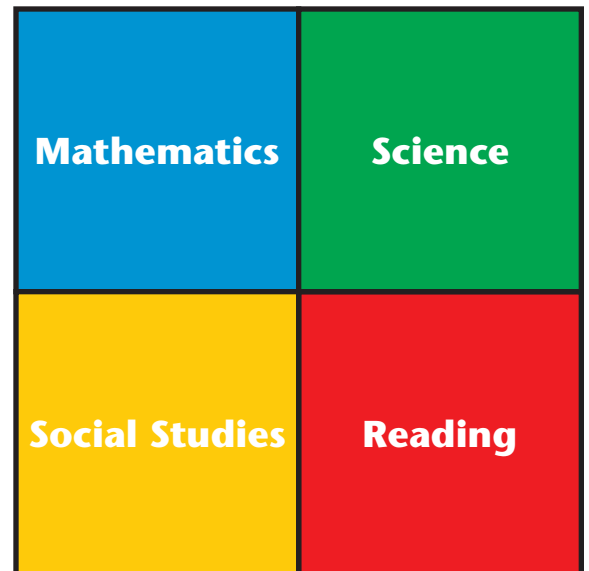


Professional Development Catalog 2008–2009

Creating new standards by developing quality content for quality teachers.





Professional Development

Quality, Customized Professional Development



Glencoe



**Macmillan
McGraw-Hill**

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Program Format Delivery Options

Descriptions

MHPD offers a suite of products designed to help teachers become more effective instructors. These programs enrich teachers' content knowledge and help them develop a greater mastery of teaching strategies and techniques.

MHPD programs provide learning opportunities in various formats: Web-delivered instruction, independent study, and trainer packages for onsite instruction. The different options can be combined to form a comprehensive professional development program. The various formats are described below.

Online Courses

Online courses emphasize the strategies and techniques used in classroom instruction. During each online course, users watch and listen to video clips of a classroom lesson. Users also have access to a variety of tools, such as a glossary and a list of Web resources. As part of each course, users complete an electronic portfolio that can be printed and submitted to verify course completion. Each online course takes 3–6 hours to complete. User logs and administrative reports are available to districts that want to verify course completion. University credit is available for an additional charge.

Video Workshops

Video Workshop units are short, facilitator-led units, in which teachers watch and listen to video clips of a classroom lesson and hear guest educators discuss critical content and the strategies that can be used to teach that content. After viewing the videos, teachers evaluate what they have seen and discuss how the strategies used to teach the video content can be extended into their classrooms. The emphasis of each session is teaching strategies and techniques and the contexts that support them. Video Workshop units are 1-hour professional development sessions that are ideal for small sessions at school sites.

Onsite Mathematics Materials (Ready-Access Math)

Onsite mathematics materials are print-based, 45–60 minute professional development lesson activities for teachers in grades K–8 that address content-specific mathematics topics. Each set of lesson activity materials includes a trainer guide, participant handouts, and color transparencies that reside in an online database to which coaches or other facilitators have anytime-anywhere access. Lesson materials can be searched by grade level, state standards, and/or specific content topics. This permits schools or districts to create a truly customized course of professional development in mathematics.



**Professional
Development**

Programs

Mathematics	Science
Social Studies	Reading

English Learners

The English Learner online courses emphasize the strategies and techniques used to teach English Learners in the content-area classroom. During each course, users watch streaming video of English Learners in a variety of classrooms and hear from an English Learner specialist discussing issues and concerns for teachers of English Learners. Users create an electronic portfolio, participate in discussion boards, and complete various online activities. (4–6 hours per course)

- **Teaching Strategies for English Learners in Grades K–6**

978-0-02-204185-4

During this course, participants watch and listen as Jana Echevarria describes the various proficiency levels of English Learners. They watch classroom video clips that show elementary age English Learners and strategies appropriate for teaching these students at each proficiency level. They also learn about cultural considerations they should address when working with English Learners from several major cultures. In addition to completing several online activities, they will also develop activities suitable for use with English Learners and use those activities in their classrooms.

- **Teaching Strategies for English Learners in Grades 6–12**

978-0-07-889895-2

During this course, participants watch and listen as Jana Echevarria describes the various proficiency levels of English Learners. They watch classroom video clips that show secondary school age English Learners and strategies appropriate for teaching these students at each proficiency level. They also learn about cultural considerations they should address when working with English Learners from several major cultures. In addition to completing several online activities, they will also develop activities suitable for use with English Learners and use those activities in their classrooms.

Teaching Strategies for Secondary Reading

These four online courses teach concepts and instructional strategies that improve instruction in middle school reading. During each online course, users watch streaming video of classroom lessons and guest educator commentaries. Learning is interactive through the use of an electronic portfolio, discussion boards, and online activities. (3–5 hours per course)

- **Enriching Vocabulary**

978-0-07-888649-2

During this course, users read and apply content from the portion of *The National Reading Panel report: Practical Advice for Teachers* that deals with the importance of vocabulary and vocabulary instruction. They watch a mentor teacher lead several vocabulary-building or reinforcement activities and evaluate the difficulty and effectiveness for students of those activities. Users learn about the strong connection between vocabulary knowledge and reading comprehension and learn and analyze instructional strategies for teaching vocabulary. Then, they will reflect on the use of that information in their own classrooms.

- **Improving Writing**

978-0-07-888651-5

During this course, users link to and read portions of NCTE *Beliefs About the Teaching of Writing* article prepared by the Writing Study Group of the NCTE Executive Committee that deals with the organization's positions on writing and which includes a section on its relationship of writing to reading. Users will watch a mentor teacher model writing instruction and strategies, and they will consider how to use that information in a content-area classroom. They will learn about various writing strategies and will analyze writing instruction. Then, they will reflect on the use of that information in their own classrooms.

- **Practicing Fluency**

978-0-07-888648-5

During this course, users read and apply content from the portion of *The National Reading Panel report: Practical Advice for Teachers* that deals with oral reading fluency and strategies for teaching fluency. They learn about oral reading fluency and its effect on adolescent literacy, explore strategies for assessing and improving oral reading fluency, and reflect on their use of this information in their own classrooms.

- **Strengthening Comprehension**

978-0-07-888650-8

During this course, users read and apply content from the portion of *The National Reading Panel report: Practical Advice for Teachers* that deals with understanding reading comprehension and strategies for improving reading comprehension in students. Users watch a mentor teacher demonstrate before-reading, during-reading, and after-reading strategies that can help students to improve their comprehension. They learn how to help students connect what they read to real-life experiences, how to help them build background information, and how to help students brainstorm, predict, visualize and think aloud. Users will also evaluate the effectiveness of these strategies and reflect on the use of that information in their own classrooms.

Teaching Middle School Literature

These six online courses teach concepts and instructional strategies that improve instruction in middle school literature and reading. During each online course, users watch streaming video of classroom lessons and guest educator commentaries. Learning is interactive through the use of an electronic portfolio, discussion boards, and online activities. (3–5 hours per course)

- **Assessment in Reading and Literature**
978-0-07-877772-1

During this course, participants watch commentary by Lois Moseley, a noted speaker and author on the topic of assessment, who discusses various facets of assessment in today's classrooms. They also watch a literature department meeting in which teachers discuss assessment choices. In addition to completing several online activities, they also will develop a literature lesson plan that incorporates a variety of assessment elements.
- **Differentiated Instruction in Reading and Literature**
978-0-07-877794-3

During this course, participants learn about differentiated instruction and its importance to student learning. They watch video commentary by Nancy Frey, Ph.D., who discusses various aspects of differentiation, and they watch excerpts from several classroom lessons in which teachers use differentiated instructional strategies. They also complete several online activities and develop a standards-based lesson plan that integrates Differentiated Instruction strategies into a literature lesson of their choice.
- **English Language Learners in Reading and Literature**
978-0-07-877795-0

During this course, participants learn various strategies for helping English learners build content knowledge and vocabulary. They watch video commentary by Ruben Zepeda, a curriculum director for English learners, and watch excerpts from classroom lessons in which teachers use multiple instructional strategies that support English learners. In addition to completing several online activities, they will also develop a standards-based lesson plan that integrates EL strategies into a literature lesson of their choice.
- **Inquiry-Based Learning in Middle School Reading and Literature**
978-0-07-877797-4

This course focuses on the role of inquiry-based learning in the middle school literature classroom. Participants learn what makes a good inquiry question and how to integrate appropriate questions into literature instruction using a variety of instructional strategies. They examine student work and suggest alternative assignments for similar topics. Participants also develop a lesson plan that incorporates what they have learned into one or series of literature lessons.
- **Standards-Based Instruction in Reading and Literature**
978-0-07-877796-7

During this course, participants watch video commentary by Emily Schell, Ph.D., who discusses the role of standards-based instruction in today's classrooms. They watch a literature department meeting during which teachers analyze standards their students are required to master and use this information to plan instruction. They also will complete several online activities and develop a standards-based lesson plan for a literature lesson of their choice.
- **Workshop Approach in Middle School Reading and Literature**
978-0-07-877773-8

This course focuses on the use of the workshop approach to reading and literature instruction in the middle school literature. Participants learn the components of workshop instruction, its relationship to inquiry, and teaching strategies that support this instructional approach. Participants also examine student work to identify problem areas and suggest skill-building or extension activities and develop a lesson plan that incorporates what they have learned into one or series of literature lessons.

Teaching High School Literature

These six online courses emphasize the strategies and techniques used to teach literature in high school. During each online course, users watch streaming video of classroom lessons and guest educator commentaries. Learning is interactive through the use of an electronic portfolio, discussion boards, and online activities. (3–5 hours per course)

- **Assessment in Reading and Literature**
978-0-07-877772-1

During this course, participants watch commentary by Lois Moseley, a noted speaker and author on the topic of assessment, who discusses various facets of assessment in today's classrooms. They also watch a literature department meeting in which teachers discuss assessment choices. In addition to completing several online activities, they also will develop a literature lesson plan that incorporates a variety of assessment elements.
- **Differentiated Instruction in Reading and Literature**
978-0-07-877794-3

During this course, participants learn about differentiated instruction and its importance to student learning. They watch video commentary by Nancy Frey, Ph.D., who discusses various aspects of differentiation, and they watch excerpts from several classroom lessons in which teachers use differentiated instructional strategies. They also complete several online activities and develop a standards-based lesson plan that integrates Differentiated Instruction strategies into a literature lesson of their choice.
- **English Learners in Reading and Literature**
978-0-07-877795-0

During this course, participants learn various strategies for helping English learners build content knowledge and vocabulary. They watch video commentary by Ruben Zepeda, a curriculum director for English learners, and watch excerpts from classroom lessons in which teachers use multiple instructional strategies that support English learners. In addition to completing several online activities, they will also develop a standards-based lesson plan that integrates EL strategies into a literature lesson of their choice.
- **Historical, Social, and Cultural Perspective in High School Literature**
978-0-07-877798-1

This course focuses on the role of historical, social, and cultural perspectives in the high school literature classroom. Participants learn how inquiry-based instruction can support the development of context for literature selections, and they consider a variety of instructional strategies that support this instruction. Participants also examine student work to identify problem areas and suggest skill-building or extension activities and develop a lesson plan that incorporates what they have learned into one or series of literature lessons.
- **Standards-Based Instruction in Reading and Literature**
978-0-07-877796-7

During this course, participants watch video commentary by Emily Schell, Ph.D., who discusses the role of standards-based instruction in today's classrooms. They watch a literature department meeting during which teachers analyze standards their students are required to master and use this information to plan instruction. They also will complete several online activities and develop a standards-based lesson plan for a literature lesson of their choice.
- **Teaching Genre in High School Literature**
978-0-07-877774-5

This course focuses on the role of genre in the high school literature classroom. Participants learn about various instructional strategies for teaching genre to students and explore ways to differentiate their instruction. They examine student work to identify problem areas and suggest skill-building or extension activities. Participants also develop a lesson plan that incorporates what they have learned into one or series of literature lessons.

Teaching Elementary School Mathematics, Grades K–3

These five online courses emphasize the strategies and techniques appropriate for teaching mathematics in the Primary grades. During each online course, users watch streaming video of excerpts from classroom lessons and guest educator commentaries. Learning is interactive through the use of an electronic portfolio, discussion boards, and online activities. (3–5 hours per course)

- **Academic Language in Mathematics, Grades K–3**
978-0-02-106451-9
 During this course, participants listen to a guest educator discuss the various kinds of language that support student learning in the mathematics classroom. They watch excerpts from various classroom lessons in which language acquisition is supported during classroom instruction. They also complete several online activities and develop an instructional plan to increase their students' acquisition and use of academic language.
- **Classroom Management and Differentiated Instruction, Grades K–3**
978-0-02-106447-2
 During this course, participants listen to a guest educator discuss the need for and purposes of differentiated instruction and classroom management strategies that support it. They watch excerpts from various classroom lessons in which instruction is differentiated in a variety of ways. They also complete several online activities and develop an instructional plan for differentiating instruction in their own classrooms.
- **Data-Driven Instruction, Grades K–6**
(National) 978-0-07-879427-8
(CA) 978-0-02-106448-9
(TX) 978-0-02-106454-0
 During this course, participants listen to a guest educator discuss the role of assessment data in planning instruction. Using assessment data from their own classrooms or schools, they analyze content and plan instruction to increase their own students' mastery of mathematics.
- **Mathematical Reasoning, Grades K–3**
978-0-02-106449-6
 During this course, participants listen to a guest educator discuss the components of mathematical reasoning. They watch excerpts from various classroom lessons in which students' mathematical reasoning is developed and enhanced through the use of various instructional strategies. They also complete several online activities and develop an instructional plan to increase the use of mathematical reasoning in their students.
- **Motivation in Mathematics, Grades K–6**
978-0-02-106452-6
 During this course, participants listen to a guest educator discuss the role of motivation in the mathematics classroom. They watch excerpts from various classroom lessons in which learning is supported and enhanced through the use of various motivational strategies. They also complete several online activities and develop an instructional plan to increase their students' motivation for learning mathematics.

Teaching Elementary School Mathematics, Grades 4–6

These five online courses emphasize the strategies and techniques appropriate for teaching mathematics in the Intermediate grades. During each online course, users watch streaming video of excerpts from classroom lessons and guest educator commentaries. Learning is interactive through the use of an electronic portfolio, discussion boards, and online activities. (3–5 hours per course)

- **Academic Language, Grades 4–6**
978-0-02-106456-4

During this course, participants listen to a guest educator discuss the various kinds of language that support student learning in the mathematics classroom. They watch excerpts from various classroom lessons in which language acquisition is supported during classroom instruction. They also complete several online activities and develop an instructional plan to increase their students' acquisition and use of academic language.
- **Classroom Management and Differentiated Instruction, Grades 4–6**
978-0-02-106453-3

During this course, participants listen to a guest educator discuss the need for and purposes of differentiated instruction and classroom management strategies that support it. They watch excerpts from various classroom lessons in which instruction is differentiated in a variety of ways. They also complete several online activities and develop an instructional plan for differentiating instruction in their own classrooms.
- **Data-Driven Instruction, Grades K–6**
(National) 978-0-07-879427-8
(CA) 978-0-02-106448-9
(TX) 978-0-02-106454-0

During this course, participants listen to a guest educator discuss the role of assessment data in planning instruction. Using assessment data from their own classrooms or schools, they analyze content and plan instruction to increase their own students' mastery of mathematics.
- **Mathematical Reasoning, Grades 4–6**
978-0-02-106455-7

During this course, participants listen to a guest educator discuss the components of mathematical reasoning. They watch excerpts from various classroom lessons in which students' mathematical reasoning is developed and enhanced through the use of various instructional strategies. They also complete several online activities and develop an instructional plan to increase the use of mathematical reasoning in their students.
- **Motivation, Grades K–6**
978-0-02-106452-6

During this course, participants listen to a guest educator discuss the role of motivation in the mathematics classroom. They watch excerpts from various classroom lessons in which learning is supported and enhanced through the use of various motivational strategies. They also complete several online activities and develop an instructional plan to increase their students' motivation for learning mathematics.

Educational Strategies for Mathematics, Grades 6–12

These five online courses teach concepts and instructional strategies that improve secondary mathematics instruction. During each online course, users watch streaming video of classroom lessons and guest educator commentaries. Learning is interactive through the use of an electronic portfolio, discussion boards, and online activities. (3–5 hours per course)

- **Assessment Strategies in Mathematics**
978-0-07-869712-8

During this course, participants watch commentary by Lois Moseley, a noted speaker and author on the topic of assessment, who discusses various facets of assessment in today's classrooms. They also watch a mathematics department meeting in which teachers discuss assessment choices. In addition to completing several online activities, they also will develop a mathematics lesson plan that incorporates a variety of assessment elements.
- **Literacy Strategies in Mathematics**
978-0-07-874100-5

During this course, participants learn to build student literacy within a specific curriculum context. They watch video commentary by teacher educator, Douglas Fisher, Ph.D., and watch excerpts from classroom lessons in which teachers use various literacy-building instructional strategies to support mathematics instruction. They also will complete several online activities and develop a standards-based lesson plan that integrates literacy strategies into a mathematics lesson of their choice.
- **Differentiated Instruction in Mathematics**
978-0-07-869711-1

During this course, participants learn about differentiated instruction and its importance to student learning. They watch video commentary by Nancy Frey, Ph.D., who discusses various aspects of differentiation, and they watch excerpts from several classroom lessons in which teachers use differentiated instructional strategies. They also complete several online activities and develop a standards-based lesson plan that integrates Differentiated Instruction strategies into a mathematics lesson of their choice.
- **Standards-Based Instruction in Mathematics**
978-0-07-874099-2

During this course, participants watch video commentary by Emily Schell, Ph.D., who discusses the role of standards-based instruction in today's classrooms. They watch a mathematics department meeting during which teachers analyze standards their students are required to master and use this information to plan instruction. They also will complete several online activities and develop a standards-based lesson plan for a mathematics lesson of their choice.
- **English Learners in Mathematics**
978-0-07-869710-4

During this course, participants learn various strategies for helping English learners build content knowledge and vocabulary. They watch video commentary by Ruben Zepeda, a curriculum director for English learners, and watch excerpts from classroom lessons in which teachers use multiple instructional strategies that support English learners. In addition to completing several online activities, they will also develop a standards-based lesson plan that integrates EL strategies into a mathematics lesson of their choice.

Teaching Strategies for Pre-Algebra

These five online courses introduce and/or review various strategies for teaching mathematics in the middle school classroom. During each online course, users watch and listen to streaming video of a classroom lesson and guest educator commentaries. Interactive pages and online tools extend content and pedagogical knowledge and skills. Users also create a digital portfolio that can be submitted to verify course completion. (3–5 hours per course)

- **Teaching Pre-Algebra: Graphing Linear Equations**

978-0-07-869728-9

Participants extend their understanding of ways to teach linear equations with an emphasis on graphing. They graph points and lines and relate graphs to their numerical representations. Participants also consider teaching strategies that support this content in the classroom and develop a lesson plan for teaching this or similar content. The NCTM teaching strands most addressed by this course are Algebra and Representation.

- **Teaching Pre-Algebra: Integers**

978-0-07-869724-1

Participants use number lines and positive and negative counters to explore the meaning of integers and results of operations on integers. Participants observe a classroom lesson on integer addition, consider teaching strategies that support this content in the classroom, and develop a lesson plan for teaching this or similar content. The NCTM strand most addressed by this course is Number and Operations.

- **Teaching Pre-Algebra: Multi-Step Equations**

978-0-07-869727-2

Participants extend their understanding of ways to teach multi-step equations. They use algebra tiles and algebraic methods to solve multi-step equations; consider teaching strategies that support this content in the classroom; and develop a lesson plan for teaching this or similar content. The NCTM teaching strands most addressed by this course are Algebra and Problem Solving.

- **Teaching Pre-Algebra: Surface Area and Volume**

978-0-07-869726-5

Participants extend their knowledge of plane geometry concepts to include surface area and volume, including ways to compute the surface area and volume of various three-dimensional shapes. Participants observe a classroom lesson on in which surface area and volume are connected to algebraic concepts, consider teaching strategies that support this content in the classroom, and develop a lesson plan for teaching this or similar content. The NCTM strands most addressed by this course are Measurement and Geometry.

- **Teaching Pre-Algebra: The Pythagorean Theorem**

978-0-07-869725-8

Participants work with plane shapes, angles, and the concepts of perimeter and area. Participants observe a classroom lesson on the Pythagorean theorem, consider teaching strategies that support this content in the classroom, and develop a lesson plan for teaching this or similar content. The NCTM strands most addressed by this course are Measurement and Geometry.

Teaching Strategies for Algebra 1

These five online courses emphasize the strategies and techniques used to teach Algebra 1. During each online course, users watch and listen to streaming video of a classroom lesson and guest educator commentaries. Interactive pages and online tools extend content and pedagogical knowledge and skills. Users also create a digital portfolio that can be submitted to verify course completion. (3–5 hours per course)

- **Teaching Algebra: Absolute Value**

978-0-07-869696-1

Participants extend their understanding of ways to teach absolute value concepts. They use number lines to illustrate absolute value and to solve problems related to absolute value and absolute value inequalities. Participants also consider teaching strategies that support this content in the classroom, examine student work to identify problem areas, and consider appropriate intervention strategies.

- **Teaching Algebra: Completing the Square**

978-0-07-869698-5

Participants extend their understanding of ways to teach inequality concepts. They use manipulatives [to model completing the square] and the algorithmic approach to solve various problems. Participants also consider teaching strategies that support this content in the classroom, examine student work to identify problem areas and consider appropriate intervention strategies.

- **Teaching Algebra: Inequalities**

978-0-07-869697-8

Participants extend their understanding of ways to teach inequality concepts. They graph both inequalities and systems of inequalities. Participants also consider teaching strategies that support this content in the classroom, examine student work to identify problem areas, and consider appropriate intervention strategies.

- **Teaching Algebra: Linear Equations**

978-0-07-869695-4

Participants extend their understanding of ways to teach linear equations with an emphasis on graphing. They graph points and lines and relate graphs to their numerical representations. Participants also consider teaching strategies that support this content in the classroom, examine student work to identify problem areas, and consider appropriate intervention strategies.

- **Teaching Algebra: Multi-Step Equations**

978-0-07-869694-7

Participants use algebra tiles and algebraic methods to solve multi-step equations; consider teaching strategies that support this content in the classroom; examine student work to identify problem areas and consider appropriate intervention strategies.

Teaching Strategies for Geometry

These three online courses emphasize the strategies and techniques used to teach Geometry. During each online course, users watch and listen to streaming video of a classroom lesson and guest educator commentaries. Learning is interactive. Interactive pages and online tools extend content and pedagogical knowledge and skills. Users also create a digital portfolio that can be submitted to verify course completion. (3–5 hours per course)

- **Teaching Geometry: Angle Relationships**

978-0-07-869716-6

Participants extend their understanding of ways to teach angle relationships. They review angle types and relationships and use algebra to work with angles in geometric problems. Participants also consider teaching strategies that support this content in the classroom and develop a lesson plan for teaching this or similar content.

- **Teaching Geometry: Bisectors, Medians, and Altitudes**

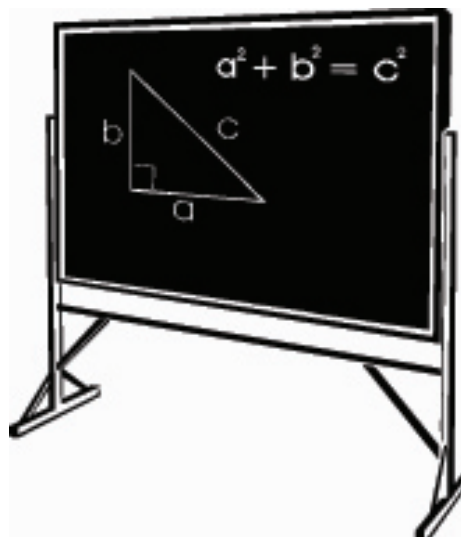
978-0-07-869717-3

Participants extend their understanding of ways to teach triangle relationships. They review prerequisite concepts and concepts necessary to the understanding of bisectors, medians, and altitudes and complete several proofs that require an understanding of bisectors, medians, altitudes. Participants also consider teaching strategies that support this content in the classroom and develop a lesson plan for teaching this or similar content.

- **Teaching Geometry: Tangents**

978-0-07-869718-0

Participants extend their understanding of ways to teach tangent concepts. They solve problems that reinforce necessary prerequisite skills, as well as completing several proofs related to tangents. Participants also consider teaching strategies that support this content in the classroom and develop a lesson plan for teaching this or similar content.



Teaching Strategies for Algebra 2

These two online courses emphasize the strategies and techniques used to teach Algebra 2. During each online course, users watch and listen to streaming video of a classroom lesson and guest educator commentaries. Interactive pages and online tools extend content and pedagogical knowledge and skills. Users also create a digital portfolio that can be submitted to verify course completion. (3–5 hours per course)

● **Teaching Algebra 2: Ellipses**

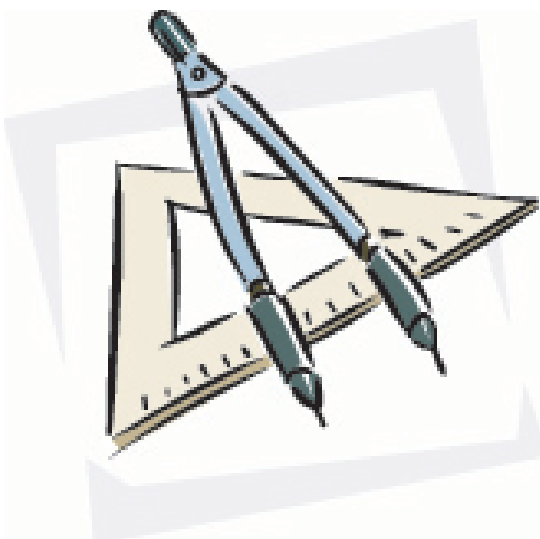
978-0-07-869704-3

Participants extend their understanding of ways to teach ellipses. They review key conic section concepts; answer questions based on graphs of ellipses; and match graphs and equations of ellipses. Participants also consider teaching strategies that support this content in the classroom and develop a lesson plan for teaching this or similar content.

● **Teaching Algebra 2: Quadratic Functions**

978-0-07-869703-6

Participants extend their understanding of ways to teach quadratic functions. They review quadratic function concepts and solve model problems based on the analysis of graphs of quadratic functions. Participants also consider teaching strategies that support this content in the classroom and develop a lesson plan for teaching this or similar content.



Science, YES! Teaching Middle School Science

These six online courses emphasize the strategies and techniques used to teach middle school science. During each online course, users watch and listen to streaming video of a classroom lesson and guest educator commentaries. Interactive pages and online tools extend content and pedagogical knowledge and skills. Users also create a digital portfolio that can be submitted to verify course completion. (3–5 hours per course)

- **Teaching Energy in Middle School Science**

978-0-07-873714-5

During this course, participants explore common student misconceptions and key content associated with teaching energy. They watch video commentary by Paul Zitzewitz, Ph.D. and watch a model classroom lesson on this topic. They analyze student work, complete several other online activities, and develop a lesson plan for teaching this or similar content.

- **Teaching Mitosis and Meiosis in Middle School Science**

978-0-07-873711-4

During this course, participants explore teaching strategies appropriate to the life-science classroom. They watch video commentary by Dr. Peter Rillero and watch a model classroom lesson on this topic. They analyze student work, complete several other online activities, and develop a lesson plan for teaching this or similar content.

- **Teaching Moon Phases in Middle School Science**

978-0-07-873713-8

During this course, participants explore common student misconceptions and key content associated with teaching moon phases. They watch video commentary by Ralph Feather, Ph.D. and watch a model classroom lesson on this topic. They analyze student work, complete several other online activities, and develop a lesson plan for teaching this or similar content.

- **Teaching Photosynthesis in Middle School Science**

978-0-07-873710-7

During this course, participants explore teaching strategies appropriate to the life-science classroom. They watch video commentary by Dr. Peter Rillero and watch a model classroom lesson on this topic. They analyze student work, complete several other online activities, and develop a lesson plan for teaching this or similar content.

- **Teaching Physical and Chemical Change in Middle School Science**

978-0-07-873715-2

During this course, participants explore teaching strategies appropriate to the physical-science classroom. They watch video commentary by Paul Zitzewitz, Ph.D. and watch a model classroom lesson on this topic. They analyze student work, complete several other online activities, and develop a lesson plan for teaching this or similar content.

- **Teaching Weather Concepts in Middle School Science**

978-0-07-873712-1

During this course, participants explore common student misconceptions and key content associated with teaching weather concepts. They watch video commentary by Ralph Feather, Ph.D. and watch a model classroom lesson on this topic. They analyze student work, complete several other online activities, and develop a lesson plan for teaching this or similar content.

Science, YES!, Teaching Strategies for 6–12 Science

These five online courses teach concepts and instructional strategies that improve secondary science instruction. During each online course, users watch streaming video of classroom lessons and guest educator commentaries. Learning is interactive through the use of an electronic portfolio, discussion boards, and online activities. (3–5 hours per course)

- **Assessment Strategies in Science**

978-0-07-873709-1

During this course, participants watch commentary by Lois Moseley, a noted speaker and author on the topic of assessment, who discusses various facets of assessment in today's classrooms. They also watch a science department meeting in which teachers discuss assessment choices. In addition to completing several online activities, they also will develop a science lesson plan that incorporates a variety of assessment elements.

- **Differentiated Instruction in Science**

978-0-07-873706-0

During this course, participants learn about differentiated instruction and its importance to student learning. They watch video commentary by Nancy Frey, Ph.D., who discusses various aspects of differentiation, and they watch excerpts from several classroom lessons in which teachers use differentiated instructional strategies. They also complete several online activities and develop a standards-based lesson plan that integrates Differentiated Instruction strategies into a science lesson of their choice.

- **English Learners in Science**

978-0-07-873707-7

During this course, participants learn various strategies for helping English learners build content knowledge and vocabulary. They watch video commentary by Ruben Zepeda, a curriculum director for English learners, and watch excerpts from classroom lessons in which teachers use multiple instructional strategies that support English learners. In addition to completing several online activities, they will also develop a standards-based lesson plan that integrates EL strategies into a science lesson of their choice.

- **Literacy Strategies in Science**

978-0-07-873705-3

During this course, participants learn to build student literacy within a specific curriculum context. They watch video commentary by teacher educator, Douglas Fisher, Ph.D., and watch excerpts from classroom lessons in which teachers use various literacy-building instructional strategies to support science instruction. They also will complete several online activities and develop a standards-based lesson plan that integrates literacy strategies into a science lesson of their choice.

- **Standards-Based Instruction in Science**

978-0-07-873708-4

During this course, participants watch video commentary by Emily Schell, Ph.D., who discusses the role of standards-based instruction in today's classrooms. They watch a science department meeting during which teachers analyze standards their students are required to master and use this information to plan instruction. They also will complete several online activities and develop a standards-based lesson plan for a science lesson of their choice.

Teaching Strategies for Social Studies, Grades 6–12

These five online courses teach concepts and instructional strategies that improve secondary social studies instruction. During each online course, users watch streaming video of classroom lessons and guest educator commentaries. Learning is interactive through the use of an electronic portfolio, discussion boards, and online activities. (3–5 hours per course)

- **Assessment in Social Studies**

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During this course, participants watch commentary by Lois Moseley, a noted speaker and author on the topic of assessment, who discusses various facets of assessment in today's classrooms. They also watch a social studies department meeting in which teachers discuss assessment choices. In addition to completing several online activities, they also will develop a social studies lesson plan that incorporates a variety of assessment elements.

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During this course, participants learn about differentiated instruction and its importance to student learning. They watch video commentary by Nancy Frey, Ph.D., who discusses various aspects of differentiation, and they watch excerpts from several classroom lessons in which teachers use differentiated instructional strategies. They also complete several online activities and develop a standards-based lesson plan that integrates Differentiated Instruction strategies into a social studies lesson of their choice.

- **Literacy Strategies in Social Studies**

978-0-07-873817-3

During this course, participants learn to build student literacy within a specific curriculum context. They watch video commentary by teacher educator, Douglas Fisher, Ph.D., and watch excerpts from classroom lessons in which teachers use various literacy-building instructional strategies to support social studies instruction. They also will complete several online activities and develop a standards-based lesson plan that integrates literacy strategies into a social studies lesson of their choice.

- **Standards-Based Instruction in Social Studies**

978-0-07-873814-2

During this course, participants watch video commentary by Emily Schell, Ph.D., who discusses the role of standards-based instruction in today's classrooms. They watch a social studies department meeting during which teachers analyze standards their students are required to master and use this information to plan instruction. They also will complete several online activities and develop a standards-based lesson plan for a social studies lesson of their choice.

- **Success with English Learners in Social Studies**

978-0-07-873816-6

During this course, participants learn various strategies for helping English learners build content knowledge and vocabulary. They watch video commentary by Ruben Zepeda, a curriculum director for English learners, and watch excerpts from classroom lessons in which teachers use multiple instructional strategies that support English learners. In addition to completing several online activities, they will also develop a standards-based lesson plan that integrates EL strategies into a social studies lesson of their choice.

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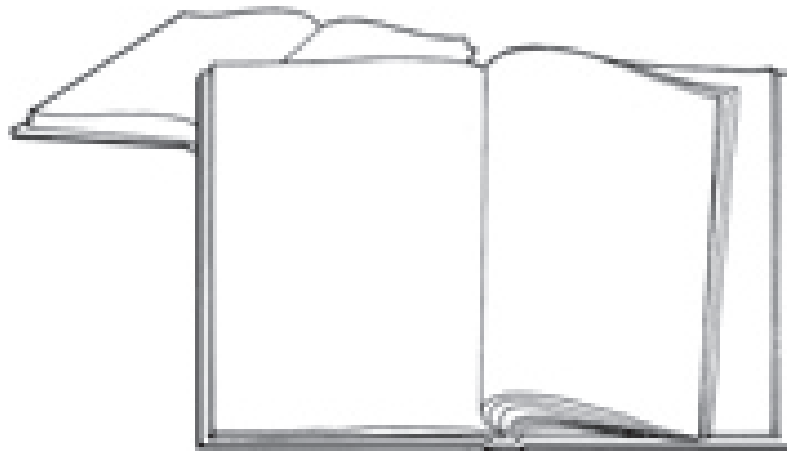
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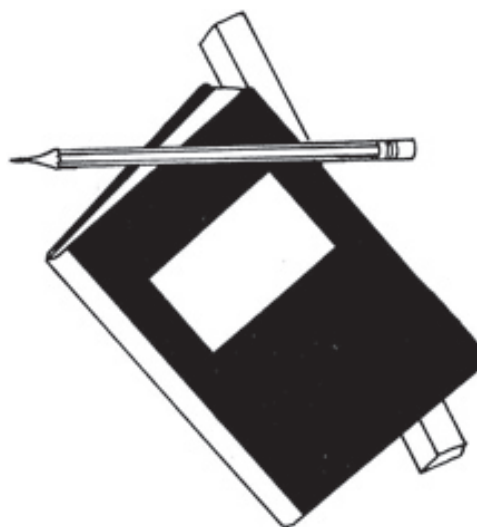
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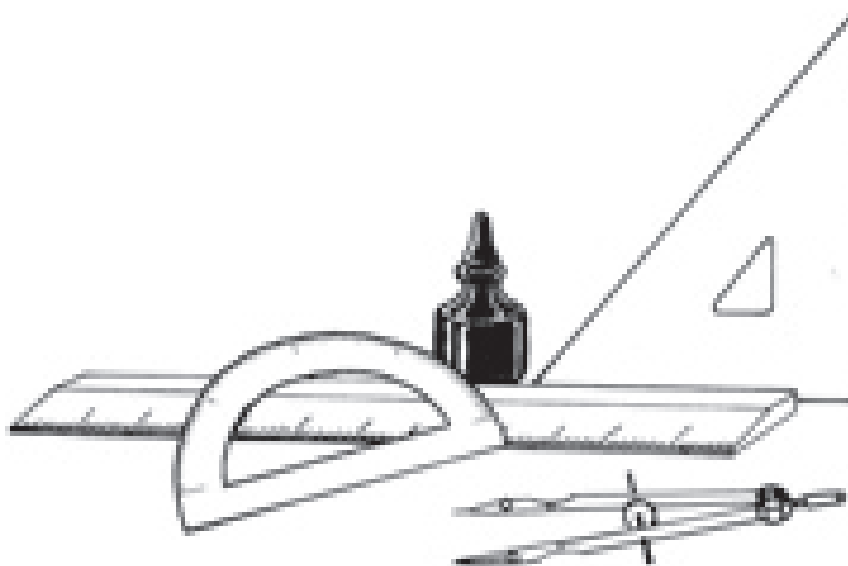
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