



Teaching High School Science Through Inquiry and Argumentation

By Douglas J. Llewellyn

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- Sales Rank: #679209 in Books
- Brand: Corwin
- Published on: 2012-11-28
- Released on: 2012-11-28
- Original language: English
- Number of items: 1
- Dimensions: 11.00" h x .64" w x 8.50" l, 3.00 pounds
- Binding: Paperback
- 280 pages

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Editorial Review

Review

"This book is a valuable resource for advancing the scientific practices in the Next Generation Science Standards. Dr. Llewellyn's approach to situating argumentation into inquiry-based teaching and learning, will support teacher educators in realizing the central role argumentation plays in helping students make defensible connections between claims, data, evidence, and explanations. Not only is this a timely publication, but one that is sure to be well-used." (Page Keeley 2012-07-05)

"Like his first edition, this book is essential reading for both new and veteran science teachers. With the publication of the new AP Biology curriculum and its inquiry-based labs, as well as the soon-to-come Next Generation Science Standards, it has never been more important to integrate inquiry into our classrooms." (James Dixon 2012-07-16)

"This book is a comprehensive resource to aid teachers who are interested in initiating a 'student-centered' classroom and improving scientific literacy of their students in an effort to meet national science standards." (NSTA Recommends, February 2013 2013-02-28)

From the Back Cover

Proven ways to teach science to the next generation.

About the Author

Douglas Llewellyn teaches science education courses at St. John Fisher College in Rochester, NY. Previously, he was the K-12 Director of Science at the Rochester City School District, a secondary school principal, and a middle school science teacher. Llewellyn is a frequent speaker at state and national conferences on inquiry- and argument-based teaching, constructivist learning, and science leadership.

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