



INDEX

- Ability grouping, 129
 Academic Senate of the University of California, 97
 Accommodation, in Piaget's cognitive theory, 180
 Accountability, 374–375
 Achievement trends in science
 age, 315
 gender, 316
 parental education level, 316
 race/ethnicity, 316
 science curriculum, 316
 Acid rain
 effects, 418
 as an STS issue, 417–418
 Action dramas, STS, 410
 Active chemistry, 139
 Active physics, 139
 Activities
 dinosaur footprint, 243f
 earth science, 292–293
 life science, 294
 listing potential, in unit design, 273–274
 physical science, 295–297
 project-based, 357–360
 reported using by high school teachers, 128–129
 space trekkers and ocean anglers, 230–231
 STS themes, 416–425
 Web-based, 442–443, 453–458
 Activity reinforcers, 195
 Adolescence, 25–27
 Adolescents, 125
 Advance organizers, 333
 Advanced learners. *See also* Gifted and Talented students
 science learning environment, 63
 why they don't reach potential, 63
 Affective education, 93
 Affects
 from the *Benchmarks for Scientific Literacy*, 271t
 in unit design, 271–272
 African American students, 47
 NAEP results, 319–320
 trends in achievement, 316
 Agne, Russell, 410
 Agassiz, Louis, 92
 Aikenhead, Glen, 400, 425–426
 Air quality and atmosphere, as an STS theme, 417–418
 Almeder, Ginny, 9, 67, 206, 254, 291, 432, 396
 Alternative frameworks, 173–174
 Aluminum recycling, 418–419
 American Association for the Advancement of Science (AAAS), 53, 92
 American Association of Geologists and Naturalists, 92
American Biology Teacher, 197
 American Geological Institute, 83
 American Nuclear Society, 420
 Analogies, 338
 Analysis, as a cognitive skill, 273
 Animals in the science classroom, 393–394
 Application, as a cognitive skill, 273
 Aronson, Eliot, 228
 Art of pedagogy (in Ghana), 150
 Artistry of teaching science, 4–5
 Asian/Pacific islanders, NAEP results, 319–320
 Ask-an-expert, 445
 Assessment
 case study of, 299–300
 changing emphasis on, 301t
 of chemical storage system, 393–394
 of classroom learning, 300–311
 designing a plan, inquiry, 301–302
 developing a plan for, in unit design, 280
 formal methods of, 305–308
 framework, 318–319t
 by gender in NAEP, 321t
 informal methods of, 303–304
 in an international context, 320–322
 journals, 308
 long-term trends, 311
 model of, in the classroom, 302–303
 from the national context, 311–320
 performance-based as, 308–311
 of project-based learning, 364–365
 questions, open-ended, 308
 by race, on NAEP, 321t
 results, national, 318–319
 semi-formal methods, 304–305
 state-by-state results, 318–320
 tasks, content-specific, 308
 of TIMS results, 320–322
 Assimilation, in Piaget's cognitive theory, 180
 Association for Multicultural Science Education (AMSE), 44
 Atkins, J., 302
 Atlanta Public Schools, 360
 At-risk children and youth, 46
 At-risk students. *See also* Struggling learners
 activities to help, 65–66
 definition of, 63–64
 interventions for, 64–65
 Attitudes, 316
 Atwater, Mary, 36, 47
 Australia, science education in, 140–142
 Ausubel, David, 174, 175t, 333
 Ausubel's model of learning, 175t
 Back-to-basics movement, 96–99. *See also* Creation science
Back to the Future with Science Education (Loeppke), 107–108
 Balance beam problem, 178f
 Ballard, Robert, 446
 Bangalore, India, 414
 Behavioral approach to teaching skills of science, 356
 Behavioral perspectives. *See* Behavioral theories of learning
 Behavioral psychologists, 170
 Behavioral theories of learning, 193–197
 Bell-Greender, Margaret, 178
Benchmarks for Scientific Literacy (AAAS), 83–84, 237, 271, 300, 309, 391, 401
 Bergman, Anita, 206
 Berliner, David, 303, 305
 Bermudez, Andrea B., 47
 Berners-Lee, Tim, 441
 Bexell, Sarah, 311–313
 Big ideas, and Deweyan theory, 191–193
 Biological Science Curriculum Study (BSCS), 97, 132–133
 blue version, 133–134
 green version, 133–134
 human biology projects, 46
 modules, as STS curriculum examples, 429
 yellow version, 133–134
 Biology,
 change needed in, 136–138
 concepts, 342
 programs, recommended by Project 2061, 85
 Biology: A Community Context, 138
 Black, Paul Myron, 302
 Black students. *See* African American students
 Blackboard online system, 447, 453
 Blankenship, Lissa, 390
 Bloom's taxonomy of cognitive skills, 273t
 Blosser, Pat, 361–363
Blueprint for a Green School (Chase), 434
Blueprints for Reform (AAAS), 83, 103
 Blueprints online, 84. *See also* *Blueprints for Reform*
 Bogan, Joseph, 200

- Botkin, James, 403
 Botswana, 254
 Boza, Ben (Botswana), 254, 290–291, 396, 460
 Brainstorming, as a step in unit design, 265
 Brickhouse, Nancy, 190
 Bronowski, Jacob, 3, 4, 15
 Brown, Tom, 5, 411, 360–361, 411
 Bruner, Jerome, 95, 102, 176–178
 Bulletin board (Web-based) discourse, 352, 444
 Bulman, Leslie, 344, 351
 Bybee, Rodger, 272, 414, 416
- California Board of Education, 97
 Career, science teaching as, 8
 Caring, 5
 Carlson, Janet, 416
 Center for a Sustainable Future, 426
 Center for Research on the Education of Students at Risk (CRESPAR), 47
 Champagne, Audrey B., 82, 169–170
 Chat rooms, 444
 Cheek, Dennis W., 403, 407
 Cheek, Virginia, 290
 Chemical Bond Approach (CBA), 132
 Chemical Education Materials Study (CHEM Study), 132
 Chemical Education for Public Understanding Program (CEPUP). *See* Science Education for Public Understanding Program (SEPUP)
 Chemical safety, 393–394
 Chemistry, 138–139
 Chemistry in the Community (ChemCom), 393, 429
 Chernobyl nuclear power plant (Ukraine), 409, 420
 Child-centered curriculum, 93
 Child-centered teaching, 91
 Chile, science education in, 143–146
 China, science education in, 146–148
 Chlorofluocarbons (CFCs), 425
 Christensen, John, 288
 Citizen-scientist, 40, 104
 Classroom. *See* Classroom management; Science classroom
 Classroom climate, 196
 Classroom environment, 196
 Classroom management
 accountability and, 374–375
 attributes of effective, 371t
 beginning and end of class and, 391
 beyond day one, 385–386
 developing a plan of, 382
 effective behaviors in, 372–375
 effective leader project for, inquiry, 370–371
 establishing rules and procedures and, 380–381
 first day and, 382–385
 for the beginning of the year, 380–386
 group focus and, 374–375
 handling materials and equipment and, 381–382
 leadership skills and, 370–371
 overlapping and, 372–373
 room arrangements and, 380
 safety nets and, 378–379
 science teachers views on, 396–397
 smoothness and, 373–374
 teaching materials and, 387–390
 with-it-ness and, 372
 Cobb County School District (Marietta, Georgia), 98, 426
- Coburn, William, 342
 Coble, Charles, 60
 Coffrey, Janet, 302
 Cognitions, 269–271t
 Cognitive science
 approach to integrating process and content, 356–357
 implications of research, 88–90
 learning theory, 171–173. *See also* Constructivist theories of learning
 Cognitive skills, 271, 272
 Cognitive theories of learning, 176–188
 Cohen, Karen, 427
 Collaborative models of teaching, 223–231. *See also* Cooperative learning
 problem solving, 228
 tutorial, 226
 Collaborative thinking strategies, 354–360
 Colorado River, 422
 Combinatorial organization of content, in the DIT model, 234, 235f
 Committee on High School Biology Education, 83
 Communication. *See* Language modes; Reading strategies; Talking strategies; Writing strategies
 Communication patterns, 341
 Community of practice, 104, 190
 Community of learners, 449
 Community Sustainability (Izaak Walton League), 435
 Comprehension, as a cognitive skill, 273
 Comparative relationships, for organizing content in the DIT model, 235t
 Computer as Learning Partner (CLP), 101, 363
 Computer-assisted instruction, 186–187
 Concept map, 177f
 definition, 175
 as a preassessment device, 307t
 in unit design, 267–268f
 Concepts
 scientific, 341
 spontaneous, 341
 Conceptual change theory of teaching, 175t
 Conceptual change model
 designing activities based on, 220–221
 generative learning, 221–223
 perspective, 173–174
 unit design, based on, 262–264
 Web-based, 454–457
 Conceptual physics, 139–140
 Conceptual schemes, 96
 Conceptual themes, 5
 Concord Consortium, 426, 447
 Concrete operational stage of development, 181–185
 Concrete reasoning patterns, 182–185
 Concrete thinking, vs. formal thinking, 188
 Conditioning, in behavioral theory, 193–194
 Conferencing, as an assessment device, 304
 Conlan, John, 96
 Connection diagram (STS), 426
 Constructivism, 167
 as epistemology, 250–251
 design of Web-based lesson plan, 458
 perspective of, 173–174
 view of learning, 156
Constructivism as a Referent for Science Teaching (Lorsbach and Tobin), 250–253
 Constructivist model, 100, 215–223, 356–357. *See also* Cognitive theories of learning
 Constructivist teaching model, 23
- Constructivist theories of learning, 171–188
 Continental drift, 14
 Cooperative learning, 23
 as primary strategy in constructivist teaching, 251
 and sociocultural theories of learning, 189–190
 theory, 189–190
 Cooperative learning model, 23
 cognitive perspective and, 190
 implementation of, 224
 problem solving models, 228–231
 structures, 224–226
 Student Teams Achievement Divisions (STAD), 189–190
Cooperative Learning with Biology: The Dynamics of Life (Lundgren), 376
 Cooperative structures
 constructive controversy, 225
 co-op cards, 225
 jigsaw, 225
 numbered heads together, 225
 pairs check, 225
 roundtable, 225
 send a problem, 225
 STAD, 225
 talking chips, 10–12, 225, 226
 think-aloud-pair-problem solving, 226
 think-pair-share, 224
 three-step interview, 225
 using in science teaching, 225t
 Copernicus, Nicholas, 14
 Cornell Lab of Ornithology, 446
 Coulter, B., 448, 450
 Courage, creative, 5
Course Design: A Guide to Curriculum Development for Teachers (Posner and Rudnitsky), 262
 Course management (online) systems, 447
 Course plan (Global Science), 287
 Course of study, 287–290
 Course syllabus, 289
 Craig, Jerrold, 91
 Creation science/evolutionary science controversy, 97–98
 Creation science, 97–98
 Creative thinking, 332
 Cremin, Lawrence, 91
 Crick, Frances, 16
 Critical thinking, 332
 Cross, Roger T., 140–142, 400, 420
 Cross-cultural exchanges, as Web-based activity, 457
 Culture of learning, 341
 Curiosity and discovery learning, 176
 Curriculum. *See* Science Curriculum
 Curriculum and instruction design model (Posner and Rudnitsky), 262t
- Darwin, Charles, 15
 Data
 analysis, 445
 sharing, 445
 Day, Lucille, 52
 Deductive use of examples, 337
 Deforestation, 425
 Delaney, Jaime, 275
 Department of Defense Schools, 319
 Developmental psychology, 170
 Developmental theory, 178–188
 stages of development, 81–188
 Dewey, John, 93, 168, 190–193, 230, 237, 363
 Deweyan theory of experience, 190–193

- Dias, Mike, 311–313
 Direct activities related to text (DARTS), 344
 Direct-interactive teaching model (DIT), 23, 231–237
 description, 233f
 teaching functions and, 232t
 Disabled students
 definition, 60
 modifying instruction for, 61
 promoting structure for, 60
 Discrepant events and discovery learning, 176
 Discovery learning, 176–178, 242–244. *See also* Inquiry teaching
 Dissection, 395
 DNA molecule, discovery of, 15–16
 Dodge, Bernie, 454
Double Helix, The (Watson), 16
 Downs, G. E., 391
 Dunn, Kenneth, 198–200
 Dunn, Rita, 198–200
 Due process rights of exceptional students, 56
 Dunkerly-Kolb, Susan, 448
- Earth, atmosphere of, 417–418
 Earth Day, 103
 Earth Science Curriculum Project (ESCP), 121
Earth Science Education for the 21st Century (American Geological Institute), 83
 Earth-space science
 astronomy tool kit, comet in a box, 390t
 crusty (rock) writing, lesson plan in, 356–351
 earthquakes, as a K-W-L lesson example, 348
 Erathosthenes, online project, 359
 lunar settlement project, 359
 Mars egg drop project, 359
 national park project, 359
 planetary travel brochure, 359
 shadow project, 359
 in the *Standards*, 115
 Eco-Connections, as an STS example, 431
Educating Americans for the 21st Century (National Science Board), 99
 Education for a Sustainable Future (ESF)
 evaluation, 427–428
 goals, 426–427
 themes, 427
 technology supporting, 427
 topic areas, 427t
Education for Environmental Sustainability (Haury), 433–435
Education for Sustainability: An Agenda for Action (President's Council on Sustainable Development), 433
Education in Communist China (Price), 146
 Education Policies Commission, 93
Education That Works: An Action Plan for the Education of Minorities (QEMP), 45–46
 Educational administration in Ghana, 149
 Educational reforms in Ghana, 151
 Eggzact experiment, 296–297
 Equilibrium, 179
 in Piaget's cognitive theory, 180
Eighth Day of Creation, The (Judson), 15
 Einstein, Albert, 15, 38
 Elementary science
 activities reported by teachers, 116
 curriculum, 116–119
 exemplary project in, 117–119
 influential projects in, 116–117
 movement, 91
 vs. nature study, 91
 Standards of
 Elementary Science Study (ESS), 117
 Elmandjra, Mahdi, 403
 E-mail, 352, 443–444
Emergence of Global Thinking among American and Russian Youth, The (Hassard and Weisberg), 449
 Enactive representation, 178
Encouraging Girls in Science Courses and Careers (Kahle), 70–71
- Energy
 as an STS theme, 418–419
 usage, 418–419
 Environment, as an STS theme, 423, 425
 Environmental education. *See* STS interface
 Environmental Protection Agency (EPA), 393, 421
 Environmental quality, 402t
 EnviroNet, 402
 E-pals classroom exchange, 444
 Equipment, handling of, 381–382
 Evaluation. *See also* Assessment
 as a cognitive skill, 273
 of course of study, 290
 procedures, of exceptional students, 56
 Evolutionary theory
 school controversies over, 97–98
 Scopes trial and, 89
Examining Pedagogical Content Knowledge (Gess-Newsome and Lederman), 260
Excellence in Environmental Education: Guidelines for Learning (NAAEE), 434
- Exceptional students
 advanced students and, 60–63
 at-risk, 63–66
 due process rights of, 56
 exemplary programs for, 65
 federal regulations concerning, 56–57
 gifted, 60–63
 hearing impaired, 59–60
 motor/orthopedic impaired, 58–59
 physically impaired, 58–59
 in science classroom, 57–66
 struggling learners and, 63–66
 visually impaired, 59
 Exciting Examples of Everyday Phenomena (EEEP), 218, 337
- Exemplary elementary science projects, 117–118
 Exemplary high school projects
 biology, 134–138
 chemistry, 138–139
 physics, 139–140
 Exemplary middle school projects, 125–127
 Experience, Deweyan theory of, 190–193
 Experimental Secondary School 2 (Puschino, Russia), 443
- Fabos, B., 448
 Face-to-face interaction, 375
 Facilitation of learning, 245
 effect strategies for, 245
 high-level thinking tasks and, 378–380
 importance of empathy, 245
 in person-centered model, 244–245
 teacher as facilitator and, 245
 Facilities, science, 391
 Fairs, science, 357–360
Fallout: Hedley Marston and the British Bomb Tests (Cross), 140
 Feldman, A., 448, 450
- Females in science. *See* Gender; Women in science
 Feminist perspective, 190. *See also* Gender; Woman in science
 Fenchem, Peter, 68–70, 400, 403
 Feynman, Richard, 13, 30–32
 First day, 382–385
First Days of School, The (Wong and Wong), 370–371
 Fisher Scientific, 394
 Florida State University, 121
 Focus questions, in unit design, 265–266t
Foreign Languages and School Journal, 153
 Formal operational stage, of development, 185–188
 Foundation level, in STS module design, 413
 4MAT system of learning, 201–203
 Franklin, Rosalind, 16
 Frasher, Barry J., 378
Fulfilling the Promise: Biology Education in the Nation's Schools (National Research Council), 83
- GAIA: An Atlas of Planetary Management* (Myers), 404
 GAIA hypothesis, 404–405
 Galilei, Galileo, 14
 Gander Academy rainforest resources, 423
 Gardner, Howard, 62
 Gardner, Marjorie, 190
 Gavrilenko, Ivan, 420
 Gender
 issues, 51–55
 trends in achievement, on NAEP, 316
 Gender learning. *See* Feminist perspective
 General science, 120
 Geology Is, 125–126
 Georgetown University, 145
 Georgia State University, 149, 151, 313
 Gerlovic, J. A., 391
 Gess-Newsome, J., 260
 Gestalt psychology, 176
 Ghana, science education in, 149–151
 Gifted and Talented students. *See also* Advanced learners
 characteristics of, 62
 definition of, 60–62
 minority students and, 62
 multiple intelligences and, 62
 why they don't reach potential, 63
 Girls into Science and Technology (GIST), 52
 Global citizenship, 38
 Global classroom, as a Web-based tool, 442–443
 Global consciousness, 39
 Global education. *See also* Global perspective; Global thinking
 core (world) curriculum for, 42–43
 curriculum strategies, 41
 goals of, 41
 Global environmental issues, 103
 Global events, 37
 Global food web, 41
 Global Laboratory (GL), 101 402, 406, 417, 446, 448
 case study of, 450–451
 curriculum of, 450–451
 goals of, 450
 Web and technology tools, 450
 Global perspective, 38–43. *See also* Global education; Global thinking
 Global problem cards, 44
 Global problems, 414
 "Global Problems and Science Education Policy" (Bybee), 416

- Global Rivers Environmental Education Network (GREEN), 423
- Global Schoolhouse, 444
- Global Science* (Christensen), 288
- Global science
classroom, 42
sample course plan, 288–290
- Global thinking, 37–44, 404–406
activities, 38
elements of, 40
goals of, 39–40
infusion in the science curriculum, 40–41
rationale for, 38
using the internet and, 41
- Global Thinking Project (GTP), 37, 42, 103, 153, 406, 417, 443–444, 448, 452
- Global warming resources (EPA), 425
as an STS issue, 423, 425
- Globalization, 39
- GLOBE Program, 37, 42, 402, 406, 418, 452–453
- Goals
of Chinese science education, 147
of curriculum reform projects, 95–96
of Educating Americans for the 21st Century, 99–100
emerging from the reform of the 1990s, 101
influence of research on, 888
insights in biology program, 138
physical science study curriculum, 131
of project physics, 132
of science education, 80–82
of student writing, 351
- Goodfield, June, 15
- Gordon, William, J. J., 244
- Gornick, Vivian, 16
- Gorwin, D. B., 175
- Gray, Asa, 92
- Great Explorations in Math and Science (GEMS), 118–119
- Great proletarian cultural revolution, 146
- Greenhouse gases, 425
- Grose, Vernon, 97
- Group focus, 374–375
- Group learning, 375–379. *See also*
Classroom management; Cooperative learning; Cooperative learning model; Group investigation method
- Group investigation method, 228, 230. *See also* Cooperative learning; Cooperative learning model
- Guest speakers, as a Web-based activity, 457
- Gunn, Anne, 390
- Haley-Oliphant, Ann, 51
- Hands-on science teaching, 8. *See also* Activities
- Hands-on-Universe (HOU), 452
- Hanvey, Robert, 38, 40
- Harmin, M., 408
- Harms, Norris, 400
- Harvard Center for Cognitive Studies, 176
- Harvard Committee on General Education, 93
- Harvard University, 62
- Harvey Mudd College, 133
- Hassard, Jack, 40, 448, 449
- Haurly, David, 433
- Hawking, Stephen, 62
- Hazardous substances, as an STS theme, 421
- Health science, 85
- Hearing impaired students, 56–57
- Heimlich, Susan D., 349
- Hein, George E., 300, 308
- Helgeson, Stanley, 355
- High school science
contemporary patterns of, 128–131
content *Standards*, 133–135
curriculum, 127–140
reform projects, 131–133
standards for, 133–134
standards in Chile, 145–146
- Hills, G. L. C., 342
- Hispanic students, 47, 319–320
cognitively guided and, 51
cooperative learning and, 49
culturally responsive teaching and, 49
effective practices for, 49–51
NAEP results, 319–320
technology-enriched instruction and, 51
trends in achievement, 316
- History and nature of science standards, 115
- History of science education, 90–104. *See also* Science education
- Holistic thinking, 332
- Holt, Susan, 311
- Homework, as an assessment device, 305
- Hornig, Leslie E., 82, 169–170
- Hotlist, as a Web-based resource, 453–454
- How Creative Are You?* (Raudsepp), 14
- Howard University, 46
- Howe, Ann, 201
- Hudson Public Schools (Massachusetts), 447
- Humanistic approach, 132
- Humanistic education movement, 93, 96.
See also Affective education; Child-centered curriculum
- Hungerford, Harold, 412–413
- Hunt, as a Web-based resource, 453–454
- Hurd, Paul deHart, 94–96, 125, 138, 324, 400
- Hurley, Marlene, 323–325
- Hutcheson, Charles, 140, 149–151
- Hypatia's Heritage* (Alic), 51
- Iconic representation, 178
- Ideas-based teaching, 191–193
- Imagined World: A Story of Scientific Discovery*, An (Goodfield), 15
- Imagineering, 246
- Implementation, as a step in unit design, 280
- Independent thinking strategies, 354–360
- Individual accountability, 375
- Individualized education program (IEP), 56–57
- Inductive use of examples, 337
- Informal learning, 191
- Informal science study, 127
- Inhelder, Barbel, 160, 178
- Inquiry and the National Science Education Standards* (NRC), 88. *See also* *National Science Education Standards*
- Inquiry teaching, 237–242
activities, 240–249
characteristics of, 20–21
coin drop and throw, 241
content *Standards*, 238t
deductive, 241–242
definition of, 237
dinosaur footprint, 243f
discovery learning in, 242–244
double pendulum, the, 241
essential features, 238t
environments that foster, 22
inductive, 21, 239–240
inquiry-box and, 240
models of, 237–244
NSES *Standards* and, 238
pennies and jar of water, 176
person-centered environment and, 245
practice of, 237–238
procedures for, 240t
project-based, 244
questions about, 238–239
roots of, 92
in science classrooms, 21–22
session, 239–240
standards of, 170
unguided inductive, 21
wood sinks and floats, 240
- Insights in Biology, 138
- Intended learning outcomes, for a course of study, 248
- Interactive teaching skills, 334
- Interactive teaching strategies
advance organizers, 333
asking questions, 334–336
closure and making transitions, 338
creating a stimulating classroom environment, 333–334
positive learning environment, 328
using examples to clarify concepts, 337–338
- Interdisciplinary Approaches to Chemistry (IAC), 132
- Interdisciplinary thinking and planning, 104, 403, 404f
- Intergovernmental Panel on Climate Change, 425
- Integrative model, 245–246
- Integrated science, 149–150
- Integrated science thinking skills, 355
- Interaction of Science, Technology, and Society in Secondary Schools* (Piel), 416
- Intermediate Science Curriculum Study (ISCS), 121–122
- International Association for the Evaluation of Educational Achievement (IEA), 320
- International Conference on Science and Technology Education and Future Human Needs (Bangalore, India), 414
- International Education and Resource Network (IERN), 447
- International Evaluation of Educational Achievement, 98
- International Journal of Science Education*, 449
- International School Nido de Aguilas (Santiago, Chile), 143
- Internet. *See also* Web-based activities; Web-based tools
activities for the online classroom, 453–458
role in the new millennium, 104
- Interpersonal exchanges, as Web-based tools, 443–445
- Interpersonal skills, 376
- Introductory Physical Science (IPS), 120–121
- Instructional foci, 274t, 275t, 289–290
- Instructional planning. *See also* Activities; Lesson plans; Unit design
activities, 292–297
approach to, 262–287
for a course of study, 287–290
beyond the first day, 385–386
for the first day of school, 382–385
inquiry activity for, 263–264
models and sample lesson plans, 275–287
science teachers' views on, 290–292
of science unit, 262–287
steps in, 265–280
for three weeks, inquiry, 386
Web-based, 442–447

- Instructional strategies, teachers views on, 360–361
- Institute for Creation Science (ICS), 97
- Institute for Educational Studies (TIES), 143
- Investigating and Evaluating Environmental Issues and Actions Skills Development Modules* (Hungerford), 413
- Investigating Earth Systems, 127
- Investigating the Earth (ESCP), 121
- Issue awareness level, in an STS module, 413
- Issue investigation level, in an STS module, 413–414
- Izaak Walton League of America, 435
- Japan, science teaching in, 151–152
- Jason Project, The, 446
- Jenkins, L. B., 316
- Jigsaw II, 228, 229t. *See also* Cooperative Learning
- Johns Hopkins University, 46
- Jones, Carys, 341, 344
- Journal of Research in Science Teaching*, 415
- Journal keeping, 204
- Journey North, 446, 450
- Judson, Horace Freeland, 15
- Junior high curriculum, 123, 152
- Junior high movement, 91
- Kits, science, 388–389
designing, 389–390
- Kahle, Jane Butler, 53, 70–71, 190, 378
- Kansas State Board of Education, 98
- Kelly, Alison, 52
- Kelly, P. J., 416
- Kelsey, Francis Oldham, 14
- Kent, Jesse, 19
- Key-pals, as a Web-based tool, 443–444
- Kids Net, 42, 101, 406, 448
- Kilpatrick, William, 93
- Kings College, 16
- Knowledge, as a cognitive skill, 273
- Kohler, Wolfgang, 176
- Kolb, David, 201
- Konold, C., 448, 450
- K-W-L procedure, 347–348
- Laboratory activities
approach to, 375–376
facilitating, 375–377
monitoring, 377
pre-activity processing and, 377
preparation for, 376–377
post-activity processing and, 337
- Laboratory experiences, 92
- Laboratory Safety Institute (Natick, Massachusetts), 391
- Langbort, Carol, 52
- Language, role of, 179
- Language modes, 341
reading science, 344–350
talking science, 341–344
writing science, 350–354
- LaTrobe University, 140, 146
- Law, Nancy, 403
- Lawrence Hall of Science, 118, 190
- Lawson, Anton, 179
- Layer cake model of science curriculum, 129
- Leadership attributes. *See* Classroom management
- Learners, types according to 4MAT system, 201–202f
- Learning
discovery, 176–178
4MAT system, 201–203
- informal, 191
nonschool, 191
- Learning cycle
explanation phase of, 215–216
exploration phase of, 215
five stage model of, 119
invitation phase of, 215
phases, 180f
Piaget's, 179–180
taking action phase of, 216
teaching processes of, 180
- Learning environment
establishing a culture of, 341–354
fostering inquiry in, 238t
in project-based teaching, 357–358
- Learning outcomes
assessment of. *See* Assessment
categorizing, in unit design, 267
identifying, in unit design, 266
- Learning styles
applying to science teaching, 201–203
brain hemisphericity and, 200–201
discovering, 199–200
4MAT system for determining, 201–202
implications for teaching, 198–204
inventory, 199
psychology of, 199
teaching to student's individual style, 202–203
- Learning theory, 167–209
constructivism, 167
defined, 171
"new," 170. *See also* Constructivism
"practice to," 171
- Least restrictive environment, 56
- Lecture and discussion, 129
- Lederman, N. G., 260
- Left-brain learning, 200–201
- Lemmons, Ruel, 97
- Lempke, J. L., 188, 341
- Lewis, J. L., 416
- Lesson plans
the balloon blower upper, 249
biological attraction, 276–277
chemistry in the bag, 295–296
for the constructivist model, 286–287
for the cooperative learning model, 282–284
creatures, 248
crusty (rock) writing, 350–351
developing specific, as step in unit design, 274–280
for direct-interactive teaching model, 281–282
don't take it for granite, 293
drugs, alcohol and tobacco, 277–278
earthquakes, 348
electricity-make it light, 279
electromagnetism, 287
first day, 383–385
for the inquiry model, 285–286
investigating mass, volume, and density, 285–286
light on: responses of earthworms, 294
mission to mars, 249–250
mission to the blue planet, 454–456
mystery at the Ringgold road cut, 283–284
samples, for the science teaching models, 280–287
shake, rattle, and quake: earthquake waves, 292
shark's teeth, 248
templates for, 275t
for Web-based, 458
- what can be learned from skulls? 216–217
what causes the water to rise? 217–219
using the learning log, 353
- Li, Steven, 403
- Life science
biodrama project, 358
biology tool kit, create a life form, 390
birdwatch project, 358
design an organism project, 358
dirty water project, 358
first day lesson, 384–385
insect project, 358
projects, 358
Standards for, 115
- Linn, Marcia C., 363–365
- Listening skills, 344–345
- Literacy, 323–325
- Literacy Volunteers of America (LVA), 323
- Linguistic modes. *See* Language modes
- Living organisms in the classroom, 395
- Loeppke, Larry, 107–108
- Logs, science, 353
- London University, 146
- Lorbach, Anthony, 250
- Lovelock, James, 404
- Lundgren, Linda, 376
- McCarthy, Bernice, 198, 200
- McCormack, Alan J., 416
- McCoy, Wes, 342
- Malitza, Mircea, 403
- Man-A Course of Study (MACOS), controversy over, 96
- Management of classroom. *See* Classroom management
- Margolis, Lynn, 404
- Marine Science Project: For Sea, 117–118
- Martian project, 404
- Massachusetts Institute of Technology, 94
- Maturation and mental structures, 179
- Materials, teaching. *See* Science teaching materials
- May, Rolo, 5
- Meaningful learning model, 174–176
- Mendeleyev, Dmitry Ivanovich, 192
- Mendius, Barbara, 55
- Mental structures, development of, 179
- Metacognitive strategies, 203–204
- Microteaching, 210, 339–340
- Michelson, Albert, 15
- Middle school projects, 120–122
- Middle school science education, 119–127
curriculum patterns, 123–125
exemplary programs, 125–127
influential projects, 120–122
instructional activities, 124
movement, 122–123
origins, 119
philosophy, 123
Standards for, 125
technology and, 125
- Middle School Student, The* (Rakow), 160
- Miller, Bob, 67
- Mind mapping, 203
- Mini-unit design. *See* Unit design
- Ministry of Education (Chile), 144
- Misconceptions, 173–174
in biology, 173
in chemistry, 173
in earth science, 174
in physics, 173
- Mission to the blue planet, a Web-based lesson, 454–457
- Models of teaching, 212. *See also* Science teaching models

- Models of Teaching* (Joyce and Weil), 211
Modern Biology (Towle), 344
 Mollusks, and Piaget's theory of development, 178–179
 Momentum, 374
Monitoring Community Sustainability (Izaak Walton League of America), 435
 Mono lake, 422
 Moore, Randy, 69–70
 Morley, Edward, 15
 Morris, John, 97
 Morton, Anna, 206, 460
 Moscow Gymnasium School 710 (Russia), 153
 Motivation and discovery learning, 178
 Motor-orthopedic impaired students, 58–59
 Mullis, I. V. S., 316
 Multicultural education
 approaches, 46–47
 beginnings of, 44–45
 defined, 45
 effective teaching practices for, 49–51
 science for all theme, 46
 science teaching and, 47–49
 status and goals, 45–46
 Multiple intelligences, 62
 Myers, Norman, 404
 Myronuk, Carol (Canada), 396, 461
- National Assessment of Educational Progress (NAEP), 311, 313–317
 long-term trend assessments, 311, 313–317
 proficiency levels, 314–315
 science achievement levels, 315–316
 student attitudes toward science, 316–317
 Nancy creek, 459
Nation at Risk, A (National Commission on Excellence), 98–100
 National Academy of Science, 97
 National Adult Literacy Survey, 323
 National Association for Research in Science Teaching (NARST), 171
 National Association of Biology Teachers (NABT), 97
 National Center for Case Studies in Science, 410
 National Center for Educational Statistics, 320
 National Center for English Learning and Achievement (NCEALA), 325
 National Commission against the Misuse of Pesticides, 421
 National Council of Teachers in Mathematics (NCTM), 83
 National Education Association (NEA), 90, 92
 National Fire Protection Association (NFPA), 394
 National Forum on Partnerships Supporting Education about the Environment, 433
 National Geographic Kids Network, 418, 450. *See also* Kids Net
 National Geographic Society, 42, 101
 National Middle School Association (NMSA), 123
 National Research Council (NRC), 136, 409
National Science Education Standards (NSES) (National Research Council)
 81, 83, 88, 89, 100, 103–104, 113–116, 118–119, 124, 170, 192, 237–238, 300–301t, 303, 309, 324, 325, 391, 401
 goals of, 114
 inquiry and, 20–21, 88
 organization of content, 114–116
 outcomes, 100–101
 STS and, 401–402
 unifying concepts and processes
 Standard, 114–115
 National Science Foundation (NSF), 94, 96, 120, 169, 190
 academic year institutes of, 94
 funded curriculum projects and, 95–96
 Project Synthesis and, 96
 projects, 132
 reform projects funded by, 94–96
 summer institutes of, 94
 National Science Teachers Association (NSTA), 83, 100, 123, 170, 323, 391, 395, 400
 National Society for the Study of Education (NSSE), 92–93
 Natural resources, utilization of, as an STS issue, 422–423
 Nature study movement, 91, 153–154
Network Science: A Decade Later (Feldman, Konold, and Coulter), 449
 Network science. *See also* Pooled-data analysis projects; Telecommunications
 attributes of, 448
 curriculum examples, 450–453
 evaluating attributes of, 451–452
 implications for science teaching, 450–452
 key principles, 450–452
 research on, 447–448
 Networking activity, 42
 New Millennium, 103
 Newton's laws of motion, 492t
 Nicenet, 447, 453
No Limits to Learning (Botkin, Elmandjra, and Malitza), 403
 Nonscientific views, 342. *See also* Misconceptions
 Nordland, Floyd H., 378
 Net publishing, as a Web-based tool, 446
 North American Association for Environmental Education (NAAEE), 434
 North Michigan University, 151
 Novak, J. D., 175, 203
New Designs for Elementary School Science and Health (BSCS), 119
 Nuclear meltdown, 420
 Nuclear reactor value dilemma sheet, 409–410
 Nuclear reactors, 419–420
 Nuclear Regulatory Commission (NRC), 420
- O'Brien, Michael, 254, 461
 Observation, of students, 303
 Occupational Safety and Health Administration (OSHA), 393
 Oceans, 178f
 Office of Pesticide Programs (EPA), 421
 Office of Technology Assessment, 324
 Okayama University (Japan), 151
 Oklahoma Christian University of Science and Arts, 149
 Online classroom. *See also* Web-based activities; Web-based tools
 elements of, 453
 establishment of, 453
 Online course, 447–448t
 Online dilemma discussions, 411, 444
 Operant conditioning, in behavioral theory, 194–195
Our Apartheid: The Imperative of Multiculturalism in Science Education (Moore), 69–70
- Overlapping, 372–373
 Ozone, ground-level, 417, 445
- Padilla, Michael J., 355
 Paper-and-pencil tests, as an assessment device, 307
 Parental involvement and exceptional students, 57
 Parrott, Annette, 80, 106–107
 Parrott timeline, 106–107
 Pastalozzi, Henri, 92
 Pauling, Linus, 16
 Pavlov, Ivan Petrovich, 194
 Pedagogical Content Knowledge (PCK), 260–261
Peers Matters (NARST), 88
 Pelletier, Jerry, 9, 67, 254, 291, 396, 432
 Pennsylvania Department of Education, 41
 Performance assessment, 308–310t, 311
 Philosophy, of science education, 80–82
 Physical science
 chemistry management plan for first two weeks, 385t
 clay boats project, 358
 first day lesson, 383–384
 paper tower project, the, 358
 program recommendations for, 85
 projects, 358–359
 spaghetti cars project, 358–359
 Standards for, 115
 Physical Science Study Committee (PSSC), 94, 131
 Physically impaired students, 58–59
 Physics, 139–140
 Piaget, Jean, 160, 170–171, 178–188
 Pictorials and drawings, as pre-assessment devices, 306–307
 Piel, Joseph E., 416
 Pittleman, Joan E., 349
 Plant, Barry (Australia), 206, 461
 Plate tectonics, 14
 Polanyi, Michael, 13
 Polman, Joseph L., 357
 Pooled-data analysis projects, 445–446. *See also* Network science
 Population connection web, 417
 Population growth, as an STS theme, 416–417
 Portfolios, 311–313
 as an assessment tool, 305
 zoology unit example, 312–313
 Positive independence, 375
 Posner, J., 262
 Pre-assessment strategies
 concept maps and, 307
 pictorials and drawings, 306–307
 t-charts and, 306
 Presidential Council on Sustainable Development, 433
 Price, Ronald F., 140, 146–148
 Price, Sabra, 300, 308
 Price-Anderson Act (U.S. Congress), 420
 Prior knowledge
 in K-W-L, 347
 in semantic mapping, 349
 Problem orientation, of STS programs, 402–403
 Problem solving
 cooperative learning models and, 228–231
 fostering independent and collaborative thinking and, 354–360
 in practice, 357–360
 scientific thinking skills and, 355–356
 as a Web-based tool, 446–447
Process of Education, The (Bruner), 95

- Process of Evolution: The Why and How of Population Change, The* (Delaney), 266
- Professional artistry, 4
- Professional Standards for Teaching Mathematics (National Council of Teachers of Mathematics), 83
- Program for Teaching Science, A (National Society for the Study of Education), 92
- Programmed teaching materials, 196–197
- Progressive education, 92–93
- Progressive Education Association, 92
- Progressive education movement, 91, 93
- Project 2061: Science for All Americans (AAAS), 46, 83–87, 93, 103–104, 124, 360
- Project-based teaching, 244
 criteria for, 364
 critique of, 363–364
 designing, 363–364
 Deweyan theory and, 191
 earth science and, 359
 goals of, 357–358
 as learning opportunities
 life science and, 358
 physical science and, 358–359
 as problem-solving in practice, 357–360
 providing support and coaching for, 364
 science fairs and, 359–360
- Project on Scope, Sequence, and Coordination (NSTA), 83, 87–88
- Project Learning Tree (PLT), 402, 429
- Project Life, 325
- Project Physics, 132
- Project Pigeon Watch, 446
- Project Synthesis, 96–97, 100, 402, 414
- Project Wild, 402, 431
- Preoperational stage of development, 181–182t
- Propositions, 271
- Psychomotor skills, 271
- Public Understanding of Science as Basic Literacy* (Law, Fensham, Li, and Wei), 405
- Pugh, Kevin, 191–192
- Pugwash movement, 400
- Question-and-answer services, as a Web-based tool, 444–445
- Questions
 as an assessment tool, 303–304
 categories of, 334, 362
 evaluation form for, 336f
 high-inquiry, 335
 improving teachers' ability to use, 362–363
 in-service teachers and, 362
 interactive teaching and, 334–336
 low-inquiry, 335
 as a metacognitive strategy, 204
 open-ended, as an assessment device, 308, 343
 purpose of, 361–362
 use in behavioral theory, 196
 wait-time and, 335–336
- QUIA, 447
- Race and ethnicity, 316
- Rakow, Stephen J., 47, 160
- Rainforest, tropical, as an STS issue, 422–423
- Rainforest Action Network, 423
- Rancho Seco Nuclear Power Plant, 420
- Rationale
 for course of study, 288–289
 for environmental education unit, 269
 for global education, 288
 for unit design, 268–269
 for the volcano in your backyard unit, 269
- Reading strategies, 344–350
 direct activities related to text and, 344
 K-W-L procedure, 347–348
 listening and, 344–345
 for meaning and understanding, 347–348
 for meaningful purposes, 158–159
 semantic mapping and, 349–350
 vocabulary problems in, 345–346
- Redesigning Science and Technology Education* (Bybee, Carlson, and McCormack), 416
- Reed College, 133
- Reflective teaching, 210, 213–215, 248–250
- Renner, John, 179
- Relevance and STS, 406–407
- Report on the 2000 National Survey of Science and Mathematics Education* (Weiss), 116, 124
- Reports, written, video, or multimedia as assessment devices, 308
- Research Matters-to the Science Teacher* (NARST), 171
- Ricciardi, John, 9, 66, 206, 254, 291, 361, 396–397, 432
- Right-brain learning, 200–201
- Rocky Mountain Institute, 422
- Rogers, Carl, 244–245, 338
- Rosalind Franklin and DNA* (Sayre), 16
- Rose, Claudia, 140, 143–146
- Rosene, Dale, 432
- Rowe, Mary Budd, 25, 190, 196, 325–336
- Rubba, Peter, 412
- Rudnitsky, Alan N., 262
- Raths, L. E., 408
- Russia, 129
 science education in, 152–154
- Russian Academy of Education, 152
- Safety, in science teaching, 391–395
- Sagan, Carl, 6, 13
- Sampler, as a Web-based resource, 453–454
- Sandlin, Pamela Callahan, 279
- Sanford, Julie P., 378
- Sayre, Anne, 16
- Science
 content
 content objectives, 25
 courage and, 13–14
 democracy and, 17
 human mind and, 14–15
 human values and, 15–17
 nature of, 25
 opinions about, 20
 problem solving and, 14–15
 republic of, 13
- Science—A Process Approach (SAPA), 117
- Science and Engineering Education for the 1980s and Beyond* (NSF), 97
- Science and Technology Education and Future Human Needs* (Lewis and Kelly), 416
- Science assessment. *See* Assessment
- Science classroom. *See* Classroom management; Learning environment
 beginning and end of class, 381
 beyond day one, 385–386
 establishing rules and procedures for, 380–381
 first day and, 382–385
 handling materials and equipment in, 381–382
 online activities, 453–458
 online, establishment of, 453
 room arrangements, 380
 safety and, 391–395
 science teaching materials and, 387–390
 science, technology, and society in. *See* STS interface
 virtual, 447
- Science curriculum, 113–154
 in Australia, 140–142
 back-to-basics movement, 96–99
 biology, 132–133
 chemistry, 132–133
 in Chile, 143–146
 in China, 146–148
 definition, 113
 elementary, 116–119
 five new basics of, 98–99
 in Ghana, 148–151
 global perspective, 140–154
 golden age projects, 93–96, 100–103
 high school, 127–140
 high school reform projects and, 131–133
 influential middle school projects and, 120–122
 in Japan, 151–153
 layer cake model of, 129
 middle school, 119–127
 new millennium in, 103–104
 outcomes of NSES, 100–101
 outcomes recommended in report *Educating Americans for the 21st Century*, 99–100
 physics, 131–132
 reform projects of the 1990s, 100–103
 reform projects of the 1990s contrasted with the 1960s, 100–103
 in Russia, 153–154
 science, technology and, 399–439
 STS programs, 425–431
 traditional vs. STS, 404f
 Web-based, 441–459
- Science Curriculum Improvement Study (SCIS), 117
- Science education
 in the future, 82–83
 golden age of, 93–96
 historical perspective, 90–104
 progressive education and, 92–93
 roots of modern, 90–92
 science, technology, and society interface in. *See* STS interface
- Science Education for Public Understanding (SEPUP), 428–429
- Science Education in American Schools* (NSSE), 93
- Science Experiences* (Hassard), 230–231.
See also Cooperative learning
- Science facilities, 391
- Science fairs, 359–360
- Science for all, 36–75, 103–104. *See also* Project 2061: Science for All Americans
- Science for All* (Fensham), 68–70
- Science for Life and Living: Integrating Science, Technology, and Health (SFLL), 119
- Science Framework on Science for California Schools* (California Board of Education), 97
- Science in General Education* (Progressive Education Association), 92
- Science in personal and social perspectives, standards for, 115–116
- Science inquiry. *See* Inquiry teaching
- Science Is Not Words* (Feynman), 30–32

- Science journals, as an assessment device, 308
- Science Literacy: Lessons from the First Generation* (Hurley), 327–325
- Science mini-unit. *See* Unit design
- Science Process Skills, The* (Padilla), 355
- Science Report Card, The* (Mullis and Jenkins), 316
- Science Scope* (NSTA), 171, 123
- Science strategies, 331–368
 - encouraging females, 53–54
 - fostering critical and creative, 332
 - fostering independent and collaborative thinking, 354–360
 - interactive, 333–340 metacognitive, 159
- Science talks, as a communication strategy, 344
- Science Teacher, The* (NSTA), 171, 406
- Science teacher talk, 66–67
- Science teachers
 - effective, 28–29, 372–329
 - interview questions, 32–33
 - observing, in the classroom inquiry, 379
- Science teaching
 - inquiry and, 17–21
 - scientific enterprise and, 17
- Science teaching materials. *See also* Textbooks
 - inventorying, 387
 - kits and, 388–389
 - purchasing, 388
- Science teaching models, 25, 210–258
 - conceptual-change, 215–221
 - constructivist, 215–223
 - cooperative/collaborative. *See* Cooperative learning model
 - direct-interactive (DIT), 231–237
 - generative learning, 221–223
 - imagineering, 246
 - inquiry. *See* Inquiry teaching
 - integrative, 245–246
 - layer cake, 129
 - multicultural. *See* Multicultural education
 - organization of, 213t,f
 - person-centered, 244–245
 - synectics, 244
- Science, Technology, Society: Thinking over the Years* (Yager), 406
- Science, technology, society interface. *See* STS interface
- Science, technology, society module
 - characteristics of, 412
 - design of, 424
 - evaluation of, 426
 - levels of instruction, 413–414
- Science writing. *See* Writing strategies
- Scientific American*, 445
- Scientific concepts, 341
- Scientific literacy, 324. *See* Reading Strategies; Writing Strategies
- Scientifically literate citizen, 84, 113
- Scientists and students 24
- Scope, Sequence and Coordination Project* (NSTA), 103–104
- Scrapbook, as a Web-based resource, 453–454
- Search for Excellence in Science Education* (NSTA), 100
- Self-regulation, and mental structures, 179
- Semantic mapping, 349–350
- Sense of the Future* (Bronowski), 15
- Sequencing and discovery learning, 178
- Sequential structuring of content, in the DIT model, 234
- Sensorimotor stage of development, 181
- Sexism, 52
- Sillman, Benjamin, 92
- Sharan, Shlomo, 228
- Sharan, Yael, 228
- Simon, Sidney, 408
- Situated cognition, 190
- Skills
 - basic science thinking, 355–356
 - and cognitions, 270
 - cognitive, 272
 - inquiry, 169
 - integrated science thinking, 355–356
 - interpersonal, 375
 - process, 169
 - psychomotor, 272
 - thinking, 356
- Slavin, Robert, 195, 226
- Skinner, B. F., 170, 194, 196
- Skolnik, Joan, 52
- Smail, Barbara, 54
- Small group activities. *See also* Activities; Cooperative learning
 - facilitating, 375–376
 - management plan for, 376–377
- Smart board, 459
- Smoothness, 373–374
- Snow, John, 428
- Social action, 445, 448
- Social responsibility, 100. *See also* STS interface
- Social action projects, 446–447
- Social Issues in High School Biology Textbooks* (Rosenthal), 415
- Social reinforcers operant conditioning, 194–195t
- Socio-cultural theories of learning, 188–193. *See also* Constructivism
 - Deweyan theory of experience and, 172, 190–193
 - feminist perspectives, 172
- Socio-pragmatic approach to STS, 403–405
- Soloman, Joan, 400
- Soviet Union, 409. *See also* Russia
- Special education. *See* Exceptional students
- Sperry, Roger, 200
- Spina bifida, 58
- Spontaneous concepts, 341
- Sputnik, 94, 169, 176
- Standards, science and technology, 115
- Standards-based teaching, 103–104. *See also* National Science Education Standards
- State University of New York at Albany, 323
- State University of New York at Buffalo, 410
- Steadman, Carlton, 92
- Stearner, Phyllis, 62
- Steinmetz, Charles, 62
- Stories, science, 344
- Structure of knowledge and discovery learning, 178
- Structured controversies, 342–343
- Structured overview, 345–346f
- Structuring for interactivity in the DIT model, 235–237
- Struggling learners, 63–66. *See also* At-risk students
- STS interface, 399–439
 - action dramas in, 410
 - action model, 413t
 - action voting in, 410
 - case studies in, 410
 - categorizing of, in school science, 426t
 - characteristics of, 400, 402–407
 - connections among, 403–404
 - connections diagram, 426f
 - curriculum examples of, 425–431
 - designing modules in, 412–414
 - environmental education movement and, 401–407
 - getting involved in inquiry, 407
 - global thinking and, 404–406
 - goals of, 401
 - interdisciplinary context of, 400
 - nature of, 400–407
 - online dilemmas in, 411
 - personal and social perspectives and, 401
 - responsible citizen action and, 400
 - responsibility cycle of, 408
 - science connected to society through, 403–404
 - scientific literacy and, 403–405t
 - socio-pragmatic approach and, 403–405
 - strategies of teaching, 408–414
 - teachers views on, 432–433
 - themes in, 414–425
 - think pieces and, 411
 - understandings in the *Standards*, 401
 - value dilemma sheet for, 409–410
- Student Teams Achievement Divisions (STAD), 189–190, 226–228. *See also* Cooperative learning
- Student-centered approach, 93. *See also* Child-centered teaching
- Students
 - achievement scores by nation, 321–323
 - achievement scores by state, 320
 - adolescence and, 25–27
 - assigning by ability levels, 129
 - different from scientists, 24–25
 - exceptional, 55–65
 - questions asked by, 304
 - science learning of, 169–170
 - as scientist, 448
 - views on science, 18
 - vignettes, 27–28
 - writing, 307–308
- Students and Science Learning* (Champagne and Hornig), 170
- Suchman, J. Richard, 237
- Surely You're Joking* (Feynman), 13
- Sustainable Education Project, 431
- Suzuki, David, 431
- Symbolic representation, 178
- Synectics, 244
- Talent development schools, 47
- T-chart
 - of interpersonal skills, 376
 - as a pre-assessment device, 306
- Teachers College of Columbia University, 93
- Teaching Language and Study Skills in Secondary Schools* (Bulman), 344
- Technology. *See also* Internet; World Wide Web; STS interface
 - effects of, as STS theme, 419–421
 - Project 2061's recommendations for use, 85
 - teachers' views on using, 459–461
- TEEMS science education program, 313
- Telecommunications, 104. *See also* Network science
- TERC, 101, 446
- Tests. *See also* Assessment
 - as formal assessment devices, 307
 - NAEP example items, 314–315
 - surveying knowledge and attitudes about science, inquiry, 317–318
 - United States vs. other nations, 322

- Textbooks, 347
 alternative ways to use and learn from, 158–159
 controversies of, 96–98
 dealing with evolution, 97–98
 difficulties in learning from, 157–158
 evaluation of, 136–137
 using for meaningful learning 156–159
- Thelen, Judith N., 345
- Themes
 Australian curriculum, 142
 BSCS unifying, 133
 of the *Benchmarks for Scientific Literacy*, 104
 of the Earth Science Curriculum Project, 121
 in Project 2061, 36
 for promoting environmental sustainability, 437
 science, technology, and society, 103, 416
 STS, and how to teach them, 414–425
- Theory
 definition, 171
 Dewey's, of experience, 190–193
 learning, 170–197
 to practice, 170–171, 195–196
 of value to the science teacher, 170–171
- Think piece, 411
- Think-aloud-pair-problem-solving, as a communication strategy, 344–345
- Thinking
 basic science, skills, 354–356
 creative, 332
 critical, 332
 high-level, 361–362, 378–379
 integrated science, skills, 354–355
 intuitive, 244
 strategies fostering, 331–366
 strategies fostering independent, 354–360
- Thinking Constructively about Science, Technology, and Society Education* (Cheek), 463
- Thompson, Poul, 201
- Three Mile Island Nuclear Power Plant, 409, 420
- Tobin, Kenneth, 250–253, 378
- Token reinforcers, 195
- Tolstikov, Sergei, 140, 153–154
- Transformation of the School* (Cremin), 91
- Transformative experiences, 191–192
- Treagust, David F., 338
- Trends in International Mathematics and Science Study (TIMSS), 320–322
- Trowbridge, Leslie, 272
- Tsukahara, Shigehiko, 140, 151–153
- Ukraine, 420
- Ulenck, Sarah, L., 156–159
- Uncertainty and discovery learning, 176
- Unifying concepts and processes, 114–115
- Unifying themes, science teaching, 5–7.
See also Conceptual themes
- Unit design, 259–289
 an approach to, 262–263
 for course of study, 288–289
- model for, 263–264
 pedagogical content knowledge and, 260–261
 steps in, 265–280
- United Kingdom, 324
- United Nations, 42–43
- United Nations Development Programme, 423
- United Nations Educational, Scientific and Cultural Organization (UNESCO), 42
- United Nations Environment Program, 425
- University of Adelaide, 140
- University of California, Berkeley, 104
- University of Chile, 3
- University of Georgia, 313
- University of Illinois, 55
- University of Maryland, 133
- University of Melbourne, 140
- University of North Carolina, Charlotte, 149
- University of Southern Illinois, 412
- U.S. Department of Education, 327
- U.S. Department of Transportation, 394
- U.S. Geological Survey, 422
- U.S. Nuclear Regulatory Commission (NRC), 420
- Using Classroom Questions in Science Classrooms* (Blosser), 361
- Using Textbooks for Meaningful Learning in Science* (Ulenck), 156–159
- Value dilemma sheets, STS, 409–410
- Values clarification model, 408–412
- Venezky, R. L., 322–324
- Verbal interaction, 179
- Vermont College, 143
- Victoria, Australia, 140–141
- Virtual classroom, as a Web-based tool, 447
- Virtual field trips, as a Web-based tool, 445–446
- Virtual high school, 447
- Visually impaired students, 59
- Vocabulary, 345–346
- Von Glasersfeld, E., 172
- Vygotsky, Lev, 172, 305, 341
- Wallace, Alfred Russell, 15
- Wait-time, 335–336
- Water resources, as an STS theme, 422
- Watson, James B., 16
- Web pages, 352, 447, 453
- Web usage, 441
- Web writing, 352
- Web-based activities
 bulletin board, using for, 444
 constructivist based, 454–456
 cross-cultural exchange, 457
 guest speakers, 457
 key-pals, 443–444
 strategies for developing, 453
 using Web resource for, 453–454
 webquests, 454
- Web-based modules, 431
- Web-based tools, 442–447
 global classroom, 443–444
 information collections and resources, 445–446
 net-publishing, 446
 online classroom, 447
- online discussions and chats, 444
- problem-solving, 446–447
- question-and-answer services, 444–445
- social action projects, 446–447
- telementoring with experts, 444–445
- virtual classroom, 447
- virtual field trips, 445–446
- WebCT, 447
- Webquests, 454
- Wegener, Alfred, 13
- Wei, Bing, 403
- Weisberg, Julie, 40, 448–449
- Weiss, I. R., 116, 124, 128
- Welch, Wayne, 21
- What Research Says to the Science Teacher* (NSTA), 88, 171
- When are Science Projects Learning Opportunities* (Linn and Clark), 363–365
- Whirlybird project assessment, 299–300
- Whole-part in sequencing content in DIT model, 233–234t
- Wiesenmayer, Randall L., 412
- Wilde, Mary, 9, 67, 361
- Wildlife Inquiry through Zoo Education (WIZE), 127
- Wilkins, Maurice, 16
- Williamsville East High School (East Amherst, New York), 311
- Windows into Science Classrooms* (Tobin, Kahle, Fraser), 378
- Wisdom of practice, 9–10
- With-it-ness, 372
- Woman of Courage* (Truman), 14
- Women in science, 51–55
- Wong, David, 191–192
- Wong, Harry, 370–371
- Wong, Rosemary, 370–371
- Woods Hole Conference, 178
- World Bank, 423
- World Meteorological Organization, 425
- World War II, 400
- World Wide Web, 441. *See also* Internet; Web-based activities; Web-based tools
- Worldview theory, 342
- Writing strategies, 350–354
 goals of, 350–353
 letter, 354
 poetry and, 350–351
 student logs and, 352–353
 types of in high school, 352
 science newspapers and, 354
 story, 354
 the Web and, 352
- Yager, Robert, 100, 400, 406
- Yahoo groups, 444
- Yale University, 92
- Young, M. D., 448
- Youth Exchange Program, 37
- Zacharias, Jerrold R., 94
- Zatesepin, Veniamin, 420
- Zgonc, Rachel, 291, 361, 459–460
- Zone of proximal development (zo-ped), 341
- Zoo-Atlanta, 313
- Zoology portfolio, 312–313