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this book focuses on developing and updating prospective and practicing chemistry teachers pedagogical content knowledge the 11 chapters of the book discuss the most essential theories from general and science education and in the second part of each of the chapters apply the theory to examples from the chemistry classroom key sentences tasks for self assessment and suggestions for further reading are also included the book is focused on many different issues a teacher of chemistry is concerned with the chapters provide contemporary discussions of the chemistry curriculum objectives and assessment motivation learning difficulties linguistic issues practical work student active pedagogies ict informal learning continuous professional development and teaching chemistry in developing environments this book with contributions from many of the

world's top experts in chemistry education is a major publication offering something that has not previously been available within this single volume. Chemistry teachers, teacher educators, and prospective teachers will find information and advice relating to key issues in teaching such as the curriculum, assessment, and so forth, but contextualised in terms of the specifics of teaching and learning of chemistry and drawing upon the extensive research in the field. Moreover, the book is written in a scholarly style with extensive citations to the literature, thus providing an excellent starting point for teachers and research students undertaking scholarly studies in chemistry education whilst at the same time offering insight and practical advice to support the planning of effective chemistry teaching. This book should be considered essential reading for those preparing for chemistry teaching and will be an important addition to the libraries of all concerned with chemical education.

Dr Keith S. Taber, University of Cambridge, Editor, *Chemistry Education Research and Practice*. The highly regarded collection of authors in this book fills a critical void by providing an essential resource for teachers of chemistry to enhance pedagogical content knowledge for teaching modern chemistry through clever orchestration of examples and theory and with carefully framed guiding questions. The book equips teachers to act on the relevance of essential chemistry knowledge to navigate such challenges as context, motivation to learn, thinking activity, language, assessment, and maintaining professional expertise. If you are a secondary or post-secondary teacher of chemistry, this book will quickly become a favorite, well-thumbed resource.

Professor Hannah Sevian, University of Massachusetts Boston

The Teacher's Edition is designed to add direction to high school chemistry, which is an outline of notes. The books go hand in hand: modified second edition as a student's workbook and guidance from the Teacher's Edition.

Appealing graphics boost students' interest and understanding of chemistry. Chemistry, looking at what matter is made of and how it behaves down to the subatomic level, comes alive with this new text with enticing full-color graphics and page layouts that draw students in. Chemistry provides a clear sound basis of scientific knowledge besides presenting chemistry fundamentals. The text offers bonus features that dispel common myths and provide examples of connections between chemistry and the environment, technology, and consumer choices. It also presents real-life problems affecting the world and their chemistry-related solutions. In addition, investigations and express labs give students added exposure to chapter concepts for greater comprehension. A perfect introduction to the field of chemistry. Lexile level 880, reading level 3-4, interest level 6-12.

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