

# ANATOMY OF A CTS STUDY GUIDE

Left side of the guide: **Section and Outcome.** This column lists the CTS sections (I-VI) and the purpose of each section

**Section I. Content Knowledge-** This section identifies what all science literate adults (including teachers) should know and be able to do as well as what all students should know and be able to do at the end of their K-12 education. It also provides examples of phenomena and explains concepts and ideas encountered in the media, public issues, and other popular science venues in which an adult understanding of science is important.

**Section II. Concepts, Core Ideas, or Practices-** This section identifies the specific concepts, ideas, and/or practices within a learning goal, their level of sophistication, and the appropriate terminology to be used at different grade levels.

**Section III. Curriculum, Instruction, and Formative Assessment-** This section identifies important considerations for curriculum, provides suggestions for instruction, and gives examples of formative assessment probes that reveal students' ideas and can be used to inform instruction.

**Section IV. Research on Commonly Held Ideas-** This section identifies related research on developmental considerations, common alternative ideas, sources of misconceptions, intuitive ideas, types of reasoning used by students, and difficulties encountered in understanding scientific ideas.

**Section V. K-12 Articulation and Connections-** This section examines the K-12 conceptual growth in understanding as a coherent flow of ideas that build in complexity over time. It helps identify important prerequisites for learning, and connections between ideas within and across topics.

**Section VI. Assessment Expectation-** This section helps the user clarify and unpack the meaning and intent of their own state standards and assessment expectation. It also helps identify important, key ideas or practices that may be missing at the state or local level, or placed at a grade span that differs from the Framework or NGSS.

**Optional Resources-** At the bottom of each study guide is a link to the CTS web site, where users can find additional resources to support CTS. At the bottom of each guide, users can add their own resources.

Right side of the guide: **Selected Resources and Readings for Study and Reflection.** includes the selected readings from the CTS common set of resources for study and reflection that correspond to each of the outcomes, I-VI. Each section provides multiple choices of source material (A, B, C, D, and/or E choices). Depending upon availability, duplicate material, and the CTS guide selected, users may choose to read sections from more than one resource or choose to use only one.

Variations of Theme	
Grades K-12 Standards and Frameworks-Based Study of a Core Idea/Topic	
Section and Outcome	Selected Resources and Readings for Study and Reflection
I. Content Knowledge	<p>A. <b>Scientific Misconceptions</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 1.1 Misconceptions</a> p. 1-10</li> </ul> <p>B. <b>Common Misconceptions</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 1.2 Misconceptions</a> p. 11-20</li> </ul> <p>C. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 1.3 Research on Commonly Held Ideas</a> p. 21-30</li> </ul> <p>D. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 1.4 Research on Commonly Held Ideas</a> p. 31-40</li> </ul> <p>E. <b>The 2012 Atlas of the State of Science Education</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 1.5 The 2012 Atlas of the State of Science Education</a> p. 41-50</li> </ul>
II. Concepts, Core Ideas, or Practices	<p>A. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 2.1 Research on Commonly Held Ideas</a> p. 51-60</li> </ul> <p>B. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 2.2 Research on Commonly Held Ideas</a> p. 61-70</li> </ul> <p>C. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 2.3 Research on Commonly Held Ideas</a> p. 71-80</li> </ul> <p>D. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 2.4 Research on Commonly Held Ideas</a> p. 81-90</li> </ul> <p>E. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 2.5 Research on Commonly Held Ideas</a> p. 91-100</li> </ul>
III. Curriculum, Instruction, and Formative Assessment	<p>A. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 3.1 Research on Commonly Held Ideas</a> p. 101-110</li> </ul> <p>B. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 3.2 Research on Commonly Held Ideas</a> p. 111-120</li> </ul> <p>C. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 3.3 Research on Commonly Held Ideas</a> p. 121-130</li> </ul> <p>D. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 3.4 Research on Commonly Held Ideas</a> p. 131-140</li> </ul> <p>E. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 3.5 Research on Commonly Held Ideas</a> p. 141-150</li> </ul>
IV. Research on Commonly Held Ideas	<p>A. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 4.1 Research on Commonly Held Ideas</a> p. 151-160</li> </ul> <p>B. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 4.2 Research on Commonly Held Ideas</a> p. 161-170</li> </ul> <p>C. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 4.3 Research on Commonly Held Ideas</a> p. 171-180</li> </ul> <p>D. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 4.4 Research on Commonly Held Ideas</a> p. 181-190</li> </ul> <p>E. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 4.5 Research on Commonly Held Ideas</a> p. 191-200</li> </ul>
V. K-12 Articulation and Connections	<p>A. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 5.1 Research on Commonly Held Ideas</a> p. 201-210</li> </ul> <p>B. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 5.2 Research on Commonly Held Ideas</a> p. 211-220</li> </ul> <p>C. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 5.3 Research on Commonly Held Ideas</a> p. 221-230</li> </ul> <p>D. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 5.4 Research on Commonly Held Ideas</a> p. 231-240</li> </ul> <p>E. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 5.5 Research on Commonly Held Ideas</a> p. 241-250</li> </ul>
VI. Assessment Expectation	<p>A. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 6.1 Research on Commonly Held Ideas</a> p. 251-260</li> </ul> <p>B. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 6.2 Research on Commonly Held Ideas</a> p. 261-270</li> </ul> <p>C. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 6.3 Research on Commonly Held Ideas</a> p. 271-280</li> </ul> <p>D. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 6.4 Research on Commonly Held Ideas</a> p. 281-290</li> </ul> <p>E. <b>Research on Commonly Held Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CTS 6.5 Research on Commonly Held Ideas</a> p. 291-300</li> </ul>

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# Curriculum Topic Study Guides

**Page Keeley**



## **Curriculum Topic Study Guides:**

**A Leader's Guide to Science Curriculum Topic Study** Susan Mundry, Page Keeley, Carolyn Landel, 2009-11-24 The Curriculum Topic Study CTS process funded by the US National Science Foundation helps teachers improve their practice by linking standards and research to content curriculum instruction and assessment Key to the core book Science Curriculum Topic Study this resource helps science professional development leaders and teacher educators understand the CTS approach and how to design lead and apply CTS in a variety of settings that support teachers as learners The authors provide everything needed to facilitate the CTS process including a solid foundation in the CTS framework multiple designs for half day and full day workshops professional learning communities and one on one instructional coaching facilitation group processing and materials management strategies and a CD ROM with handouts PowerPoint slides and templates By bringing CTS into schools and other professional development settings science leaders can enhance their teachers knowledge of content improve teaching practices and have a positive impact on student learning

**A Leader's Guide to Mathematics Curriculum Topic Study** Page Keeley, 2012-05-30 The Curriculum Topic Study CTS process funded by the National Science Foundation helps teachers improve their practice by linking standards and research on how children learn mathematics to classroom practice Keyed to the core book Mathematics Curriculum Topic Study this resource helps maths professional development leaders

Science Curriculum Topic Study Page Keeley, 2005-02-23 Without question this book will be of great value to the profession of science teaching Given today's educational landscape of standards and high stakes testing curriculum topic study is an essential piece of the puzzle Cary Sneider Vice President for Educator Programs Museum of Science Boston Discover the missing link between science standards teacher practice and improved student achievement Becoming an accomplished science teacher not only requires a thorough understanding of science content but also a familiarity with science standards and research on student learning However a comprehensive strategy for translating standards and research into instructional practice has been lacking since the advent of standards based education reform Science Curriculum Topic Study provides a systematic professional development strategy that links science standards and research to curriculum instruction and assessment Developed by author Page Keeley of the Maine Mathematics and Science Alliance the Curriculum Topic Study CTS process can help teachers align curriculum instruction and assessment with specific research based ideas and skills The CTS process will help teachers Improve their understanding of science content Clarify a hierarchy of content and skills in a learning goal from state or local standards Define formative and summative assessment goals and strategies Learn to recognize and address learning difficulties Increase opportunities for students of all backgrounds to achieve science literacy Design or utilize instructional materials effectively Containing 147 separate curriculum topic study guides arranged in eleven categories that represent the major domains of science this book provides the tools to both positively impact student learning and develop the knowledge and skills that distinguish expert science

teachers from novices      *Science Curriculum Topic Study* Page Keeley, Joyce Tugel, 2019-09-11 Today's science standards reflect a new vision of teaching and learning. How to make this vision happen. Scientific literacy for all students requires a deep understanding of the three dimensions of science education: disciplinary content, scientific and engineering practices, and crosscutting concepts. If you actively engage students in using and applying these three dimensions within curricular topics, they will develop a scientifically based and coherent view of the natural and designed world. The latest edition of this best seller, newly mapped to the Framework for K-12 Science Education and the Next Generation Science Standards (NGSS) and updated with new standards and research-based resources, will help science educators make the shifts needed to reflect current practices in curriculum, instruction, and assessment. The methodical study process described in this book will help readers intertwine content, practices, and crosscutting concepts. The book includes an increased emphasis on STEM, including topics in science, technology, and engineering. 103 separate curriculum topic study guides are arranged in six categories: Connections to content knowledge, curricular and instructional implications, concepts, and specific ideas; research on student learning; K-12 articulation and assessment. Teachers and those who support teachers will appreciate how Curriculum Topic Study helps them reliably analyze and interpret their standards and translate them into classroom practice, thus ensuring that students achieve a deeper understanding of the natural and designed world.      *Science Curriculum Topic Study* Page Keeley, 2005-02-23 This indispensable staff development resource provides a systematic professional development strategy linking science standards and research to curriculum, instruction, and assessment.      **A Leader's Guide to Mathematics Curriculum Topic Study**, 2012      Common Core English Language Arts Grade 10 Castle Rock Research Corporation, 2014 A comprehensive and age-appropriate study guide that helps students, educators, and parents alike navigate the new Common Core State Standards. With content developed by a team of teachers and curriculum specialists and reviewed by assessment experts with a minimum of five years of classroom teaching experience, SOLARO language arts study guides are wholly curriculum-aligned and serve as an excellent source of material for review and practice. Each guide features sections such as Key Ideas and Details, Integration of Knowledge and Ideas, Text Types and Purposes, Comprehension and Collaboration, and Vocabulary Acquisition and Use, as well as instructional pieces that clearly explain each of the key concepts for the course. Practice questions and sample tests have detailed solutions that show problem-solving methods, highlight concepts that are likely to be tested, and point out potential sources of errors. The multiplatform SOLARO study solution also features additional learning tools. In the accompanying online version, educators can manage all of their classes with an intuitive interface through mobile apps or any web browser, and offers parents a free and easy-to-use online account, thus ensuring that children, educators, and parents alike are engaged in helping students achieve success. This age-appropriate study guide offers curriculum-aligned lessons, activities, exercises, and quizzes for 10th-grade students who are learning the new Common Core State Standards in school.      *Uncovering Student Ideas in Science* Page Keeley, 2005 V. 1 Physical science assessment probes

Life Earth and space science assessment probes      **California Quarterly of Secondary Education** ,1926      The Science Teacher ,2009      **Motion Pictures in the Classroom** Ben DeKalbe Wood, Frank Nugent Freeman, 1920      **Uncovering Student Ideas in Science: 25 new formative assessment probes** Page Keeley, 2009 A collection of twenty five new assessment probes designed to determine students thinking      An Analytical and Descriptive Guide to the Materials in The History Teacher's Magazine and The Historical Outlook Richard Harrison Shryock, 1925      **C.F.A. Study Guide** Institute of Chartered Financial Analysts, 1992      **Educational Leadership: Administration and Supervision: Study Guide** Educational Testing Service, 2007-02-06 Exclusive The only official guide to this widely required teacher licensure exam instantly downloadable for easy access From ETS the people who create the test      SWIEEECO Record of Technical Papers Southwestern IEEE Conference & Exhibition, 1971      **SWIEEECO Record of Technical Papers** Institute of Electrical and Electronics Engineers. Region 5, 1971      *Educational Administration & Supervision* ,1928      Current Topics in Education ,1972      *Illinois Chemistry Teacher* ,2007

## Reviewing **Curriculum Topic Study Guides**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Curriculum Topic Study Guides**," an enthralling opus penned by a highly acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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### **Curriculum Topic Study Guides Introduction**

In this digital age, the convenience of accessing information at our fingertips has become a necessity. Whether its research papers, eBooks, or user manuals, PDF files have become the preferred format for sharing and reading documents. However, the cost associated with purchasing PDF files can sometimes be a barrier for many individuals and organizations. Thankfully, there are numerous websites and platforms that allow users to download free PDF files legally. In this article, we will explore some of the best platforms to download free PDFs. One of the most popular platforms to download free PDF files is Project Gutenberg. This online library offers over 60,000 free eBooks that are in the public domain. From classic literature to historical documents, Project Gutenberg provides a wide range of PDF files that can be downloaded and enjoyed on various devices. The website is user-friendly and allows users to search for specific titles or browse through different categories. Another reliable platform for downloading Curriculum Topic Study Guides free PDF files is Open Library. With its vast collection of over 1 million eBooks, Open Library has something for every reader. The website offers a seamless experience by providing options to borrow or download PDF files. Users simply need to create a free account to access this treasure trove of knowledge. Open Library also allows users to contribute by uploading and sharing their own PDF files, making it a collaborative platform for book enthusiasts. For those interested in academic resources, there are websites dedicated to providing free PDFs of research papers and scientific articles. One such website is Academia.edu, which allows researchers and scholars to share their work with a global audience. Users can download PDF files of research papers, theses, and dissertations covering a wide range of subjects. Academia.edu also provides a platform for discussions and networking within the academic community. When it comes to downloading Curriculum Topic Study Guides free PDF files of magazines, brochures, and catalogs, Issuu is a popular choice. This digital publishing platform hosts a vast collection of publications from around the world. Users can search for specific titles or explore various categories and genres. Issuu offers a seamless reading experience with its user-friendly interface and allows users to download PDF files for offline reading. Apart from dedicated platforms, search engines also play a crucial role in finding free PDF files. Google, for instance, has an advanced search feature that allows users to filter results by file type. By specifying the file type as "PDF," users can find websites that offer free PDF downloads on a specific topic. While downloading Curriculum Topic Study Guides free PDF files is convenient,



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