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The Developing Core Literacy Proficiencies program is an integrated set of English Language Arts/Literacy units spanning grades 6-12 that provide student-centered instruction on a set of literacy proficiencies at the heart of the Common Core State Standards (CCSS).  
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Parents had questions about the tests their children took at school. They considered them to be common sense questions. They posed them to the businesspeople, publishers, and politicians who championed tests. They also posed them to the school administrators, teachers, and union leaders who criticized them. This book examines the questions the parents posed, the answers they elicited, and the changes they prodded.

Preparing Students for College and Careers addresses measurement and research issues related to college and career readiness. Educational

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reform efforts across the United States have increasingly taken aim at measuring and improving postsecondary readiness. These initiatives include developing new content standards, redesigning assessments and performance levels, legislating new developmental education policy for colleges and universities, and highlighting gaps between graduates' skills and employers' needs. In this comprehensive book, scholarship from leading experts on each of these topics is collected for assessment professionals and for education researchers interested in this new area of focus. Cross-disciplinary chapters cover the current state of research, best practices, leading interventions, and a variety of measurement concepts, including construct definitions, assessments, performance levels, score interpretations, and test uses.

This volume presents current thoughts, research, and findings that were presented at a summit focusing on energy as a cross-cutting concept in education, involving scientists, science education researchers and science educators from across the world. The chapters cover four key questions: what should students know about energy, what can we learn from research on teaching and learning about energy, what are the challenges we are currently facing in teaching students this knowledge, and what needs be done to meet these challenges in the future? Energy is one of the most important ideas in all of science

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and it is useful for predicting and explaining phenomena within every scientific discipline. The challenge for teachers is to respond to recent policies requiring them to teach not only about energy as a disciplinary idea but also about energy as an analytical framework that cuts across disciplines. Teaching energy as a crosscutting concept can equip a new generation of scientists and engineers to think about the latest cross-disciplinary problems, and it requires a new approach to the idea of energy. This book examines the latest challenges of K-12 teaching about energy, including how a comprehensive understanding of energy can be developed. The authors present innovative strategies for learning and teaching about energy, revealing overlapping and diverging views from scientists and science educators. The reader will discover investigations into the learning progression of energy, how understanding of energy can be examined, and proposals for future directions for work in this arena. Science teachers and educators, science education researchers and scientists themselves will all find the discussions and research presented in this book engaging and informative.

Lies and inaccurate information are as old as humanity, but never before have they been so easy to spread. Each moment of every day, the Internet and broadcast media purvey misinformation, either

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deliberately or accidentally, to a mass audience on subjects ranging from politics to consumer goods to science and medicine, among many others. Because misinformation now has the potential to affect behavior on a massive scale, it is urgently important to understand how it works and what can be done to mitigate its harmful effects. Misinformation and Mass Audiences brings together evidence and ideas from communication research, public health, psychology, political science, environmental studies, and information science to investigate what constitutes misinformation, how it spreads, and how best to counter it. The expert contributors cover such topics as whether and to what extent audiences consciously notice misinformation, the possibilities for audience deception, the ethics of satire in journalism and public affairs programming, the diffusion of rumors, the role of Internet search behavior, and the evolving efforts to counteract misinformation, such as fact-checking programs. The first comprehensive social science volume exploring the prevalence and consequences of, and remedies for, misinformation as a mass communication phenomenon, Misinformation and Mass Audiences will be a crucial resource for students and faculty researching misinformation, policymakers grappling with questions of regulation and prevention, and anyone concerned about this troubling, yet perhaps unavoidable, dimension of current media systems.

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Introduction to Business covers the scope and sequence of most introductory business courses. The book provides detailed explanations in the context of core themes such as customer satisfaction, ethics, entrepreneurship, global business, and managing change. Introduction to Business includes hundreds of current business examples from a range of industries and geographic locations, which feature a variety of individuals. The outcome is a balanced approach to the theory and application of business concepts, with attention to the knowledge and skills necessary for student success in this course and beyond.

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