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Biology for grades 6 to 12 is designed to aid in the review and practice of biology topics such as matter and atoms, cells, classifying animals, genetics, plant and animal structures, human body systems, and ecological relationships. The book includes realistic diagrams and engaging activities to support practice in all areas of biology. The 100+ Series science books span grades 5 to 12. The activities in each book reinforce essential science skill practice in the areas of life science, physical science, and earth science. The books include engaging, grade-appropriate activities and clear thumbnail answer keys. Each book has 128 pages and 100 pages (or more) of reproducible content to help students review and reinforce essential skills in individual science topics. The series is aligned to current science standards.

Science, engineering, and technology permeate nearly every facet of modern life and hold the key to solving many of humanity's most pressing current and future challenges. The United States' position in the global economy is declining, in part because U.S. workers lack fundamental knowledge in these fields. To address the critical issues of U.S. competitiveness and to better prepare the workforce, A Framework for K-12 Science Education proposes a new approach to K-12 science education that will capture students' interest and provide them with the necessary foundational knowledge in the field. A Framework for

K-12 Science Education outlines a broad set of expectations for students in science and engineering in grades K-12. These expectations will inform the development of new standards for K-12 science education and, subsequently, revisions to curriculum, instruction, assessment, and professional development for educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built. These three dimensions are: crosscutting concepts that unify the study of science through their common application across science and engineering; scientific and engineering practices; and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science. The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice. A Framework for K-12 Science Education is the first step in a process that can inform state-level decisions and achieve a research-grounded basis for improving science instruction and learning across the country. The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who teach science in informal environments.

The second edition of the Handbook of Test Development provides graduate students and professionals with an up-to-date, research-oriented guide to the latest developments in the field. Including thirty-two chapters by well-known scholars and practitioners, it is divided into five sections, covering the foundations of test development, content definition, item development, test design and form assembly, and the processes of test administration, documentation, and evaluation. Keenly aware of developments in the field since the publication of the first edition, including changes in technology, the evolution of psychometric theory, and the increased demands for effective tests via educational policy, the editors of this edition include new chapters on assessing noncognitive skills, measuring growth and learning progressions, automated item generation and test assembly, and computerized scoring of constructed responses. The volume also includes expanded coverage of performance testing, validity, fairness, and numerous other topics. Edited by Suzanne Lane, Mark R. Raymond, and Thomas M. Haladyna, *The Handbook of Test Development*, 2nd edition, is based on the revised Standards for Educational and Psychological Testing, and is appropriate for graduate courses and seminars that deal with test development and usage, professional testing services and credentialing agencies, state and local boards of education, and academic libraries serving these groups.

At the dawn of the last century, leading scientists and politicians giddily predicted that science—especially Darwinian biology—would supply solutions to all the intractable problems of American society, from crime to poverty to sexual maladjustment. Instead, politics and culture were dehumanized as scientific experts began treating human beings as little more than animals or machines. In criminal justice, these experts denied the existence of free will and proposed replacing punishment with invasive “cures” such as the lobotomy. In welfare, they proposed eliminating the poor by sterilizing those deemed biologically unfit. In business, they urged the selection of workers based on racist theories of human evolution and the development of advertising methods to more effectively manipulate consumer behavior. In sex education, they advocated creating a new sexual morality based on “normal mammalian behavior” without regard to longstanding ethical and religious imperatives. Based on extensive research with primary sources and archival materials, John G. West’s captivating *Darwin Day in America* tells the story of how American public policy has been corrupted by scientific ideology. Marshaling fascinating anecdotes and damning quotations, West’s narrative explores the far-reaching consequences for society when scientists and politicians deny the essential differences between human beings and the rest of nature. It also exposes the disastrous results that ensue when experts claiming to speak for science turn out to be wrong. West concludes with a powerful plea for the restoration of democratic accountability in an age of experts.

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