

Abstract

The project investigated the values of applying scientific inquiry based learning, as defined in the National Science Education. The study focused on two subject areas: Chemistry involving 11th and 12th grade students and integrated natural science involving the 9th grade students. The performance of the students was analyzed through their ability to read, understand the use of interdisciplinary concepts, identify theories and critically analyze and present scientific data. The results of the project supported the views of the American Association for the Advancement of Science (AAAS), National Research Council (NRC) and American Chemical Society (ACS) toward developing both a scientifically literate public and science specialists to advance the nation in an increasingly complex technological world.

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