

26 March 2014 Mathematics Common Test Question Paper And Memorandum

Mathematics teachers often struggle to motivate their students. One way to cultivate and maintain student interest is for teachers to incorporate popular media into their methodology. Organized on the subject strands of the Common Core, this book explores math concepts featured in contemporary films and television shows and offers numerous examples high school math teachers can use to design lessons using pop culture references. Outlines for lessons are provided along with background stories and historical references.

These are the proceedings of the 22nd International Conference on Domain Decomposition Methods, which was held in Lugano, Switzerland. With 172 participants from over 24 countries, this conference continued a long-standing tradition of internationally oriented meetings on Domain Decomposition Methods. The book features a well-balanced mix of established and new topics, such as the manifold theory of Schwarz Methods, Isogeometric Analysis, Discontinuous Galerkin Methods, exploitation of modern HPC architectures and industrial applications. As the conference program reflects, the growing capabilities in theory and available hardware allow increasingly complex non-linear and multi-physics simulations, confirming the tremendous potential and flexibility of the domain decomposition concept.

Across the world STEM (learning and work in Science, Technology, Engineering and Mathematics) has taken central importance in education and the economy in a way that few other disciplines have. STEM competence has become seen as key to higher productivity, technological adaptation and research-based innovation. No area of educational provision has a greater current importance than the STEM disciplines yet there is a surprising dearth of comprehensive and world-wide information about STEM policy, participation, programs and practice. The Age of STEM is a state of the art survey of the global trends and major country initiatives in STEM. It gives an international overview of issues such as: STEM strategy and coordination curricula, teaching and assessment women in STEM indigenous students research training STEM in the graduate labour markets STEM breadth and STEM depth The individual chapters give comparative international analysis as well as a global overview, particularly focusing on the growing number of policies and practices in mobilising and developing talent in the STEM fields. The book will be of particular interest to anyone involved in educational policy, those in education management and leaders in both schooling and tertiary education. It will have a wider resonance among practitioners in the STEM disciplines, particularly at university level, and for those interested in contemporary public policy.

This book focuses more on the “ why ” reasons behind math number relationships, explained in plain English and with images that show number relationships.

Reskilling America

Classical Mathematics from Al-Khwarizmi to Descartes

Over-Tested and Under-Prepared

What Happens, Why It Happens, and What We Can Learn from It

Educational policy and practice across the world in Science, Technology, Engineering and Mathematics

Essays on Appearances in Film, Fiction, Games, Television and Other Media

Integrating Touch-Enabled and Mobile Devices into Contemporary Mathematics Education

As interest in creativity explodes, it has become more complicated to decide how to best nurture creativity in our schools. There are the controversial Common Core Standards in many states. Meanwhile, the classroom has become increasingly digital: it is easier to access information, communicate ideas, and learn from people across the world. Many countries now include cultivating creativity as a national educational policy recommendation, yet there is still debate over best practices. Indeed, many well-intentioned educators may institute programs that may not reach the desired outcome. The notion that schools ‘kill creativity’ has become a widespread social meme. We view such beliefs as both hyperbolic and problematic: they allow us to recognize there is a problem but not solve it. In this book, a wide array of international experts addresses these issues, discussing theories and research that focus on how to nurture creativity in K-12 and college-level classrooms.

Most Americans had no idea what Common Core was in 2013, according to polls. But it had been creeping into schools nationwide over the previous three years, and children were feeling its effects. They cried over math homework so mystifying their parents could not help them, even in elementary school. They dreaded the high-stakes tests, in unfamiliar formats, that were increasingly controlling their classrooms. How did this latest and most sweeping “reform” of American education come in mostly under the radar? Joy Pullum started digging on a thread of reports from worried parents and frustrated teachers, and it led to a big tangle of history and politics, intrigue and arrogance. She unraveled it to discover how a cabal of private foundation honchos and unelected public officials cooked up a set of rules for what American children must learn in core K–12 classes, and how the Obama administration pressured states to adopt them. Thus a federalized education scheme took root, despite legal prohibitions against federal involvement in curriculum. Common Core and its testing regime were touted as “an absolute game-changer in public education,” yet the evidence so far suggests that kids are actually learning less under it. Why, then, was such a costly and disruptive agenda imposed on the nation’s schools? Who benefits? And how can citizens regain local self-governance in education, so their children’s minds will be fed a more nourishing intellectual diet and be protected from the experiments of emboldened bureaucrats? The Education Invasion offers answers and remedies.

This book is a printed edition of the Special Issue “Global Indigeneties and the Environment” that was published in Humanities

Now published by SAGE! A modern and comprehensive introduction to the field, Foundations of Education makes core topics in education accessible and personally meaningful to students pursuing a career within the education profession. In a clear and direct prose, authors Leslie S. Kaplan and William A. Owings offer readers the breadth of coverage, scholarly depth, and conceptual analysis of contemporary issues that will help them gain a realistic and insightful perspective of the field. In addition to classic coverage of foundational topics such as educational philosophy, history, reform, law, and finance, the newly-revised Third Edition features a special emphasis on social justice issues, considers key debates around today’s education trends, and underscores the theory and practice behind meeting the needs of all learners. This title is accompanied by a complete teaching and learning package. Contact your SAGE representative to request a demo. Digital Option / Courseware SAGE Vantage is an intuitive digital platform that delivers this text’s content and course materials in a learning experience that offers auto-graded assignments and interactive multimedia tools, all carefully designed to ignite student engagement and drive critical thinking. Built with you and your students in mind, it offers simple course set-up and enables students to better prepare for class. Assignable Video with Assessment Assignable video (available with SAGE Vantage) is tied to learning objectives and curated exclusively for this text to bring concepts to life. Watch this video to learn about the Progressive Education movement and its key figures and philosophies. LMS Cartridge: Import this title’s instructor resources into your school’s learning management system (LMS) and save time. Don’t use an LMS? You can still access all of the same online resources for this title via the password-protected instructor Resource Site. Learn more.

Focus On: 100 Most Popular Fantasy Anime and Manga

Learning and Understanding the Language of Numbers Is Key

Learning to Labor in the Twenty-First Century

Perspectives, Policies and Practices from Around the World

Common Sense Mathematics: Second Edition

Exemplary Practices

The Impact of Common Core on American Education

God is calling us to live differently. The challenges we face are imminent. GreenFaith provides vision, inspiration, and practical tools to help you build your faith while inhabiting a creation that is at risk. With honesty and candor, Fletcher Harper shows that it takes belief and practice, science and faith to sustain us and our planet. The book gives concrete examples and tips that will help people of faith and worshiping communities engage in Earth care—in bold, life-giving ways. Each chapter has questions to guide personal study and group conversation. All bets are off if we go over the climate change and disaster that Hurricane Sandy. There is no doubt that climate change is happening. While debated for years and despite some media reports to the contrary, the majority of people are ready to take action to avoid calamity. But what action is advisable or even possible? What can ordinary people do in the face of such staggering problems? Can or should faith communities play a part? Fletcher Harper shows how we can make a difference and make Earth a better world for all of us.

In Evidence, Politics, and Education Policy, political scientists Lorraine M. McDonnell and M. Stephen Weatherford provide an original analysis of evidence use in education policymaking to help scholars and advocates shape policy more effectively. The book shows how multiple types of evidence are combined as elected officials and their staffs work with researchers, advocates, policy entrepreneurs, and intermediary organizations to develop, create, and implement education policies. Evidence, Politics, and Education Policy offers an in-depth understanding of the political environment in which evidence is solicited and used. Two key case studies inform the book’s findings. The primary case—a major, multimethod study—examines the development and early implementation of the Common Core State Standards at the national level and in four states: California, Indiana, Massachusetts, and Tennessee. A comparative case analyzes the evidence used in Congressional hearings over the twenty-year history of the Children’s Health Insurance Program. Together, the two cases illustrate the conditions under which different types of evidence are used and, in particular, how federalism, the complexity of the policy problem, and the policy’s maturity shape evidence use. McDonnell and Weatherford focus on three leverage points for strengthening the use of research evidence in education policy: integrating research findings with value-based policy ideas; designing policies with incentives for research use built into their rules and organizational structures; and training policy analysts to promote the use of research in policymaking venues.

Mathematics and Multi-Ethnic Studies provides detailed profiles of teachers across the nation who have implemented effective mathematics instruction for diverse student populations. In this revised edition, Yvelyne Germain-McCarthy expands upon the popular case studies and adds two new chapters to highlight the latest educational research and practices that are reflected in the case studies. A third new chapter introduces the concept of the Life-Long Learning Laboratory where courageous questions on issues such as the impact of race on student learning are discussed. Featuring useful framing tools including the Discussion with Colleagues and Commentary sections, Mathematics and Multi-Ethnic Students translates concrete instances of access and equity into generalized problem-solving methods for promoting ethnic diversity across grade levels. An important resource for pre-service and in-service educators, researchers, administrators, and policy makers, this volume highlights the work of teachers who have gone beyond mere awareness of reform recommendations in mathematics instruction. By uniting the goals of multicultural education with those of the mathematics curriculum, educators will learn to conceptualize and implement best practices for effective, equitable teaching and learning of mathematics for their students.

Mathematics has maintained a surprising presence in popular media for over a century. In recent years, the movies God Will Hunting, A Beautiful Mind, and Stand and Deliver, the stage plays Breaking the Code and Proof, the novella Flatland and the hugely successful television crime series NUMB3RS all weave mathematics prominently into their storylines. Less obvious but pivotal references to the subject appear in the blockbuster TV show Lost, the cult movie The Princess Bride, and even Tolstoy’s War and Peace. In this collection of new essays, contributors consider the role of math in everything from films, baseball, crossword puzzles, fantasy role-playing games, and television shows to science fiction tales, award-winning plays and classic works of literature. Revealing the broad range of intersections between mathematics and mainstream culture, this collection demonstrates that even “mass entertainment” can have a hidden depth.

Domain Decomposition Methods in Science and Engineering XXII

Mathematics and Multi-Ethnic Students

Evidence, Politics, and Education Policy

Nurturing Creativity in the Classroom

The Age of STEM

How to Be a Brilliant Teaching Assistant

Education Is Upside-Down

How to Be a Brilliant Teaching Assistant draws on knowledge from very experienced teaching assistants and Susan Bentham’s own extensive research to explore the common denominators that unite all brilliant teaching assistants. The book explores becoming a brilliant teaching assistant as a journey and not an end point, and provides support that will help you along the way, whether you’re just starting out in your career or you’ve been an experienced teaching assistant for years. This accessible book covers all aspects of the teaching assistant role, such as: Key roles and responsibilities Meta-cognition and understanding children’s learning Delivering high quality lessons alongside teachers Developing useful subject knowledge Undertaking research and professional development Illustrated with activities, discussion points and anecdotes, this book is a source of support, guidance and inspiration for every teaching assistant engaged in the ongoing process of becoming an outstanding professional.

This book provides an in-depth analysis of the newest national American education fad, intended to replace the 2002 incarnation of the ESEA, No Child Left Behind. Zarra delves into the “seeds” that produced the Common Core Standards, as well as the groups involved in the political and corporate pressure to revamp America’s K-16 education system.

The focus of this book is the inclusion of informational texts in primary-grade teaching and learning. Each chapter references particular Common Core State Standards that are connected to the chapter and includes techniques to aid students in obtaining mastery of the Standards.

At high school math teachers shift to the Common Core State Standards, the question remains: What do the standards actually look like in the classroom? This book answers that question by taking you inside of real Common Core classrooms across the country. You’ll see how exemplary teachers are meeting the new requirements and engaging students in math. Through these detailed examples of effective instruction, you will uncover how to bring the standards to life in your own classroom! Special Features: A clear explanation of the big shifts happening in the classroom as a result of the Common Core State Standards Real examples of how exemplary teachers are using engaging strategies and tasks to teach algebra, geometry, trigonometry, statistics, mathematics across the curriculum, and more A detailed analysis of each example to help you understand why it is effective and how you can try it with your own students Practical, ready-to-use tools you can take back to your classroom, including unit plans and classroom handouts Grade 3

Progress in Mathematics

Focus On: 100 Most Popular American Video Game Actresses

Common Core Dilemma—Who Owns Our Schools?

Teaching Elementary Mathematics to Struggling Learners

Designing a World Where People Come First

Focus On: 100 Most Popular American Internet Celebrities

This volume argues that there is a need for change given the limited success of school-by-school efforts. Policies that focus on skill development, recognize and support performance, create opportunities for collaboration, build leader capacity, and create networks of knowledge sharing hold great potential for improving districts but it will require a paradigm shift in the way we view our public school system and those who work within it - away from blame and toward complex systems change.

Pressured by standardized testing and rigid pacing guidelines, many schools are forced to cover too much content too quickly, without being able to meet the needs of individual students. In this powerful book from acclaimed author and presenter Bob Sonson, you’ll learn how shifting from curriculum-based instruction to competency based, personalized learning can help students become more successful, confident, and engaged learners. Each chapter is easy to digest and provides compelling research, strategies, and anecdotes to inspire conversation and action. This second edition provides updated statistics and examples of schools successfully using competency based learning models to help you bring about meaningful change. Teachers, administrators, and community leaders will all find practical resources and a clear rationale for transforming our current educational system into a new, dynamic model of teaching and learning.

From Katherine Newman, award-winning author of No Shame in My Game, and sociologist Hella Winston, a sharp and irrefutable call to reenergize this nation’s long-neglected system of vocational training After decades of off-shoring and downsizing that have left blue collar workers obsolete and stranded, the United States is now on the verge of an industrial renaissance. But we don’t have a skilled enough labor pool to fill the positions that will be created, which are in many cases technically demanding and require specialized skills. A decades-long series of idealistic educational policies with the expressed goal of getting every student to go to college has left a generation of potential workers out of the system. Touted as a progressive, egalitarian institution providing opportunity even to those with the greatest need, the American secondary school system has in fact deepened existing inequalities. We can do better, argue acclaimed sociologists Katherine Newman and Hella Winston. Taking a page from the successful experience of countries like Germany and Austria, where youth unemployment is a mere 7%, they call for a radical reevaluation of the idea of vocational training, long discredited as an instrument of tracking. The United States can prepare a new, high-performance labor force if we revamp our school system to value industry apprenticeship and rigorous technical education. By doing so, we will not only be able to meet the growing demand for skilled employees in dozens of sectors where employers decry the absence of well trained workers -- we will make the American Dream accessible to all.

People feel angry and let down by their leaders, as well as by the institutions that dominate their lives: political parties, government bureaucracy, and corporations. Yet the cause of this malaise, according to political -- advisor -- turned -- tech -- CEO Steve Hilton, is not being addressed by politicians on the left or the right. Hilton argues that much of our daily experience -- from the food we eat, to the governments we elect, to the economy on which our wealth depends, to the way we care for our health and well -- being -- has become too big, too bureaucratic, and too distant from the human scale. More Human sets out a radical manifesto for change, aimed at the root causes of our problems rather than just the symptoms. Whether it’s using the latest advances in neuroscience to inform the fight against poverty and inequality, or applying lessons from America’s most radical schools to transform our children’s education, this book is an agenda for rethinking and redesigning the outdated systems and structures of our politics, government, economy, and society to make them more suited to the way we want to live our lives today. To make them more human.

Foundations of Education

The Wrong Direction for Today’s Schools

United States of America Congressional Record, Proceedings and Debates of the 113th Congress Second Session Volume 160 - Part 4

Making Every Maths Lesson Count

Global Indigeneties and the Environment

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As discrete fields of inquiry, rhetoric and mathematics have long been considered antithetical to each other. That is, if mathematics explains or describes the phenomena it studies with certainty, persuasion is not needed. This volume calls into question the view that mathematics is free of rhetoric. Through nine studies of the intersections between these two disciplines, Arguing with Numbers shows that mathematics is in fact deeply rhetorical. Using rhetoric as a lens to analyze mathematically based arguments in public policy, political and economic theory, and even literature, the essays in this volume reveal how mathematics influences the values and beliefs with which we assess the world and make decisions and how our worldviews influence the kinds of mathematical instruments we construct and accept. In addition, contributors examine how concepts of rhetoric—such as analogy and visually—have been employed in mathematical and scientific reasoning, including in the theorems of mathematical physicists and the geometrical diagramming of natural scientists. Challenging academic orthodoxy, these scholars reject a math-equals-truth reduction in favor of a more constructivist theory of mathematics as dynamic, evolving, and powerfully persuasive. By bringing these disparate lines of inquiry into conversation with one another, Arguing with Numbers provides inspiration to students, established scholars, and anyone inside or outside rhetorical studies who might be interested in exploring the intersections between the two disciplines. In addition to the editors, the contributors to this volume are Catherine Chaput, Crystal Broch Colombini, Nathan Crick, Michael Dreher, Jeanne Fahnestock, Andrew C. Jones, Joseph Little, and Edward Schiappa.

In the first book devoted exclusively to the contentious politics of autism, noted political scientist and public policy expert John J. Pitney, Jr., explains how autism has evolved into a heated political issue disputed by scientists, educators, social workers, and families. Nearly everything about autism is subject to debate and struggle, including its measurement and definition. Organizational attempts to deal with autism have resulted in not a single “autism policy,” but a vast array of policies at the federal, state, and local levels, which often leave people with autism and their families frustrated and confused. Americans with autism are citizens, friends, coworkers, sons, daughters, fathers, and mothers. No longer simply the objects of public policy, they are active participants in current policy debates. Pitney’s fascinating look at how public policy is made and implemented offers networks of concerned parents, educators, and researchers a compass to navigate the current systems and hope for a path towards more regularized and effective policies for America’s autism community.

All over the world, governments, policymakers, and educators are advocating the need to educate students for the 21st first century. This book provides insights into what this means and the ways 21st century education is theorized and implemented in practice. The first part, “Perspectives: Mapping our futures-in-the-making,” uncovers the contradictions, tensions and processes that shape 21st century education discourses. The second part, “Policies: Constructing the future through policymaking,” discusses how 21st century education is translated into policies and the resulting tensions that emerge from top-down, state sanctioned policies and bottom-up initiatives. The third part, “Practices: Enacting the Future in Local Contexts,” discusses on-the-ground initiatives that schools in various countries around the world enact to educate their students for the 21st century. This volume includes contributions from leading scholars in the field as well as educators from schools and those working with schools.

This book engages a select group of scholars from across the ideological spectrum to examine particular education reform efforts of recent years that have not succeeded and offer lessons for school and system improvement that can be learned from them.

Arguing with Numbers

10th International Conference, CSEDU 2018, Funchal, Madeira, Portugal, March 15–17, 2018, Revised Selected Papers

Focus On: 100 Most Popular Light Novels

Shifting from One-Size-Fits-All Instruction to Personalized Competency Based Learning

Strategies for Common Core Instruction from Film and Television

The Education Invasion

Navigating The Contested Spectrum

Packed with effective instructional strategies, this book explains why certain K-5 students struggle with math and provides a framework for helping these learners succeed. The authors present empirically validated practices for supporting students with disabilities and others experiencing difficulties in specific areas of math, including problem solving, early numeracy, whole-number operations, fractions, geometry, and algebra. Concrete examples, easy-to-implement lesson-planning ideas, and connections to state standards, in particular the Common Core standards, enhance the book’s utility. Also provided is invaluable guidance on planning and delivering multi-tiered instruction and intervention.

In Making Every Maths Lesson Count: Six principles to support great maths teaching, experienced maths teacher and lecturer Emma McCrea takes away the guesswork as she sums up the key components of effective maths teaching. Maths classrooms are incredibly complex places. At any given time, the factors influencing the effectiveness of your teaching are boundless and this can lead to relying on intuition as to what might work best. This book aims to signpost a route through this complexity. Writing in the practical, engaging style of the award-winning Making Every Lesson Count, Emma McCrea helps teachers to move beyond trial and error by sharing evidence-informed tips and suggestions on how they can guide the impact of their teaching in the right direction. Making Every Maths Lesson Count is underpinned by six pedagogical principles challenge, explanation, modelling, practice, feedback and questioning and presents 52 high-impact strategies designed to streamline teacher workload and ramp up the level of challenge in the maths classroom. The book draws out the key findings from the latest research on memory, learning and motivation and each chapter features numerous worked examples to demonstrate the theory in action, together with a concluding series of questions that will help maths practitioners relate the content to their own classroom practice. Furthermore, Emma’s writing offers clarity around the language of maths teaching and learning, and also delves into the finer points of how to identify and address any misconceptions that students may hold. Written for new and experienced practitioners alike, this gimmick-free guide provides sensible solutions to perennial problems and inspires a rich, challenging and evidence-based approach to the teaching of maths. Suitable for maths teachers of students aged 11 to 18 years, and for primary school maths specialists.

Education Is Upside Down cuts through adjustments being made at technical levels of educational practice and accountability, challenging ideals and philosophies that have powered American Education for most of the last century. This book explains how and why long-standing approaches generate flawed instructional practices, flawed systemic reform efforts, and a fundamental misalignment between the educational institution and the society it is missioned to serve. Education Is Upside Down urges readers wishing to improve American Education to more carefully consider the institution’s central mission, challenge long-accepted truths of practice, and question current reform efforts and actions. In full, Education Is Upside Down resists the practitioner-vs.-reformer blame game, seeking ultimately to carefully untangle—not tighten by yanking on any single strand—the long-complicated knot of American Education.

The Wrong Direction for Today’s SchoolsThe Impact of Common Core on American EducationRowman & Littlefield

Improving School Districts Under Pressure

Computer Supported Education

Bringing the Common Core Math Standards to Life

The Intersections of Rhetoric and Mathematics

Thinking and Acting Systemically

More Human

How Common Core Fights Parents for Control of American Kids

This book follows the development of classical mathematics and the relation between work done in the Arab and Islamic worlds and that undertaken by the likes of Descartes and Fermat. ‘Early modern,’ mathematics is a term widely used to refer to the mathematics which developed in the West during the sixteenth and seventeenth century. For many historians and philosophers this is the watershed which marks a radical departure from ‘classical mathematics,’ to more modern mathematics; heralding the arrival of algebra, geometrical algebra, and the mathematics of the continuous. In this book, Roshdi Rashed demonstrates that ‘early modern,’ mathematics is actually far more composite than previously assumed, with each branch having different traceable origins which span the millennium. Going back to the beginning of these parts, the aim of this book is to identify the concepts and practices of key figures in their development, thereby presenting a fuller reality of these mathematics. This book will be of interest to students and scholars specialising in Islamic science and mathematics, as well as to those with an interest in the more general history of science and mathematics and the transmission of ideas and culture.

Despite increased interest in mobile devices as learning tools, the amount of available primary research studies on their integration into mathematics teaching and learning is still relatively small due to the novelty of these technologies. Integrating Touch-Enabled and Mobile Devices into Contemporary Mathematics Education presents the best practices in mathematics education research and teaching practice by providing an account of current and future trends and issues in mobile mathematics learning and associated technologies and educational methodologies. This edited volume approaches a broad audience including researchers and practitioners interested in the exploitation of mobile technologies in mathematics teaching and learning, as well as mathematics teachers at all levels. This premier reference source compiles the best practices and recommended processes for effectively utilizing the vast capabilities of mobile technologies in the mathematics classroom through a collection of chapters covering topics including, but not limited to, touch-enabled virtual mapping, perceptual learning technologies, mobile teaching, statistics apps for mobile devices, smartphones for the visually impaired, pedagogical and instructional design, and touch screen interfaces in algebraic instruction.

Ten years from now, what do you want or expect your students to remember from your course? We realized that in ten years what matters will be how students approach a problem using the tools they carry with them—common sense and common knowledge—not the particular mathematics we chose for the curriculum. Using our text, students work regularly with real data in moderately complex everyday contexts, using mathematics as a tool and common sense as a guide. The focus is on problems suggested by the news of the day and topics that matter to students, like inflation, credit card debt, and loans. We use search engines, calculators, and spreadsheet programs as tools to reduce drudgery, explore patterns, and get information. Technology is an integral part of today’s world—this text helps students use it thoughtfully and wisely. This second edition contains revised chapters and additional sections, updated examples and exercises, and complete rewrites of critical material based on feedback from students and teachers who have used this text. Our focus remains the same: to help students to think carefully—and critically—about numerical information in everyday contexts.

This book constitutes the thoroughly refereed proceedings of the 9th International Conference on Computer Supported Education, CSEDU 2018, held in Funchal, Madeira, Portugal, in March 2018. The 27 revised full papers were carefully reviewed and selected from 193 submissions. The papers deal with the following topics: new educational environments, best practices and case studies of innovative technology-based learning strategies, institutional policies on computer-supported education including open and distance education.

Informational Texts in Pre-Kindergarten through Grade-Three Classrooms

GreenFaith

Mobilizing God’s People to Save the Earth

User-Friendly Math for Parents

Failure Up Close

Six principles to support great maths teaching (Making Every Lesson Count series)

Educating for the 21st Century

4LTR Press solutions give students the option to choose the format that best suits their learning preferences. This option is perfect for those students who focus on the textbook as their main course resource. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

In her new book, bestselling author Mercedes Schneider provides little-known details about the history of the Common Core State Standards. She lifts the veil on how the Common Core was developed, who was present in the back room, the push to copyright it so that test-makers could profit, and the urgency for governors to sign commitments before the standards were even completed. CCSS is publicized as being a state-led, teacher-developed approach guaranteed to ensure that all students are college- and career-ready. By the end of this eye-opening book, readers will come to understand the CCSS and its attendant assessments as something very different—an education-restricting, profit-garnering opportunity packaged as an education-sounding sales pitch. Common Core Dilemma will appeal to readers across the political spectrum who want to better understand the role of corporations, nonprofits, big donors with strings attached, and the federal government in exercising control in our schools. “Mercedes Schneider is the right person to take a close look at the controversies around the Common Core. She is not only a high school teacher, but also holds a Ph.D. in research methods and statistics. No one digs deeper than she to understand the politics, money, and personalities behind big issues.” —Diane Ravitch, professor of education at New York University, historian of education and bestselling author, author of Reign of Error “The Common Core ‘state’ standards swept the nation in an educational coup d’etat six years ago. The campaign was so swift that most Americans—indeed most educators—had never even heard of the standards when they were adopted. Mercedes Schneider has become the nation’s leading detective

investigating this ‘whodunnit’ mystery, and here she tells the tale, from the beginning.” —Anthony Cody, educator, writer, and public speaker

Teaching Mathematics Using Popular Culture

The Politics of Autism

Exemplary Practices From High Schools

