners. In this book, neurologist and classroom teacher Judy Willis explains that we can Page 22/27

best help students by putting in place strategies, accommodations, and interventions that provide developmentally and academically appropriate challenges to suit the needs, gifts, and goals of each student. Brain-Friendly Strategies for the Inclusion Classroom will help teachers \* Understand how the brain learns and the technologies that reveal this process. \* Implement strategies that are compatible with students' individual learning styles and honor their multiple intelligences. \* Improve the focus of students with attention disorders and help them gain the confidence and skills they need to develop goaloriented behaviors. \* Create an enriching learning environment by incorporating student-centered

activities, discovery and hands-on learning experiences, cross-curricular learning, and multisensory lessons. \* Implement strategic review, study, and test preparation strategies that will allow students to retain information and connect it with future learning. \* Build safe, supportive classroom communities and raise class awareness and empathy for students with learning disabilities. It's time for teachers to lower the barriers, not the bar. Using strategies that align with research on how people's brains function, teachers can engage all students as individuals and help them reach their maximum potential with joy and confidence.

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

Educators know it's important to get students to engage in "higher-order thinking." But what does higher-order thinking actually look like? And how can K-12 classroom teachers assess it across the disciplines? Author, consultant, and former classroom teacher Susan M. Brookhart answers these questions and more in this straightforward, practical guide to assessment that can help teachers determine if students are actually displaying the kind of complex thinking that current content standards emphasize. Brookhart begins

by laying out principles for assessment in general and for assessment of higher-order thinking in particular. She then defines and describes aspects of higher-order thinking according to the categories established in leading taxonomies, giving specific guidance on how to assess students in the following areas: \* Analysis, evaluation, and creation \* Logic and reasoning \* Judgment \* Problem solving \* Creativity and creative thinking Examples drawn from the National Assessment of Educational Progress and from actual classroom teachers include multiple-choice items, constructedresponse (essay) items, and performance assessment tasks. Readers will learn how to use formative assessment to improve student work and then use

summative assessment for grading or scoring. Aimed at elementary, middle, and high school teachers in all subject areas, How to Assess Higher-Order Thinking Skills in Your Classroom provides essential background, sound advice, and thoughtful insight into an area of increasing importance for the success of students in the classroom--and in life.

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