

National Standards and the Science Curriculum: Challenges, Opportunities, and Recommendations. Kendall/Hunt Publishing Company, 1996. 1996. Rodger W. Bybee, Randall Backe. 9780787225896

Curriculum organization: Curriculum frameworks reflect the political and social agreements of education and aim to guide regulation, implementation, and evaluation of curricula.(1) They can be organized by competencies, disciplinary subjects, learning areas, and interdisciplinary or cross-curricular topics.(1) They also define the appropriate learning objectives, or expected learning outcomes, for successive levels of learning. Curriculum development: The development of curricula and expected learning outcomes is a dynamic cyclical process requiring reassessment and adaptation over time.(5)(11)(23) Because it involves deciding what knowledge is legitimate and important, it can be a Start by marking "National Standards and the Science Curriculum: Challenges, Opportunities, and Recommendations" as Want to Read: Want to Read savingâ€¦ Want to Read. Let us know what's wrong with this preview of National Standards and the Science Curriculum by Rodger W. Bybee. Problem: It's the wrong book It's the wrong edition Other. Details (if other): Cancel. Thanks for telling us about the problem. Return to Book Page. Not the book you're looking for? Preview "National Standards and the Science Curriculum" by Rodger W. Bybee. National Standards and the Science Curriculum: Challenges, Opportunities, and Recommendations. by Rodger W. Bybee. Request PDF | Reviewing the National Curriculum for science: Opportunities and challenges | This article considers the extent to which the English National Curriculum for science has influenced practice and learning outcomes, and briefly | Find, read and cite all the research you need on ResearchGate. It explores the curriculum consequences of the tension between the role of school science in improving the "scientific literacy" of all young people and in providing a sound foundation for more advanced study for the important minority who so choose. The national curriculum forms one part of the school curriculum. 2.3 All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage and sex and relationship education to pupils in secondary education. Pupils should be expected to read whole books, to read in depth and to read for pleasure and information. Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. They should be taught to write formal and academic essays as well as writing imaginatively. Opportunities for teachers to enhance pupils' vocabulary will arise naturally from their reading and writing.