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Algebra 2 Common Core Pacing Guide

The primary aim of this book is to provide teachers of mathematics with all the tools they would need

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to conduct most effective mathematics instruction. The book guides teachers through the all-important planning process, which includes short and long-term planning as well as constructing most effective

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lessons, with an emphasis on motivation, classroom management, emphasizing problem-solving techniques, assessment, enriching instruction for students at all levels, and introducing relevant

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extracurricular mathematics activities. Technology applications are woven throughout the text. A unique feature of this book is the second half, which provides 125 highly motivating enrichment units for

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takes a very practical approach to learning to teach elementary school mathematics in an emerging Age of the Common Core State Standards. The Common Core State

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Standards in Mathematics (CCSSM) is not meant to be “the” official mathematics curriculum; it was purposefully developed primarily to provide clear learning expectations of

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mathematics content that are appropriate at every grade level and to help prepare all students to be ready for college and the workplace. A quick glance at the Table of Contents

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in this book indicates a serious engagement with the recommended mathematics underlying the kindergarten through grade 5 portions of the CCSSM first, with issues in

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content-practice
assessment, learning,
teaching, and classroom
management pursued next
and in that order. In this
book we explore what it
means to teach to the

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CCSSM within an alignment mindset involving content-practice learning, teaching, and assessment. The CCSSM content standards, which pertain to mathematical knowledge,

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skills, and applications, have been carefully crafted so that they are teachable, learnable, coherent, fewer, clearer, and higher. The practice standards, which refer to

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institutionally valued
mathematical actions,
processes, and habits,
have been conceptualized
in ways that will
hopefully encourage all
elementary students to

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engage with the content standards more deeply than merely acquiring mathematical knowledge by rote and imitation. Thus, in the CCSSM, proficiency in content alone is not

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sufficient, and so does practice without content, which is limited. Content and practice are both equally important and, thus, must come together in teaching, learning, and

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assessment in order to support authentic mathematical understanding. This blended, multisourced text is a “getting smart” book. It helps elementary majors

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and preservice/beginning elementary teachers work within the realities of accountable pedagogy and develop a proactive disposition that is capable of supporting all

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to help students recognize when they are in different states called "zones," with each of four zones represented by a different color. In the

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strategies, and sensory supports so they will have a toolbox of methods to use to move between zones. To deepen students' understanding of how to self-regulate,

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