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Name: Class: Date: CChapterhapter 1 IIntroducing ... Page 31/47

This Science teacher guide is to be used by teachers of science when implementing the Lower Secondary Science syllabus (Grades 9 and 10) throughout Papua New Guinea. The Lower Secondary Science syllabus identifies the broad learning outcomes for this level and the unit learning outcomes.

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Lower Secondary Teacher Guide education.gov.pg The aims of the Lower Secondary Science syllabus are to: i) cultivate students' perception of Science as a collective effort and a way of thinking rather than just a body of facts: This involves promoting awareness that the study Page 33/47

and practice of science are co-operative and cumulative activities. These activities are subject to social,

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The fourth edition of Teaching Secondary Science has been fully updated and includes a Page 36/47

wide range of new material. This invaluable resource offers a new collection of sample lesson plans and includes two new chapters covering effective elearning and advice on supporting learners with English as a second language. It continues as a comprehensive guide for all aspects of science teaching, with a focus on Page 37/47

understanding pupils ' alternative frameworks of belief, the importance of developing or challenging them and the need to enable pupils to take ownership of scientific ideas. This new edition supports all aspects of teaching science in a stimulating environment, enabling pupils to understand their place in the world Page 38/47

and look after it. Key features include: Illustrative and engaging lesson plans for use in the classroom Help for pupils to construct new scientific meanings Mlevel support materials Advice on teaching ' difficult ideas ' in biology, chemistry, physics and earth sciences Education for sustainable development Page 39/47

and understanding climate change Managing the science classroom and health and safety in the laboratory Support for talk for learning, and advice on numeracy in science New chapters on e-learning and supporting learners with English as a second language. Presenting an environmentally sustainable, global Page 40/47

approach to science teaching, this book emphasises the need to build on or challenge children's existing ideas so they better understand the world in which they live. Essential reading for all students and practising science teachers, this invaluable book will support those undertaking secondary science PGCE, school-Page 41/47

based routes into teaching and those studying at Masters level.

Workbook

Bringing together a wide collection of ideas, reviews, analyses and new research on particulate and structural concepts of matter, Concepts of Matter in Science Education informs

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practice from pre-school through graduate school learning and teaching and aims to inspire progress in science education. The expert contributors offer a range of reviews and critical analyses of related literature and in-depth analysis of specific issues, as well as new research. Among the themes covered are learning Page 43/47

progressions for teaching a particle model of matter, the mental models of both students and teachers of the particulate nature of matter, educational technology, chemical reactions and chemical phenomena, chemical structure and bonding, quantum chemistry and the history and philosophy of science Page 44/47

relating to the particulate nature of matter. The book will benefit a wide audience including classroom practitioners and student teachers at every educational level, teacher educators and researchers in science education. "If gaining the precise meaning in particulate terms of what is solid, what is liquid, and that air is a gas, were Page 45/47

that simple, we would not be confronted with another book which, while suggesting new approaches to teaching these topics, confirms they are still very difficult for students to learn". Peter Fensham, Emeritus Professor Monash University, Adjunct Professor QUT (from the foreword to this book)

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